

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Buffalo Collegiate Charter School		
Education Corp. Name:	Buffalo Collegiate, Inc.		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	Buffalo School District		
Opening Date:	8/22/2018		

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	n/a
Year 1	4 and 5	120	CMO Public Contact Info (Name, Phone):	
Year 2	4-6	180	Partner Organization:	
Year 3	4-7	240	Partner Public Contact Info (Name, Phone):	
Year 4	4-8	300		
Year 5	4-9	360		

Lead Applicant Contact Information				
First Lead Applicant Name:		Brian M. Pawloski		
Applicant is a: <input checked="" type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School				
Applicant Mailing Address: [REDACTED]				
Primary Phone #:	716.713.2162	Secondary Phone #:	[REDACTED]	Email: bpawloski@buildingexcellentschools.org

Second Lead Applicant Name:				
Applicant is a: <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School				
Applicant Mailing Address:				
Primary Phone #:		Secondary Phone #:		Email:

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/ Public Contact Information (required)				
Name:	Brian M. Pawloski	Phone #:	716.713.2162	Email: bpawloski@buildingexcellentschools.org

Lead Applicant Signature

Signature:

Brian Pawloski

Date:

March 12, 2017

Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State
University of New York, 41 State St.,
Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY:

Received By:

Date:

Program Design

MISSION STATEMENT

With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grades 4 through 12 to graduate from the college of their choice and serve as our next generation of leaders.

KEY DESIGN ELEMENTS

Our founding vision and key design elements are built upon the educational philosophy of Lead Founder Brian Pawloski, the Founding Team, and the nationally respected work of Building Excellent Schools.

All children, regardless of gender, race, ethnicity, socioeconomic status, zip code, or home language, deserve the opportunity to receive an excellent education that allows them to access selective colleges and transform their life-paths as empowered and civically-minded leaders.

Partnership with families and community is vital. Through weekly academic/behavioral reports, bi-weekly phone calls between school/home, and monthly events focused on student work/growth, we establish a welcoming, consistent, respectful bond with families.

Three academy structure to remediate and accelerate learning, and ensure all students are college bound: Lower Academy (grades 4-6), Middle Academy (grades 7-9), and Upper Academy (grades 10-12).

Literacy and math are foundational to college access and career achievement, and they will be the conduits to open doors for lifelong opportunity for our students and their families. A backwards planned curriculum across all grades, aligned to rigorous assessments and standards, is critical.

All learners have the opportunity to excel when provided rigorous, standards-based formative and summative assessments, standards-aligned and engaging college preparatory curriculum, and differentiated instruction with robust daily individual supports.

High-quality educators are essential to establish and sustain a culture of excellence so that every student receives a high-quality education every day in every class. We hire people eager to fulfill our mission, and we develop our teachers to be among the best in the nation.

Character education is a necessary part of an excellent school. With a focus on personal accountability and communal achievement, students develop the intellectual capacity and leadership skills, allowing them to cultivate their personal potential and establish their authentic leadership.

Structure, ambition, and joy allow students to thrive. Buffalo Collegiate inspires all members of our community to set ambitious goals, take intellectual risks, and develop academic and character habits that lead to academic success, personal fulfillment, and community leadership.

Time is valuable and finite. We have an extended day and year, and efficiently and urgently plan the best use of that time. We prioritize data-based instruction, consistent small group tutoring, and mission-aligned enrichment to support students' academic success.

SCHEDULE

Proposed Number of School Days per Year:	183	Proposed Daily Beginning and Ending of School Day:	7:45am Start; 4:30pm End
--	-----	--	--------------------------

Additional Schedule Information (optional):

ACADEMIC PROGRAM OVERVIEW

At Buffalo Collegiate, we believe that every student, regardless of gender, race, ethnicity, socio-economic status, zip code, or home language deserves the opportunity to transform his or her life in college and beyond through access to a free public education that cultivates their intellectual potential and celebrates their character growth.

Informed by the success of other schools with similar ambitions, challenges, and autonomies, we believe that all students can achieve a rigorous academic bar when provided with the expectation and strategic supports from the moment they enroll in our school. Buffalo Collegiate will equip students with the skills and habits of success needed to excel in selective colleges and universities and place students on career pathways by exposing them to the wide opportunities a college education can provide.

Buffalo Collegiate will teach our PRIDE Core Values of Perseverance, Respect, Integrity, Discipline, and Empathy and we will ensure that our students develop “Courage Before All” so that they have the voice and values needed to successfully face and overcome life’s many adversities. These values will unite our community as we establish a school built upon individual responsibility and communal ownership. We will establish a unique 4-12 charter school where students and adults are intrinsically motivated to excel and remain consistently thoughtful about the ways they can and must empower others to achieve.

Buffalo Collegiate will establish, sustain, and constantly refine a supportive, achievement-oriented culture and college preparatory curriculum that will accelerate the closure of individual achievement gaps and hasten the growth and achievement of our low income, Special Education (“SPED”), and English Language Learner (“ELL”) populations. The academic program and daily school structure will allot time for daily tutoring and/or enrichment activities so that teachers can use data to strategically target individual and small group needs.

In the Lower Academy (grades 4-6), we will establish intensive supports to effectively meet the needs of all learners. We will create end-of-year and interim assessments aligned to New York State P-12 Common Core Learning Standards and PARCC, supported by more frequent, smaller assessments mapped backwards from these cumulative tests, and ensure that students are achieving at the appropriate grade level by tracking their progress from the moment they enroll. We will use nationally normed assessments (NWEA) at the start, mid-point, and end of each school year to gauge our progress against the country, ensure that we have longitudinal measures within individual years and from year to year, and provide teachers with additional resources to identify areas for enrichment or remediation as they differentiate instruction for each learner. As students transition into the Middle Academy (7-9), we accelerate their learning and align academic expectations to college preparatory standards required in a serious high school course of study. Our students will engage in literature that provides a rich experience working with and responding to many fiction and non-fiction sources, supported by shorter primary and secondary texts aligned with national and state expectations, and gives them a deep understanding of literature across time, geography, and culture and thereby expands their world-wide perspective. Within the Upper Academy (10-12), we will accelerate the learning and independence of our students by ensuring a broad base of academic opportunities, which, when combined with continued exposure to college and career opportunities and requirements, will set them up to make informed choices for what they will pursue with passion once they graduate. Using the model at Boston Preparatory Charter Public School, where Lead Founder Brian Pawloski completed Leadership Residency as part of the Building Excellent Schools Fellowship, Buffalo Collegiate will establish the Perseverance Project. The Perseverance Project will be individualized as school-based college counselors help students and their families find the right college fit, tutor students for college entrance exams, provide training to families for financial support, and teach a course to all students on the college experience.

The rigorous curriculum will work in tandem with teacher development that will be at the heart of our adult learning community. Buffalo Collegiate will conduct rigorous regional and national searches for educators who believe in our ambitious and exciting mission and who exhibit the PRIDE values that are the bedrock of our school-wide culture. Drawing on the high caliber talent development programs studied throughout the Building Excellent Schools Network, Buffalo Collegiate will ensure that teachers are supported by comprehensive, targeted, and individualized professional development to ensure that teachers deliver engaging and impactful, standards-driven instruction and serve the ambitious goals we have established for our students.

School Management

MANAGEMENT STRUCTURE

In Year 1 the Head of School will manage all positions in the school. A Director of Curriculum and Instruction will be hired to oversee the curricular and assessment program. A Director of Operations will be hired to oversee the logistical components of Buffalo Collegiate. We will also hire a Director of Student Support to oversee students with IEPs and 504 plans, and students identified as English Language Learners. The Head of School will manage each of these positions to ensure that the mission and vision of the school are carried out in all areas of the school. In Year 2 we will hire a Dean of Culture to continue to establish the right culture for students, staff, and parents as we grow to three grade levels (and a full Lower Academy). In Year 3 we hire an Academy Director for the Lower Academy and a part-time Director of Curriculum and Instruction. In Year 4 we hire our second full-time Director of Curriculum and Instruction for the Middle Academy as we make the bridge into Regents examinations and prepare for a seamless transition to the high school college preparatory curriculum. Even though we will not start the high school program until Year 5, we want to ensure that there is ample planning time to support the school's evolution. Additionally, Year 4 will feature the first Regents courses in math and science (Algebra and Living Environment). In Year 5 we hire an Academy Director for the Middle Academy, supported by a .5 Director of Curriculum and Instruction position who will both support the Middle Academy and begin to build out curricular and instructional elements of the Upper Academy.

ROLE OF CMO OR PARTNER(S)

Buffalo Collegiate Charter School does not have an institutional partner for the purposes of this charter application. We are working with the training and support of Building Excellent Schools, a national nonprofit that is a leader in charter school development. Through its Fellowship, Building Excellent Schools has trained leaders from around the country to open high-performing, locally controlled urban charter schools.

Facility

SCHOOL FACILITY PLANS

Buffalo Collegiate will be located on the East Side of Buffalo, serving students and families from the zip codes 14211, 14212, and 14215, which all lack high-quality school options. We are currently working to locate a facility that will allow co-location for the first two to three years of school operations with Persistence Preparatory Academy Charter School, another proposed charter school whose Lead Founder Joelle Formato is also a Building Excellent Schools Fellow. Our intention is to be co-located to reduce non-instructional costs within a slow growth model. Ms. Formato and Mr. Pawloski are both determined to be on the East Side of the city due to the dearth of local educational opportunities for students and families. Should co-location ultimately not be feasible and if a single site location is best for Buffalo Collegiate, we will pursue such options.

The Founding Team is led by Buffalo native and professional educator Brian Pawloski.

Brian Pawloski is the Lead Founder and Proposed Head of School for Buffalo Collegiate. He has an academic background in American Studies and Elementary and Secondary Education, and brings professional background with the Alliance for Catholic Education and Teach For America, where he served as Teacher, Program Director, and Coach. Mr. Pawloski is currently a Fellow with Building Excellent Schools (BES).

Katie Campos is the founding Executive Director of Teach For America (TFA) Buffalo, where she has cultivated diverse community support for TFA and extend partnerships between TFA and Buffalo Public Schools. Bringing deep experience in education policy and advocacy, she has served in Governor Andrew Cuomo's cabinet as his Assistant Secretary for Education. She is the Proposed Secretary of the Board of Trustees for Buffalo Collegiate.

Juweria Dahir is External Affairs Manager in the Office of Citizen Participation and Information in the City of Buffalo Office of the Mayor. She serves as a liaison between various city departments and nearly 500 block clubs, identifying and implementing new technology to foster innovation and central city revitalization. Ms. Dahir is also pursuing graduate studies in the School of Architecture and Planning at the University at Buffalo.

Gary Damon is the County Director for the Center for Employment Opportunities (CEO) in Buffalo, NY. In this role, he provides leadership support and direction for all programmatic, financial, and operational elements of CEO's work in Buffalo. Mr. Damon's work within the social services sector as the Deputy Director of Youth Services for Erie County provided him with broad experiences that inform his passion for educational equity.

Arthur Hall is Community Planner for the Buffalo Urban Renewal Agency. He has dedicated his life to leading, planning, and developing people and urban neighborhoods, and has an array of planning experiences, including land-use, zoning, brownfield development, and research and community development. For most of his career, his primary focus has been civic engagement and leadership development, including many grassroots initiatives.

Dr. Steven Harvey is Executive Director of the WNY Higher Education Consortium, which enhances economic development in Western New York, increases collaboration between area colleges and universities, and attracts, engages, and retains students in WNY. Dr. Harvey has conducted research in the areas of academic achievement, children and adults with disabilities, parenting, character education, and college- and career- readiness.

Colleen Heidinger returned to her native Buffalo in 2014 to join 43North as Director of Events and Programming, a role that combines her passions for event planning, entrepreneurship, and the development of Buffalo and its educational offerings. In 2016, she started 43North's Students to Startups program, creating a curriculum and collaborations between Buffalo Public School students and 43North's global entrepreneurs.

Nekia Kemp is a native of Buffalo and is currently Executive Director of the Police Athletic League of Buffalo. Ms. Kemp has experience in community leadership, fiscal and human resources management, fundraising, nonprofit management, and working effectively with volunteers and volunteer boards. She is the Proposed Vice Chairperson of the Board of Trustees for Buffalo Collegiate.

Jamel Perkins is an experienced Senior Executive at Sodexo, a global leader in quality of life services. Additionally, he is Principal and Owner of the Excision Group, where he utilizes his experience in management, finance, and technology to service across a wide range of industries. He serves as Trustee of D'Youville College and Board Member and Committee Co-chair at the Food Bank of Western New York. He is the Proposed Chairman of the Board of Trustees for Buffalo Collegiate.

Michael Roach is partner in the firm Connors LLP. In 2012, Mr. Roach was selected by the Erie County Bar Association to receive the Charles H. Dougherty Award, presented annually to an attorney who exhibits a high degree of professionalism and civility. He is the Proposed Chairman of the Board of Trustees for Buffalo Collegiate.

Request 1: 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.

Our Students

"If I had better circumstances in my middle school years, I could have gone to a school like City Honors or Hutch."

*"I always heard that I didn't come from the best school...when you come from a school with a not-so-great background you think, 'Oh, I might not be able to get in.'"*¹ - Buffalo Public School students interviewed for Civil Rights Project

"School choice has been a central element of educational policy in Buffalo for 40 years. In contrast to cities like Boston, which experienced major conflicts in the civil rights era, Buffalo achieved a high level of diversity and created a number of very desirable public schools with little overt conflict. In 1995, however, the federal court ended the plan and cut off the funding from the city that had been essential to the success. The idea of widespread school choice remained, although many of the tools for creating high quality diverse schools disappeared, and a reduced choice system came to rely on a number of standards or criteria for selecting their students." – Gary Orfield, "Better Choices for Buffalo's Students," The Civil Rights Project, 2015²

Our City

In the late 1970s and through the 1980s, Buffalo Public Schools (BPS) were national leaders in combining school choice and academic excellence by ensuring "a very high level of diversity and academic excellence...in the city."³ This brief point of progress came after a federal court ruling in 1977 mandated that the school district introduce an array of magnet schools, each of which was located in a segregated black neighborhood.⁴ The purpose of these schools was to attract a diverse group of families from across the city, and were designed to promote voluntary desegregation. Mandatory transportation policies complemented the integration initiative "that sought to more dramatically disconnect patterns of neighborhood segregation from patterns of school segregation."⁵

With the backing of the courts, and under strong local leadership, busing practices and desegregation policies

¹ Orfield, Gary, et al. "Better Choices for Buffalo's Students: Expanding & Reforming the Criteria Schools System." *The Civil Rights Project*, 2015.

² Orfield, v.

³ Orfield, vi.

⁴ Taylor, Steven. *Desegregation in Boston and Buffalo: The Influence of Local Leaders*. Albany, NY: State University of New York, 1998.

⁵ Orfield, 3.

were implemented peacefully⁶; “the average Buffalo third grader’s score on the mathematics state exam increased from 45th percentile in 1976, to 69th percentile in 1981.”⁷ By 1985, “Buffalo was the only district in New York to have two schools on the State Education Commissioner’s list of 20 top secondary schools.”⁸

These gains did not last.

As of 2015, “segregation by race and poverty [had] now [become] dominant in the city and this is directly related to academic achievement both in BPS and charter schools, as is particularly evident among the criteria-based schools.”⁹ All of the progress demonstrated from 1977 to 1995 had evaporated, and “70% of the city’s school were segregated”¹⁰ as “the typical black and Latino students attended schools in which 83% of students were living in poverty.”¹¹

As generations of students continue to attend schools within a failing school system, parents yearn for better schools that provide a quality education for their children – ensuring lives of opportunity and promise. Buffalo Collegiate is proposed within this context and in response to this need, and will be located on the city’s East Side in the Broadway/Fillmore community which currently features a lack of infrastructure and economic investment.

To address the pervasive history of poverty and economic failure, the answer lies powerfully in quality public education: we propose to establish an excellent college preparatory school focused on academic achievement for students in grades 4 through 12 who currently do not have access to a transformative public education, starting even before the start of middle school to proactively address challenges in these grades, set students up for a strong middle school curriculum and experience, and seamlessly educate students through their high school senior year. These decisions – to start in grade 4 and to continue through grade 12, is all in service of our mission 0- to set every enrolled student on the road to a life of opportunity for themselves, their families, and our city.

While Buffalo has experienced an economic rebirth in the past 10 years, the economic windfall and development continue to elude wide swaths of the city, particularly the East Side where poverty is prevalent and academic underachievement is chronic. First, when examining the high risk of poverty, a recognized risk factor for students, we note that in the Broadway Fillmore community, median household income is \$20,340,¹² which is a consequence of 49.6% of the adult population having less than a high school diploma and 7% of the adult population having a bachelor’s degree.¹³ Here, 50.7% of the residents live below the poverty line.¹⁴ Compounding the educational risk factors of students, in our community, we further note that the crime rate is three times higher than the national average, and approximately 1 in 81 residents are victims of a violent crime.¹⁵

In our country and in our city, a child’s destiny is closely linked to the circumstances into which he or she is born. Public education for all students has not risen to the challenge of providing an education so that every student can earn his or her way to the college and career of their choice. If our city is to recapture our high-water mark achieved three decades ago, and surpass it in the 21st century, setting the standard for a nation struggling to fulfill its ideals, there must be more quality schools that prepare our students for high levels of achievement.

⁶ Ibid.

⁷ Ibid.

⁸ Winerip, Michael. “School Integration in Buffalo Hailed as a Model for US.” *The New York Times*, March 13, 1985. (<http://nytimes.com/1985/05/13/nyregion/school-integration-in-buffalo-is-hailed-as-a-model-for-us.html>).

⁹ Ibid.

¹⁰ Orfield, 9.

¹¹ Ibid.

¹² “Broadway Fillmore Neighborhood in Buffalo, New York (NY), 14206, 14211, 14212 Detailed Profile.” Broadway Fillmore Neighborhood in Buffalo, New York (NY), 14206, 14211, 14212 Subdivision Profile. N.p., n.d. Web. 04 Sept. 2016.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

Figure 1.1: Accountability Status of District and Schools, Buffalo Public

Buffalo Public Schools
ACCOUNTABILITY STATUS OF DISTRICT AND SCHOOLS EFFECTIVE FEBRUARY 2016

NAME	2015-16 Accountability Status	2016-17 Accountability Status
BILINGUAL CENTER***	Priority	Focus
BUFFALO ELEM SCH OF TECHNOLOGY***	Priority	Focus
BURGARD VOC HIGH SCHOOL***	Priority	Focus
COMMUNITY SCHOOL #53 AT #4	Focus	Focus
HARRIET ROSS TUBMAN ACADEMY***	Priority	Focus
HIGHGATE HEIGHTS***	Priority	Focus
LOVEJOY DISCOVERY SCHOOL #43	Focus	Focus
MATH SCIENCE TECH PREP SCHOOL-SENECA	Focus	Focus
MCKINLEY VOC HIGH SCHOOL***	Priority	Focus
NATIVE AMERICAN MAGNET	Focus	Focus
PS 17***	Priority	Focus
PS 27 HILLERY PARK ACADEMY	Focus	Focus
PS 66 NORTH PARK ACADEMY***	Priority	Focus
SOUTH PARK HIGH SCHOOL***	Priority	Focus
SOUTHSIDE ELEMENTARY SCHOOL	Focus	Focus
BUFFALO ACADEMY-VIS & PERFORMING ARTS*	Focus	Good Standing
CITY HONORS SCH-F MASTEN PK DISCOVERY SCHOOL	Good Standing	Good Standing
DR GEORGE BLACKMAN ECC*	Focus	Good Standing
EMERSON SCHOOL OF HOSPITALITY	Good Standing	Good Standing
FREDERICK OLMSTED #156	Good Standing	Good Standing
GRABIAZ-CAMPUS SCHOOL #79	Good Standing	Good Standing
HUTCHINSON CENTRAL TECH HIGH SCHOOL	Good Standing	Good Standing
INTERNATIONAL SCHOOL	Good Standing	Good Standing
LEONARDO DA VINCI HIGH SCHOOL	Good Standing	Good Standing
LORRAINE ELEMENTARY SCHOOL*	Focus	Good Standing
MIDDLE EARLY COLLEGE HIGH SCHOOL*	Focus	Good Standing
PS 42 OCCUPATIONAL TRAINING CTR	Good Standing	Good Standing
PS 64 FREDERICK LAW OLMSTED	Good Standing	Good Standing
PS 85 ROOSEVELT ACADEMY ECC	Good Standing	Good Standing
PS 69 HDUGHTON ACADEMY	Good Standing	Good Standing
PS 81	Good Standing	Good Standing
PS 84	Good Standing	Good Standing
STANLEY MAKOWSKI EARLY CHLDHD CTR	Good Standing	Good Standing
WATERFRONT SCHOOL*	Priority	Good Standing
ALTERNATIVE HIGH SCHOOL AT 44**	Focus	Priority
BENNETT HIGH SCHOOL	Priority	Priority
BENNETT PARK MONTESSORI SCHOOL **	Focus	Priority
BUILD ACADEMY	Priority	Priority
D'YOUVILLE-PORTER CAMPUS	Priority	Priority
DR A PANTOJA COMM SCH EXCLNCE #18**	Focus	Priority
DR LYDIA T WRIGHT SCH OF EXCELLENCE	Priority	Priority
DR MARTIN LUTHER KING, JR MULTICUL	Priority	Priority
EAST HIGH SCHOOL	Priority	Priority
FRANK A SEDITA SCHOOL #30	Priority	Priority
HARVEY AUSTIN SCHOOL #97	Priority	Priority
HERMAN BADILLO COMMUNITY SCHOOL	Priority	Priority
INTER PREP SCH-GROVER CLEVELAND #198	Priority	Priority
LAFAYETTE HIGH SCHOOL	Priority	Priority
MARVA J DANIEL FUTURES PREP SCHOOL	Priority	Priority
PS 59 DR CHARLES DREW SCI MAGNET	Priority	Priority
PS 61 AT 171**	Focus	Priority
PS 74 HAMLIN PARK ELEMENTARY SCHOOL	Priority	Priority
PS 82**	Focus	Priority
RIVERSIDE INSTITUTE OF TECHNOLOGY	Priority	Priority
WEST HERTEL ELEMENTARY SCHOOL	Priority	Priority
Priority	20	
Focus	15	
Good Standing	20	
District	Focus	Purple - closed

** Newly identified
 * Removed from accountability list
 *** Change in Status from Priority to Focus

Our Schools

“There aren’t enough desirable schools in the area.”¹⁶ - Buffalo Public parent interviewed for Civil Rights Project

Buffalo is a city of strong civic and community pride determined to rise to the challenge of educating all its children.

Buffalo Public Schools (BPS) Superintendent Kriner Cash has spearheaded recent efforts to restructure and refocus BPS. Recently he stated that “[thriving] schools are essential to prepare the workforce for the new medical and high-tech economy the city is trying to create, as well as to attract and retain the middle-class families Buffalo needs to turn itself around.”¹⁷ To execute on that vision, Superintendent Cash has developed a plan that includes a more rigorous early elementary education to set “the stage for success longer term if [students] can get a good grounding in literacy and numeracy. When we haven’t done that in the past, we then have all these students who can’t read in the 10th, 11th and 12th grades.”¹⁸ These efforts will be buoyed by extended learning time to ensure that the goals are met.

While both of these concepts are essential components of a strong urban school, and while the new receivership model may allow Dr. Cash to make some changes to schools that are persistently failing, limitations embedded within the union contract will hamstring wide-sweeping efforts to implement the changes throughout the district and as immediately as students need them – particularly for students preparing to matriculate into middle school and who are at great risk of underachieving in middle school, and then in high school.

The evolution of the plan, therefore, cannot happen quickly enough. For every 20 children who started in a kindergarten class together in BPS 12 years ago in 2003, eight never walked across the stage to accept their high

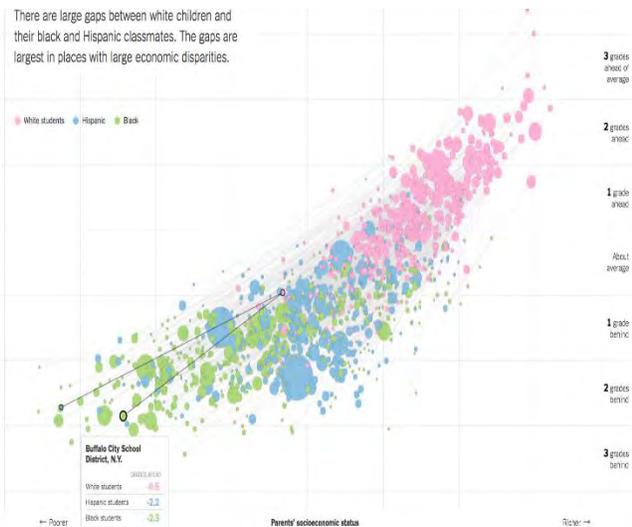
¹⁶ Orfield, 40.
¹⁷ Rey, Jay. "Buffalo Graduation Rate Climbs to 61 Percent." *The Buffalo News*. www.buffalonews.com. *Buffalo News*, 11 Jan. 2016. Web. 23 May 2016. <http://www.buffalonews.com/city-region/schools/buffalo-graduation-rate-climbs-to-61-percent-20160111>.
¹⁸ Ibid.

school diploma in 2015. In a school district that educates over 32,000 students, a 61%¹⁹ graduation rate means that within every generation of K-12 students, almost 12,480 students will drop out before finishing high school. These numbers do not capture those students who do graduate, but who are not college- and career-ready.

According to a recent BPS release and as seen in [Figure 1.1](#), in 2015-16, there are 15 Buffalo Public Schools in “Good Standing,” 26 “Priority Schools,” and 15 “Focus Schools.” Of the 15 in “Good Standing,” nine (9) are criterion-based schools, including the nationally-recognized City Honors High School.²⁰ Although Superintendent Cash is focused on significantly improving student achievement, current progress is insufficient for the majority of students dependent upon the quality of public schools available to them. If criterion-based schools are removed from the options, families have an 87.2% chance of sending their child to school that fails to meet state standards.

Two significant graphs captured in a recent *New York Times* article demonstrate the racial and financial disparity throughout the nation and help to further clarify the urgency of the current situation in Buffalo. [Figure 1.2](#)²¹ reveals that Buffalo is a city that is poor on the spectrum of the study, with all three demographics below average

Figure 1.2: Economic and Racial Disparity



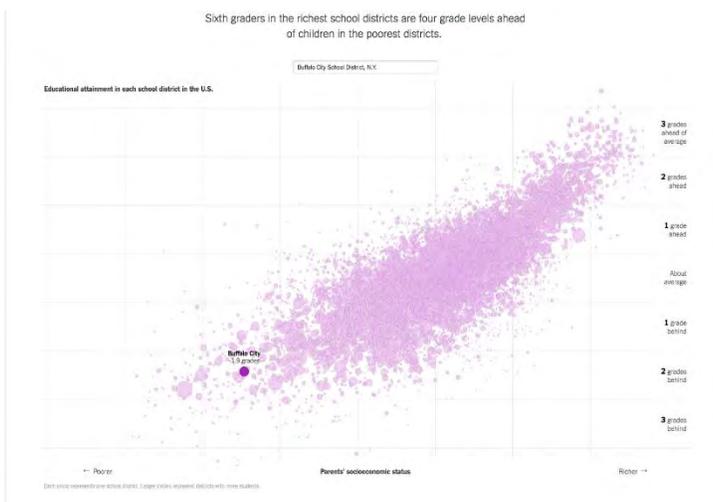
in terms of economic status and academic achievement. Black and Hispanic students in the city are over two grade levels below average in terms of educational attainment, and are over a year and a half behind their white classmates.

[Figure 1.2](#) breaks down the gaps in achievement even further by disaggregating and triangulating the achievement scores of whites, blacks, and Hispanic students in Buffalo. White students in Buffalo perform approximately a half a year below the national average, and white income is just about average relative to the rest of the country. Black and Hispanic income for families in Buffalo are some of the lowest in the nation; achievement for Black and Hispanic students relative to white students is 1.8 and 1.7 years, respectively, behind their white counterparts.

BPS is struggling and in many instances failing to meet the academic and life needs of any demographic it serves, and it is particularly failing to meet the needs of Black and Hispanic families raising their children in our city. To date, Buffalo has been unable to break from conventional projections of the cycle of poverty and develop an educational model that can effectively educate students of diversity and/or poverty.

¹⁹ "NYSED Data Site." *NYSED Data Site*. New York State Department of Education, n.d. Web. 23 May 2016. <<http://data.nysed.gov/>>.
²⁰ "Accountability Status of District and Schools." Accountability Designation Buffalo Public Schools (n.d.): n. pag. Feb. 2016. Web. 23 May 2016. <<http://www.buffaloschools.org/files/105654/2016-17%20-%20accountability%20status%20february%202016%20%282%29.pdf>>.
²¹ Rich, Motoko, Amanda Cox, and Matthew Bloch. "Money, Race and Success: How Your School District Compares." *The New York Times*. 28 Apr. 2016. Web. 23 May 2016. <http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?_r=1>.

Figure 1.3: 6th Grade Economic and Academic Disparity



As demonstrated in **Figure 1.3: 6th Grade Economic and Academic Disparity**²², Buffalo is in the lower quartile for poverty and achievement compared to the rest of the country. In real time, achievement scores reveal a persistent gap among demographic groups. As seen in **Figure 1.4: State v. District ELA and Math Proficiency Rates 2015-16**, there is a gap in statewide achievement for all demographic groups. As stated earlier, the achievement gap is more dire in Buffalo than it is in other areas of New York State.

Students diagnosed as having Special Needs (SPED), which is 22% of the student population in Buffalo, had 1% and 3% proficiency rates in

ELA and Math, respectively, in 2016.

English Language Learners (ELL), who comprise 14% of Buffalo City Schools, have proficiency rates of 3% and 5% in ELA and Math in 2016. Students from low socio-economic households (Low SES), the overwhelming majority of students in Buffalo Schools at a present rate of 79%, in 2016 had 12% and 13% proficiency rates this past Spring.

Further racial and ethnic analysis continues to reinforce the pattern of underserving all students, particularly those from high-needs backgrounds. Black (ELA/Math: 11%/9%) and Hispanic (ELA/Math: 11%/10%) students demonstrate similar levels of proficiency, rates that make it difficult to believe that these present trends in grades 3-8 will truly change the academic trajectory of our students to fulfill the possibilities that await them in college and career.

Figure 1.4: State v. District ELA and Math Proficiency Rates 2015-16

2015-2016 Buffalo ELA & Math Data ²³				
	NYS 3-8 ELA PROFICIENCY	BUFFALO 3-8 ELA PROFICIENCY	NYS 3-8 MATH PROFICIENCY	BUFFALO 3-8 MATH PROFICIENCY
OVERALL	38%	16%	39%	16%
WHITE	46%	34%	50%	34%
BLACK	26%	11%	23%	9%
HISPANIC	27%	11%	26%	10%
ENL	4%	3%	11%	5%
SPED	8%	1%	12%	3%
Low SES	27%	12%	28%	13%

As Buffalo Collegiate considered the location where our impact would be most significant, we were continuously drawn to the limited choice in high-performing schools on the East Side. With the majority of charter schools in

²² Rich, Motoko, Amanda Cox, and Matthew Bloch. "Money, Race and Success: How Your School District Compares." *The New York Times*, 28 Apr. 2016. Web. 23 May 2016. <http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?_r=1>.

²³ "NYSED Data Site." *NYSED Data Site*. New York State Department of Education, n.d. Web. 23 May 2016. <<http://data.nysed.gov/>>.

Buffalo in the Delaware Corridor or Downtown, one charter school, King Center Charter, is presently located in the heart of the East Side.

The East Side of Buffalo, as show in the diagram below, is mostly Black. As depicted in **Figure 1.5: Buffalo's Racial Dot Breakdown**²⁴, the East Side is sharply divided along racial lines. As is true in most cities, poverty and minority status are closely linked.

Figure 1.5: Buffalo's Racial Dot Breakdown

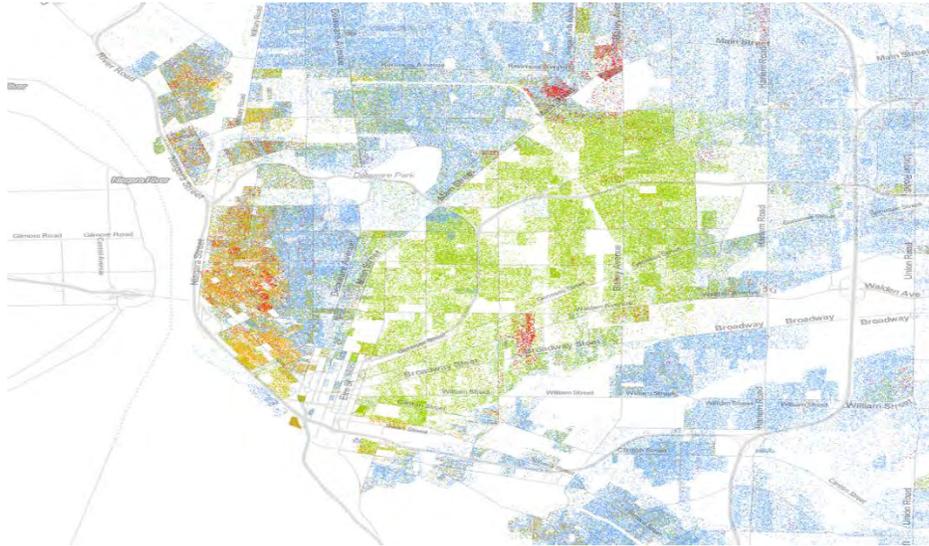
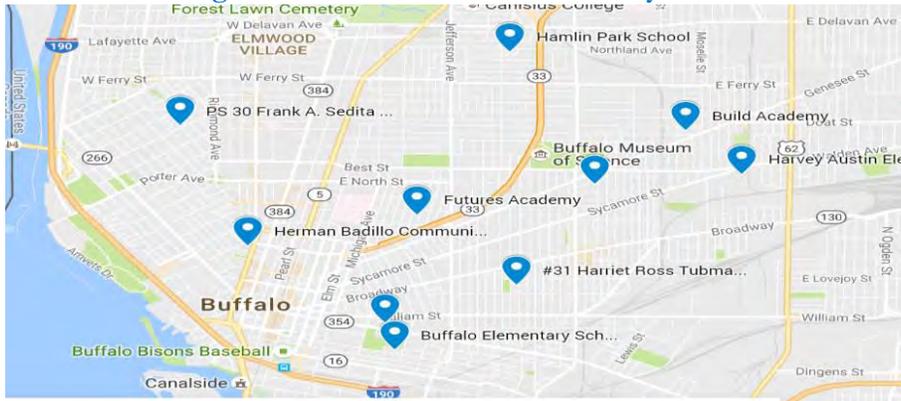


Figure 1.6: Featured Public Schools by Location²⁵ shows a sampling of schools serving portions of the East Side and two serving students on the West Side. All schools have poverty and minority rates that exceed district averages.

²⁴ *The Racial Dot Map: One Dot Per Person for the Entire U.S.* N.p., n.d. Web. 22 Feb. 2017.

Figure 1.6: Featured Public Schools by Location



Within the past year, these schools have demonstrated the resounding need for more high-quality school options for students and families. As presented in **Figure 1.7: 2015-16 Buffalo ELA and Math State Testing Data**²⁶, these schools serve a student body that has average minority and poverty rates of 91%, with ELA and Math proficiency rates at 7% and 5%, respectively. For every one hundred students in these schools, less than ten can read, write, and do math on grade level.

This data is juxtaposed with the most recent data from Olmsted and City Honors, two criterion-based schools whose demographic data reveals they have significantly fewer students of poverty and diversity. The corresponding jump in proficiency rates are equally as stark with ELA scores nearly 10x the proficiency rate, and Math scores surpassing 14x the proficiency rate of the schools educating high poverty and high minority student bodies.

Figure 1.7: 2015-16 Buffalo ELA and Math State Testing Data

	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Frank Sedita	8%	4%	92%	79%
Herman Badillo	4%	3%	95%	97%
Futures Academy	6%	6%	94%	93%
Bennett Park Montessori	13%	5%	78%	82%
Buffalo Elementary Science and Technology	13%	11%	92%	90%
Dr. Charles Drew	7%	5%	92%	90%
Hamlin Park	7%	4%	92%	96%
BUILD Academy	2%	3%	91%	99%
Harvey Austin	5%	7%	92%	95%
Harriet Ross Tubman	6%	5%	93%	88%

²⁶ "NYSED Data Site." *NYSED Data Site*. New York State Department of Education, n.d. Web. 22 Feb 2017. <http://data.nysed.gov/>.

Average of Selected Schools on East and West Side	7%	5%	91%	91%
	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Olmsted	76%	85%	32%	39%
City Honors	60%	58%	50%	66%
Average of Criterion-based Schools	68%	72%	41%	53%

The past two years have featured graduation rates from Buffalo Public that are more than 60%. These results have been championed as progress, which they are, though when juxtaposed against the NYS 3-8 Scores captured in the [Figure 1.7](#), it begs further investigation about the cause of the increased graduation rates. It is difficult to see data that captures students reading, writing, and doing math below grade level in third through eighth grade, and then making significant gains at high school.

Ultimately, the next question is clear: Are students more prepared for college?

In [Figure 1.8: High School Graduation Rates in Buffalo Public School and Buffalo Public Charter Schools](#), it is evident that the schools that serve a student body with a lower combined poverty and minority rate have higher graduation rates. Also apparent is that there is an inverse relationship between the combined poverty/minority rates and SAT scores *and* Regents Diplomas with Advanced Designation. So, while graduation rates may be incrementally increasing, the degrees and SAT scores that demonstrate college readiness are still markedly lower in high schools that are not criterion-based.

Figure 1.8: High School Graduation Rates in Buffalo Public School and Buffalo Public Charter Schools

High School	ENROLL	GRAD%	REG ADV DES %	SAT COMBINED ²⁷	DROPOUT %	Poverty	Minority	Combined
CITY HONORS SCH-F MASTEN PK	123	98%	90%	1747	0%	32%	39%	71%
LEONARDO DA VINCI HS	97	96%	30%	1305	2%	64%	61%	125%
TAPESTRY CS	76	95%	9%	1166	4%	65%	70%	135%
BUFFALO ACAD-SCI CS	55	95%	18%	1193	4%	88%	83%	171%
FREDERICK OLMSTED #156	57	93%	33%	1399	5%	50%	66%	116%
WESTERN NY MARITIME CS	68	88%	21%	1152	3%	86%	69%	155%
EMERSON SCHOOL OF HOSPITALITY	108	84%	0%	1129	2%	81%	82%	163%
BUFFALO ACADEMY-VIS & PERF ARTS	135	84%	3%	1212	10%	66%	81%	147%
HUTCHINSON CENTRAL TECH HS	274	84%	11%	1335	4%	72%	70%	142%
MCKINLEY VOC HS	214	81%	0%	1097	8%	83%	87%	170%
ORACLE CS	87	80%	3%	1010	8%	95%	92%	187%
MIDDLE EARLY COLLEGE HS	70	74%	0%	1063	3%	77%	90%	167%

²⁷ Bizjournals.com. *Buffalo Business First*, 10 June 2015. Web. 23 Feb. 2017.

HEALTH SCIENCES CS	102	71%	2%	-	6%	42%	96%	138%
INTER PREP SCH-GROVER CLEVELAND #187	87	66%	2%	1021	15%	90%	90%	180%
BUFFALO CITY SCHOOL DISTRICT	2357	62%	8%	-	18%	82%	80%	162%
SOUTH PARK HS	248	56%	1%	1091	25%	77%	53%	130%
BURGARD VOC HS	127	52%	1%	-	29%	83%	93%	176%
MATH SCIENCE TECH PREP SCHOOL-SENECA	99	48%	0%	1136	24%	87%	97%	184%
BENNETT HS	117	46%	0%	1049	29%	83%	98%	181%
LAFAYETTE HS	137	34%	0%	949	35%	89%	93%	182%
EAST HS	96	34%	1%	995	33%	82%	96%	178%
RIVERSIDE INSTITUTE OF TECHNOLOGY	212	32%	0%	-	35%	90%	89%	179%

Families are aware that the standard school options are limited, and what does exist is not providing the education necessary to break generations of cyclical poverty. Throughout the city, the demand for change and choice is strong.

Figure 1.9: NECSN 2016 School Contact and Information Survey - Waitlist²⁸ indicates, charter schools are still a sought-after opportunity for families seeking better school options – yet the demand outpaces the seats. In recent analysis of the charter school waitlist, the Northeast Charter School Network (NECSN) provided data that shows the demand is strong for more charter seats. Of the schools surveyed, Buffalo Collegiate has a grade level intersection with every single one (whether they are K-8, 7-12, or 9-12).

Figure 1.9: NECSN 2016 School Contact and Information Survey – Waitlist Total

Charter School	City	Year	Total Waitlist
Waitlist for Buffalo Public Charter Schools	Buffalo	2015-16	3922

Buffalo Collegiate is determined to fill the need that presently exists throughout the city, and specifically in the neighborhoods and communities that do not have access to high-quality school options. We will fulfill its legal and ethical mandate to educate all students of Buffalo, regardless of their race, ethnicity, economic status, special education needs, or English language requirements. Through the flexibility we are provided as a charter school, we will: have longer school days; recruit and train teachers who are mission aligned; allocate our budget so that our priorities always reflect the highest levers for student achievement; feature extensive and targeted professional development; maintain a staff that is motivated by the mission and unified in our shared work; modify the schedule to increase the amount of learning time spent on math and literacy skills in the Lower Academy (grades 4-6) to rapidly close skills gaps; utilize data to improve efficiency and effectiveness so we can address areas of highest need; and provide a supportive culture that is coupled with high expectations so that all students achieve our mission to excel in the college of their choice and embody the characteristics to be leaders of future generations.

For our SPED, ELL, and students who live in poverty²⁹, we will use data to track student progress and gaps to grade level goals, and use our staffing and scheduling flexibility to provide individualized and small-group supports. Our

²⁸ Northeast Charter Schools Network, Annual Charter School Survey. 2016.

²⁹ In Year 1, Buffalo Collegiate will serve, according to the SUNY enrollment/retention calculator, a student body in the first year that is comprised of 84.6% Economically Disadvantaged (104 students), 11.9% LEP (15 students), and 21.6% SWD (27 students).

staffing model will feature an ELL and SPED teacher in our first year, with a Director of Student Support also hired to work as an administrator for half of the schedule and as a teacher for the other half to ensure we are appropriately supporting our students. With demographic projections for our inaugural student body based upon local numbers, we project our first cohort to have a SPED and ELL enrollment of approximately 26 and 17 students, respectively, and be parallel to rates of such groups within local district schools. Our staffing will prioritize gap closure and grade level achievement by hiring 3 Math and 3 English Language Arts teachers in the first two cohorts to enhance the ability to provide targeted interventions and smaller student to teacher ratios to effectively establish school culture.

Our Solution

*"I think we could do it if we did it right...You gotta get good people in place that will share the vision, share that passion for kids and for kids learning and for the program and the opportunities that this can give kids, and I think we could make it happen."*³⁰ – District Principal

As a district Principal stated to the Civils Rights Project Interview Committee, there are many people in Buffalo who want and believe that our city can create a school that will mirror the success of some of the criterion-based schools that feature a track record of high achievement. The belief and desire alone, however, will not make these schools come into existence. For a school to be truly successful, there must be belief, vision, structured design, and a high bar for executing with excellence throughout the entire organization.

Focused on a high-poverty community of students and families, Buffalo Collegiate will design and execute a high quality 4-12 school that provides the foundation for success in college and life. We will recruit, select, and train mission-driven, growth-minded teachers as our foundation for academic excellence, and then we will prioritize the focused and vision-relevant professional development needed to guarantee that all our teachers are prepared to establish and execute on all the practices that align to a school that has high expectations for student achievement. All teachers will be prepared to enthusiastically establish a culture of ambition, structure, and community as they meet the needs of all our students.

Our slow growth model will allow us to be purposeful and deliberate with our hiring and professional development. We will aggressively hire and develop our founding team, drawing upon the extensive network of the proposed school leader, and we will continue to grow our staff through regional and national partners, including Teach For America, Building Excellent Schools, and University at Buffalo. We will have a rigorous, structured, and multi-step interview process to ensure that we have the right people on staff prepared to meet the level of demand, flexibility, and unwavering belief for our students to achieve at the highest rate in the state.

Through targeted foundational practices, our teachers will spend time on an ongoing basis (weekly, monthly, and yearly) analyzing data, co-planning rigorous curriculum with grade level and content peers, supporting students' measurable growth and absolute achievement in response to data generated from a sequenced and aligned assessment system, and engaging in a targeted and action-oriented professional feedback cycle as we establish the growth-oriented adult culture required to meet the demands of our mission.

Buffalo Collegiate has made the unique choice to begin our enrollment in fourth grade, which is not the natural breaking point in Buffalo. Although many schools go from K-8 in both the Buffalo Public Schools and Buffalo Public Charter Schools, there are K-4/5-8 models that are common. Our end goal is to produce college ready graduates prepared to meet the rigors of college both academically and socially. To do that, we believe that we must capture our students early enough to create a high school that is strong academically and culturally to create intrinsically motivated learners who are skilled writers, readers, mathematicians, and scientists. Enrolling ninth grade, however, is not good enough, which led us to consider a strong middle-high design that would set the academic

30 Orfield, 40.

and cultural tone prior to high school to establish the foundation necessary for our students to succeed.

However, through the exposure we have had to high-performing charters throughout the country, and in concert with our study of academic needs in Buffalo, it became readily apparent (as demonstrated in [Figure 1.7](#)) that less than 10% of our students in grades 3-8 are reading and doing math on grade level. As a result, we decided to extend our middle school into the fourth grade, despite the initial challenges that we might face with enrollment. We believe that our community outreach that we have committed to throughout our city puts us in the position to partner with many organizations to successfully stimulate enrollment.³¹ Providing families with a rigorous, college preparatory school will connect with the hopes and dreams that we have heard from so many, which will be in addition to the safe, nurturing environment that will support every child's needs. A fourth grade start, unique from current models in our city, is evident in highly successful national models³² that can also serve the needs of Buffalo students and families. We will advocate for the benefits that it will provide in literacy and culture specifically as we grow our school intentionally from that origin point.

Buffalo Collegiate begins with the academic expectations and rigor of the Common Core State Standards (CCSS), coupled with the college preparatory requirements of the SAT/ACT and Advanced Placement courses. We will prepare our students for Advanced Placement (AP) courses that our high school will offer starting in tenth grade, as that is the competitive environment of other college preparatory schools and positions our students on a regional and national stage. We will ensure that our SAT preparation program prepares our students to excel and earn competitive scores to college preparatory colleges and universities across our state and throughout the nation. Presently, the public high school average SAT score in Buffalo is 1163, which drops to 1041 when criterion-based schools are extracted from the data set. City Honors, the highest performing school in the region, has average scores of 1792, which is more commensurate with the achievement expectations we have set as our goal and towards which our leadership and design elements are focused.³³ Consequently, these end goals will drive our instructional and assessment planning and practices from day one. Starting in grade 4, and in all grades, Buffalo Collegiate's students will attend a longer school year and day, which, when combined with the highly efficient and engaging systems for teaching, behavioral interventions, targeted academic interventions, and a robust professional development program for our teachers, will maximize all student learning and ensure all students are prepared to sustain continued academic excellence within the college of their choice.

We are informed by the proven practices of and lessons learned at high performing schools across the nation that demonstrate that the nature of students' circumstances into which they are born does not need to determine their fate, so long as they are educated in a school that believes in their potential, works purposefully to recruit and train excellent educators, and persists alongside students to and through college. We are supported by the national training of Building Excellent Schools, and the proven practices of the schools founded and supported through the organization's Fellowship, ongoing support, and national network of schools. As others before us have done in cities such as Memphis, Nashville, Washington, DC, Denver, Newark, Los Angeles, Chicago, San Jose, New York, and Boston,³⁴ Buffalo Collegiate will serve as a local, regional, and national exemplar for our community that

³¹ Letters of support from community organizations and community leaders who host regular community outreach events and have committed to partnering with Buffalo Collegiate include: Councilman Wingo, Assemblywoman Grant, Matt Urban HOPE Center Executive Director Marlies Wesolowski, YMCA Program Manager Russell Bell, South Buffalo Community Center President Sara Heidinger, International Institute Executive Director Eva Hassett, Childcare Resource Network CEO Amanda Kelkenberg, Northeast Charter School Network Advocacy Manager Duncan Kirkwood, and SAY YES Mentoring Supervisor Daniel Robertson. This is in addition to Founding Board Member Nekia Kemp, Executive Director of the Police Athletic League.

³² Endeavor College Prep in Los Angeles, CA, and Achievement Prep in Washington, DC, have demonstrated high rates of success with a fourth grade enrollment structure.

³³ Thomas, G. Scott. "Database of SAT Scores for Local High Schools." *Widgets RSS*. N.p., 11 June 2014. Web. 04 Sept. 2016.

³⁴ BES Fellows have founded schools that are the highest performing in their cities and states, outperforming affluent districts. Among these are schools with similar demographics to our community in Buffalo: Boston Prep and Excel Academy in Boston, MA; South Bronx Classical and Democracy Prep in NY, NY; Nashville Prep and Liberty Collegiate, Nashville, TN; Columbus Collegiate Academy in Columbus, OH; and Achievement Prep, Washington, D.C.

all students can achieve school and life success.

The team founding Buffalo Collegiate brings a depth of skills necessary to meet the needs of low income, minority students in Buffalo prior to the first day they arrive as our founding fourth grade cohort of students. Lead Founder and proposed Head of School Brian Pawloski is an educator and instructional leader with extensive experience working in low income, urban public schools throughout the United States. He has taught elementary and high school students in Mobile, AL and Phoenix, AZ, coached 4th through 12th grade teachers, and served as Dean of Students at a public school in Buffalo, NY. Currently Fellow with Building Excellent Schools (BES), Mr. Pawloski has visited and analyzed over 40 high performing charter schools nationally and trained on organizational leadership, finance, curriculum, community engagement, and school culture, and is completing a leadership residency at a high achieving urban charter school within the BES Network.³⁵ As a result of his wide range of experiences, Mr. Pawloski will ensure that Buffalo Collegiate will provide an academically rigorous and culturally supportive curriculum, an aligned assessment system and data analysis action planning cycle, all provided within a structured and highly engaging seamless 4-12 college preparatory school for the children of the East Side of Buffalo.

(b) Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic areas 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.*

The current population of students in grades 4 through 9 in Buffalo Public Schools is 14228. As a slow growth school, Buffalo Collegiate will grow by one grade per year, adding 60 students in 4th grade each year. We will also fill seats that open through and including the 9th grade year.

As a fully enrolled 4 through 9 expanded elementary, middle school and high 2022-2023, we will have 360 students attending Buffalo Collegiate, accounting for approximately 2.5% of the students of that grade span in the local district. At full growth, the 4 through 12 program will have 540 students, and, if there is no attrition, Buffalo Collegiate will have approximately 2.6% of the students of that grade span in the local district.

³⁵ **Response 15e** demonstrates the support that Lead Founder Brian Pawloski has secured on behalf of Buffalo Collegiate from Building Excellent Schools (Chief Academic Sue Walsh and Director of Leadership Development Paul Adler) and BES Network Schools (Chief Academic Officer at Boston Prep Eileen Callahan).

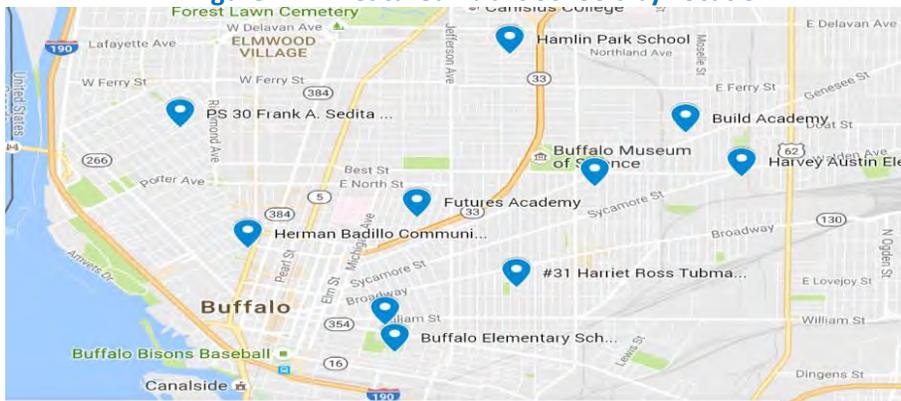
Figure 1.10: Buffalo Collegiate’s Enrollment Projected Impact on Buffalo Public Schools

BUFFALO CITY SCHOOL DISTRICT		Projected impact on Buffalo Public	
Grade Level	Enrollment data by grade	Buffalo Collegiate Enrollment	Percent of the District
4	2334	60	2.6%
5	2320	60	2.6%
6	2302	60	2.6%
7	2394	60	2.5%
8	2304	60	2.6%
9	2574	60	2.3%
10	2270	60	2.6%
11	1957	60	3.1%
12	2015	60	3.0%

Although the enrollment figures offer a significant number of high-quality seats in a college preparatory school, they will not have a massive impact on the enrollment at district schools. As evidenced by the waitlist at local charters, the demand for these seats is high.

In 2022-2023, which will mark the culmination of Buffalo Collegiate’s first five-year charter term, we will enroll a maximum of 420 students in grades 4 through 9. By 2025-2026, Buffalo Collegiate will be fully enrolled in grades 4 through 12, serving 540 students. If we conservatively assume a 10% attrition rate in grades ten, eleven, and twelve due to transiency rates and the evidence demonstrated at other high-performing charter schools, our total projected enrollment will be 517 students. With such attrition, the proposed high school will have a total enrollment of 217 as opposed to the 240 maximum capacity without enrollment; the proposed 4th through 8th grade span will always be filled to the 300-seat capacity due to backfilling all seats as they become available. [Figure 1.10: Featured Public Schools by Location](#)³⁶ shows a sampling of schools serving portions of the East Side and two serving students on the West Side. All schools have poverty and minority rates that exceed district averages.

Figure 1.11: Featured Public Schools by Location



Within the past year, these schools have demonstrated the resounding need for more high-quality school options for students and families. As presented in **Figure 1.12: 2015-16 Buffalo ELA and Math State Testing Data**³⁷, these schools serve a student body that has average minority and poverty rates of 91%, with ELA and Math proficiency rates at 7% and 5%, respectively. For every one hundred students in these schools, less than ten can read, write, and do math on grade level.

This data is juxtaposed with the most recent data from Olmsted and City Honors, two criterion-based schools whose demographic data reveals they have significantly fewer students of poverty and diversity. The corresponding jump in proficiency rates are equally as stark with ELA scores nearly 10x the proficiency rate, and Math scores surpassing 14x the proficiency rate of the schools educating high poverty and high minority student bodies.

Figure 1.12: 2015-16 Buffalo ELA and Math State Testing Data

	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Frank Sedita	8%	4%	92%	79%
Herman Badillo	4%	3%	95%	97%
Futures Academy	6%	6%	94%	93%
Bennett Park Montessori	13%	5%	78%	82%
Buffalo Elementary Science and Technology	13%	11%	92%	90%
Dr. Charles Drew	7%	5%	92%	90%
Hamlin Park	7%	4%	92%	96%
BUILD Academy	2%	3%	91%	99%
Harvey Austin	5%	7%	92%	95%
Harriet Ross Tubman	6%	5%	93%	88%
Average of Selected Schools on East and West Side	7%	5%	91%	91%
	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Olmsted	76%	85%	32%	39%
City Honors	60%	58%	50%	66%
Average of Criterion-based Schools	68%	72%	41%	53%

The past two years have featured graduation rates from Buffalo Public that are more than 60%. These results have been championed as progress, which they are, though when juxtaposed against the NYS 3-8 Scores captured in

³⁷ "NYSED Data Site." *NYSED Data Site*. New York State Department of Education, n.d. Web. 22 Feb 2017. <http://data.nysed.gov/>.

the [Figure 1.7](#), it begs further investigation about the cause of the increased graduation rates. It is difficult to see data that captures students reading, writing, and doing math below grade level in third through eighth grade, and then making significant gains at high school.

Ultimately, the next question is clear: Are students more well-prepared for college?

In [Figure 1.13: High School Graduation Rates in Buffalo Public School and Buffalo Public Charter Schools](#), it is evident that the schools that serve a student body with a lower combined poverty and minority rate have higher graduation rates. Also apparent is that there is an inverse relationship between the combined poverty/minority rates and SAT scores *and* Regents Diplomas with Advanced Designation. So, while graduation rates may be incrementally increasing, the degrees and SAT scores that demonstrate college readiness are still markedly lower in high schools that are not criterion-based.

Figure 1.13: High School Graduation Rates in Buffalo Public School and Buffalo Public Charter Schools

High School	ENROLL	GRAD%	REG ADV DES %	SAT COMBINED ³⁸	DROPOUT %	Poverty	Minority	Combined
CITY HONORS SCH-F MASTEN PK	123	98%	90%	1747	0%	32%	39%	71%
LEONARDO DA VINCI HS	97	96%	30%	1305	2%	64%	61%	125%
TAPESTRY CS	76	95%	9%	1166	4%	65%	70%	135%
BUFFALO ACAD-SCI CS	55	95%	18%	1193	4%	88%	83%	171%
FREDERICK OLMSTED #156	57	93%	33%	1399	5%	50%	66%	116%
WESTERN NY MARITIME CS	68	88%	21%	1152	3%	86%	69%	155%
EMERSON SCHOOL OF HOSPITALITY	108	84%	0%	1129	2%	81%	82%	163%
BUFFALO ACADEMY-VIS & PERF ARTS	135	84%	3%	1212	10%	66%	81%	147%
HUTCHINSON CENTRAL TECH HS	274	84%	11%	1335	4%	72%	70%	142%
MCKINLEY VOC HS	214	81%	0%	1097	8%	83%	87%	170%
ORACLE CS	87	80%	3%	1010	8%	95%	92%	187%
MIDDLE EARLY COLLEGE HS	70	74%	0%	1063	3%	77%	90%	167%
HEALTH SCIENCES CS	102	71%	2%	-	6%	42%	96%	138%
INTER PREP SCH-GROVER CLEVELAND #187	87	66%	2%	1021	15%	90%	90%	180%
BUFFALO CITY SCHOOL DISTRICT	2357	62%	8%	-	18%	82%	80%	162%
SOUTH PARK HS	248	56%	1%	1091	25%	77%	53%	130%
BURGARD VOC HS	127	52%	1%	-	29%	83%	93%	176%
MATH SCIENCE TECH PREP SCHOOL-SENECA	99	48%	0%	1136	24%	87%	97%	184%
BENNETT HS	117	46%	0%	1049	29%	83%	98%	181%
LAFAYETTE HS	137	34%	0%	949	35%	89%	93%	182%
EAST HS	96	34%	1%	995	33%	82%	96%	178%
RIVERSIDE INSTITUTE OF TECHNOLOGY	212	32%	0%	-	35%	90%	89%	179%

³⁸ Bizjournals.com. *Buffalo Business First*, 10 June 2015. Web. 23 Feb. 2017.

Families are aware that the standard school options are limited, and what does exist is not providing the education necessary to break generations of cyclical poverty. Throughout the city, the demand for change and choice is strong.

There are very limited private school options on the East Side of Buffalo. Catholic Schools that dominated the landscape a half century ago are no longer an option. Only the NativityMiguel Schools (St. Augustine for boys in grades 5-8 and St. Monica's for girls in grades 5-8) are located within the vicinity of where Buffalo Collegiate aims to locate. NativityMiguel is known for having a tremendous school culture and provides access to underserved students to gain access into elite private schools in the city. Over time, there could be an impact on their enrollment if Buffalo Collegiate establishes itself as a school that provides a similar culture and high academic achievement at no cost to families.³⁹

Buffalo Collegiate's model provides several academic and cultural components that set us apart from other school options within Buffalo, including:

- Double doses of Literacy and Math: Two periods a day of English and Math in grades 4-8, with one period driving at grade level content and skills, and another period that uses frequent assessments to capture skill gaps or opportunities for extension and adapt using flexible groupings. This second period will also have two teachers for every class to ensure that there are enough resources to provide small group instruction.
- FOCUS: Monday to Thursday, we will devote 45 minutes at the end of each day to address prioritized skills for all students. Utilizing data, we will have teachers prioritize students who need additional support or have opportunities to extend their learning.
- Advisory: Our advisory program will meet twice per day, stimulating community, organization, accountability, and goal-setting.
- Social Innovation: Buffalo Collegiate will pursue our mission of creating leaders of the next generation by creating a foundation of Civic Awareness and Ethical Decision Making in the Lower (grades 4-6) and Middle (grades 7-9) Academies prior to transitioning into the Social Innovation component in the Upper Academy (grades 10-12). Social Innovation will provide access to business leaders⁴⁰ and Social Innovation professors from the University at Buffalo⁴¹ as students use their foundations in Civics and Ethics to develop programs, projects, and potentially businesses that address significant needs within our community. The program will enable them to develop the skillsets necessary to take on initiative-dependent projects within college and career.

(c) Fiscal Impact

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

- *Enrollment expectations;*

³⁹ Bart Kresse, former chairman of the board at NativityMiguel and current board member, has written a Letter of Support for Buffalo Collegiate. Lead Founder Brian Pawloski served on NativityMiguel's curriculum committee.

⁴⁰ Business leaders like Steve Poland, the Managing Director at Z80 Labs, a technology incubator, and Michael Ulbrich, President of Buffalo Manufacturing Works. Both leaders wrote a Letter of Support that can be found in [R-15e](#).

⁴¹ Professor of Social Innovation, Bob Neubert, who teaches in the School of Management at the University at Buffalo, has written a Letter of Support that can be found in [R-15e](#).

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

In accordance with Education Law § 2851(2)(q), Buffalo Collegiate provides an examination of the impact that it will have on public and nonpublic schools in the areas it looks to locate.

In the Fall of 2018, Buffalo Collegiate plans to enroll 120 students in grades four and five. Thus, Buffalo Collegiate will receive a total of \$1,794,884 from New York State in per pupil funding. This figure represents approximately .21% of the Buffalo Public Schools budget. In Buffalo Collegiate’s 5th year of operation in 2022-2023, we will enroll 360 students in grades 4 through 9. At this point, we can project that we will receive \$5,384,291 in funding from New York State’s current per pupil funding formula. At present, that figure would account for .63% of Buffalo Public Schools budget.

The information capture in **Figure 1.14** details the impact that Buffalo Collegiate will have on the Buffalo Public Schools. It assumes that the per pupil state aid allocations do not increase during the charter term. Although the budget and per pupil aid will both likely increase, we are proposing conservative estimates and assumptions for the duration of the first term. Given our projection of full enrollment and the total fiscal impact on the district, the overall fiscal impact is minimal on the district’s overall operating budget.

Figure 1.14: Fiscal Impact of Buffalo Collegiate Enrollment

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 (2018-19)	120	12,505	1,500,600	294,284	1,794,884	853,600,000	0.210%
Year 2 (2019-20)	180	12,505	2,250,900	440,695	2,691,595	853,600,000	0.315%
Year 3 (2020-21)	240	12,505	3,001,200	587,519	3,588,719	853,600,000	0.420%
Year 4 (2021-22)	300	12,505	3,751,500	734,980	4,486,480	853,600,000	0.526%
Year 5 (2022-23)	360	12,505	4,501,800	882,491	5,384,291	853,600,000	0.631%

Request 2ac: Addressing the Need

(a) Mission

Provide the mission statement for the proposed charter school.

Mission Statement

With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grades 4 through 12 to graduate from the college of their choice and serve as the next generation of leaders.

Vision Statement

*“The society in which we live is desperately menaced...from within.
To any citizen of this country who figures himself as responsible – and particularly those of you
who deal with the minds and hearts of young people – must be prepared to ‘go for broke’...”*

*“I began by saying that one of the paradoxes of education
was that precisely at the point when you begin to develop a conscience,
you must find yourself at war with your society. It is your responsibility to change society
if you think of yourself as an educated person.”*

- James Baldwin, 1963, “A Talk to Teachers”¹

*“Race matters, poverty matters and some people's desire to not see either of those matters.
I don't know how you get past that. If one of us doesn't succeed, then none of us do.”*

- New York State Assemblywoman Crystal Peoples-Stokes

Over 50 years ago, James Baldwin reflected about the state of America, and the role educators played in fostering the necessary groundwork to start a revolution against racist structures that had limited the progress of minorities. He challenged educators to see themselves as revolutionaries who first recognized the bleak realities of America as it organized against racial and economic divides, and then challenging those structures by infusing each child with the education to see those realities for themselves – and then have the skills and knowledge to do something about it. America was not the nation it purported itself to be in 1963, as racism surged throughout the country, lynchings, police brutality, separate but unequal, and church bombings burning their images onto the Declaration of Independence’s fading words: “We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.”²

Today, 53 years after Baldwin’s words, Buffalo faces a crisis that Baldwin warned about. Despite the pockets of economic progress in some areas of the city and the stemming of the “brain drain” that many community leaders lamented for decades, Buffalo’s long-term economic indicators are not strong. In the 21st century world that thrives on connectivity and diversity, Buffalo is one of the most segregated cities in America. During a town hall meeting entitled “The Economics of Segregation,” Clotilde Dedecker, the CEO and President of the Community Foundation of Greater Buffalo, cited recent census data that revealed that Buffalo has an 88.5% isolation index, a

¹ Baldwin, James. Delivered October 16, 1963, as “The Negro Child – His Self-Image”; originally published in *The Saturday Review*, December 21, 1963, reprinted in *The Price of the Ticket, Collected Non-Fiction 1948-1985*, Saint Martins 1985.

² Jefferson, Thomas. Declaration of Independence, 1776.

data point that denoted that on any given day, a citizen of Buffalo has an 88.5% chance of not having a meaningful interaction with a person of another race or ethnicity.

The growing chasm along Main Street and Richmond Avenue, two streets that divide the largely white Elmwood Village and Delaware District from the East Side, which is predominantly black, and the West Side, which is a mix of Hispanic and a new immigrant population, reinforces the communities slated for development and those communities largely ignored through job-force, infrastructure, and educational development. This segregation has a simple and fierce impact: More than half of the children in Buffalo – 54 percent – lived in poverty in 2015, an increase of 7 percentage points from the year before, according to new census estimates from the federal government.³

While the recent national and regional narratives often focus on the Buffalo Renaissance along the waterfront, in the medical corridor, and throughout certain neighborhoods that have become more attractive to development to support an influx in millennials and baby boomers migrating to the city center, impoverished communities that are populated by Black, Latino, and New Americans continue to fall further into the cycle of poverty. The truth of poorer communities has been ignored by some, but other community leaders maintain their focus on equity, education, and workforce development. Sam Magavern, Co-director of the Partnership for the Public Good, echoed these sentiments, asking, “Can you call it a renaissance when it leaves that many people behind? You can call it a partial renaissance – and it’s very welcome – but for most of the people living in the city of Buffalo, that’s not making a big change in the quality of their lives.”⁴

While the poverty in the United States and New York fell in 2015 (to 14.7 and 15.4 percent, respectively), Hispanics and Asians (45% living in poverty) and African-Americans (41% living in poverty) in Buffalo in 2015 were all nearly three times state and national poverty averages.⁵ Casting an eye towards the future, 58% of children under the age of five in our city live in poverty, which ranks second highest in the country behind only Detroit,⁶ and for the first time in our nation’s history, data indicates minority children under the age of five outnumber white children.⁷

Buffalo’s struggles with the economic divide is parallel to the wide-range public school failure in meeting the needs of minority students and students in poverty and ensuring a high-quality education that can lift children and families out of generational and chronic poverty. Erie County, where Buffalo sits, lacks meaningful diversity outside of the City boundaries, and “the achievement gap between minority and white students in Erie County is wider than it is statewide,” as is the “gap between students who come from poor backgrounds and their more affluent peers.”⁸ While racial segregation in urban and suburban areas is not rare throughout the United States, the Civil Rights Project recently ranked Erie County “in the top 3 percent of the country for its failure to integrate students.”⁹ The results of this segregation have been stark:

- Recent state testing data shows that the percent of Erie County black students considered proficient in English was 31 percentage points lower than their white peers, compared to a 20-point gap statewide. In math, the local gap was nearly 37 percentage points, compared to a 27-point gap for the state.
- A similar gap persisted between poor students and their more affluent peers in Erie County, with a difference of 33 and 35 points in English and math, respectively.

³ Rey, Jay. "More than Half of Buffalo Children Live in Poverty, New Census Figures Show." *The Buffalo News*. Buffalo News, 1 Oct. 2016. Web. 1 Oct. 2016.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Lankes, Tiffany. "Test Results Reveal Stark Achievement Gaps by Race, Income in Erie County Schools." *The Buffalo News Test Results Reveal Stark Achievement Gaps by Race Income in Erie County Schools Comments*. N.p., 27 Oct. 2016. Web. 01 Nov. 2016.

⁸ Ibid.

⁹ Ibid.

These troubling statistics were not always the case for Buffalo and its citizens.

It was not long ago that Buffalo was not only on the right track towards educational progress, but also seen as a model for school integration and forward-thinking series of magnet schools. As recently as the early 1980s, Buffalo had made significant strides towards integrating schools and elevating achievement of all student demographics. Staring in the late 1970s, “the city made great progress in addressing racial isolation in its schools . . . [as a result of a] court-ordered desegregation plan [that] pushed Buffalo to create a much sought after system of magnet schools that improved prospects for poor children and attracted large numbers of middle-class families.”¹⁰ As a result of these initiatives, test scores increased significantly. The average Buffalo third grader was in the 45th percentile on state mathematics tests in 1976, and five years later, the average score rose to the 69th percentile.¹¹

Any gains made quickly evaporated after funding ended in 1995. School integration and the far-reaching magnet programs all but ended, and the school system returned to reinforce highly segregated and low-performing institutions. In 2016, public schools continue to perpetuate the inequities. Data from the most recent New York State testing data shows that Buffalo Public Schools had a 16% proficiency rate in both Math and English Language Arts in grades 3-8. Several schools proximate to Buffalo Collegiate Charter School’s proposed location have between 85 and 95% of their students who cannot read on grade level as measured on the state testing in 2016.¹²

Buffalo is rising – for some. We have established pockets of progress that are rightfully championed, but if “a rising tide raises all boats,” that must be true for everyone in our city and region. At Buffalo Collegiate Charter School (“Buffalo Collegiate”), every decision we make is focused on how to most effectively support our students to excel in grades 4 through 12 in our city’s most underserved communities and to ensure that our next generation has access to all of the opportunities our city, nation, and world have to offer.

As a result of a seamless and rigorous middle and high school education, including an expanded middle school that starts at grade 4 to remediate elementary gaps and ensure students are prepared for a rigorous middle and high school education, our students will be positioned to compete with students from other college preparatory high schools across the nation so that they can gain access to four-year colleges, pursue ambitious career paths, and leave a lasting legacy in whatever community they choose to live after college graduation. Once our students are in college, we will aggressively and positively impact the persistence rate of our graduates within college through continuing supports and targeted attention with our Perseverance Project, a college support program we will model after that model used as Boston Preparatory Charter Public School. Comprehensively, the quality public education that our students will receive at Buffalo Collegiate will transform their lives, giving them opportunities that will empower them to control their destiny.

The students, teachers, and leaders will work hard for and earn competitive academic achievement results on the New York State ELA and Math assessments and NWEA exams that will establish our trajectory as a school performing in the upper quartile of all schools in New York State. By the fifth year of our operation in 2022-23, the end of our first charter term, we will have matriculated two classes of eighth graders who are prepared to compete with any school in the region, and we will have just completed the first year of our high school program that will be establishing student achievement results on pace with the that of affluent school districts in New York State. On Saturday, June 27, 2026, eight years after our school first opened, that founding cohort of fifth graders will graduate from high school with 100% of graduates accepted into and prepared to succeed in a four-year college or university of their choice. In May 2030, those same fifth graders will graduate from college and embark on careers of their ambition, prepared to lead lives of opportunity for themselves and their families.

Within this ambitious academic climate, we will work strategically and enthusiastically to instill and develop within

¹⁰ “Racial Isolation in Public Schools.” *New York Times*. Editorial Staff, 9 Jan. 2015. Web. 1 Nov. 2016.

¹¹ *Ibid*.

¹² “NYSED Data Site.” *NYSED Data Site*. New York State Department of Education, n.d. Web. 5 Nov 2016. <<http://data.nysed.gov/>>.

our students the academic habits and personal characteristics needed for school and life success, starting on our first day of school, August 22, 2018. The traits of **PRIDE** - Perseverance, Respect, Integrity, Discipline, and Empathy - will be the values-based foundation of our school community. As so many of our students will be the first generation in their families to enter and succeed within college and have access to a wide range of professional careers as a result, and as many may also be the first in their families to graduate from high school with ambitions for the future and hope for what is truly possible, our school will very much stand on the symbolic resonance of the word **PRIDE**. Our students will immediately recognize that our school believes in their potential, and we will work to provide them the education that will allow them to access full economic and social opportunities, and a position of respect and accomplishment as they establish themselves as successful students and emerging community leaders in Buffalo and beyond.

To realize this vision, it is critical that we build a positive and achievement-oriented school culture, provide a structured environment with high expectations that grows developmentally with the growing independence of our students, and that in all grades we provide rigorous instruction through strong curriculum and impactful instruction - which together will propel our mission successfully for all students. These are all driven by our foundational beliefs on what it will take to do this well, and to succeed at our mission.

To get to May 2030 and make good on our promise to families of Buffalo in our mission, we will instill a community that has an unwavering belief in the potential of all students and has the tools to ensure that the dream becomes a reality for years to come. To quote the famous Buffalonian Marv Levy, "What it takes to win is simple, but it isn't easy."¹³ Buffalo has a reputation as an outpost: whether the winters dissuade people from moving here or the economy lagged behind that of the nation, some believe that Buffalo does not have the human capital to sustain a rigorous, reform-minded school. Class by class, year by year, Buffalo Collegiate will demonstrate the hope, work ethic, and community that will show a light for the city, and will be a light that the city can champion into our shared and promising future.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness or examples of existing programs, which support the selection of these elements. This should not exceed five pages in length.

Focused on a high-poverty community of students and families, Buffalo Collegiate has designed and will execute a high quality 4-12 school that provides the foundation for success in college and life. We will recruit, select, and train mission-driven, growth-minded teachers as our foundation for academic excellence, and we will prioritize the focused and vision-relevant professional development needed to guarantee all teachers are prepared to deliver on our vision and deliver measurable results.

We will aggressively hire and develop our founding team, drawing upon the extensive network of the proposed school leader, and we will continue to grow our staff through regional and national partners. We will have a rigorous, structured, and multi-step interview process to ensure we have the right people on staff prepared to meet the level of demand, flexibility, and unwavering belief for our students to achieve at the highest rate in the state. Through targeted professional development, teachers will analyze data, co-plan rigorous curricula, and engage in a targeted and action-oriented feedback cycle as we establish a growth-oriented adult culture.

Buffalo Collegiate begins with the academic expectations and rigor of the P-12 Common Core Learning Standards (CCSS) and New York State Learning Standards, coupled with the college preparatory requirements of the SAT/ACT and Advanced Placement (AP) courses. We will provide AP courses for our students starting in tenth grade. Our SAT preparation program prepares students to earn competitive scores for selective colleges and universities. The

¹³ Hanlon, Greg. "The Long Wondrous Life of Marv Levy." *VICE Sports*. N.p., 26 Dec. 2014. Web. 20 Feb. 2017.

public high school average SAT score in Buffalo is 1163, dropping to 1041 when criterion-based schools are extracted. City Honors, the highest local performing school, has average scores of 1792, commensurate with achievement expectations we have set as our goal and towards which our design elements are focused.¹⁴ Our students will attend a longer school year and day, which, when combined with highly efficient, engaging systems for teaching, behavioral and targeted intervention, and robust professional development for our teachers, will maximize learning and ensure all students are prepared to sustain continued academic excellence in college.

We are informed by lessons gleaned from high-performing schools that demonstrate that the nature of circumstances into which students are born does not determine their fate, if they are educated in a school that believes in their potential, recruits and trains excellent educators, and persists alongside students to and through college. We are supported by the training of Building Excellent Schools (BES), and the proven practices of the schools founded and supported through the BES Fellowship, ongoing support, and national network of schools. As others before us have done,¹⁵ Buffalo Collegiate will serve as an exemplar that *all* students can achieve success.

In *Creating "No Excuses" (Traditional) Public Schools*¹⁶, Roland Fryer provides evidence of best practices that urban schools implement to dramatically impact student achievement. He distills five key elements core to success, including: increased time; improved human capital through both hiring practices and professional development; increased differentiation; habitual use of data-based problem solving to drive instruction; and a persistent and culture of high expectations for achievement. Fryer examines these strategies as implemented with English Language Learners, minorities, and/or students living in poverty. When these five practices are implemented in urban charter schools, researchers found a statistically significant impact on student achievement.

We believe that behaviors, actions, and attitudes lead to success or failure, and we believe that awareness, ethical action, optimistic attitude, and selfless behavior lead to individual and shared success. Through cultural rituals and routines, as well as discipline systems that address small behaviors, build community, and celebrate incremental progress, we will champion simple displays of effort and growth while quickly correcting anything that does not align with our vision or propel our students' success. Buffalo Collegiate embraces our duty "to provide each child with the knowledge and skills requisite for academic progress – regardless of home background."¹⁷

In the Lower Academy (grades 4-6), students will remain in their classroom as teachers rotate to minimize wasted time during transition. Students will have one enrichment period per day, an independent reading block, and a morning and afternoon advisory to build culture, build organizational skills, and create routines to start and end the day strong. In the Middle Academy (grades 7-9) students transition between classrooms. This will mark one of the behaviorally appropriate transition points for their preparation into high school. Students will use advisory time on Mondays and Fridays to develop and monitor their academic and behavioral goals as they drive towards the independence and intrinsic motivation necessary to excel. We will implement a more developmentally appropriate construct for discussions to empower and engage maturing students, which in turn will improve awareness, strengthen school culture, and propel community as students search for solutions to issues within and beyond our school walls.¹⁸ The Upper Academy (grades 10-12) ensures that students have the college preparation – academically, socio-emotionally, and fiscally – and guidance to select the college of their choice and be prepared to persist until they have attained their 4-year college diploma. Staff will ensure that students are prepared to

14 Thomas, G. Scott. "Database of SAT Scores for Local High Schools." *Widgets RSS*. N.p., 11 June 2014. Web. 04 Sept. 2016.

15 BES Fellows have founded schools that are the highest performing in their cities and states, outperforming affluent districts. Among these are schools with similar demographics to our community: Boston Prep and Excel Academy in Boston, MA; South Bronx Classical and Democracy Prep in NY, NY; Nashville Prep and Liberty Collegiate, Nashville, TN; and Columbus Collegiate Academy in Columbus, OH.

16 Fryer, R. *Creating "NO Excuses" (Traditional) Public Schools*. National Bureau of Economic Research. 2011.

17 Hirsch, E.D., Jr. *The Schools We Need and Why We Don't Have Them*. New York: First Anchor, 1999.

18 This preceding paragraph was informed by the BES Fellowship of Lead Founder Brian Pawloski, and specifically the successful application of Memphis Rise Academy Charter School, which was founded by Jack Vuylsteke, a previous Fellow with Building Excellent Schools.

transition to a life that relies on independence, persistence, and focus; support and challenge will reflect that balance of independence and guidance. Our model is informed by the work of Boston Prep, which features the Persistence Project as a team of adults to ensure college fit, acceptance, and achievement, which starts in the Upper Academy, and continues by supporting alumni through coaching, professional development, tutoring, financial assistance for books, and other support as needed. The results of the school are staggering: 83% of its alumni have persisted in college, which is 61 percentage points above the 22% national average.¹⁹

Our educational philosophy is predicated on the following four beliefs.

Core Belief 1: Achievement is a mindset.

The foundation of all achievement is belief, focus, and persistence. Students may not arrive with an achievement mindset due to their lack of prior success within elementary school, but through a focused and consistent culture, students will quickly assimilate to a school that deeply believes in their potential and consistently inspires and demands that they work towards it every day. From their experiences prior to their first day through student recruitment, Home Visits, and Family Orientations, up to student arrival at school their very first day, students will recognize that the little things matter to us – and soon they will understand why it must matter to them.

Our school will establish **high expectations** by joyfully and consistently preaching and inspiring our students towards potential, aligned action, and persistence. We identify issues and either find or create solutions to ensure that all students, regardless of how they come to us or what obstacles they confront while they are with us, progress towards college readiness. Everyone in our school community will commit to our mission, affirming this in writing prior to the start of the year.²⁰ Leaders will model the work ethic, growth mindset, and unwavering belief in our mission and community as they establish the systems of accountability to promote growth and structure so teachers can teach and students can learn. The academic program will be constructed with support through longer school days and years, clear, consistent discipline structures, and ongoing classroom supports in literacy and math, particularly in the Lower Academy (grades 4-6) as we double-dose students with literacy and numeracy instruction to get students on grade level by the start of Middle Academy beginning in 7th grade.

Teachers will implement the culture of the school with fidelity, supporting and propelling the college preparatory education and habits of every student. Educators will be solutions-oriented as they implement the best teaching practices in their classrooms to guarantee that short- and long-term achievement are at the forefront of our work. Parents will be expected to attend annual orientation sessions, contribute to the ongoing communication systems, and participate at regular student conferences. Families will be taught how to enforce and support student homework, independent reading, behavioral expectations, and timeliness to school. Students will be challenged to own their work and share accountability for their own progress (although adults certainly must drive this). They will be held accountable to high behavioral and academic habits we will teach and expect from them, and they will be celebrated for achieving progress towards independence and academic excellence. By instilling a sense of ambition, possibility, and ownership for themselves and their community, we will give students the tools to extricate themselves from poverty by attaining a college preparatory education on the East Side of Buffalo.

Key Design Elements Aligned to Core Belief 1: High Expectations: All children, regardless of gender, race, ethnicity, socioeconomic status, zip code, or home language, deserve an excellent education that allows them to access selective colleges and transform their life-paths as empowered and civically-minded leaders. **Twice the amount of Literacy and Math in grades 4-8:** Literacy and math are foundational to college access and career achievement, and they will be the conduits to open doors for lifelong opportunity for our students and their families. A

¹⁹ Boston Preparatory Charter Public School is a nationally recognized, high-performing charter school serving a student body that is 94% minority, 22% SPED and 10% ELL. Please see www.bostonprep.org. Brian Pawloski completed leadership residency at the school.

²⁰ All parents will be invited but not required to sign a writing compact prior to the start of the school year; no student will be denied full and complete access to the school should a parent choose not to provide signature.

backwards planned curriculum across all grades, aligned to rigorous assessments and standards, is critical.

Core Belief 2: People matter.

Vision and systems only work with the right people. By establishing the tone and practice of adult professionalism, leadership will create the adult culture that shares in the mission. Leadership will model the balance between personal ownership of the school's operational mission, and empowering others to carry the mission into their own work. In *What Matters Most: Teaching for America's Future*, the National Commission on Teaching and America's Future established "an audacious goal for America's future" - to provide "every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching in schools organized for success."²¹ The report identifies seven barriers to overcome: "Low expectations for student performance; unenforced standards for teachers; major flaws in teacher preparation; painfully slipshod teacher recruitment; inadequate induction for beginning teachers; lack of professional development and rewards for knowledge and skill; schools that are structured for failure rather than success."²²

Buffalo Collegiate will hire, train, and retain a staff that constantly drive towards student achievement at all grade levels and in all classes. As Bill Gates noted in his speech to the National Urban League on education reform, the "single most important factor in a successful school is effective teaching. Data now shows that students with great teachers learn three times as much material in one year as students with ineffective teachers . . . but – that does not mean that parents, principals and administrators have fewer obligations. It means they have greater obligations . . . to provide them with the training and college-ready curriculum and the resources they need to help their students."²³ The primary responsibility of leadership in schools is to fulfill an "obligation...to help its people succeed. When teachers end the day with a sense of accomplishment...they stay in our schools for a long time, do outstanding work, work joyfully, and inspire others, thus paying the organization back in spades."²⁴

To create a learning community that cultivates teacher expertise and consistent, high-level instructional practices, teachers will be trained on procedures, classroom expectations, and instructional techniques drawn from the most successful schools. Teachers will engage in professional development that develops their craft by using a series of practices that lead to the elimination of the achievement gap over time when practiced consistently throughout a school community. As Lemov explains in *Teach Like a Champion*, "There is no gap that has not been closed already by some teacher somewhere. We are not suffering from a lack of solutions so much as our failure to learn from teachers who have generated insight and put their ideas to work."²⁵ Professional development and individual teacher support will also focus on the critical intellectual preparation necessary to build high levels of learning, including the explicit building of student exemplars, oral and written, and lesson planning geared towards reaching those outcomes. By recruiting mission-fit people who believe in our students and tenaciously teach within a school-wide framework, we ensure the human capital to get our students to their achievement goals. From the Summer PD to enculturate new and returning staff, to ongoing skills-based and building the intellectual work that must inform all lesson preparation, to frequent and prioritized observation-feedback, and ongoing data-based problem solving to identify and remediate gaps and celebrate growth, our teachers will be given robust opportunities to grow in their practice – intellectually and pragmatically.

Key Design Elements Aligned to Core Belief 2: Partnership with families and community is vital. Through Home Visits prior to the start of the year, weekly academic/behavioral reports, bi-weekly phone calls between school/home, and monthly events focused on student work/growth, we establish a welcoming, consistent, respectful bond with families. **High-quality educators** establish and sustain a culture of excellence so every

²¹ *What Matters Most*. [Http://nctaf.org/wp-content/uploads/WhatMattersMost.pdf](http://nctaf.org/wp-content/uploads/WhatMattersMost.pdf). The National Commission on Teaching and America's Future, 1996. Web. 5 Sept. 2016.

²² Ibid.

²³ "Bill Gates: National Urban League." Bill & Melinda Gates Foundation. July 2011. Web. 05 Sept. 2016.

²⁴ Lemov, Doug. *Teach like a Champion 2.0: 62 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass, 2015, 3.

²⁵ Ibid. 8.

student receives a high-quality education every day in every class. We hire people eager to fulfill our mission, and we develop our teachers to be among the best in the nation.

Core Belief 3: Every moment counts.

Time is finite, and we will use it efficiently. From the moment students arrive at Buffalo Collegiate, they will notice the determination and commitment to excellence through one trait: Urgency. We will implement, practice, and execute systems that eliminate wasted time at arrival, during meals, between classes, at bathroom breaks, and within the course of an individual classroom. By strategically using technology, we will improve the feedback loop so that teachers, students, and parents understand how students are doing in specific and actionable ways. We will use eDoctrina, an online assessment and data analysis tool, to expedite weekly, unit, and interim assessments to guide our instruction, planning, and intervention. Through “data-based methods, [we will] break from the traditional emphasis on what teachers ostensibly taught in favor of a clear-eyed, fact-based focus on what students actually learned. In doing so, they create a powerful paradigm to drive academic excellence.”²⁶ Technology will be used to monitor student mastery and acquisition of discreet skills so teachers can be targeted, thoughtful, and invest students in their growth and absolute achievement. Teachers will implement a five-step five-step continuum to generate student investment in achievement and behaviors that lead to that achievement.

Teachers are given the tools to design assessments in advance to chunk more frequent, aligned mastery quizzes to generate near-immediate results so students and teachers can engage in guided reflection to improve teaching and learning practices and immediate targeted interventions. Implementing these systems in concert with teacher development priorities, we address the “the need for later remediation” by having “good teaching in an organized program, clear benchmarks and intervention, and special support for those students who need additional help”²⁷

Through our extended day (7:45 am - 4:30 pm) and year (183 instructional days), students have the time to close the achievement gap. Yet additional time does not guarantee the gap will be closed. Within that precious resource, we maximize time in the core subjects, individualized supports, and practice-based nightly homework aligned to a scope and sequence of study as part of our daily and weekly schedules, because “at good schools, the day is organized for nonstop learning, and the children generally go home with hefty homework assignments.”²⁸

Key Design Elements aligned to Core Belief 3: Extended School Day, Extended School Year: Time is valuable and finite. We have an extended day and year, and efficiently and urgently plan the best use of that time. We prioritize data-based instruction, consistent small group tutoring, and mission-aligned enrichment to support academic success. **Individualized and Differentiated Supports:** All learners excel when provided rigorous, standards-based formative and summative assessments, standards-aligned and engaging college preparatory curriculum, and differentiated instruction with daily individual supports.

Core Belief 4: Culture must be intentionally established.

A person can only achieve a personal best when supported by a community that expects a great deal from them, enthusiastically supports their focus and achievement, and helps them to develop resiliency through shared struggle towards stretch goals. A culture clear in its mission and vision allows achievement to occur. With a culture that values students, families, and teachers in our shared work, we retain those staff members fully committed to our core beliefs and committed to Buffalo Collegiate fulfilling its mission. We will establish high expectations for behavior and a coherent, consistent discipline policy that recognizes those who live out the vision of the school in multiple small but significant ways every day, and pro-actively and consistently address behaviors and actions that challenge our college prep mandate for every student as we grow all students into their fullest selves.

Once leaders have made the systems and rationale clear, teachers will model, teach, inspire and expect respectful

²⁶ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010.

²⁷ Hirsch, E.D., Jr. *The Schools We Need and Why We Don't Have Them*. New York: First Anchor, 1999.

²⁸ Thernstrom, Abigail M., and Stephan Thernstrom. *No Excuses: Closing the Racial Gap in Learning*. New York: Simon & Schuster, 2003.

verbal communication through an awareness of tone, volume, and word choice, and professional behavior of preparedness, thoroughness, and eagerness. A school that establishes clarity and structure, and builds community and civility will create a foundation of peace, focus, and calm in an urgent and warm community. Crisp and clean uniforms, professional dress among staff, timeliness, appropriate language, spotless hallways, pristine bathrooms, and orderly bookshelves tell a student, parent, or teacher that at Buffalo Collegiate, the little things matter; those little things together will underpin the mission and vision of school and life success for every student.

Merits will be given in the Lower Academy (grades 4-6) for acts of kindness and selflessness, empathy towards community members, and displays of individual and collective achievement. There will be extrinsic, grade level appropriate rewards (ritualized prizes, freedoms, and excursions) to encourage others to adopt these behaviors. To ensure that there is consistency across the school, teachers will be normed and observed regularly so students are held to a consistent, fair standard. Demerits will be given to address misbehaviors (speaking out of turn, not having independent reading materials, not completing an assignment) in the Lower Academy (grades 4-6). As students transition to the Middle (grades 7-9) and Upper (grades 10-12) Academies, students will be held to “professional” expectations and be cited for “unprofessional” behaviors. Teachers will be held to a high and consistent bar to implement our behavioral systems in their classroom to ensure that there are no exceptions made for student behaviors. Maintaining consistency is a way that we communicate our high expectations every day.

We will build character traits through our Core Values. The continuum will evolve over nine grade levels so students learn and own the values as they progress towards college enrollment. The Core Values will guide our professional, community, and student interactions and allow us to honor people who exemplify these key characteristics, unified as Buffalo Collegiate **PRIDE: Perseverance, Respect, Integrity, Discipline, and Empathy.**

Key Design Elements Aligned to Core Belief 4: PRIDE Core Values: Character education is a must. With a focus on personal accountability and communal achievement, students develop the intellectual and leadership skills allowing them to cultivate their personal potential and establish their authentic leadership. **2 Sessions of Advisory Daily:** Structure, ambition, and joy allow students to thrive. We inspire our community to set ambitious goals, take intellectual risks, and develop academic and character habits that lead to academic success, personal fulfillment, and community leadership.

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school would provide a “significant educational benefit” to its students. A complete list of five percent districts can be found in the accompanying Guidance Handbook.

Buffalo Collegiate proposes to open in the City of Buffalo on the East Side to serve neighborhoods and communities that do not have access to high-quality schools. As a school that will serve the entire city, Buffalo Collegiate will not have an overwhelming enrollment impact on any specific school. The most proximate charter school serving this community begins in kindergarten and culminates in eighth grade, leaving parents without a logical high school option. The majority of charter high schools are located in the Delaware corridor, downtown, or along Main Street. There are no charter high schools in the East Side, the largest geographical swath of land in Buffalo and the region with the lowest number of high-quality school options.

The high school graduation rates in the City of Buffalo have slowly climbed over the past few years, with the number breaking the 60% threshold in each of the past two years. Buffalo Collegiate’s rigorous college preparatory mission will provide students with the exposure to a curriculum that prepares them to excel in high school and ultimately in the college of their choice. There will be extensive opportunities to take Advanced Placement courses

in English, Mathematics, Social Studies, Science, and Foreign Language. Buffalo Collegiate will also ensure college persistence with our Perseverance Project, a college counseling program modeled after Boston Preparatory Charter Public School's Persistence Project. At Boston Prep, over 80% of students have matriculated into four-year colleges and universities and are on-track to graduating. Success has been driven through students' exposure to colleges, assistance within the selection and application phase, financial aid guidance, ongoing parental and student support in the socio-emotional components of college, and finally the alumni support network that continues to and through college graduation. While many local schools have championed the recent rise in graduation rates in the city and across the state, Buffalo Collegiate knows that our transformative impact will not be demonstrated with high school graduation rates. College graduation is the mark by which we will ultimately see our impact.

Buffalo Collegiate has established a relationship with several administrators within Buffalo Public Schools, as well as leaders within district administration. Dr. Kriner Cash, the Superintendent of Buffalo Public Schools, has expressed an interest in partnering with charter schools. He is also the former superintendent of Memphis Public Schools, a city that has had extensive experience with Building Excellent Schools.

Response 2d: Accountability Plan

Buffalo Collegiate Charter School

Accountability Plan For the Accountability Period 2018-19 to 2022-23

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient in English language arts.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)¹ as measured on the state English language arts assessment will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system.
- At least 75% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the Scholastic Reading Inventory, or similar national reading inventory. At least 80% will read at or above grade level after year three and at least 90% after year four.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL)² on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's ESEA 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 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 small degree) according

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

² The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3, and 4 plus the percent at Levels 3&4.

to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

High School

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.
- Each year, students taking the PSAT test at the tenth-grade level will exceed the average PSAT scores of comparable students from the local school district.

Growth Measures

Middle School

- Each year, under the state’s Growth Model the schools mean unadjusted growth percentile in English language arts for all tested students in grades sixth through eighth will be above the state’s unadjusted median growth percentile.
- Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among Buffalo Collegiate students on the Reading Comprehension section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.
- Each year 95% of students, including ELL students and students with IEPs, will show at least one year of growth on New York State Standards-aligned NWEA MAP results in Reading and Language Usage.

High School

- Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

GOAL II: MATHEMATICS

Goal: Students will be proficient in Mathematics.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades sixth through eighth.
- Each year, the school’s aggregate Performance Level Index (PLI)³ on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s ESEA accountability system.

High School

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State eighth grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, Accountability Performance Level (APL)⁴ on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s ESEA 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 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

High School

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school 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 grades sixth through eighth will be above the state’s unadjusted median growth percentile.
- Each year, in a cohort analysis of longitudinal growth, the annual increase of percentiles among Buffalo Collegiate students on the Mathematics section of the Measures of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average score reaches 75, or the upper quartile of national performance.
- Each year 95% of students, including ELL students and students with IEPs, will show at least one year of growth on New York State Standards-aligned NWEA MAP results in Mathematics.

High School

⁴ The APL for Regents exams is based on the college and career ready standard. In math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 is Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3, and 4 plus the percent at Levels 3&4.

- Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

GOAL III: SCIENCE

Goal: Students will be proficient in Science.

Absolute Measures

Middle School

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

High School

- Each year, 75 percent of students in the high school Total 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 Accountability Cohort from the local school district.

GOAL IV: SOCIAL STUDIES

Goal: Students will be proficient in Social Studies.

Absolute Measures

High School

- Each year, 75 percent of students in the high school Total 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 Total 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

High School

- 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 V: ESEA

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

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

GOAL VI: HIGH SCHOOL GRADUATION

Goal: Students will take and complete the necessary coursework to graduate from high school.

Absolute Measure

- 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 Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

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

GOAL VII: COLLEGE PREPARATION

Goal: Students will succeed in college.

- Each year, the average performance of students in the tenth grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the twelfth grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.
- At least 80% of student will achieve a composite score of 1050+ on the College Board SAT I Reasoning exam.

GOAL VIII: PHYSICAL EDUCATION HEALTH AND FITNESS

Goal: Students will take a physical fitness course each year.

- Each year, 90% of students will show improvement on the physical education Fitnessgram assessment.⁵

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL IX: FISCAL SOUNDNESS

Goal: The school will demonstrate fiduciary and financial responsibility.

- Each year, external, annual audit reports will demonstrate that Buffalo Collegiate meets or exceeds professional accounting standards.
- Each year, annual budgets will demonstrate effective allocation of financial resources to ensure effective execution of the mission as measured by yearly balanced budgets.

GOAL X: ENROLLMENT

Goal: The school will be fully enrolled, with high levels of daily attendance and student retention.

- The school will enroll and maintain a class of students equal to our projected enrollment (with attrition) every year.
- 90% of students completing the year will re-enroll the following year.
- The school will average 95% or higher daily student attendance each year.

GOAL XI: PARENT SATISFACTION

Goal: Parents will demonstrate satisfaction with the academic program and communication between school and home.

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

GOAL XII: BOARD OF TRUSTEES

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

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

⁵ <http://schools.nyc.gov/Academics/FitnessandHealth/NycFitnessgram/NYCFITNESSGRAM.htm>.

Response 3: Proposal History

(a) Applicant Information

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

Brian Pawloski is Lead Founder of and proposed Head for School for Buffalo Collegiate Charter School (“Buffalo Collegiate”). As required in Education Law § 2851(1), Mr. Pawloski is a parent, school administrator, and community resident. Please see **Figure 3.1** for all contact information. Mr. Pawloski’s resume can be found in **Figure 3.2** as well as in **Response 3(g)** as required.

Figure 3.1: Lead Founder Applicant Information

Applicant Information	
Name:	Brian M. Pawloski
Address:	[REDACTED]
Phone Number:	716.713.2162
Additional Phone Number:	[REDACTED]
Email:	bpawloski@buildingexcellentschools.org

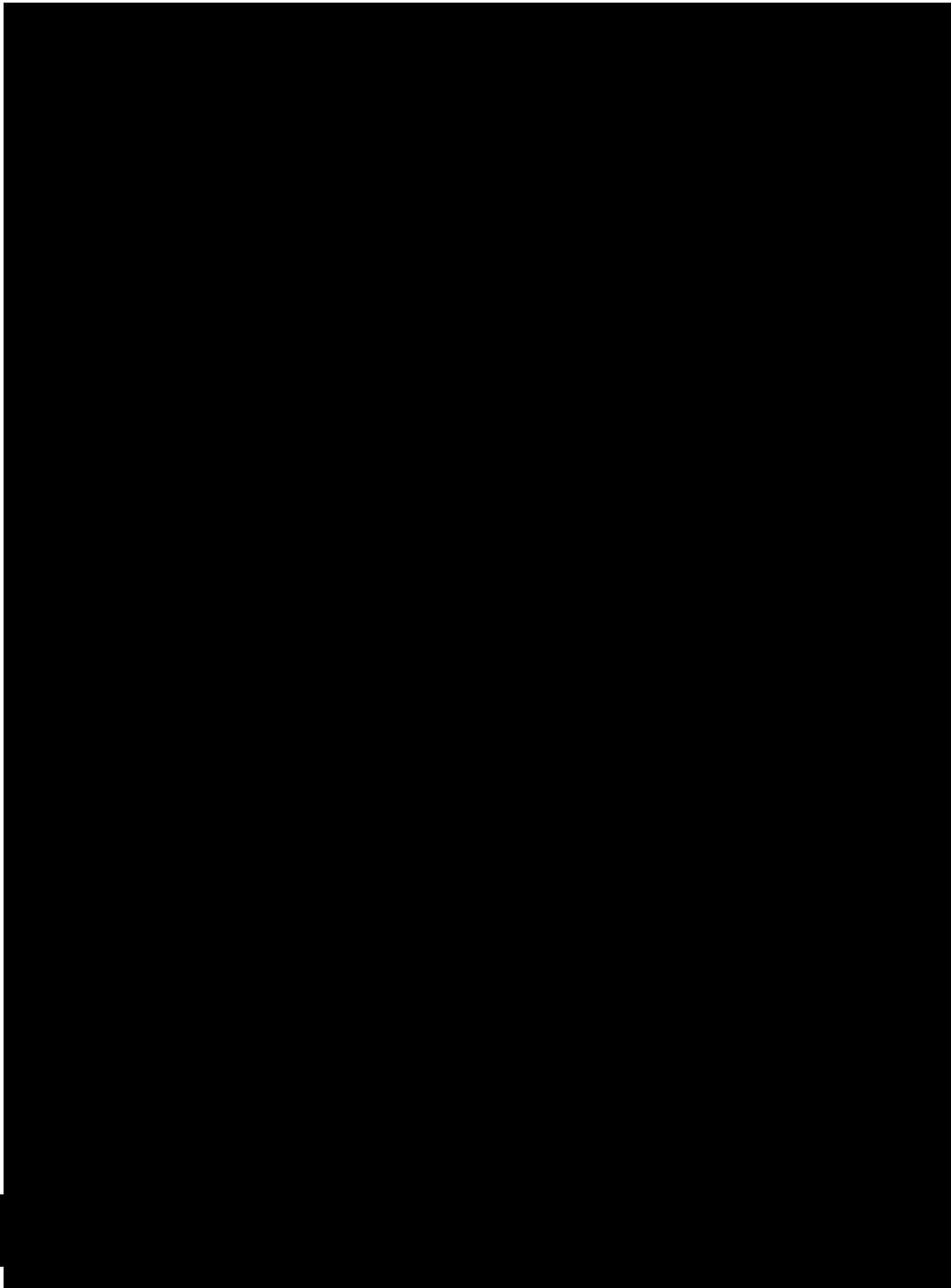
Lead Founder and Proposed Head of School **Brian Pawloski** is a 2016 Building Excellent Schools (BES) Fellow.¹ Building Excellent Schools is a highly respected, national non-profit that recruits and trains high-capacity individuals to design, found, and lead high-achieving, college preparatory urban charter schools. With the Founding Team, Mr. Pawloski is committed to making excellent education accessible to all students, and particularly to a high risk and underachieving community on Buffalo’s East Side and, aligned with the SUNY’s goals for all students, to delivering ambitious results across all grade levels for all learners.

Mr. Pawloski’s work as an innovator and change agent for educational inequity began during his undergraduate years, when he led Teamwork for Tomorrow, a literacy initiative for impoverished local children. This work encouraged him to pursue a life of service, beginning as a classroom teacher through the University of Notre Dame’s Alliance for Catholic Education and then with Teach For America as Program Director, supporting and coaching first- and second-year teachers.

Mr. Pawloski went on to serve on the leadership team at the Oracle Charter School in Buffalo, NY, where he assumed several roles including that of Instructional Coach, Chief Information Officer, and Dean of Students. He created clear and fair evaluation systems, built a restorative justice-based data tracking system to promote desired student habits, and increased student exposure to careers through partnerships with local businesses. Mr. Pawloski became even more adamant about the need for higher academic experiences, opportunities, and results. He knew that the academic success of high achieving charter schools in New York City and other locations around the country, and the lessons learned and examples provided through such work, could be brought to Buffalo, and he became committed to doing the work necessary to provide a high quality, college preparatory education to the young people of Buffalo.

Through the BES Fellowship, a highly selective and rigorous charter design and leadership program, Mr. Pawloski brings extensive training in all aspects of charter school design, including academic programming, governance, community engagement, business and operations, and accountability. Mr. Pawloski is

¹ The Building Excellent Schools Fellowship is a rigorous, highly selective, year-long training program to train high-capacity individuals to design, found, and lead high performing charter schools around the United States. The one-year Fellowship is followed by three years of Follow-On Support, delivered by senior members of the BES leadership team. For more information about Building Excellent Schools, please visit www.buildingexcellentschools.org.



[Redacted]

Baltimore, MD

[Redacted]

Phoenix, AZ

[Redacted]

South Bend, IN

[Redacted]

Mobile, AL

EDUCATION

2002- 2004

**UNIVERSITY OF NOTRE DAME
ALLIANCE FOR CATHOLIC EDUCATION**

Master of Education, Conferred July 2004

- 3.94 GPA; certifications in Elementary and Secondary Social Studies

Notre Dame, IN

1998 - 2002

UNIVERSITY OF NOTRE DAME

Bachelor of Arts, American Studies

- 3.42 GPA, graduated Cum Laude

Notre Dame, IN

(b) Proposal History

This response should clearly explain the genesis of the proposal and the process that the founders used to prepare it for submission, including the extent to which they used committees, advisory boards or other organizations or organizational structures. If the proposed school is similar to or a replication of an existing school inside or outside of New York, the response should address how the founding group made the decision to replicate the school and address any changes proposed from the original school model.

Buffalo Collegiate is founded by a high-capacity team of leaders who will govern the organization and who together bring extensive leadership backgrounds needed for effective academic, organizational, financial, and regulatory oversight. The Founding Board has experience in education, nonprofit management, community organizing, technology, human capital development, finance, and law. Buffalo Collegiate's Founding Board will ensure that the organization has the resources necessary to execute on its mission and will govern the school so that Buffalo Collegiate successfully delivers on its mission and accountability goals and the terms of the charter. Aligned to SUNY's expectations of all charter operators, we are committed to ambitious goals with accountability targets that are equally ambitious. Our Founding Board will remain focused on and accountable for the charter goals, the school's financial health, and our students' academic growth and achievement.

The recruitment of the Founding Board began prior to the start of the BES Fellowship in August 2016. The BES Director of Board Governance guided the Fellows in creating a list of 375 prospective board members so that once we were ready to speak to the early vision for the proposed school, we were prepared to start developing a well-rounded team of leaders aligned to this vision and who would become the first governing body of Buffalo Collegiate. During this early process, Mr. Pawloski worked closely with Building Excellent Schools' (BES) Founder and Chief Executive Officer (CEO) Linda Brown.

BES is a national nonprofit that recruits and trains leaders to design, found, and lead high-achieving charter schools. BES has a selection rate of less than 2%, and it has been nationally recognized for the manner by which it identifies, recruits, trains, and supports high-caliber charter school leaders and supports the development of their founding teams throughout the nation. This is the first year that BES has partnered with the City of Buffalo, and it comes through a partnership with the Cullen Foundation. Throughout her tenure as the Founder of BES, Linda Brown has guided leaders in creating and training boards for successful charter schools so that these Founding Boards can transition effectively into Governing Boards that oversee the mission of the charter.

Establishing the original list of 375 names, Mr. Pawloski sourced leadership networks throughout the city to ensure that he was establishing an initial list that represented the diverse skills and backgrounds necessary to create a charter school that reflected the needs of the community while tapping into the broad base of support that is equally important. The outreach commenced in September 2016, and Mr. Pawloski's efforts were supported by BES CEO Linda Brown, along with BES Director of Board Governance and BES Director of Leadership Development Paul Adler. For Letters of Support from BES, please [R-21f – Letters of Commitment](#), [R-12a – Partner Organizations](#), [R-15e – Evidence of Support](#). Candidates were examined for mission fit, professional skillsets, capacity and drive to be a part of a high capacity and diverse founding board, and the overall team-oriented approach required for effective collaborative work. Mr. Pawloski met with each individual to vet their candidacy, and assembled the team; together they have developed the charter petition, with Mr. Pawloski as the lead writer, and together they have engaged in broad community outreach as part of the early planning stages.

Comprehensively, and with the support of the Founding Team, the extensive community outreach that Mr. Pawloski has led over the past seven months has enabled us to identify leaders from a series of networks and professions that may have remained untapped if not for the connections we have developed. As a team, the

Founding Board has readily demonstrated its belief and passion for Buffalo Collegiate’s mission and its eagerness to commit its time, skillsets, and resources to oversee the academic, financial, and operational health of the school.

The Founding Board had its first meeting in December 2016, has communicated weekly, and has met monthly. This has included two full-day retreats in February. The Board has been in regular communication with the Lead Founder throughout the charter application and community outreach process, which has included updates on school design, Mr. Pawloski’s Leadership Residency, and community outreach forums that members of the Founding Board have attended. The Founding Board has contributed their respective expertise to the design of Buffalo Collegiate, reviewing elements of the charter application and providing their feedback. The depth and breadth of expertise has proven to be a tremendous asset thus far and has pushed the clarity and thoroughness of our application.

(c) List of Founding Team Members and (d) Founding Board Members

Provide a brief biography for any founding team member added since the Letter of Intent submission and use the Founding Team Members table to list the active members of the founding group, including the applicant(s) who developed this proposed school, if approved. Do not include proposed board members on the list.

Attach the founding team resume’s as Response 3(h)-Founding Team resumes.

- *Provide a brief narrative describing the methods used to recruit and select board members.*
- *Attach resumes for any board member added since the Letter of Intent Submission as Response 3(h)-Proposed Board Resumes.*
- *Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term if approved.*
- *Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board member would hold.*
- *Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve.*
- *Include any currently vacant seats that the board would fill at a later date, and specify the date.*

All members of the Founding Board have reviewed the entire charter application, and through their expertise and feedback made improvements to this submission. While Mr. Pawloski is the Lead Founder and primary author, he utilized his experience within the BES Fellowship to inform many elements of Buffalo Collegiate’s design. The BES Fellowship, which has provided Mr. Pawloski access to and analysis of almost four dozen schools from around the country, has allowed him to evaluate shared design elements that underpin the success of these schools and their fit to the needs of our communities in Buffalo. The balance of local outreach and learning combined with national exposure to best practices provide the necessary bridge from our communities of need in Buffalo with solutions that have been proven to serve students from similar backgrounds.

Figure 3.3 presents non-board members of the founding team that will not be members of the Board of Trustees. **Figure 3.4** presents a list of the Founding Board of Trustees.

Figure 3.3: Non-Board Members

Name	Relevant Experience/skills and role in founding group	Proposed role(s) in school (if any)
Brian M. Pawloski	BES Fellow; former Dean of Students, Instructional	Head of School

	Coach, and Chief Information Officer; former Program Director, Teach For America* Baltimore; Lead Founder of Buffalo Collegiate Charter School	
--	--	--

Figure 3.4: Proposed Board Members

TRUSTEE NAME	POSITION ON THE BOARD (Officer or Constituent Representative)	COMMITTEE AFFILIATIONS (if any)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Katie Campos	Board Secretary	Development Committee (chair); Governance Committee	Nonprofit; community organizing; education	Yes	
2. Juweria Dahir		Finance Committee	Community organizing; data analysis	Yes	
3. Gary Damon		Development Committee	Nonprofit management; organizational leadership	Yes	
4. Arthur Hall		Academic Achievement Committee	Urban planning	Yes	
5. Colleen Heidinger		Academic Achievement Committee (chair)	Finance; marketing; nonprofit board governance	Yes	
6. Steve Harvey		Academic Achievement Committee (chair)	Education; grant writing;	Yes	
7. Nekia Kemp	Board Vice Chair	Governance Committee	Nonprofit management; community organizing	Yes	
8. Jamel Perkins	Board Chair	Governance Committee (chair); Finance Committee	Finance; IT; development; governance	Yes	
9. Mike Roach	Board Treasurer	Finance Committee (chair)	Legal; governance; development	Yes	

All Board members joined the founding team due to their deep alignment with our mission and vision, their commitment to quality public education for all children in Buffalo, and their ability to together effectively govern the charter school. Details of how the founding team came together are provided above in [section \(b\)](#) of this element. In addition, a matrix of need for the school’s governing board, designed by Building Excellent Schools and executed by Lead Founder Brian Pawloski, was used to determine potential candidates for the Board, and pre-meetings were used to gage the applicability of each for the team, including skill set, capacity to contribute,

and mission-alignment. Candidates that fit all criteria and who together provided an appropriate diversity of professional and personal perspective were invited to join the founding team and prepare to serve on the governing Board. **All board members intend to serve on the Board of Trustees through its first charter term, if approved.** No board members have been added since submission of the Letter of Intent.

(e)Description of Community Outreach Efforts

Explain:

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

Since August 2016, Buffalo Collegiate’s Founding Team has engaged with the community to ensure that we are learning about the needs, hopes, and assets that the community offers. We have listened to the community, getting the feedback of families, community leaders, and residents, rather than simply imposing our design upon the community. Following the mandate outlined in Education Law § 2852(9- a)(b)(ii), Buffalo Collegiate’s Founding Team solicited feedback from the community we aim to serve by meeting with community leaders, hosting information sessions, and seeking the voice and perspective of parents. As evidenced below, Buffalo Collegiate incorporated the community’s input into our school design.

There are several figures that capture the foundation of our outreach thus far, and we expect it to be a continued foundational element of Buffalo Collegiate throughout its existence. Partnering with the community is a priority for us, and as such will be a regular mechanism to continue to learn, listen, and garner support from the community. **Figure 3.5** captures meetings and events that Buffalo Collegiate representatives have conducted or attended on behalf of the school. **Figure 3.6** presents the conversations that Buffalo Collegiate has had with the community that has altered or strengthened elements of our design. **Figure 3.7** offers the meetings where Buffalo Collegiate presented its design and sought feedback from the community. **Figure 3.8** provides further numerical data regarding up-to-date community support.

Figure 3.5: Community Organizations

DATE	Individual or Event	Key Takeaways
9/1/2016	Sheldon Chad Writer/Journalist Parent	Recently moved to Buffalo and expressed interest in Building Excellent Schools model. Was very critical of educational system in Buffalo, including public charters.
9/12/2016	Gregg Gallson Senior Consultant Chiampou Travis Board Member Tapestry Charter School	Discussion of viable candidates in business sector for founding board, particularly related to finance and accounting, as well as conversation on transition in leadership at present school and look to expand campus. Had some guidance on potential developers who had been helpful in their process.

9/12/2016	Newell Nussbaumer Founder Buffalo Rising	Connected us with City Year out of Boston ("At City Year, we partner with most at-risk schools to help bridge the gap between what their students need and what the schools are designed to provide. In doing so, we're helping students reach their full potential and graduate high school in communities all across America.")
9/12/2016	Iron Event	Networking event hosted by local restaurants in support of community member with ALS. Opportunity to network and discuss mission and vision of Buffalo Collegiate.
9/12/2016	Amy Friedman School Choice Advocate Former Board Member Local Charter School Buffalo ReformEd	Former founder of charter school, and former chairman of Board for Buffalo ReformEd. Linked with former School Board Chair James Sampson for further conversation. Was integral in bringing Parent Revolution to Buffalo, and works frequently with Sam Radford, head of the District Parent Coordinating Council. Arranged for conversation with DPCC. Integral to get support of DPCC and learn from their strategy for parent engagement.
9/13/2016	Lisa Coppola Lawyer Board Member Local charter school	Experienced in charter law and currently on board at local charter school. Provided insight into legal and non-profit elements for us to consider.
9/13/2016	Kevin Heffernan Advertising and Advocacy with Rise Collaborative and 19 Ideas	Wrote newspaper as founder of Rise Collaborative about trials of the East Side; interested in helping us connect with his network, also extremely interested in assisting us with Sneakers on the Ground campaign when we canvas neighborhoods to inform them about the school (http://www.risecollaborative.com/). Very interested in how we will accommodate needs of all learners, particularly students with learning disabilities.
9/13/2016	Matt Pitaressi Teacher TFA Alumnus (1st corps in Buffalo)	Wanted to check-in on progress of charter; joining another group writing a charter; wanted guidance on becoming more involved member of TFA Alumni Council; TFA Alumni are going to be good resource of potential teachers; 2nd and 3rd corps have much better retention than 1st group, but 1st group has small group that is fiercely dedicated.
9/14/2016	Clean Air Coalition	Networking event aimed at addressing health issues in City of Buffalo, particularly on West Side where impoverished communities were heavily impacted by air pollution from traffic on peace bridge. Opportunity to connect with educators and community advocates.
9/14/2016	The Jaycees, "the premier leadership training organization for young people in Western New York for men and women between the ages of 21 and 41."	Networking event that featured talk from Daniel Robertson from Say Yes on the plan for Say Yes and impact on education thus far.

9/14/2016	<p>Sherri Falck Assistant Vice President Excelsior Growth Fund Parent</p>	<p>Organization that focuses on giving small business loans to companies on East Side. Helping to stimulate economic growth in some areas of the community that have not experienced investment. Ongoing conversations and connections to people, including those with access to facilities. Importance for economic investment to coincide with educational efforts.</p>
9/14/2016	<p>Amy Brackenridge Education Lead Computers for Children</p>	<p>Has considered writing her own charter, and is now Educational Lead for Computers for Children, "dedicated to enhancing the learning opportunities for schoolchildren by providing access to current computers and information technologies." Very passionate with strong belief in our communities. Her work with Computers for Children is linked to her belief that tech-based jobs are going to be tremendous opportunities for our students to access. Pushing ourselves to design a 1 to 1 computer design at Buffalo Collegiate to enhance flexible groupings and access to Next-Gen Standards.</p>
9/15/2016	<p>Jacqui Hollins Assistant Vice Provost Director of Academic Advisement University at Buffalo</p>	<p>Conversation around need for effective K-12 preparation because colleges are feeling pinch with remedial courses and need to produce graduates ready for career excellence. Ongoing conversations to ensure partnership with the University at Buffalo to use their resources so we can develop college-ready students once they graduate from Buffalo Collegiate.</p>
9/15/2016	<p>Brian Emerson Vice President for Enrollment Management and Student Services Villa Maria College</p>	<p>Received tour of Villa Maria College, with focus on their arts, design, and music programs. Like UB, concerns around writing and critical thinking abilities demonstrated by students entering college. 4-year college with some alternative programs in the arts field. Has become more fiscally sound, looks to grow its program. Good early exposure for younger students at Buffalo Collegiate to look at smaller campus with intriguing majors.</p>
9/16/2016	<p>James Merriman Christina Brown New York Charter School Center</p>	<p>Met with James Merriman and Christina Brown along with BES staff and all NY BES Fellows; conversation touched on charter landscape in NYC and Buffalo, political landscape, SUNY application process, need for more high-quality charter options in Buffalo.</p>
9/18/2016	<p>Bethel AME Service</p>	<p>Attended morning mass with family; introduced to several community members, including Rev. Stenhouse and a Buffalo Public School teacher.</p>
9/19/2016	<p>Bart Kresse Account Executive M&T Bank</p>	<p>Current board member at Nativity Miguel and former Board chair. Has career in finance and civically minded. Father was founder of first charter school in Buffalo. Wants to support work at Buffalo Collegiate, made direct introductions to David Rust at Say Yes and Glenn Jackson at Buffalo Promise Neighborhood.</p>
9/19/2016	<p>Tom and Laura Chestnut Former head of AAA of WNY Former teacher/charter school Finance lead</p>	<p>Connected Buffalo Collegiate to Willie Hutch Jones and his program, which, at no charge, provides character building through academics, athletics, and arts.</p>

9/19/2016	Vince Clark Urban League	Interested in supporting mission of Buffalo Collegiate. Invited us to attend Community Feedback Forum on the New York State Learning Standards.
9/19/2016	Mark Glasgow Data Analyst Roswell Park Leader with Buffalo Urban League Young Professionals Communities of Giving Legacy Initiative (Emerging Philanthropists of Color)	Analyst by trade with focus on community impact. Works with Buffalo Urban League Young Professionals (BULYP). Invited us to attend BULYP education conference.
9/19/2016	Eileen Nowak Parish Outreach and Advocacy Director Catholic Charities	Has extensive contacts to East Side communities, particularly in Broadway-Fillmore neighborhood. Connected us to: Fillmore Corridor Neighborhood Coalition, Steve Karnath, Anthony James from Olmsted Parks, Matt Urban HOPE Center, MLK Business Association, Paul Harris, President of S Fillmore Block Club, and MLK Business Assoc.
9/20/2016	Carolyn Human Public Relations Professional	Had done work with Community Foundation and several charter schools. Has interest in helping us with our PR campaign as we ramp up our public image.
9/20/2016	Amherst Chamber of Commerce	Opportunity to connect with business leaders in Amherst in largest suburb of Buffalo. Attempting to connect with potential board members.
9/20/2016	Maisha Drayton Deputy Director Community Mobilization and Capacity Building at CAI, Inc.	Former board member of Buffalo ReformEd who did extensive work to bring Parent Revolution to Buffalo. Connected us to representatives from Say Yes and Councilman Pridgen's office. Did not personally agree with "college for all" because she saw how that mandate led to some negative pressures on her son who wanted to go into performance art after high school.
9/20/2016	Frank Herstek Former Assistant Superintendent, Erie 2 BOCES Current educational consultant	Stresses the importance of delineating board functions and responsibilities so there is not micromanagement or lack of engagement issue; role play with board to be proactive about difficult scenarios; discussion of inadequacy of voucher system and to ensure we are prepared to discuss role of election and charter support with Buffalo Collegiate's path; connection to Rich Lee (runs Block Clubs of Buffalo).
9/21/2016	Sam Insalaco YeahBuffalo	Started website YeahBuffalo with wife to document leaders of "New Buffalo." Focus on grassroots endeavors, like the Reading Invasion organized by Geoff Schutte, working to make Buffalo more integrated and supportive community.
9/21/2016	Melissa Brown Executive Director Buffalo History Museum	Lamented lack of coordination between schools and museum in past, cited some renewed optimism between some partnerships with charter schools. Eager to connect and be accessible to field trips and other methods to connect students to local and regional experiences related to history, particularly with reinvestment in African-American History Corridor on Michigan Avenue.

9/21/2016	SAY YES - year in review	Community forum with Say YES and Buffalo Public Schools; David Rust discussed successes and pathways forward for organization; Dr. Cash discussed New Education Bargain and move towards Community Schools.
9/21/2016	Gwen Appelbaum Assistant Dean & Director Career Resource Center at University at Buffalo School of Management Vice-Chair Leadership Buffalo	Background in finance, three children who had gone to charter schools and now go to private schools because she and her husband were not pleased with school culture. Wants to assist in connecting us to the Leadership Buffalo network, where she serves as Vice-Chair of the Board.
9/22/2016	Steve Bell Senior Partner Eric Mower and Associates	Has done extensive work in PR, especially crisis management. Connected us to Keith Frome, former Head of School at King Center Charter School, and education innovator.
9/22/2016	Justin Booth GoBike Buffalo	Leading efforts to establish more bikable, livable city, which includes integration of ideas from cities like Vancouver and Amsterdam. Coordinates with city planners to increase biking accessibility, helped to establish events like Tour de Farms and Slow Roll to unite community and support grassroots efforts throughout the city.
9/22/2016	Michael McGreevy Professional Coach McGreevy Leadership	Professional leadership coach featured on YeahBuffalo and recommended by school leader who provides balance and reflection within cohort of professional leaders who support one another to drive at their respective missions while maintaining balance with families and personal lives. Offered thoughts on how that was important to consider as we crafted mission and plan for school so that staff could intentionally have that balance, too.
9/22/2016	Samantha Calabrese President of the Jaycees Admissions Director University at Buffalo	The Jaycees, which state that they are "the premier leadership training organization for young people in Western New York for men and women between the ages of 21 and 41," hosted an evening with Daniel Robertson speaking on behalf of Say Yes. We met after meeting and discussed her work in college admissions, and struggles she saw students having at UB to succeed right at the start of their experience.
9/22/2016	Ann Levy Walden Program Officer - Education, Cullen Foundation	Coordinated support from Cullen Foundation to support board creation initiative and other elements of start-up phase.
9/22/2016	Lynn Bass Former principal of a charter school	Recently retired, talked about importance of developing strong sense of community among adult staff. Much of her work was to empower and give space to her educators. Offered several different resources to read in effort to create that kind of culture at Buffalo Collegiate from the start.
9/22/2016	Heidi Buffomante Former Assistant Principal at charter school Present AP at suburban school	Strong believer in charter schools, took a job in suburban district for stability and opportunity to gain exposure to other methods of school operation. Works daily to cultivate school of gratitude by writing a handwritten letter each morning to a member of her staff, student body, or families.

9/23/2016	Don Ingalls VP, State and Federal Relations, HealthNow	Wife had experience founding a charter, but lamented that the idea and the plan never merged effectively. Advised everything be planned to the T to prevent those mistakes. Connected us to Matt Urban, and reached out on our behalf.
9/23/2016	Lorenda Chisholm Director of School Review Buffalo Public Schools	Former principal of Erie 1 BOCES alternative school. Stressed importance of establishing school with strong positive culture and clear structure/expectations so students are celebrated and have consistency. Organized Saturday mentoring session at Bennett High School for boys of color to receive guidance on career, college, and challenges they might encounter.
9/23/2016	Jim Sampson Former Chairman of the School Board Buffalo Public Schools Founder board member West Buffalo Charter School	Has had extensive involvement in Buffalo Public Schools and charter school sector. Inclined to support high-performing charter schools due to political infighting that has occurred within Buffalo Public School Board from both sides of the aisle.
9/23/2016	Diane Morgante Jennifer Jones Career Counselor/ Special Education Coordinator Buffalo Public Schools	Two experienced educators within charter and public schools. Each reinforced importance of establishing unified adult culture at start of school experience, then monitoring that and coaching teachers to reinforce that culture with students.
10/17/2016	Jamel Perkins Vice President Sodexo Board of Trustees, D'Youville College Professor, Canisius College School of Business	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER Has extensive experience as Technology Executive, and in Finance and Governance. Serves on multiple boards (Food Bank of WNY, D'Youville College). Service-minded leader with varied skillsets that will provide insight to board leadership.
10/17/2016	Gwen Ito Freelance writer Marketing Committee Just Buffalo Literary Center and Buffalo Prep	Strong advocate for power of education in relation to poverty alleviation. Connected us to Sam Magavern at Partnership for Public Good and invited us to attend Martin Luther King Celebration Scholarship Breakfast as her guest.
10/17/2016	Matt Enstice President and CEO Buffalo Niagara Medical Campus	Talked about gentrification and balance with economic renewal. Extensive conversation about connecting authentically to community. Made connection to Liesl Folks, Rev. Al Warner, Jon Williams, Tommy McClam, Jon Somers, Jamil Crews, and Danielle Shainbrown. Also had been founding board member of South Buffalo Charter School.
10/18/2016	Tom Beauford Vice President M&T Bank	Admires work and design of Building Excellent Schools and interested in supporting new charters in the city.
10/18/2016	Katie O'Connor Community Relations and Development Officer M&T Bank	Extensive business relationships in community, is expanding reach to work with more businesses and community organizations on East and West Sides. Offered her connections in the community and at bank as we continue to look for financing, community support, and facilities.

10/18/2016	Larry Quinn Board Member Buffalo Public Schools	Believes there needs to be investment in high-performing charter schools to provide multiple options for families.
10/18/2016	Tiffany Nyachae Lecturer Buffalo State College Ph.D. candidate Reading Education Member of Buffalo Urban League	Educator with strong focus on student expression within literacy acquisition. Organizer of Buffalo Urban League Young Professionals (BULYP). Worked in collaboration with Dr. Jevon Hunter on Seven 1 Six, an African-American Summer Research Academy focused on "what it means to be a black teenager living, loving, and learning in our community." Sessions included literacy activities, community research, and college interaction.
10/19/2016	Peggy Ann Romano President <i>Scintillae</i> ; Corporate and individual leadership development	Had worked with mentoring organizations and supported work of the Community Action Organization with L. Nathan Hare. Interested in helping to cultivate strong working board and aid in personal leadership development.
10/19/2016	Jamil Crews President Buffalo Urban League of Young Professionals Director of Social Media Office of the Mayor	Jamil has established team of committed community leaders at BULYP that have organized several events, including William-Emslie YMCA Christmas Celebration and Education Conference at Buffalo State. His leadership there and within Mayor's office has promoted work that already exists in our community and a call for advocacy.
10/19/2016	Danielle Roberts Executive Director YMCA Buffalo	Vital community partner on East Side offers extensive supports to children and families after school, during holidays, and in summer to create community and complement work of schools.
10/20/2016	Mike Roach Partner Connors LLC	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Strong belief in potential of all children and mandate of our city to invest in that potential so that neighborhoods are not left behind with the current renaissance in certain areas of the city.
10/20/2016	Robert Spampata Managing Director of Corporate Affairs NOCO Board member at local charter school	Board member at local charter school who is very intrigued by the Building Excellent Schools model that incubates leadership and expands overall perspective to high-performing charters.
10/20/2016	Fred Saia Former founding board member at local charter school; Developer	Discussed need to have formal and informal networks of support for students and families. Lamented what he perceived to be lack of family support for education, and suggested we consider partnering with advanced manufacturing initiatives to link our students to careers if college is not their pathway.
10/21/2016	Jim Neimeier Accountant Founding board member at local charter school	Discussed challenges that have existed with getting right person in leadership to execute on vision of the school. Supportive of Building Excellent Schools model to have school leader also be person who took lead of design. Stressed importance of finding someone with background in accounting to ensure financial management allows for long-term impact for the school.

10/22/2016	Callie Johnson VP of Marketing Girl Scouts of Western New York	Corresponded and plan to meet later in February.
10/25/2016	Molly McGowan Manager New Business Development Buffalo Niagara Partnership	Offered how partnership connects business community, and that business community recognizes need to invest in education to impact future workforce quality. There were several potential partners, including: Charter Schools for Applied Technologies and Laura Errington, Work Based Learning Coordinator/Business Teacher; Vincent Corulli, Work Based Learning Coordinator/NAF Site Director; Liz Callahan at Buffalo Niagara Partnership Manager Workforce Development.
10/25/2016	43North Week Ping Pong Diplomacy	Networking event with professionals from entrepreneurial community prior to 43North Final Round.
10/26/2016	David Nasca CEO Evans Bank	Asked several questions about work on East Side, including our insights about Say Yes and their long-term potential impact. Investor and believer in their work, wants to support mission and vision of Buffalo Collegiate as we move forward. Curious about way we were going to connect with families and create strong, enduring partnerships. Impressed by Home Visits that we will make to every new family prior to first day of school.
10/26/2016	Sharon Randaccio President and CEO Performance Management Partners	Has served on many boards, never for a school. Intrigued by opportunity, did not think she would have the time. Connected us to Michael Ulbrecht, Matt Wagner, Gina LaPlante, Cynthia Ciminelli, Tom Morocca, and David Chamberlin.
10/26/2016	Darius Pridgen Council President City of Buffalo	Advocated for bridging of divide, which can only happen when education puts people on equal playing field. Eager to connect us with his True Bethel network, invited us to attend Sunday service.
10/26/2016	Ulysses Wingo Councilman City of Buffalo	Met with Councilman briefly and then had lengthier conversation with his legislative assistant, Frank Garland. Told us about potential building on Olympic Avenue and pointed us in direction of Masten Block Club Coalition, Hamlin Park Taxpayers Association, and breakfast at Delavan-Grider Center to learn more about the community.
10/26/2016	David Franczyk Councilman City of Buffalo	Shared that Schools 44 and 40 may become available; recommended speaking with Reverend Christopher (between Broadway and Sycamore, Crucial Center, and Field of Dreams Block Club.
10/27/2016	43North Final Round \$1M Ceremony	Networking event where recipients of 10 grants awarded. Feature at event was video showing how 43North had begun to construct program to provide Buffalo Public School students access to the Innovation Center and extensive start-up companies within building.

10/27/2016	Dr. Ramone Alexander Director of Inclusivity and Community Building Nichols School	Board member at local charter, and former leader of Liberty Partnership at UB to provide additional academic supports to MS and HS students. Working now at affluent school to improve diversity and culture of institution. Also doing work with PUSH Buffalo to expand impact from West to East Side.
10/28/2016	Matt Urban HOPE Center Trunk or Treat	Community event for families within Broadway-Fillmore neighborhood to come and trick or treat in safe space. Volunteers lined up cars and families came by to "trunk or treat" at Central Terminal.
10/29/2016	Buffalo State Buffalo Urban League Young Professionals Education Mini-Conference	Education event that had speakers (Dr. Jevon Hunter and Dr. Marlene Haddix) and bookend breakout sessions on cultural proficiency, activism, strong school cultures, and curriculum that enabled student expression.
10/30/2016	True Bethel Service	Praise service stressing need for and community-wide accountability to one another to support and challenge one another to grow.
10/31/2016	Roger Simon Charlie Chiampou Mike McGee Warren Gelman Cullen Foundation Board of Trustees	Offered ongoing support as we looked to network with business community and build board of trustees. Curious about Fellowship, pleased to hear about intensity of Building Excellent Schools experience thus far.
10/31/2016	Joel Capizzi Buffalo Rising Senior Advertising Director	Interested to learn more about Buffalo Collegiate effort and Building Excellent Schools. Offered to connect us with business community if there were introductions that we might need to further the mission.
11/1/2016	Brigid Doherty led initiative to bring Building Excellent Schools to Buffalo Former head WNY Women's Fund	Has served as leader in several organizations, including WNY Women's Fund and Cummings Foundation. Connected us to Mary Jo Hung, Alice Jacobs, Anne Joyce, and Michelle Lee.
11/2/2016	Oswaldo Mestre Chief Service Officer & Director of Citizen Services City of Buffalo	Personal and professional focus on supporting community and ensuring next generation prepared for opportunities coming to Buffalo; stressed importance of data ("can't measure it, can't change it"); Urban Fellows Program and Vista Grant - 15 anti-poverty advocates working in city (same direction as "My Brother's Keeper"); President of Board at Father Belle Center; recommended speaking with Lucy Candelario, Pastor Gilleson, Edward Jackson (Friendship), Antone Diggs, Janice McKinney (CEO of True Bethel), Cas Rodriguez, Rita Hubbard Robinson (ECMC).
11/3/2016	Buffalo Without Borders	Networking event sponsored by International Institute to showcase cultures of the Buffalo community.
11/3/2016	John Ashwood Former Head of School of a local charter school	Served as Head of School for six years at local charter, biggest concern and focal point for advice is the need to have board that knows line of management and governance - yet is always engaged in school's mission. Too much of distraction of the job was management/disengagement prevalence.

11/4/2016	Leah Halton-Pope Deputy Chief of Staff New York State Assemblywoman Crystal Peoples-Stokes	Did not agree that "college for all" was wise or achievable goal. Recommended we consider other trade-based tracks for students "not college material."
11/4/2016	Ben Hilligas Director Erie County Youth Bureau	Previously worked for Compass House, organization that supports and mentors children placed with Child and Family Services, and Say Yes as site supervisor. In current role works to coordinate complementary (mostly after school) organizations to support schools and youth in Erie County. Connected us to the following groups: True Way, Schiller Park (Pastor Virginia Williams); Partnership of Youth Justice; Otis Barker; Boys and Girls Club (Robert Lowery, Director of Programs); The Father Belle Center (Lucy Candelario); Urban League (CJ Banks); Community Action Organization (L. Nathan Hare and JoAnna Johnson); Northwest Buffalo Community Center (Larry Pernich); Futures Academy's Urban Studies Program (Dr. Henry Taylor); WEDI (Ben Bissell); PUSH Buffalo (John Washington); SUNY UB School of Social Work (Chris St. Vil).
11/11/2016	Steve Karnath Executive Director Broadway Fillmore Housing Services	Works as advocate in Broadway-Fillmore neighborhood to stabilize housing and provide support to businesses. Navigates complex political system at City Hall to get federal, state, and local funding to support neighborhood. Encouraged that there are two potential college preparatory charters focusing on neighborhood he serves.
11/28/2016	Jessica Edwards Director of Marketing and Community Development Tri-Main Development	Connected us to the following people and organizations: Masten District Breakfast every month; Lenny Lane from FATHERS, retired police and fireman; FLARE - neighborhood coalition; Patrick Whalen, Niagara Falls Global Tourism Institute.
11/28/2016	Pete Grum President Rand Capital	Venture capitalist interested in civic responsibility (donates extensively to Boy Scouts); interested in our work at Buffalo Collegiate; connected us to Clotilde Dedecker (President of Community Foundation) and Anne Constantino (CEO at Horizon Health).
11/29/2016	Amanda Myers Accountant Lumsden McCormick	Board prospecting conversation to determine interest as an accountant; running own business beyond accountant job, so not much time; moving suburbs with husband to raise children to give better school options.
12/1/2016	Daniel Robertson SAY YES - Scholar Mentoring Supervisor	Very invested in city; connected to several things beyond his role at Say Yes, including fostering relationship with My Brother's Keeper and helping to develop Gamechangers at Belle Center; interested in supporting mission of Buffalo Collegiate in more formal way if possible.

12/2/2016	Patrick Whalen Director Niagara Global Tourism Institute formerly COO Buffalo Niagara Medical Campus	Logistics expert on a board at local charter school. Very proud of HS graduation rates at school, said streamlined focus from mission to board leadership to execution of school leadership enabled school to have success. Established program with local homeless shelter to provide on-the-job training to people looking to develop skills to secure full-time job. Helped to transition them from homeless shelter to integral members of operations team at BNMC.
12/2/2016	Ben Bissell Executive Director Westminster Economic Development Initiative	Leads work of WEDI, based on West Side. Organization works to "empower economically-disadvantaged people who live and/or work in Buffalo's west side community." Provides programs in literacy, business support, incubation space for West Side Bazaar.
12/3/2016	HOPE Center Holiday Party	Attended event for families served by HOPE Center and neighbors in Broadway-Fillmore and shared vision for Buffalo Collegiate.
12/15/2016	Blythe Merrill Senior Vice President of Programs Oishei Foundation	Francisco Vasquez connected us to Blythe Merrill. Will meet in person in later February to discuss our program and potential partnerships.
12/16/2016	Jeff Pappalardo Partner Chief Creative Officer Crowley Webb Member of the board at Buffalo Prep	Serves as board member at Buffalo Prep, also executive in advertising. Stated that Crowley Webb will help however they can, have already given support to Buffalo Collegiate for marketing tools.
12/21/2016	Erin Ryan Don Will CFO and VP Infrastructure and Resource Management Horizon Health	Conversation with Erin and Don about expertise and how they could be of assistance in process of scouting for facilities and budgetary questions.
12/23/2016	YMCA William-Emslie Holiday Christmas Party	Holiday gathering put on by YMCA and supported by members of BULYP that had activities, games, and presents for families in need. Came to offer support and volunteer. Spoke with Buddy Campbell, President and CEO of Western New York YMCA, wants to offer support for our work on East Side.
12/28/2016	John Somers President/CEO Harmac	Created business on East Side that focuses on providing jobs to local citizens. Believes charter school within that community "would be outstanding."
12/28/2016	Bob Bennett Former New York State Regent	Gave perspective on navigating challenging political climate. Discussed benefits of applying to State Ed for charter and was very complimentary of new person in charge of charter authorization and oversight process.

12/29/2016	Clotilde Perez-Bode Dedecker President/CEO Community Foundation Buffalo	Focus on Community Foundation to invest in Buffalo Public Schools because they serve clear majority of students, resulting in commitment to Say Yes; Community Foundation focuses on four priorities: 1. Improve educational achievement for students living in low-income households; 2. Increase racial/ethnic equity; 3. Enhance and leverage significant natural resources; 4. Strengthen region as center for architecture, arts and culture.
12/29/2016	Duncan Kirkwood Western New York Advocacy Manager Northeast Charter Schools Network	By NECSN, over 3,500 students currently on waitlists for public charters in Buffalo; vouchers most likely coming to country, and "will have to see" how it impacts NYS; invited to attend Advocacy Day in February; gave guidance on how to navigate question about Carl Paladino's racist remarks, coupled with his support of charters.
1/8/2017	Gasper Magallenes edtec	West Coast company looking to break into market on East Coast. Offered his support on budget.
1/10/2017	Rachel Gleishman Partner Strategic Growth The New Teacher Project	Had conversation about resources that TNTP has for burgeoning school leaders, talked about TNTP's potential partnership with Buffalo Public Schools and local charters. Very interested in starting to partner with evolving education scene.
1/16/2017	Martin Luther King Celebration Breakfast and Scholarship Breakfast Hosted by New Hope Church	Annual celebration in honor of MLK, Jr. Proceeds go to scholarships for students on way to college. Elected officials, including Mayor Byron Brown, Lt. Governor Kathy Hochul, Councilman Ulysses Wingo spoke about need for support for our students and presence of open mind and fierceness to affirm what is right, just, and moral in world marked by racism and inequity.
1/17/2017	Noah Mackert Democracy Prep Pathways	Founding teacher at Pathways, school within Democracy Prep Network of schools that educates middle school students struggling to be successful within their home Democracy Prep school. Many students have either learning disabilities or tremendous skill gaps that prevent them from reading. Intensive program puts them on path to remain within Democracy Prep (DP) Network. DP (founded through and supported by BES) did not want to be part of stigma that charter schools do not provide educational environment for certain students to be successful, which led to them to develop this alternative. Recommended looking into work of affluent private schools to see what sort of innovations they are implementing for students with disabilities.
1/18/2017	George Deveney VP New Site Development City Year	Met with George and Erin McIntosh about prospects of City Year expanding to Buffalo. Interested in connecting with some community leaders in network we developed throughout process of learning about our city and advocating for our community. The model, which costs about \$125,000/school, could provide additional mentoring supports for our school.

1/21/2017	Scott Donnelly United States Soccer Federation US U-18 Assistant Coach Technical Adviser	Started preliminary conversation about Buffalo's emerging US Soccer Federation team connected to national soccer program, and possible public education partnerships if program were to ramp up their efforts to establish a club team in Buffalo.
1/26/2017	Gary Damon	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Former Deputy Commissioner of Erie County Youth Services, recently moved back to Buffalo. Former educator who continues work in mentoring and organizational leadership. Will provide guidance and connections in political and community relationships.
2/7/2017	New York State Charter Advocacy Day Albany, New York	Attended Charter School Advocacy Day to support movement throughout the state to provide equitable funding to charter schools. Charter schools serve 130,000 students statewide, and there are more than 50,000 students on waitlists. Provided students, families, and school leaders opportunity to speak with elected officials to advocate for laws in support of funding. Met with New York State Education Charter Division representatives, including Executive Director David Frank and Director of New Schools Vicki Smith.
2/8/2017	Ryan Rish Professor University at Buffalo Department of Learning and Instruction	Professor Rish is currently doing action-research in suburban and urban schools utilizing geo-tracking/tagging applications on donated smartphones to engaged students in the collection of data (i.e. access to resources, violence in neighborhoods, water quality, public transportation) to then formulate responses through written communication, research, and advocacy. Potential partnership with the Civics portion of Social Innovation.

Evidence of Community Outreach and Impact

To create an enduring quality public school that starts strong and stays true to the needs and desires of the community, Buffalo Collegiate has actively sought the wisdom and insights of the community to help guide us in the development of our proposed academic program. We have spent time listening to political leaders, community advocates, families, and business leaders, gathering diverse perspectives as we merge the best practices witnessed across the nation with the specific needs and resources of our local community.

Below please see evidence of conversations that we have had with the community that have improved or altered our design. Through this process we have captured some of the most significant aspirations and concerns from the community, while using the resources and passion within our city to further our mission.

Figure 3.6: Evidence of Community Outreach and Impact

Date	Individual/ Organization	Comments/Summary	Impact on Design for Buffalo Collegiate
9/12/2016	Pat Pitts Center for Educational Innovation	Formerly project lead for Performance Incentives for Charter Schools, now heading up partnership with Yvette Jackson from National Urban Alliance. Could be good national partner; have read excerpts of Pedagogy of Confidence and will be utilized within application.	Elements of application will use Pedagogy of Confidence as research-based analysis of school design and culture.

9/13/2016	Carly Battin Communications Manager BAK USA Former head of Elmwood Village Association (EVA)	As parent, concerned with where her daughter will go; as former head of EVA, importance of high-quality options for business owners; at BAK, interested in supporting education, particularly in inner-city; planning tour of facility and meeting with JP BAK to discuss potential partnership with company, to include computer materials or internship job exposure.	With developing impact of BAK and its priority on local education, committing to 1:1 model to assist teachers and students in adaptive learning programs to accelerate learning growth.
9/13/2016	Geoff Schutte Reading Invasion Teacher Parent in the city	Educator curious about structure of BES Fellowship. Concerned it was too rigid of a school environment and would possibly prevent relationships at school. While structure is essential at school, it is essential to create space for authentic teacher/student relationships. Buffalo Collegiate will have allotted advisory times each day with focus on relational activities; weekly community meetings allow for sharing of personal stories.	Conversation with Geoff impactful in two ways: (1) his development of Reading Invasion in city going to propel us to adopt language in design to describe DEAR program, while also giving us opportunity to host Reading Invasion event; (2) his question about structure at expense of relationships was additional point of community guidance to develop advisory system akin to "crew" in Expeditionary Learning.
9/14/2016	Caroline Taggart Senior Evaluator Via Evaluation	Company has done extensive work with Say Yes to understand programmatic impact, particularly on socio-emotional skills and overall impact of program. Stresses importance of having strong data tracking systems from onset; Going to use her experience to help guide data set-up at school to ensure fidelity and efficiency.	Recommended use of PEAR survey, indicated that West Virginia has started to incorporate this into proactive interventions. We will use survey and data analysis to ensure we are offering holistic supports for students. Advisory will be maximized by using this to target our mentoring.
9/14/2016	Mike McCabe Delaware North Assistant General Counsel	As former prosecutor with violent and drug-related crimes, very interested in supporting educational initiatives that connect to students early to dissuade them from poor influences.	Conversation about potential of some offenders he came across always prompted him to wonder what would have happened had their energy and talents been cultivated through hope and ongoing supports. At young age, Buffalo Collegiate will expose students to opportunities so they can develop goals and ambitions to push them to engage in academics and create pathway to use their potential.

9/15/2016	Divitta Alexander Lawyer Leader of Law Explorers Program	Established Law Explorers program this past year; serves as member of Board of Trustees for another charter school. Has two sons in city, did not feel there were great options to send them other than the one exam school. Wants to connect Law Explorers program to Buffalo Collegiate. Strong support for vision of school. Wants to see more options for people like her to send her children besides school that costs over 16K per year.	Will capitalize on Divitta's efforts to found Law Explorers program and use partnership with Eagle Scouts as source of career exposure for our students.
9/15/2016	Peter Heffley Retired educator Board member Nativity Miguel schools	Former high school administrator; supervised teachers for student teaching (college professor); now Board member and volunteer on Nativity Miguel's Board in Buffalo, frequent literacy tutor at school.	When considering community partnerships and ways to engage volunteers, Buffalo Collegiate will consider development of reading force to support Reading Invasion program.
9/17/2016	Tour de Farms	Tour de Farms is bicycle tour of local urban and rural farms highlighting and celebrating sustainable transportation and connection to local food system. Each year ride is approximately 35 miles. Bicyclists start from Buffalo's Westside, visiting urban farms and community gardens in city. This year adding Urban Farm Tour that showcases farms in city that are thriving in neighborhoods that many view as bereft of life and community activism.	As we design our Social Innovation program, there is possibility to alleviate food desert in poorer communities, urban farms, and entrepreneurial design. Tour de Farms showcased ways people are using space to develop business to impact neighborhoods in healthy and productive way.
9/20/2016	Colleen Heidinger Director of Events and Programming, 43North	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Initial conversation around role of 43North in education space, and how evolving vision for social innovation may fit well with their initiative to expand impact to public schools.	In partnership with Dan Greene, Colleen created initiative at 43North to bring Buffalo Public students into Innovation Center. Will utilize her program as foundational building blocks for partnership with University at Buffalo.
9/20/2016	Jamie Batt, Partner Rupp Baase LLC	Serves on Board at United Way, which had just produced report about impact of low literacy levels by third grade and correlation to low long-term performance. Very interested in focus on literacy and numeracy skills, supportive of 4-12 model because it would address gaps and guide students through college discernment process.	Due to her work with United Way and recent report on predictive nature of literacy levels at 3rd grade, led to consideration and ultimate determination to start in 4th grade instead of 5th.

9/21/2016	John Koelmel Finance Consultant Venture Capitalist	Former banking executive who has shifted gears and worked as consultant for many of start-ups in 43North and Z80 Labs space. Very interested in supporting developing network for Buffalo Collegiate and providing guidance on Board creation.	Influential business leader who prompted reflection on utilizing business community, particularly in entrepreneurial sector. Drove pursuit of aligned and scaffolded curriculum geared not only towards start-up, but social innovation.
9/22/2016	Economics of Segregation	Francisco Vasquez, Clotilde Dedecker, Dr. Henry Taylor, Pastor James Giles: Community forum that detailed origins of segregation in Buffalo (in 1920s it was common for African-Americans to speak German because they would live within communities with German and Irish), impact on current economic development and achievement gap, and potential solutions to ensure more communities benefit from investment and city growth. Communicated shocking statistic: 88.5% Isolation Index, on any given day in City of Buffalo, person has 88.5% chance of not having meaningful dialogue with someone of another race. To develop as a city, that must change significantly; we cannot allow segregation by race or economic status.	Initiated thoughts on creating space for enriching and potentially challenging conversations around race, class, and gender. Isolation Index presented stark data point about lack of progress our city has cultivated. Within our own building, we must ensure we are creating space for exploration of cultures and races, and work beyond our walls to connect to members of community who can engage and further dialogue.
9/23/2016	Megan McNally Executive Director Foundry	Shared workspace with mentoring component for Buffalo Public School students. Has over two dozen businesses on site on East Side. Very hands-on makerspace that opens up certain portions of facilities so students can come after school to learn skills and trades.	Another example of people maximizing the "maker space" that is Buffalo right now. Was one of on-the-ground business leaders cultivating sense of possibility for entrepreneurs. Partner who pushed thinking of Social Innovation program beyond simply entrepreneurialism or ethics, but melded two together.
9/23/2016	Alex Wright Proposed founder East Side Co-op	Native Buffalonian who went to Buffalo Prep and UB Law, became community advocate. Now leading efforts to alleviate food desert in poor, under-invested communities by creating co-op on East Side to bring fresh foods. Interested in school that incorporates an Afro-centric curriculum.	As we design cultural elements of school, ensuring we capitalize and celebrate cultures of our students. Judging by neighborhoods we are prioritizing to locate school; majority of students will be African-American.

10/18/2016	Katie Campos Executive Director Teach For America	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Prior to conversations about Board service, we spoke about alumni network that was going to be present when we started Buffalo Collegiate in 2018, as well as alumni from outside of region who had communicated that they wanted to move back. Lack of high-performing charters prevented them from wanting to commit.	When determining talent pipeline, we will use extensive work that TFA Buffalo has done to identify ex-pats interested in moving back to Buffalo. Will use professional development as resource in our design; as benefit of partnering with TFA, staff able to access PD opportunities. While may not apply to whole-staff PD opportunity, could allow for flexible options.
10/19/2016	Pavan Narayanan Statistician SUNY Buffalo	Creates statistical models and interested in providing support with predictive modeling to ensure student indicators are monitored to prevent failure and attrition and promote support and intervention.	Further detailed importance of creating robust and multi-faceted data analysis system to inform decisions about student achievement, staffing, and budget. Will invest time and money in tools like Illuminate and Class Dojo, as well as other programs, so we have a wealth of data from which to analyze and generate thoughtful action steps.
10/25/2016	Rasheed Wyatt Councilman City of Buffalo	Former parent of one of Mr. Pawloski's students and a supporter of initiative he co-led last year - "Make the Hood Look Good" which allowed juniors and seniors at former school to lead clean-up effort. As Councilman for University District, he is proponent of more high-quality options for families. Talked about experience he had taking high students on college trip and impact it had on their focus and behavior.	Was first community member to stress need to have yearly college trips to expand perspective and ambitions of our students. Buffalo Collegiate will establish ritualized yearly trip to expose students to opportunities within region and beyond.
10/27/2016	Sister Johnice Director Response to Love	Organization on East Side that provides English classes for New Americans, Soup Kitchen, Food Pantry, and Counseling for Veterans. Ensures dignity but insists upon responsibility of people they serve - will not perpetuate cycle of poverty, but will give bridge and skills to help get out of poverty and develop self-reliance. Connected us with Steve Roth, Associate Director of Buildings and properties for the Archdiocese of Buffalo.	Ensure school design focuses on end-game of creating educated, independent citizens prepared with skills and ambition to be successful beyond Buffalo Collegiate.

10/28/2016	Tasha Moore Program Coordinator Matt Urban HOPE Center	Role encompasses many elements, including after-school sessions for children and soup kitchen. Created soup kitchen dynamic and décor that looks like diner and restaurant so people can come and eat with dignity and joy in effort to develop community.	Through mindset and design of HOPE Center, Ms. Moore and team ensure families do not always feel they are living a life of poverty. Essential that design of our intentional culture exposes families and students to the world, celebrates them by not defining them as poor. We must ensure that our direct and indirect messaging acknowledges but does not dwell on poverty - must be place that preserves dignity and opportunity.
10/29/2016	Dr. Kathy Evans Buffalo State Buffalo Urban League Young Professionals Education Mini- Conference	Community Dialogue: Increase student voice, increase in student performance according to Adverse Children Experience; HS dropouts earn about 260K less than HS graduates over lifetime; Radical possibilities within schools - 5-year HS structure, later report times, educational supports with after school assistance, work programs/internships; dropout prevention - 1. Early ID 2. Individual attention 3. Peer supports 4. Family partnerships 5. Community support 6. Multi-agency support - Participant #1 Consequence and accountability are necessary; need for mentors; "As long as I was accountable to someone...I was young impressionable, and impulsive - I needed someone to guide me."	To prevent dropouts or students who do not achieve academic or leadership potential, Buffalo Collegiate will implement design that reflects Dr. Evans' recommendations. We will be thoughtful in establishing comprehensive program that includes: 1. Early ID (reflected in data collection and analysis); 2. Individual attention (student to teacher ratio, advisories with regular parent contact); 3. Peer supports (creation of supportive culture within advisories and throughout greater Buffalo Collegiate student body); 4. Family partnerships (weekly communication, bi-weekly phone calls, University Nights, monthly opportunities to communicate with Head of School); 5. Community support (partnerships with universities and businesses to expand college and career exposure); 6. Multi-agency support (evidenced by the partnership with Horizon Health, among others).
10/29/2016	Ulysses and Monica Wingo Buffalo State Buffalo Urban League Young Professionals Education Mini- Conference	Cultural Proficiency (beyond competency): Authentic in approach to learn and share in other cultures; action with competence; have understanding of racial micro-aggressions; all students want to learn, but you spark curiosity, connect to people; saying "I don't see color" just means that you don't see me.	Presentation offered compelling understanding of need for Cultural Proficiency and not Competency. Relates directly to Isolation Index because it insists upon authentic engagement with other cultures so there is shared learning and appreciation. Buffalo Collegiate will establish opportunities with

			staff, students, families, and larger community to share experiences that break down barriers that exist within larger community and nation.
10/29/2016	Krista Ehasz and Monica Ridgeway Buffalo State, Buffalo Urban League Young Professionals Education Mini-Conference	Culturally Responsive Teaching: Power of arts, visuals, and personal stories to connect with students who do not show up on time for school or enjoy writing; public art project as capstone project.	Buffalo Collegiate will design regular opportunities to invite families and community members either into the school or put student work into community to showcase effort and potential of our students.
10/29/2016	Dr. Marcelle Haddix Syracuse University Speaker at Buffalo State Buffalo Urban League Young Professionals Education Mini-Conference	Focused on James Baldwin, 1963: "education and teaching is an act of resistance and a revolutionary act;" "...living through a dangerous time...menaced from within." Call to action - White Silence is Violence; marginalization of teachers of color.	Within orientation with teachers, we will use this line to connect to education, breaking cycle of poverty, and potential impact our teachers and school will have on families, city, and nation.
10/29/2016	Dr. Jevon Hunter Buffalo State, Professor or Urban Schooling Endowed Chair on Urban Education	Radical Healing: What do you stand for and against, and how are you going to deconstruct and reconstruct the world? "Radical healing involves building the capacity of young people to act upon their own environment in order to create the type of communities in which they want to live." Develop community that is an "educational sanctuary" for "brother and sister" scholars. Four steps: 1. Do something w/young people to explain identity; 2. Urges them to examine power relationships; 3. Put them in positions as change agents; 4. Engage students in RADICAL HEALING.	Idea of Radical Healing has a strong connection to Social Innovation. Two could be working hand in hand as we are aiming to provide our students with skills to harness their capacity to "act upon their own environment to create the type of communities in which they want to live." Four steps are also elements that will inform our Social Innovation design.
10/31/2016	Ekua Mends-Aidoo Senior Director of Public Affairs Evergreen Association of WNY	Likes connection to BES program; concerned about other charter schools; have to limit staff turnover; concerned about stigma - charter schools get accused of taking best and not educating students with Special Education or ELL needs; diversity and inclusion must be at forefront of human capital initiatives.	We will establish human capital pipeline that goes beyond regional recruiting and establishes relationships with talent pipeline that is fierce, exceptional, diverse, and growth-oriented.

11/2/2016	Andrea Harden Human Resources Professional	Worked with charter schools for HR needs in past. Talked about impact education had on her daughter and conscientious, independent qualities she developed as result of school's partnership with family. Talked about gap she saw existing in some school cultures that did not empower relationship with parents.	Buffalo Collegiate will hold one event each month for families to attend to get to know staff members and other families. We will call these "University Nights." We aim to foster culture of partnership with families. Simple and regular events that welcome parents into school community will accelerate those relationships. Head of School will host monthly opportunities to have breakfast with parents and solicit feedback about school.
11/2/2016	Susanna Schenk Lead Teacher Gifted and Talented Program Olmsted School	Shared expertise with enrichment program at Olmsted, provided Schoolwide Enrichment Model resources to examine potential of applying technology and science guidance to Buffalo Collegiate.	As we craft enrichment program, we will use Schoolwide Enrichment Model out of University of Connecticut to guide some of our thinking to stimulate collaboration, creativity, and community.
11/3/2016	Felicia Stanley Legislative Aide Council President Pridgen	Both of her children were in Buffalo Prep, which prepared them through summer and after school programming to excel. Stressed importance of high expectations and program to support students as they are challenged. Arranged for us to set up table at True Bethel to gain community feedback on charter.	Message we provide to students and families must be supported throughout entire design. We believe all students can go to college when given supports, so we must prioritize literacy and mathematics as foundational skills so students can access rigorous texts and challenging concepts throughout their years of study. We must maximize their time by creating analytical processes via data-based problem solving we are always aware of each student's most immediate and high-impact need.
11/3/2016	Dr. Steven Harvey Executive Director WNY College Consortium	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Leads college consortium to unite work of 21 colleges and universities in area. Wants to ensure high school students throughout region are prepared for rigors of college so colleges can appropriately challenge and prepare them to meet expectations of career opportunities.	Perseverance Project will use My College Max as resource to collect student data, including interests, college fit, and organization to apply to colleges.

11/3/2016	Nekia Kemp Executive Director Police Athletic League	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Has been at helm of afterschool and summer initiatives to provide mentoring and ongoing support to complement Buffalo Public Schools. Is one of the point people with new Community Schools initiative.	Buffalo Collegiate will utilize Ms. Kemp's expertise and connections to seek out community partners for afterschool, weekend, and summer activities to boost school culture and overall academic and social impact.
11/4/2016	Rev. Al Warner Chaplain Buffalo Common Council	"If we cannot educate a generation, we will not be able to change poverty; we have been through hopeless cycles for too many generations; being a white guy can be a struggle; need to build authentic and enduring relationships; you have to realize how to use the access you get to extend opportunities to others; give a voice to the voiceless. Keep a journal - any time we go into a cross cultural situation; develop an internal grid as you are exposed to key gatekeepers; what do they collectively provide the community"(i.e. True Bethel – mobile ministry; food truck, clothing truck...thousands of sneakers to students, computer lab with live links to workforce and mentors on the bus to work on resumes to submit to open jobs in the region); each gatekeeper has access to a different domain; formal and informal; it is ok to get to the personal, too; engage the mind and the spirit."	Creation of yearly rituals in design to ensure we are regularly engaging community beyond start-up. It will be essential to become school community that is integrated into neighborhoods and city at-large. Buffalo Collegiate can communicate fierceness about the mission, but we must never forget to be humble and attentive to community.
11/21/2016	Danielle Shainbrown Vice President and Chief Legal Officer McGuire Group	Varied experience as lawyer and leader of facilities procurement for local charters. Offered to utilize her expertise either as founding board member or with her role at McGuire Group. She also shared some of her views on education as parent, and categorization of her active son as "difficult child" by some teachers. Acknowledged some progress from teacher who implemented Class Dojo, which dramatically changed her son's behavior and allowed him to be acknowledged for his achievement and progress.	Buffalo Collegiate will communicate with families on a weekly basis at minimum. We will use programs like Class Dojo to incentivize and monitor behavior. Teachers will be normed on proper and respectful language when communicating with families. Advisers will make at least two calls per month per child to check in with families on academic and behavioral progress. Director of Curriculum and Instruction, Dean of Student Supports, and Head of School will be available for meetings with parents via request. Families can expect a response to all concerns within 24 hours.

11/21/2016	Liesl Folks Dean of School of Engineering SUNY UB	Liesl Folks – Dean of School of Engineering at UB; struggling to shift outcomes of public schools to ready for life or college; UB shares concern from social justice and incoming class perspective; big idea: set up a charter school family-focused that operationally takes students in any time after 7 with meaningful activity and commit to it 52 weeks out of the year to give parents the ability to work; importance of wrap around, STEM, analytical skills education; could we imagine doing something that is family focused that drew on BNMC; 3,000 scientists and engineers that will be located there; prioritizes the support of the family and leverages existing volunteers, out of school, extracurricular.	Buffalo Collegiate will consider the strain on parents as we engage in the design. While we will not be able to independently construct a school that fits the "big idea" of Mrs. Folks and have school open 11 hours per day, and will not be a wrap-around school, we do need to design a school that provides partnership and access to families so that it is as simple as possible to support educational needs of their children. Partnering with other community organizations that can provide programming after our school day is possible due to Nekia Kemp's extensive community connections with after school organizations.
11/22/2016	Sam Magavern Co-Director Partnership for Public Good	Extensive work within think tank to examine impact of poverty and educational outcomes within City of Buffalo (54% of Buffalo students are living in poverty); recommends contacting Helene Kramer (Charter School of Inquiry), Keith Frome (former HoS of King Center Charter), Jessica Bauer Walker, A. Cameron Airhart (work with immigrant community through Houghton College). Runs tour of Buffalo with Tommy McClam to orient new professionals to city to see beauty and blight.	As part of human capital pipeline, will access community organizations and leaders to introduce people from Buffalo and beyond to all uniqueness, opportunity, and need of our city.
11/23/2016	Tommy McClam Deputy Director Open Buffalo	Youth Pastor; formerly of Youth Build; spent 17 years with IRS but now focuses on mentoring, rehabbing houses, and partnering with public schools to mentor young men. Schools Assessment: stresses limits of teacher; needs to be better connection between school and families. In Chicago, he saw pride surrounding school that extended past families; family dinners; long hours, banquets for families at open houses; true anchor in community. Connected us with Paul Vukelic, Pastor Gilleson (Mt. Olive), Kenny Simmons (Cold Spring Bible Church), and Crystal Rodriguez (Chief Diversity Officer).	At Buffalo Collegiate, we will use Tommy McClam's guidance to do regular community outreach so that neighborhood feels we are their school. We will host dinners for families and neighborhood, and provide opportunities for students to give back to community through things like neighborhood clean-ups and "get out the vote" initiatives.

11/28/2016	Geoff Gallson Human Resources Cobham Mission Systems	Has worked within charter schools as coach, now works within organization that promotes technological advances for aerospace, military, and medical systems. Is passionate about developing model for HR that identifies and cultivates right human capital. Connected to Nicole Stenhouse, HR expert working for Buffalo Public Schools.	Need to develop thoughtful, creative, and analytical approach to recruiting, retaining, and cultivating diverse and invested talent.
11/29/2016	Michael Ulbrich President Buffalo Manufacturing Works Michael Ulbrich	"Buffalo Manufacturing Works helps innovation-driven organizations excel by partnering with their internal manufacturing, engineering, and R&D teams to deliver better products, grow and compete." Interested in advocating for school focused on advanced manufacturing jobs. After discussing college route, interested to connect us to others, including Chris Shefflen, Howard Zemsky, Christina Orsi, Laura Quebral, Robert Shibley.	Create immersion opportunities through community organizations to give students project-based learning experiences that will help them focus their college search.
11/29/2016	Russell Bell YMCA William-Emslie	Influx of foster children that he works with at the YMCA; significant increase in Muslim and immigrant population on East Side; invited us to be part of YMCA Christmas party; happy to set up conversation with parents.	Importance of creating partnerships with complementary local organizations to streamline support they can offer schools. Can provide opportunities for teachers and staff to connect with local organizations, also ongoing resource to meet with families and learn from community.
11/30/2016	Francisco Vasquez President and CEO Child and Family Services Member Racial Equity Roundtable	Communicated issues with starting West Buffalo Charter - took multiple tries and facilities were very hard; most concerned with equity, politics that prevent progress, and investment and access to all; board – do not select based on constituencies but people who will advocate and represent the needs of communities; potentially partner with Leadership Buffalo or Communities of Giving Legacy Program; recommended speaking with: Buffalo Center for Arts and Technology; Eva Hassett at International Institute; Blythe Merrill at Oishei Foundation; Jody Lomeo at Kaleida; Cas Rodriguez at the Hispanic Heritage Council; Cynnie Gaasch at YAWNY.	Acknowledged need to promote diversity in board recruitment and ultimately staff recruitment, cautioned against tokenism. Hiring process will develop high-capacity team, will require search for diverse talent is comprehensive and national.

12/1/2016	Pastor Dwayne Gilleson Mt. Olive Baptist Church	Wants to connect us to broader Concerned Clergy community; talked extensively of role as mentor and leader in community, and importance of expanding opportunities for our students so they can see beyond their neighborhoods.	Insisted upon exposure of our students to careers and places beyond their neighborhood. Buffalo Collegiate will establish program that expands range of student experience each year through college visits and junior college trip (either to Europe or South America) to expose them to more of the world to expand their vision for their future and understanding of others.
12/1/2016	Mara Huber Associate Dean for Undergraduate Research & Experiential Learning Dir of Academics University at Buffalo	As we establish our vision, ensure we know what we believe - We Believe, We Promise, We Expect - so we are not wasting time once it is time to execute; stresses important of teaching/incorporating conflict resolution, meta-cognition, social innovation (connected us with Bob Neubert).	Within our behavior management and discipline system, we will incorporate an intentional design around teaching adult and student-led conflict resolution.
12/2/2016	Sam Radford President District Parent Coordinating Council	Optimistic about leadership of Dr. Kriner Cash and New Education Bargain to establish community schools. Despite that, still strong believer in benefit of charter schools. Elaborated on District Parent Coordinating Council's recent work to create network of parents to leverage skills and collective impact by creating parent council within each school that can then coalesce to create collective impact.	Mr. Radford's approach to intentional parent engagement through structured design for asset mapping is tool and system we will implement at Buffalo Collegiate. We will benefit greatly from understanding families and leveraging extensive community connections to support the mission.
12/14/2016	Anne Ryan Executive Director Read to Succeed	Read to Succeed seeks to "mobilize the community to improve student achievement by creating a community-wide priority on literacy for children from birth to age eight. We focus on creating a comprehensive, high-quality early learning network that equips and challenges partners to support children in learning to read, enabling them to read to learn." Very excited about our mission, and looks forward to getting together to discuss her work and our initiative.	Ongoing study of literacy and need to address it at earlier ages led school to move from a 5-12 model to a 4-12 to remediate reading gaps prior to issues becoming more ingrained.

12/19/2016	Cas Rodriguez President Hispanic Heritage Council	Recommended we read the Council of Great City Schools, which has extensive research on work with ELLs. Schools must consider celebration of different cultures to make school community unite. Cautioned against what he believed to be early and incorrect labeling of SPED students, which results in schools not engaging learners appropriately. Recommended speaking with Susan Bracci (Exec. Director of the WNY Character Council) and Miguel Santos (Deacon at Holy Cross Church).	As we design cultural elements of the school, ensuring we capitalize and celebrate cultures of our students. While we will probably serve more African-American students because Buffalo Collegiate will be on East Side, we must ensure all cultures within school are acknowledged and celebrated systematically, authentically, and ritualistically to develop the cultural fabric of our school and engage the greater Buffalo community.
12/20/2016	Christina Orsi Associate Vice President for Economic Development University at Buffalo Member of the Racial Equity Roundtable	Watched recent story on Urban Prep in Chicago and was taken by the success of their school (expectations + mentoring); challenges at Buffalo Public Schools to create aligned college partnerships and hopes that Buffalo Collegiate will be able to maximize the resources and potential in those relationships.	Buffalo Collegiate will work extensively to develop and maximize relationships with local colleges and universities. We are in unique place as result of Founding Board Member Dr. Steven Harvey's position as Executive Director of WNY College Consortium. We should be able to have opportunity to partner with college trips and developing programs to increase exposure to colleges.
12/20/2016	Cynn timer Gaasch and Naomi Pabon-Figueroa Executive Director and Director of Programs Young Audiences of Western New York	Offers extensive partnerships with schools who want to bring in teaching-artists. Wide variety of expertise, may be more cost effective option than having full-time enrichment person on staff. Residencies range from 5-12 sessions, include historical themes like Underground Railroad and African-American History in Buffalo. Used as PD for teachers to build team culture.	As we create budget and vision for complementary courses so our students can access varied artistic opportunities, consider outsourcing art programs in school, potentially consider YAWNY for unique family engagement opportunities.
12/21/2016	Anne Constantino CEO Horizon Health	Willing to offer consortium of people who will support medical and mental needs of our families; wants to sit down again once charter is approved and coordinate meeting with all vested community supports on East and West Side to develop a program.	Buffalo Collegiate will leverage network of community health organizations to provide support to students and families. While academics must always be at the forefront, we will ensure communication on access to external local programming to support health and mental needs of our families.

<p>12/21/2016</p>	<p>Pastor George Nicholas Lincoln Memorial United Methodist Church Member of the Racial Equity Roundtable</p>	<p>His focus is on Criminal Justice, Economic Development, and Education; does a lot of work with empowering young black men; advises us of importance of cultural competency, value of not aligning with leaders of "Old Buffalo," complimented construction of our Founding Board; "Students should serve as the bridge to provide an education to adults...Our youth has the moral authority to be the voice of a new set of values for our city." Gave us permission to tell other members of Racial Equity Roundtable that we had met and we had his blessing that we were engaging in the community the right way.</p>	<p>Create structured opportunities within our school so students can develop their voice ("Courage Above All") and be moral authority within new world that provides opportunity beyond traditional race and economic lines. Buffalo Collegiate will create advisory system that grows student voice in small group settings so there is culture of community support and acceptance, which will increase confidence in their ability to be who they are and stand for something meaningful.</p>
<p>12/27/2016</p>	<p>Tuona Batchelor Zoning Board Member Parent of charter school child</p>	<p>Discussed her own background, and work her mother did to ensure Tuona developed network and connections at young age; wants to do same thing for her son; talked about impending development in areas like Jefferson/Michigan (African-American Heritage Corridor), Broadway-Fillmore; as parent, big concerns around academic and support services, as well as mentally checked out teachers - wants higher bar set for families.</p>	<p>Ms. Batchelor reinforced importance for us to create ritualized networking campaigns so our students can be exposed to professional networks at early age. Drawing on her insight, Buffalo Collegiate will use Boston Prep model recently witnessed that provide alumni and current students with access to eight different panels of speakers (over 50 professionals in total) to learn about career paths and develop relationships that can further their college and career aspirations. This will take place 1-2 times/year.</p>
<p>12/27/2016</p>	<p>Rebecca Gandour Director of Development Parent of Buffalo Public School child</p>	<p>While conversation provided some insight into real estate market (sent link to available properties owned by city that were formerly Buffalo Public Schools) and impending areas of development and renewal, most interesting part of conversation centered around efforts she and husband had put into finding public school for their son. They sought diverse school environment. She described process as confusing, convoluted, and nearly impossible for someone who didn't have time to do specific school visits network to navigate schooling process. And then, "no matter what we did, we were at the mercy of a lottery."</p>	<p>We need to provide opportunities for families and community to observe our school and guarantee application process is clear, simple, and easily accessible to families in need of high-quality school choice. While there is likelihood that in time families from middle and upper class communities will seek out Buffalo Collegiate because it is a free, high-performing school, we will maintain recruitment focus on neighborhoods that most need of college preparatory options not usually provided to them.</p>

12/27/2016	Jen Jenkins Founding teacher at two KIPP schools (NYC and Nashville)	From Buffalo originally and wanted to move back, there were not charter school opportunities that matched her ambition to create a great school. Interested in Buffalo Collegiate. Wanted to stress importance of culture. Rigor and academics are essential, but culture with students, teachers, and families must drive school every single year.	As we design our adult culture program, we need to plan so that culture is not just a Year 1 focus. It must be ritualized and part of our model every year, regardless of staff retention and past successes.
12/28/2016	Lucy Candelario Executive Director Father Belle Center	"I think this school comes at the perfect time. Parents are seeing college as a possibility and there an enthusiasm that I haven't seen in quite some time." Is very eager to partner and support our mission - her job is to ensure that all children who are served by her center receive an excellent, transformative education. Wants us to consider gaps in education during breaks and summer vacation and opportunity to partner with organizations to support educational mission.	Buffalo Collegiate will utilize relationship with Father Belle Center to meet families and partner with West Side community. Feedback also ran counter to several within city that questioned the validity of mission of college preparatory for all students. Mrs. Candelario communicated families' ambition and hope that college was possible - and it is our opportunity to make that hope a reality.
12/29/2016	Arthur Hall Community Planner Buffalo Urban Renewal Agency	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Talked extensively about search for school for his own son and need for structure and high expectations throughout entire school day. Discussed how he has gone about asset mapping, where that would apply to connecting to neighborhoods as we continue to learn and develop our vision.	Buffalo Collegiate will utilize the skills and experiences Art has as we apply Kathryn Myers' "Sneakers on the Street" campaign. Art's understanding of Buffalo and asset mapping specific to our community will allow us to implement Kathryn's original design with respect for our communities.
12/29/2016	Juweria Dahir External Affairs Manager Office of the Mayor of Buffalo	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. New American, Somalian background who speaks five languages and has two young children. Very interested in educational opportunities that increase the bar for all children. Her experience as someone educated in England is that the American education system does not do enough to challenge students.	Reinforced need to have unwavering belief in potential of children by creating an ambitious academic culture with supports to help students strive for excellence and to thrive once they graduate.
12/30/2016	Kevin Kerl CEO SelectOne	Engineer by trade, now in entrepreneurial/start-up space. Recently part of Students for Advanced of Global Entrepreneurship and wants to see that become more successful within region. Was encouraged about our focus on Social Innovation and would like to support our efforts in future.	Will develop partnership with SAGE and work with them as we develop Social Innovation focus alongside University at Buffalo.

1/9/2017	Mike Milkie CEO Superintendent and Founder Noble Network	Stressed importance of developing clear expectations for staff and leadership at beginning so there is not stress of managing the "gray areas." Created system of clear expectations and accountability linked to incentive pay for school leaders (i.e. staff retention, cleanliness of school, parent attendance at report card conferences).	Through development of leadership roles and teacher expectations, Buffalo Collegiate will have clear picture of what it expects out of each job so there is clarity in vision at start of school's existence. Noble has created clear expectations for school leaders that then allows for autonomy to accomplish ambitious goals set by organization. Will continue to determine and consult with Mike Milkie on how that can and should be established at beginning of a school's existence.
1/13/2017	Bob Neubert Director Entrepreneurship Academic Programs & Clinical Assistant Professor School of Management	Engaged in conversations about potential partnership between Professor Neubert and students around development of Buffalo Collegiate's Social Innovation program.	In partnership with Professor Neubert and MBA candidates, Buffalo Collegiate will develop aligned, scaffolded, comprehensive Social Innovation program that leverages needs and resources of community with skills and empathy our students will need to become strong, positive leaders.
1/15/2017	Buffalo History Museum	Annual celebration of MLK Jr., his life and impact to African and American History. Keynote speaker was Danielle Holley-Walker, Dean of Howard University School of Law and her talk "The Time is Always Now." Focused on support of millennials, their activist nature, fact that their discontent and proclivity for challenging status quo is coming at right time for our nation.	While not direct design alteration, theme of much of the conversation was that rules that have led us to this point of racial and economic inequity must be broken and challenged. As we are crafting vision and design of school, consider creative solutions (1:1 technology, flexible scheduling) to meet ambitions of our mission.
1/28/2017	Massachusetts Institute of Technology LAUNCH Program	Accompanied three students from Boston Preparatory Charter Public School to first MIT Launch program aimed at day-long entrepreneurial experiences for high school students. Observed mentoring and design-thinking students engaged in to create solutions to four different social issues regarding Identity, Financial Literacy, Food Deserts, and Cyberbullying.	Buffalo Collegiate will work with MIT Launch as part of LaunchPad series to help them develop a K-12 entrepreneurial curriculum.

Evidence of Community Input

We believe that families and communities are true assets to our school, and we believe that deep community partnerships will support and sustain our long-term success. We will communicate regularly with families, make them feel welcome and appreciated in the school, and will partner with them to set the most ambitious goals

for students. As these are bedrock principles for Buffalo Collegiate, we are ensuring that families and community are an integral part of the school’s foundation.

Figure 3.7 demonstrates the community forums we have either hosted or attended to present and discuss our mission and garner further feedback on our vision from informed and concerned citizens. These were opportunities we sought for community input beyond the leaders and organizations we contacted. This open dialogue provided feedback from parents, grandparents, students, and concerned citizens. These conversations allowed us to introduce our school proposal, elicit comments, and make adjustments. The sessions, the description, and the takeaways are captured below.

Figure 3.7: Evidence of Community Input

Date	Individual/ Organization	Comments/Summary
9/21/2016	We Are Women Warriors Solidarity Coalition	Erie County Legislator Betty Jean Grant organized community dialogue prompted by recent shooting of young boy near school. Community conversation extended to many topics, including gentrification, drug addiction agencies, food deserts, need for "Europeans with John Brown blood" to step forward, and charge for people of East Side to take hold and lead within their own neighborhoods. Buffalo Collegiate was provided opportunity to speak to assembled guests and share experience of BES Fellow, our desire to learn from community gathered, and our mission to develop a high-achieving school for the benefit of all children and families.
11/1/2016	Stakeholder meeting with Crystal People-Stokes	Attended community meeting with representatives from Assemblywoman People-Stokes's office. Had opportunity to meet with community members. Grandfather of Buffalo Public School children was raising his grandson and moved him to suburbs to get better education. Was doing markedly better in suburbs because of increased expectations from school. Ms. Yaeger, counsel for Assemblywoman, connected us with Deputy Chief of Staff, Leah Halton-Pope for a future conversation.
11/3/2016	Urban League - Conversation on New York State Learning Standards	Community feedback forum to discuss revisions to Common Core-based NYS learning standards; community members, teachers, District Parent Coordinating Council; resources for parents, including new apps. The Urban League, through invitation of Vince Clark, gave us opportunity to share vision for Buffalo Collegiate.
11/28/2016	Broadway-Fillmore Neighborhood Services	Business leaders and community advocates at meeting to discuss development at Central Terminal, and other ways to impact neighborhood through investment in building rehabilitation and neighborhood stabilization. Attended by Steve Polowitz, local lawyer involved with several charter schools. Provided space to talk about experience in the Fellowship with BES and fundamental design of Buffalo Collegiate.
12/1/2016	True Bethel Bible Study	Opportunity to connect with families and parishioners attending Bible study; received feedback via online and paper surveys that talked about need to support all students and offer weekly opportunities for teachers to interact and communicate with families.
12/20/2016	Betty Jean Grant Holiday Party	Volunteered at holiday party and helped to coordinate games, dinner, photos, and clean-up. Shared with parents, children, and community leaders vision for Buffalo Collegiate. They wanted to ensure we were aware that families are hungry for great options. They also wanted to be sure we were going to locate on East Side. Highly recommended finding someone who lived and worked on East Side who could help identify school facilities.

12/27/2016 2/21/2017	Frank J. Merriweather Library Community and Family Feedback Forum	Community meeting to gain perspective and feedback from families, students, and community members about educational landscape. Had opportunity to share our vision for Buffalo Collegiate in library auditorium, but most of time was spent with Founding Board Member Nekia Kemp as we walked around library and engaged families and students to gather insights that were captured in surveys.
11/29/2016	Class: Rebuilding the City Reverend Al Warner with Darius Pridgen as Guest Speaker	Faith-based class on rebuilding of city. We were invited to attend to discuss Buffalo Collegiate and motivations for wanting to work on East Side and learn from the group gathered. Got some pushback on the fact that lead founder is white man going into black neighborhood, but was cautioned that we better engage community with humility if we sought support. Conversations covered impending school choice initiatives as result of election. A participant stated, "Families will do whatever they can to get hope in a school." Darius Pridgen, President of Common Council and Bishop at True Bethel, said on leadership, "You can't say you want to be more like Christ and only want the glory...You will be criticized, and that is what it takes to get the glory...Sometimes you have to take the black eye for what you believe in." Also reinforced that leadership requires transparency, humility, and respect. "If we are going to rebuild this city, it will be through respect. And respect leads to love."
2/26/2017	Friendship Baptist Church Sunday Celebration	Buffalo Collegiate's Lead Founder Brian Pawloski was invited by Founding Board Member Gary Damon to speak at the Sunday celebration of Reverend Jackson's anniversary at Friendship Baptist. Discussed the school's college preparatory focus and the need to uplift all communities in Buffalo so that the renaissance was widespread. Stayed afterwards to speak with several members of the congregation who were very interested in learning more and asked us to come back to discuss it in more depth. Distributed flyers to families who were interested in learning more. Celebration was also attended and supported by Founding Board Member Nekia Kemp.
3/2/2017	Hamlin Park Taxpayers Association	Founding Board Member Art Hall attended the monthly Block Club association to hear thoughts of our vision for our school and garner feedback from the very active community organization.
3/11/2017	Masten District Stakeholders Monthly Breakfast	Founding Board Member Arthur Hall has secured an opportunity for Buffalo Collegiate to present at the monthly meeting to continue to reach out the community, garner additional feedback, and present our mission and vision for our school.
3/11/2017	Charter School Recruitment Fair Hosted by Northeast Charter School Network	Buffalo Collegiate is invited to attend the Charter School Enrollment Fair and continue to reach out the community, garner additional feedback, and present our mission and vision for our school.

Buffalo Collegiate's community engagement efforts have led to significant and positive momentum for the proposed school, as we have continuously approached the design of the school from a position of learning and listening. We will continue these efforts going forward, and we anticipate we will continue to grow our community support leading up to the proposed school's launch in the fall of 2018.

Figure 3.8 demonstrates the community support exhibited in total, including work that led to submission of the LOI and the work since that time and the submission of this charter petition.

Figure 3.8: Community Support in Numbers

Type of Engagement (as of March 11, 2017)	Number
Reach of online posting to Buffalo Collegiate Families	2181
Website (total page views since Dec 2016)	1,844
Facebook (total page views since Jan 2017)	2,750
Signatures (online and paper)	190
Flyers Distributed	200+
Organizations visited	50+
Events attended	40+
Online survey (number of responses)	7
Presentations given (scheduled)	4

3f. Withdrawn, Rejected, or Concurrent Proposals

Request is not applicable.

Response 3g: Letters of Justification

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.

Response in not applicable.

Response 3h: Founding Team Resumes

Submit a resume for each founding team member added after the Letter of Intent submission.

There are no new board members since the submission of the Letter of Intent on February 15, 2017. All nine Founding Board members' resumes and biographical statements were submitted then, along with the resume and biographical statement of Lead Founder Brian Pawloski.

Request 3i: Board Member Credentials

- *Submit a resume for each board member added after the Letter of Intent submission.*
- *Board Members Request for Information Forms: Each proposed board trustee must complete, sign, and attach the “Request for Information from Prospective Charter School Trustees” (“RFI”) form available on the Institute’s website at: www.newyorkcharters.org/operate/reporting-requirements/board-members-new.*

There are no new Board members since submission of the Letter of Intent on February 15, 2017. All nine Founding Board members’ resumes and biographical statements were submitted then, along with the resume and biographical statement of Lead Founder Brian Pawloski.

Below are all Request for Information Forms, completed and signed for each Founding Trustee.

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

Please provide the following information.

Background

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

2. Full name: Kathryn Campos
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
14213
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

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

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

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

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

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

Conflicts

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

I met Nekia Kemp over the summer through a mutual friend. I also knew Michael Roach, through his daughter Jenny who did an internship with Teach For America-Buffalo during the summer of 2016. I also know Colleen Heidinger through Teach for America-Buffalo. She serves on our Board of Advisors, and we both serve on the Nichols Alumni Council.

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. x Yes,

I've known Brian Pawloski since 2014, when he worked with me to launch Teach For America- Buffalo.

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

provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business.

X Yes, there is a possibility that Buffalo Collegiate will contract with Teach For America to recruit teachers, and I currently serve as the Executive Director of Teach For America.

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

I would report it to the Board Chair, who will then investigate. If there is evidence of self-dealing, that Trustee will be removed according to the Bylaws which call for a vote by the majority of board members to remove a trustee. Our Board has reviewed and discussed the conflict of interest and ethics policies and our Bylaws and we understand that no self-dealing is allowed on the board. Our utmost responsibility is to serve the school with loyalty and protect the school's financial and other assets.

Other

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

Certification

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



Signature

March, 7, 2016
Date

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

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

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

Please provide the following information.

Background

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

Conflicts

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

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

Buffalo Collegiate Board of Trustees will avoid self-dealing. If I suspect that one of my fellow Trustees is engaged in self-dealing, I will, as stated in the Bylaws, report the Board Member to the Board Chair, who will then investigate the accusation. If it is found to be true, that Board Member will be removed from the board by vote as stated in the Bylaws.

Other

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

Certification

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



 Signature

March 10th 2017

 Date

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

SUNY Charter Schools Institute
 41 State Street, Suite 700

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

Please provide the following information.

Background

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

2. Full name: Gary Damon, Jr.
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

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

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

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

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

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

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. In the event that one or more of the board members at Buffalo Collegiate are suspected of self-dealing, it is my obligation to immediately inform the Board Chair, who will then investigate the allegation. As per our Conflict of Interest Policy, no board member shall engage in self-dealing. If the claim is found to be true, the trustee(s) will be removed following a majority vote, as per our Bylaws.

Other

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

Certification

I, Gary Damon, 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 the Buffalo Collegiate Charter School is true and correct in every respect.

Signature 

Date March 10, 2017

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

SUNY Charter Schools Institute
41 State Street, Suite 700

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

Please provide the following information.

Background

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

2. Full name: Arthur J. Hall
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Buffalo, NY 14213
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

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

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

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

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

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

Conflicts

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

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

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

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

As is demonstrated in the Bylaws and Conflict of Interest Policies that we have agreed to as a Founding Board, Buffalo Collegiate Board of Trustees will entirely avoid self-dealing. If I suspect that one of my fellow Board Member to be engaged in self-dealing, I will report it to report it to the Board Chair, who will then investigate the claim. If it is found to be true, that Board Member will be removed from the board via vote as stated in the Bylaws.

Other

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

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

Certification

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


Signature

3/10/2017
Date

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

SUNY Charter Schools Institute

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

Please provide the following information.

Background

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

CONFLICTS

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

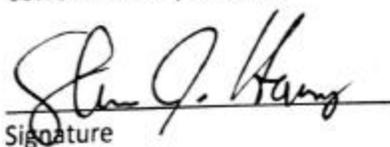
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. As is stated in the Conflict of Interest Policy that we will all sign upon authorization, it is my duty to report self-dealing to the Board Chair who will initiate an investigation as stated within our Bylaws. We know that our charter requires us to constantly maintain the public's trust, and as such no instances will be tolerated. If a person is found to be involved in self-dealing, they will be removed by vote according to our Bylaws.

Other

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

Certification

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


Signature

3-10-17
Date

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

SUNY Charter Schools Institute
41 State Street, Suite 700

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

Please provide the following information.

Background

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

Conflicts

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

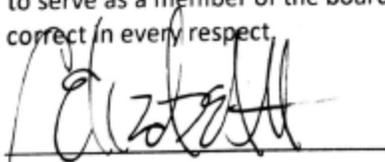
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority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

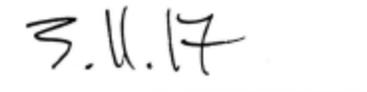
Other

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

Certification

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


Signature


Date

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

SUNY Charter Schools Institute
41 State Street, Suite 700

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Collegiate Charter School
2. Full name: Nekia C. Kemp
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Buffalo, New York 14202
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, Network for Youth Success
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. [REDACTED]
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.
[REDACTED]

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I knew Ms. Compos, Mrs. Dahir, Mr. Hall and Mr. Damon Jr. before this venture to create

Buffalo Collegiate. I knew them all in a professional capacity.

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

15. 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, I am the parent of a school aged child.
16. 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.

As a Board member; If I find out that there is self-dealing, I understand that I am obligated – as stated in the Conflict of Interest Policy – to report it to the Board Chair. The Board Chair will then investigate and if there is evidence of self-dealing, that Trustee will be removed according to the Bylaws. Maintaining public trust is essential for our organization and there will be no tolerance of self-dealing.

Other

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

Certification

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


Signature

3/8/17
Date

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

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

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

Please provide the following information.

Background

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

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

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

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

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

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

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

Conflicts

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

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

Other

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

Certification

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

Jamel C. Perkins
Signature

March 9, 2017
Date

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

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)

**Request for Information from
PROSPECTIVE CHARTER SCHOOL EDUCATION CORPORATION TRUSTEE
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Collegiate Charter School
2. Full name: **Michael J. Roach**
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. **I affirm.**
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. **Does not apply to me.**
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.

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. **Yes. My wife is acquainted with Katie Campos. We do not socialize with her.**
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.**
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.**
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.**
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. **I / we do not know any such persons.**
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. **I / we have no such interest.**
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. **I / we or my family do not anticipate conducting any such business.**

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

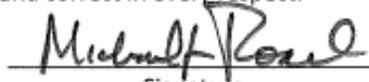
Response: I would bring this matter immediately to the attention of the Board of Trustees. If there were evidence of self-dealing, the trustee would be removed from the Board pursuant to our bylaws.

Other

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

Certification

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


Signature

March 12, 2017
Date

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

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

Request 3j: Outreach Evidence

This response should have ample and concrete evidence that the applicants conducted the described community outreach.

Along with all details provided in response to **Request(e) Description of Community Outreach Efforts**, please see below multiple items of evidence of community outreach.

Figure 3j.1: List of Outreach provides table of contents for the details of this response, followed by all evidence.

Figure 3j.1: List of Outreach

Figure	Evidence
Figure 3j.2	Buffalo Collegiate Community Flyer, English
Figure 3j.3	Buffalo Collegiate Community Flyer, Burmese
Figure 3j.4	Buffalo Collegiate Community Flyer, Arabic
Figure 3j.5	Buffalo Collegiate Community Flyer, Spanish
Figure 3j.6	Buffalo Collegiate Website
Figure 3j.7	Buffalo Collegiate Petition and Responses
Figure 3j.8	Buffalo Collegiate Online Community Input Survey
Figure 3j.9	Buffalo Collegiate Community Input Survey
Figure 3j.10	Buffalo Collegiate Board Recruitment Document
Figure 3j.11	Buffalo Collegiate Community Conversation #1 Flyer
Figure 3j.12	Buffalo Collegiate Community Conversation #2 Flyer
Figure 3j.13	Buffalo Collegiate Facebook Posting Community Conversation #2 Flyer
Figure 3j.14	Buffalo Collegiate Evidence of Community Input
Figure 3j.15	Buffalo Collegiate Community Surveys - Feedback



A proposed 4-12 tuition-free public charter school

OUR MISSION

With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grades 4 through 12 to graduate from the college of their choice and serve as our next generation of leaders.

ABOUT THE LEAD FOUNDER

Brian Pawloski is an experienced educator and has been a proven leader with Teach For America and the Alliance for Catholic Education. He is currently a Fellow with the highly respected Building Excellent Schools, a national nonprofit that recruits and trains leaders to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

Brian is a native Buffalonian who wants to ensure that all students have access to an excellent college preparatory education so that Buffalo's resurgence is experienced by all. Buffalo Collegiate will make that a reality.

Brian holds an M.Ed. and BA from the University of Notre Dame. He lives on Buffalo's West Side with his wife and two sons.

BUFFALO COLLEGIATE STARTS WITH YOU

Visit buffalocollegiate.org to sign the petition and share your support through social media.

If you are interested in learning more about Buffalo Collegiate, please contact Brian Pawloski.

 bpawloski@buildingexcellentschools.org
 716.713.2162

OUR EDUCATIONAL PROGRAM



Rigorous Curriculum



High-Quality Teaching



Character Development



Focus on Literacy and Math



High Expectations



Communication with Families



Meaningful Assessments



Extended Learning Time

Appendix 3j.3: Buffalo Collegiate Community Flyer, Burmese



BUFFALO COLLEGIATE
CHARTER SCHOOL

၄ တန်းမှ ၁၂ တန်းထိအခမဲ့ဝန်ဆောင်မှုဖြင့်
Public Charter School မှာကူညီသည်။

OUR MISSION (ရည်ရွယ်ချက်)

Buffalo Collegiate Charter School မှပညာသင်ကလေးငယ်များ ၄ တန်းမှ ၁၂ တန်းကျောင်းသားသူများအတွက် ပညာရည်မြင့်မားစွာနှင့် အနာဂတ် မျိုးဆက်သစ်ခေါင်းဆောင်ကောင်းများဖြစ်လာနိုင်ဖို့ ရန် မွေးထုတ်ပေး မည့်ရည်ရွယ်ချက်နှင့် ကလေးငယ်များ၏ကိုယ်ပိုင်ဆန္ဒဖြင့်ရွေးချယ်ချက်များ ဖြစ်လာနိုင်ရန်နှင့်အကောင်းဆုံးဝန်ဆောင်မှုများပေးနိုင်ရန်အတွက်ဖြစ်ပါသည်။

ABOUT THE LEAD FOUNDER (ဦးဆောင်သူ)

Buffalo မြို့ပတ်ဝန်းကျင်၌ပညာရေးဝိုင်း၌ဦးဆောင်သူတစ်ဦး ဖြစ်တော် Brian Pawloski ဟာ University of Notre Dame မှ M.Ed. နှင့် BA ဘွဲ့ ရရှိသူတစ်ဦးဖြစ်ပြီး Teach For America and the Alliance for Catholic Education ၌လည်းလေးစားဖွယ်ကောင်း သောခေါင်းဆောင်တစ်ယောက်အဖြစ်ဦးဆောင်နေသူဖြစ်ပါသည်။ Buffalo မြို့တွင်း၌ရှိသောပညာသင်သောကလေးငယ်များကိုခေါင်း ဆောင်ဖြစ်နိုင်ဖို့နှင့် College အတွက်ပြင်ဆင်နေသောကလေး တိုင်းကို အပြည့်အဝပံ့ပိုးကူညီလမ်းပြပေးသောသူဖြစ်ပါသည်။ ပညာသင်နေသောကလေးငယ်များ၏ရည်ရွယ်ချက်များအကောင်အ ထည်ပေါ်လာနိုင်ဖို့ ရန်နှင့်လိုအပ်သောအရာများကိုစွမ်းဆောင်နိုင်ပေး သူတစ်ဦးလည်းဖြစ်ပါသည်။

BUFFALO COLLEGIATE STARTS WITH YOU

(သင်ကြောင့်သာအနာဂတ်ကြယ်ပွင့်မည်)

Visit buffalocollegiate.org
ဤသတင်းကောင်းကိုဝေမျှပေးပါ။
ခေါင်းဆောင်ခြင်းနှင့်အခြားပညာများစိတ်ဝင်စားပါက
Brian Pawloski ကိုဆက်သွယ်ပါ။

✉ bpawloski@buildingexcellentschools.org
☎ 716.713.2162

OUR EDUCATIONAL PROGRAM



Rigorous Curriculum



High-Quality Teaching



Character Development



Focus on Literacy and Math



High Expectations



Communication with Families



Meaningful Assessments



Extended Learning Time



BUFFALO COLLEGIATE
CHARTER SCHOOL

اقترح 4 الى 12 دراسة خالية من الرسوم

مدرسة مستقلة وعامة

مهمتنا

مع العزم والالتزام بالتميز مدارس بوفالو الجماعية تدرس الطلاب من الصف 4 الى الصف 12 . لكي يتخرجوا من الجامعات التي يختارونها ويصبحوا الجيل القادم من القادة

نبذة عن مؤسس الفكرة

براين بولسكي هو معلم ذات خبرة عالية في التعليم وقد برهن على ذلك من خلال عدة منظمات تعليمية وهو يحظى على تقدير واحترام كبير من قبل المدارس الممتازة ومن المنظمات التي تعمل على تدريب رواد متعلمين للوصول الى مدارس ذات منهج عالي .

براين هو من أصول بوفالو ويريد ضمان التعليم لكل الطلاب والحصول على أحسن الجامعات . براين حاصل على شهادة الماجستير في التعليم وعلى شهادة البكالوريوس من جامعة نوتوردام وهو حاليا يسكن في مدينة بوفالو مع زوجته وولديه.

كلية بوفالو تبدأ معك

ادخل على الموقع التالي :

buffalocollegiate.org

لكي توقع على عريضة والرجاء المشاركة على مواقع التواصل

✉ bpawloski@buildingexcellentschools.org

☎ 716.713.2162



منهاج دراسي
دقيق



تعليم
بجودة عالية



تطوير
الشخصية



التركيز على القراءة
والكتابة والرياضيات



توقعات
عالية



التواصل
مع الاهالي



تقييم
ذات معنى



تمديد
وقت التعليم

Appendix 3j.5: Buffalo Collegiate Community Flyer, Spanish



BUFFALO COLLEGIATE
CHARTER SCHOOL

Propuso de escuela gratis y pública grados 4 a

NUESTRA MISIÓN

Con determinación implacable y un compromiso de excelencia, el Colegial de Bufalo Escuela Autonoma, educa estudiantes en los grados 4 a 12 para graduarse de la Universidad de su elección y server como nuestra próxima generación de líderes.

SOBRE EL FUNDADOR PRINCIPAL

Brian Pawloski es un educador experimentado y ha sido un líder probado con Teach For America y la Alianza para la Educación Católica. Actualmente Brian es miembro de la prestigiosa Edificio de Excelente Escuelas, una organización sin animo de lucros que recluta y entrena líderes para asumir el exigente y urgente trabajo de liderar las escuelas chárter urbanas y preparatorias universitarias de alto.

Brian es un nativo de Bufalo que quiere asegurarse de que, todos los estudiantes tengan acceso de una educación preparatoria excelente y que el resurgimiento de búfalo es experimentado por todos. El Colegial de Bufalo lo hará realidad.

Brian tiene una maestra de educacion y una BA de la Universidad de Notre Dame. Vive en el lado oeste de Bufalo con su esposa y sus dos hijos.

EL COLEGIAL DE BÚFALO COMIENZA CON USTED

Visite buffalocollegiate.org para firmar la petición y compartir su apoyo a través de medios de comunicación social.

Si estás interesado en aprender más sobre la colegial de Bufalo, póngase en contacto con Brian Pawloski.

bpawloski@buildingexcellentschools.org
716.713.2162



Nuestro Programa Educativo



Plan de Estudios Riguroso



Enseñanza de Alta Calidad



Desarrollo del Carácter



Se Centran en la Alfabetización y Matemáticas



Altas Expectativas



Comunicación con las Familias



Evaluacion Significativa



Tiempo de Aprendizaje Prolongado

Appendix 3j.6: Buffalo Collegiate Website



OUR MISSION.

With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grades 4 through 12 to graduate from the college of

THE NEED

54% of students in Buffalo live in poverty. 58% of children under the age of five live in poverty. Only 10% of our children in poverty will graduate from a 4-year college.

Buffalo, the "City of Light" and "City of Good Neighbors," has an opportunity.

If we are truly a city of inspiration, innovation, and community pride, then we must ensure that our recent resurgence reaches all members of our city - especially our children.

Buffalo has a chance to change that narrative for our nation and become a shining example of what is possible.

SIGN THE PETITION TO OPEN BUFFALO COLLEGIATE



Website can be found at: www.buffalocollegiate.org

Appendix 3j.7: Buffalo Collegiate Petition and Responses

Petitioning SUNY Charter School Institute

Support Buffalo Collegiate, a proposed charter school of excellence in Buffalo, NY.



Share this petition

278 supporters

222 needed to reach 500

Share on Facebook

Add a personal message (optional)

SUNY Charter School Institute

Petition signatures to date (March 6, 2017): **190**

Name	City	State	Postal Code
Joelle Formato	Buffalo	New York	14222
Lillian Selby	Buffalo	New York	14209
Jessica black	Buffalo	New York	14216
Jennifer English	Buffalo	New York	14218
Jill Northway	Clarence	New York	14031
Jordan Hegyi	Orchard Park	New York	14127
Dejan Cooper	Buffalo	New York	14204
Matthew Caldiero	Buffalo	New York	14222
Maria Bond	East Aurora	New York	14052
Gregg Gallson	Buffalo	New York	14226

Jake Jung	Brooklyn	New York	11238
Marilyn Roach	Buffalo	New York	14203
Jane Chambers	Mayville	New York	14757
Amy Mazur	Tonawanda	New York	14150
Joseph Rutigliano	Geneseo	New York	14454
Eric Klapper	Buffalo	New York	14226
Kathleen Opera	Buffalo	New York	14224
David L. Roach	Buffalo	New York	14203
Jillian Connors	New York	New York	10025
Nicole Conrad	Lancaster	New York	14086
Kevin Thompson	Buffalo	New York	14217
Molly Krombach	Buffalo	New York	14220
Jim Crowley	Orchard Park	New York	14127
Rhea Anna	Buffalo	New York	14222
Kevin Heffernan	Buffalo	New York	14222
Kaileen Gerevics	Buffalo	New York	14226
Taveem Gibson	Buffalo	New York	14215
Linda Ranahan	Buffalo	New York	14226
Brian Emerson	Buffalo	New York	14226
Jamel Perkins	Hamburg	New York	14075
Kathleen Fassi	East Amherst	New York	14051
Elizabeth Pleban	Buffalo	New York	14222
Jeff Pappalardo	Orchard Park	New York	14127
Cheryl Forell-Tomasulo	East Amherst	New York	14051

Robert Abrams	Buffalo	New York	14226
Samuel Insalaco	Buffalo	New York	14222
Jessie Back	Buffalo	New York	14222
Claudia Gerlach	Buffalo	New York	14221
Randy Gerlach	Buffalo	New York	14221
Tom Lewandowski	Buffalo	New York	14213
Eileen Hettich	Williamsville	New York	14221
MAUREEN PURCELL	Williamsville	New York	14221
Lauren Macpherson	Buffalo	New York	14216-2202
Dan Gigante	Buffalo	New York	14222
Carrie Calamel	Syracuse	New York	13221
Michael Roach	Buffalo	New York	14222
Laura Chestnut	Buffalo	New York	14222
Amy Roberts	Buffalo	New York	14209
Patricia Pitts	Buffalo	New York	14223
Ted Roach	Buffalo	New York	14222
Nekia Kemp	Buffalo	New York	14202
Eliza Roach	Buffalo	New York	14222
Steven Harvey	Getzville	New York	14068-1224
Ann LoTempio	Buffalo	New York	14216
Shannon Vogel	Hamburg	New York	14075
Christine MacLeod	Buffalo	New York	14223
Bernadette Gaffney	Buffalo	New York	14226
George Kloepfer	Buffalo	New York	14214

Latoya Young	Buffalo	New York	14221
Caroline Selby	New York	New York	10022
Tyler Spear	Buffalo	New York	14206
Lisa Newell	Grand Island	New York	14072
Jhanel Quarles	Buffalo	New York	14213
Chris Lawrence	Lockport	New York	14094
Mackenzie Hassan	Buffalo	New York	14217
Geoffrey Gallson	Buffalo	New York	14226
Tammy Tempfer	Buffalo	New York	14226
David Kostick Jr	Franklinville	New York	14737
Jim Basil	Buffalo	New York	14220
Michael Schroeder	Ransomville	New York	14131
Amy Myszka	Buffalo	New York	14217
Alex Houghtaling	Buffalo	New York	14216
Amber Whiteside	Buffalo	New York	14213
Anne Constantino	Buffalo	New York	14221
Donald J. Will Will	North Tonawanda	New York	14120
Michelle Curto	Buffalo	New York	14223
Brenda Banach	Buffalo	New York	14215
Rachael Cohen	East Amherst	New York	14051
Brett Perla	Buffalo	New York	14222
Kelly Sirianno	Buffalo	New York	14202
Biagio Patti	East Amherst	New York	14051
erin haskell	Clarence Center	New York	14032

Megan Landreth	Buffalo	New York	14215
Mary Kroll	Buffalo	New York	14226
Joe Russell	Buffalo	New York	14222
Maddison Pisarski	Niagara Falls	New York	14304
Sara Root	East Aurora	New York	14052
Andrea Irish-Jones	Buffalo	New York	14217
Mariel Bard	Buffalo	New York	14223
Emma Pollina	North Tonawanda	New York	14120
Cuyler Hettich	Amherst	New York	14226
Meagan Walker	Buffalo	New York	14216
Jennifer Zimpfer	Buffalo	New York	14224
Alaina Garvey	Buffalo	New York	14216-2751
Marcia Rich	Buffalo	New York	14218
Jordyn Holka	Ransomville	New York	14131
Carolyn Morrow	Buffalo	New York	14215
Krista Grow	Buffalo	New York	14216
Janet Endres	Buffalo	New York	14228
Adina Pera	Buffalo	New York	14222
Tessa Lewis	Lewiston	New York	14092
Leslie Sanford	Buffalo	New York	14209
Jessica Carroll	Buffalo	New York	14226
Alessandro Renzi	Youngstown	New York	14174
Jason Zwara	Buffalo	New York	14216
Doug Ruhnke	New York	New York	11249

Barbara Payne	Buffalo	New York	14228
Jessica Witt	Brooklyn	New York	11238
Divitta Alexander	Buffalo	New York	14202
Mary Cooke	Buffalo	New York	14214
Naomi Pabon-Figueroa	Buffalo	New York	14207
Michelle Ritchie	Brooklyn	New York	11238
Moira Roberts	Buffalo	New York	14202
Brian Pleban	Buffalo	New York	14222
Andy Starr	Buffalo	New York	14218
Donna Hayles	Albany	New York	12204
Colleen E. Heidinger	Buffalo	New York	14203
Kelsey Hanks	Buffalo	New York	14203
Nancy Giamberardino	Buffalo	New York	14221
Theresa Donnelly	Buffalo	New York	14209
Dannerys Fuccillo	Baldwin	New York	11510
Joslyn Hansen	Brooklyn	New York	11237
Emily Marciniak	Buffalo	New York	14217
David Edwards	Buffalo	New York	14220
Shakur Bridges	Buffalo	New York	14211
Abdi Ahmed	Buffalo	New York	14207
Shareef Murray	Buffalo	New York	14213
Gary Marshall	Buffalo	New York	14212
Demaryus White	Buffalo	New York	14215
Anthony Halton	Buffalo	New York	14215

Khalid Ross	Buffalo	New York	14215
Christine Denham	Buffalo	New York	14222
Catherine Muskin	Seneca Falls	New York	13148
Joshy Pathiparampil	New York	New York	11201
WILLIAM KIRCHMYER	Buffalo	New York	14220
donna nowak	North Tonawanda	New York	14120
Sara Heidinger	Buffalo	New York	14204
LJ Norman	New York	New York	10010
Nancy Heidinger	Buffalo	New York	14220
Blake Walsh	Buffalo	New York	14222
Pete Grum	Buffalo	New York	14222
Emily Donnelly	Buffalo	New York	14221
Eliza Friedman	Buffalo	New York	14226
Matt Enstice	Buffalo	New York	14201
Lindsay Evans	Buffalo	New York	14216
kathryn hazel	East Amherst	New York	14051
Cynn timer Gaasch	Buffalo	New York	14203
Beth Potozniak	Buffalo	New York	14227
Alexandra McPherson	East Aurora	New York	14052
Sean T Heidinger	Buffalo	New York	14216
Katherine Ball	Buffalo	New York	14226
Katie Mazer	Buffalo	New York	14222
Christopher Montgomery	Rochester	New York	14620
Kelsey Tracewski	New York	New York	10014

Samantha Calabrese	Buffalo	New York	14216
Courtney Barrey	Buffalo	New York	14223
Lindsay Gallson	Buffalo	New York	14226
Natalie Tronolone	Hamburg	New York	14075
Cynetra Ferguson	Buffalo	New York	14215
Jane Lorenz	Buffalo	New York	14224
Rebecca Bala	Buffalo	New York	14227
Linda Syracuse	Buffalo	New York	14221
Joann Steinmetz	Buffalo	New York	14214
Jeff Pappalardo	Orchard Park	New York	14127
Lindsey Burgmaster	Buffalo	New York	14212
Gwen Baggs Ito	Buffalo	New York	14222
Jennifer Jones	Niagara Falls	New York	14304
Matthew Jennings	Brooklyn	New York	11238
Sheila Neff	Buffalo	New York	14226
Ariel Leavy	Buffalo	New York	14215
Jillian Suttell	Orchard Park	New York	14127
Jennifer Pitarresi	Niagara Falls	New York	14304
John Turner	Buffalo	New York	14216
Karen Miller	Buffalo	New York	14221
Cheryl Bednarski	Buffalo	New York	14223
Cortland Purks	Buffalo	New York	14214
Ann Seyboldt	Buffalo	New York	14214
Bryan McConnell	Buffalo	New York	14225

Adam Kamlet	Buffalo	New York	14221
Bart Kresse	Buffalo	New York	14216
Patrick Pidgeon	Buffalo	New York	14209
Michael Anastasia	Buffalo	New York	14213
Dennis BURNS	Buffalo	New York	14209
Matthew Heyd	Buffalo	New York	14209-1107
Linda Prout	Buffalo	New York	14226
Sean Keenan	East Amherst	New York	14051
Charles Chiampou	Buffalo	New York	14226
Nicole Ball	Buffalo	New York	14216
Jaylan snaith	Buffalo	New York	14203
Dea Denison	Eden	New York	14057

Appendix 3j.8: Buffalo Collegiate Community Input Survey

Buffalo Collegiate Community Input Survey

Buffalo Collegiate is a new proposed public, tuition-free, 4-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018.

Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

* Required

1. Name: *

2. Email Address

3. Phone

4. Where do you live?

Mark only one oval.

East Side of Buffalo

West Side of Buffalo

North Buffalo

South Buffalo

Outside of Buffalo

Elmwood/Allentown

Riverside

University District

Other:

5. Are you the parent/guardian of a school-aged child? *

Mark only one oval.

Yes

No

6. If yes, how old are your children?

in the coming months as the school continues to develop. Start demonstrating your support today by signing our community support petition!

12. I am a resident of the City of Buffalo, and I support Buffalo Collegiate. *

Mark only one oval.

Yes

No

I'm not a resident, but I support Buffalo Collegiate.

I'm not a resident, and I don't support Buffalo Collegiate.

Appendix 3j.9: Community Input Survey



BUFFALO COLLEGIATE
CHARTER SCHOOL

COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018.

Brian Pawlowski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME

EMAIL ADDRESS

@

PHONE NUMBER

(

)

-

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

Are you satisfied with the educational options for children in your community? Why or why not?

What are the major challenges standing in the way of student success in neighborhood schools?

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? *Circle one.*

1 2 3 4 5

Appendix 3j.10: Board Recruitment Document



BUFFALO COLLEGIATE
CHARTER SCHOOL

OUR MODEL

CORE VALUE 1: *Achievement is a mindset.*

The foundation of all achievement is belief, focus, and persistence.

CORE VALUE 2: *People matter.*

Vision and systems only work with the right people.

CORE VALUE 3: *Every moment matters.*

Time is limited, and we will use it efficiently.

CORE VALUE 4: *Culture must be intentionally established.*

Individuals can only achieve their personal best when supported by a community that expects a lot from them, enthusiastically supports their focus and achievement, and helps them to develop resiliency through shared struggle.

OUR PROMISE

At Buffalo Collegiate, we believe that every child deserves and will receive a college preparatory education, regardless of their backgrounds, home language, race, neighborhood, or prior achievement in school.

Through a culture that establishes high expectations for achievement for *every* student within a school culture that is supportive and challenging, we will ensure that our students excel in the college and career of their choice and serve as ethical leaders for generations to come.

YOUR PARTNERSHIP

**Join our
Founding
Board.**

We need mission-driven leaders with backgrounds in law, education, finance, human resources, community engagement, and facilities to be a part of the founding team.

**Recommend
Family and
Friends.**

Give our information to friends, colleagues, or other members of our community who have the expertise to join our founding team.

**Spread
the
Word.**

Share our mission and plans with parents, educators, and community leaders who can assist in making our vision a reality for the students of Buffalo.

CONTACT BRIAN AND GET INVOLVED

CELL 716.713.2162 | EMAIL bpawloski@buildingexcellentschool.org

WHY A CHARTER SCHOOL?

Charter schools are free public schools created to provide school choice for families. Charter schools respond to student needs and are held accountable for achieving high levels of academic success.

ABOUT THE LEAD FOUNDER

Brian Pawloski is a native Buffalonian and has worked in urban education since he graduated from the University of Notre Dame with his BA and M.Ed.

Brian is a Fellow with the highly selective Building Excellent Schools Fellowship, a national nonprofit dedicated to the creation of high-performing charter schools nationally. He is joined by a local Board of Trustees consisting of leaders from a number of professions to guide the development of the school. Together we will be part of the solution to ensure our city's momentum by ensuring student success.



Persistence Preparatory Academy and Buffalo Collegiate, two proposed charter schools on the East Side of Buffalo, are eager to meet with families and community members to gain feedback as we design our schools. Joelle Formato, Lead Founder of Persistence Prep, and Brian Pawloski, Lead Founder of Buffalo Collegiate, look forward to meeting you and learning from your experiences and hopes for the future of our schools.



Tuesday, December 27, 5:30-7:00pm
Frank J. Merriweather Library
1324 Jefferson Avenue



Appendix Figure 3j.12: Community Conversation #2 Flyer



Persistence Preparatory Academy and Buffalo Collegiate, two proposed charter schools on the East Side of Buffalo, are eager to meet with families and community members to gain feedback as we design our schools. Joelle Formato, Lead Founder of Persistence Prep, and Brian Pawloski, Lead Founder of Buffalo Collegiate, look forward to meeting you and learning from your experiences and hopes for the future of our schools.



Tuesday, February 21, 5:30-7:00pm
Frank J. Merriweather Library
1324 Jefferson Avenue



Appendix Figure 3j.13: Facebook Posting Community Conversation #2 Flyer

 **Brian Pawloski** shared Persistence Preparatory Academy's event. February 15 at 2:11pm ·  



BETTER TOGETHER.
COMMUNITY DISCUSSION: EXCELLENT SCHOOLS

FEB 21 **Buffalo Collegiate & Persistence Prep: Co...**
Tomorrow 5:30 PM · Buffalo ✓ Going 
5 people interested · 7 people going

 Chat (34)

Appendix Figure 3j.14: Evidence of Community Input

Date	Individual/ Organization	Comments/Summary
9/21/2016	We Are Women Warriors Solidarity Coalition	Erie County Legislator Betty Jean Grant organized community dialogue prompted by recent shooting of young boy near school. Community conversation extended to many topics, including gentrification, drug addiction agencies, food deserts, need for "Europeans with John Brown blood" to step forward, and charge for people of East Side to take hold and lead within their own neighborhoods. Buffalo Collegiate was provided opportunity to speak to assembled guests and share experience of BES Fellow, our desire to learn from community gathered, and our mission to develop a high-achieving school for the benefit of all children and families.
11/1/2016	Stakeholder meeting with Crystal People-Stokes	Attended community meeting with representatives from Assemblywoman People-Stokes's office. Had opportunity to meet with community members. Grandfather of Buffalo Public School children was raising his grandson and moved him to suburbs to get better education. Was doing markedly better in suburbs because of increased expectations from school. Ms. Yaeger, counsel for Assemblywoman, connected us with Deputy Chief of Staff, Leah Halton-Pope for a future conversation.
11/3/2016	Urban League - Conversation on New York State Learning Standards	Community feedback forum to discuss revisions to Common Core-based NYS learning standards; community members, teachers, District Parent Coordinating Council; resources for parents, including new apps. The Urban League, through invitation of Vince Clark, gave us opportunity to share vision for Buffalo Collegiate.
11/28/2016	Broadway-Fillmore Neighborhood Services	Business leaders and community advocates at meeting to discuss development at Central Terminal, and other ways to impact neighborhood through investment in building rehabilitation and neighborhood stabilization. Attended by Steve Polowitz, local lawyer involved with several charter schools. Provided space to talk about experience in the Fellowship with BES and fundamental design of Buffalo Collegiate.
11/29/2016	Class: Rebuilding the City Reverend Al Warner with Darius Pridgen as Guest Speaker	Faith-based class on rebuilding of city. We were invited to attend to discuss Buffalo Collegiate and motivations for wanting to work on East Side and learn from the group gathered. Got some pushback on the fact that lead founder is white man going into black neighborhood, but was cautioned that we better engage community with humility if we sought support. Conversations covered impending school choice initiatives as result of election. A participant stated, "Families will do whatever they can to get hope in a school." Darius Pridgen, President of Common Council and Bishop at True Bethel, said on leadership, "You can't say you want to be more like Christ and only want the glory...You will be criticized, and that is what it takes to get the glory...Sometimes you have to take the black eye for what you believe in." Also reinforced that leadership

		requires transparency, humility, and respect. "If we are going to rebuild this city, it will be through respect. And respect leads to love."
12/1/2016	True Bethel Bible Study	Opportunity to connect with families and parishioners attending Bible study; received feedback via online and paper surveys that talked about need to support all students and offer weekly opportunities for teachers to interact and communicate with families.
12/20/2016	Betty Jean Grant Holiday Party	Volunteered at holiday party and helped to coordinate games, dinner, photos, and clean-up. Shared with parents, children, and community leaders vision for Buffalo Collegiate. They wanted to ensure we were aware that families are hungry for great options. They also wanted to be sure we were going to locate on East Side. Highly recommended finding someone who lived and worked on East Side who could help identify school facilities.
12/27/2016	Frank J. Merriweather Library Community and Family Feedback Forum	Community meeting to gain perspective and feedback from families, students, and community members about educational landscape. Had opportunity to share our vision for Buffalo Collegiate in library auditorium, but most of time was spent with Founding Board Member Nekia Kemp as we walked around library and engaged families and students to gather insights that were captured in surveys.
2/21/2017	Frank J. Merriweather Library Community and Family Feedback Forum	Community meeting to gain perspective and feedback from families, students, and community members about educational landscape. Had opportunity to share our vision for Buffalo Collegiate in library auditorium, but most of time was spent with Founding Board Member Nekia Kemp as we walked around library and engaged families and students to gather insights that were captured in surveys.
2/26/2017	Friendship Baptist Church Sunday Celebration	Buffalo Collegiate's Lead Founder Brian Pawloski was invited by Founding Board Member Gary Damon to speak at the Sunday celebration of Reverend Jackson's anniversary at Friendship Baptist. Discussed the college preparatory focus and the need to uplift all communities in Buffalo so that the renaissance was widespread. Stayed afterwards to speak with several members of the congregation who were very interested in learning more and asked us to come back to discuss it in more depth. Distributed flyers to families who were interested in learning more. Celebration was also attended and supported by Founding Board Member Nekia Kemp.
3/2/2017	Hamlin Park Taxpayers Association	Founding Board Member Art Hall attended the monthly Block Club association to hear thoughts of our vision for our school and garner feedback from the very active community organization.
3/11/2017	Masten District Stakeholders Monthly Breakfast	Founding Board Member Arthur Hall has secured an opportunity for Buffalo Collegiate to present at the monthly meeting to continue to reach out the community, garner additional feedback, and present our mission and vision for our school.

3/11/2017	Charter School Recruitment Fair Hosted by Northeast Charter School Network	Buffalo Collegiate is invited to attend the Charter School Enrollment Fair and continue to reach out the community, garner additional feedback, and present our mission and vision for our school.
-----------	--	--

Appendix Figure 3j.15: Evidence of Community Input



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018

Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME Grace Phillips

EMAIL ADDRESS [REDACTED]

PHONE NUMBER [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other: downtown

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

17, 12, 10

Are you satisfied with the educational options for children in your community? Why or why not?

No, I am not satisfied with the community options. I believe we can do better for our children. In order to succeed we need love, patience, a ~~rigorous~~ rigorous educational concept; mental welfare of students have to be a priority. Integrating the community with school.

What are the major challenges standing in the way of student success in neighborhood schools?

- lack of emotional well being
- inability to foster a nurturing environment
- lack of finances and community support
- No set after school lessons

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math?

- 1 2 3 4 5
- NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



Buffalo Collegiate is a new proposed public, tuition-free, 4-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018.

Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME *Cardell A. Clay*

EMAIL ADDRESS [REDACTED]

PHONE NUMBER [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

14 yrs

Are you satisfied with the educational options for children in your community? Why or why not?

Yes. They are current on the technology needs

What are the major challenges standing in the way of student success in neighborhood schools?

Nothing standing in the way. They study hard and receive good grades

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math?

- 1 2 3 4 **5**
- NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME: Lekya

EMAIL ADDRESS: [REDACTED]

PHONE NUMBER: [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Undereducated parents
social skills
behavior & academic failure

→ many schools place african americans in special ed classes

parents
 communication between staff & parents
 many educators are not always or have experienced the plight's many students face

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

8

Are you satisfied with the educational options for children in your community? Why or why not?

No, my child is currently in a private Christian school to negate some of the atmospheres that occur in a

What are the major challenges standing in the way of student success in neighborhood schools?

parents
 communication between staff & parents
 many educators are not always or have experienced the plight's many students face

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (1-5)

1 2 3 4 5

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME: Valerie Allen

EMAIL ADDRESS: [REDACTED]

PHONE NUMBER: () - -

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

What are the major challenges standing in the way of student success in neighborhood schools?

poverty
Language
the way teachers teach

Are you the parent/guardian of a school-aged child?

- Yes
- No

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

If yes, how old are your children?

1-7

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

Are you satisfied with the educational options for children in your community? Why or why not?

Know I believe some teacher has lost compassion

How important is it that your child have strong skills in reading and math? (1-5)

1 2 3 4 5

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME: *ANGELIQUE Cramer*

EMAIL ADDRESS: [REDACTED]

PHONE NUMBER: [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

8 + 5

Are you satisfied with the educational options for children in your community? Why or why not?

No. prejudice

What are the major challenges standing in the way of student success in neighborhood schools?

The color of their skin

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (1-5 scale)

1 2 3 4 **5**

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME	Bonnetta L. Quinney
EMAIL ADDRESS	[REDACTED]
PHONE NUMBER	[REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

Are you satisfied with the educational options for children in your community? Why or why not?

What are the major challenges standing in the way of student success in neighborhood schools?

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (1-5)

1
2
3
4
5

NOT IMPORTANT AT ALL
EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME *Michayla Martin*

EMAIL ADDRESS [REDACTED]

PHONE NUMBER [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

[REDACTED]

Are you satisfied with the educational options for children in your community? Why or why not?

No I don't feel we have enough educational options for middle to high school students.

What are the major challenges standing in the way of student success in neighborhood schools?

Equal opportunity suburban schools have many more opportunities than city

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (1-5)

1 2 3 4 5

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT

COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018

Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

Cherezghitar Gutierrez
 [REDACTED]
 [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

Are you satisfied with the educational options for children in your community? Why or why not?

Yes
bls some of my friends are joining with Eca, and they are very satisfactory about the courses.

What are the major challenges standing in the way of student success in neighborhood schools?

I am new arrival in Buffalo and, so far, I am not familiar.

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (1-5)

1 2 3 4 5
 NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME *Susan Canty*

EMAIL ADDRESS [REDACTED]

PHONE NUMBER [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

9 years old

Are you satisfied with the educational options for children in your community? Why or why not?

*No - not enough of
Parents involve*

What are the major challenges standing in the way of student success in neighborhood schools?

Home reading & spelling

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (5-point scale)

1 2 3 4 **5**

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME: *Susana Cortez*

EMAIL ADDRESS: [REDACTED]

PHONE NUMBER: [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

What are the major challenges standing in the way of student success in neighborhood schools?

There reading & spelling

Are you the parent/guardian of a school-aged child?

- Yes
- No

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

If yes, how old are your children?

9 years old

Are you satisfied with the educational options for children in your community? Why or why not?

No - not enough of Parents involve

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (Please circle)

1 2 3 4 **5**

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018

Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND (LAST) NAME: *Naylor Johnson*

EMAIL ADDRESS: [REDACTED]

PHONE NUMBER: [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

Dont have any

Are you satisfied with the educational options for children in your community? Why or why not?

[REDACTED]

Yes, I believe so

What are the major challenges standing in the way of student success in neighborhood schools?

Nothing is in the way

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (Check one)

1 2 3 4 5

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME *Ernest Cameron*

EMAIL ADDRESS [REDACTED]

PHONE NUMBER [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

[REDACTED]

Are you satisfied with the educational options for children in your community? Why or why not?

yes i believe so, the reason why is that they provide good enough education.

What are the major challenges standing in the way of student success in neighborhood schools?

Nothing is in the way.

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? (1=not at all, 5=extremely important)

1 2 3 4 **5**

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT



COMMUNITY INPUT SURVEY

Buffalo Collegiate is a new proposed public, tuition-free, 5-12 charter school for the students and families of Buffalo. We are committed to providing a high-quality education to all students so that they can gain access to 4-year colleges of their choice and emerge as our next generation's leaders. Pending approval from the State of New York, Buffalo Collegiate will open in August 2018. Brian Pawloski, the lead founder, is currently in the process of building community support, as well as gathering feedback on key elements of the school design. We thank you in advance for your participation.

FIRST AND LAST NAME: Clevette Perry

EMAIL ADDRESS: [REDACTED]

PHONE NUMBER: [REDACTED]

Where do you live?

- East Side of Buffalo
- West Side of Buffalo
- North Buffalo
- South Buffalo
- Outside of Buffalo
- Elmwood/Allentown
- Riverside
- University District
- Other:

Are you the parent/guardian of a school-aged child?

- Yes
- No

If yes, how old are your children?

[Empty text box]

Are you satisfied with the educational options for children in your community? Why or why not?

[Empty text box]

What are the major challenges standing in the way of student success in neighborhood schools?

transportation

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

- Extremely Interested
- Somewhat Interested
- Neutral
- Somewhat Disinterested
- Extremely Disinterested

How often should teachers communicate with parents?

- Daily
- 2-3 times per week
- Weekly
- 2-3 times per month
- Monthly
- Twice a year

How important is it that your child have strong skills in reading and math? Circle one.

1 2 ~~3~~ 4 5

NOT IMPORTANT AT ALL EXTREMELY IMPORTANT

Request 4(ab): School Enrollment

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

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

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

Buffalo Collegiate Charter School ("Buffalo Collegiate") proposes a 4 through 12 charter school that will be located on the East Side of Buffalo. We will enroll 120 students in our first year, with 60 students in fourth grade and 60 students in fifth grade. We will have 30 students per class. In each subsequent year, Buffalo Collegiate will enroll 60 new students in the fourth grade and embrace a slow growth model.

Although Buffalo Public Schools has enrollment for grades K-8 that are either fluid K-8 models or are separated into K-4 and 5-8, we believe that we have seen enough evidence through research and high-performing national models that drive our decision to start our enrollment structure at the fourth grade. One of the earliest models to use this approach was DC Prep, which began as a 4-8, and is the highest performing charter network in the District of Columbia. DC Prep, like us, began with fourth grade to combat the deep literacy gaps that children have even after the end of third grade. Other BES schools that have started with fourth grade for the same reason include Achievement Prep, also in Washington, DC and Endeavor College Preparatory in Los Angeles, CA.

Michelle Jasso, Lead Founder and School Leader at Endeavor College Prep, emphatically spoke to the power of starting school in fourth grade due to the impact a school could have on student culture and literacy. Following her recommendation, Buffalo Collegiate began to pursue evidence that informed us as to whether starting enrollment in the fourth grade was a calculated risk worth taking. According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."¹ Further evidence comes from literacy experts such as Dr. Jean S Chall who cites two significant stages of reading evolution as students move from "learning to read" to "reading to learn."² The transition within the second half of elementary school when students have typically mastered the skills necessary to decode text (phonic and phonemic awareness in grades kindergarten to third grade) to the upper elementary and

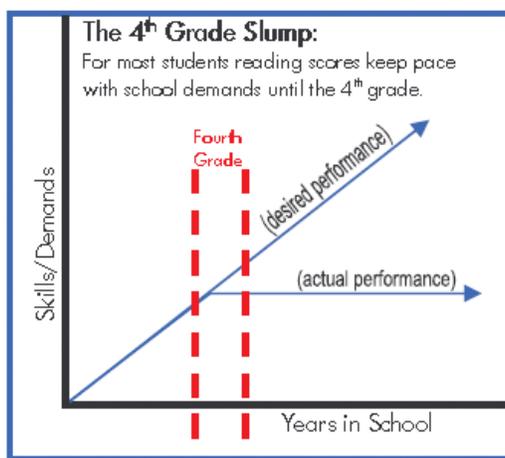
¹ National Research Council, 1998. (accessed at <http://www.ed.gov/inits/americanreads/ReadDiff/>).

² Chall, Jacobs, & Baldwin. (1990). Cited in "Research Says . . . /Don't Wait" in *Educational Leadership* Volume 68. April 2011.

middle school grades where students are required to apply these skills to comprehend new material presented in texts. As students transition into the late elementary, early middle school years, the focus is no longer on decoding but understanding, and reading is the vehicle by which content is acquired.

Teachers have long referred to the difficulty some students, particularly low-income children, have in making this transition as “the fourth-grade slump.”³ In grades two and three, low-income students often perform comparably with their more affluent peers, but in fourth grade there is a noticeable decrease in relative performance as evidenced in the figure above. At this point, the majority of low-income students begin to score increasingly lower on standardized reading tests than their middle-class and more affluent peers. One of the first indicators of the slump is a difficulty understanding the meaning of new words. This is followed by decreased comprehension and oral reading fluency. Students who begin to experience the slump in grade four are likely to fall further and further behind grade-level proficiency throughout middle school and high school, ultimately making college prospects an unlikelihood.

Figure 4.1: 4th Grade Slump



Fourth Grade Slump

Source: Alliance for Excellent Education, Policy Brief, June 2006, p. 3.

In Buffalo, we see a trajectory of low performance throughout the NYS 3-8 assessments in both ELA and Math, with many schools achieving single digit proficiency levels (please see [Figure 15.3 in Response on Student Demand](#)), which ultimately lead to the disparity in graduation rates (please see [Figure 14.5 in Response to District Relations](#)) where only half of the students who are in non-criterion schools graduate on time

The performance gap (please see [Figure 1.4 in Response to Community Need](#)) is even wider for low-income students, English Language Learners, and students with special needs. To fully impact our students, Buffalo Collegiate believes that we need to expand the range of our impact and start in fourth grade to we have expanded the definition even further, to create a fourth to eighth grade school.

By choosing to start our school in fourth grade, we can use fourth grade to have a rigorous year of grade level instruction, remediate academic deficits, and most particularly literacy deficits, to prepare students for the additional challenges of the more traditional middle school grades, and establish a strong school culture at a younger age. To ensure that we have the appropriate culture and academic supports needed for our target community, our school will be divided into three academies: Lower Academy (grades 4-6),

³ Hirsch, E.D. “Overcoming the Language Gap.” *Education Week* (May 2001).

Middle Academy (grades 7-9), and Upper Academy (grades 10-12).⁴ It is our goal that all students will be performing on or above grade level in both reading and math before they begin our Middle Academy in seventh grade. We will then build on this strong foundation in the later grades to ensure that our students will be performing on or above grade level in all content areas in preparation for rigorous high schools and successful completion of college.⁵

Further research exists through the CREDO Report⁶ on the advantage of starting even a single grade earlier and the significant impact on student learning. The CREDO Report was created to gather “empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives.”⁷ **Figure 4.2** outlines the stark difference that a single year makes on a child’s learning trajectory. **Figure 4.3** reveals increased days of learning that are gained when a student maintains enrollment within charter schools.

Figure 4.2: Days of Learning by Grade Level

	Math		Reading	
	Standard Deviation	Additional Days of Learning/Year	Standard Deviation	Additional Days of Learning/Year
Charter Elementary	0.056	40	0.046	33
Charter Middle	0.101	73	0.063	45
Charter High	0.044	32	0.012	9
Charter Multilevel	0.01	7	0.016	12

Figure 4.3: Days of Learning Gained by Consecutive Years of Enrollment in Charter Schools

	Math		Reading	
	Standard Deviation	Additional Days of Learning/Year	Standard Deviation	Additional Days of Learning/Year
Year 1 in Charter	0.01	7	-0.01	-7
Year 2 in Charter	0.08	58	0.06	43
Year 3 in Charter	0.12	86	0.06	43
Year 4 in Charter	0.15	108	0.10	72

As a result of the findings represented above, Buffalo Collegiate has designed a 4 through 12 model to directly serve the students of highest academic need in the age range that research has found to have the highest impact. While it will not be a customary design within the Buffalo public school landscape, we believe that our extensive community outreach, combined with the dire need for more college preparatory school options, will lead to a successful enrollment pattern to support our school design. We will backfill through and including the ninth grade, which will account for the entirety of the first charter term. **Figure 4.4** establishes the enrollment plan for the first charter term and represents maximum enrollment figures during the charter term.

⁴ Ninth grade will provide a full ninth grade academic program, however, due to the at risk nature of students within our target community, and informed by leaders of seamless middle to high schools serving similar need, we retain more of the middle school supports for our ninth graders during this pivotal year within our Middle Academy model.

⁵ The choice and logic behind the fourth grade design draws heavily from BES schools, and Endeavor College Prep specifically.

⁶ Woodworth, James L., PhD. "CREDO Report." CREDO Report. Center for Research on Educational Outcomes, 2015. Web. 6 Mar. 2017.

⁷ Ibid.

Figure 4.4: Enrollment Plan During First Charter Term

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School	60	60	60	60	60	9-10
5th Grade	Select grade 5 level from dropdown list →	60	60	60	60	60	10-11
6th Grade	Middle School		60	60	60	60	11-12
7th Grade	Middle School			60	60	60	12-13
8th Grade	Middle School				60	60	13-14
9th Grade	High School					60	14-15
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		120	180	240	300	360	

After the first charter term and upon reauthorization, Buffalo Collegiate will expand its enrollment through the twelfth grade to ensure that we fully meet the goals of our mission and provide an academic program that allows our students a full and seamless 4-12 education and the foundation needed to gain access to, succeed in, and graduate from college. Without attrition, our maximum capacity is 540 students in grades four through twelve, representing 300 students in the expanded middle school (4-8, Lower Academy from 4-6 and Middle Academy from 7-9), and 240 students in the high school (9-12). **Figure 4.5** demonstrates the full expanse of our proposal in the 4-12 model. Attrition is not reflected in this chart.

Figure 4.5: Maximum Capacity at Full Grade Expansion (Without Attrition)

Grade Level	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
4 th	60	60	60	60	60	60	60	60
5 th	60	60	60	60	60	60	60	60
6 th		60	60	60	60	60	60	60
7 th			60	60	60	60	60	60
8 th				60	60	60	60	60
MS Total	120	180	240	300	300	300	300	300
9 th					60	60	60	60
10 th						60	60	60
11 th							60	60
12 th								60
HS Total	0	0	0	0	60	120	180	240
Total	120	180	240	300	360	420	480	540

Buffalo Collegiate will fill open seats throughout its first charter term and maintain that policy for the duration of our charter. We do not plan to enroll new students beyond the end of ninth grade. Based upon the mobility rates as experienced by similar schools, and to ensure for sound financial planning over time, we have conservatively projected 10% attrition in the tenth, eleventh, and twelfth grades. **Figure 4.6** captures our projected enrollment with that 10% attrition factored in.

Figure 4.6: Enrollment at Full Capacity (Estimate of 10% Attrition)

Grade Level	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
4 th	60	60	60	60	60	60	60	60
5 th	60	60	60	60	60	60	60	60
6 th		60	60	60	60	60	60	60
7 th			60	60	60	60	60	60
8 th				60	60	60	60	60
MS Total	120	180	240	300	300	300	300	300
9 th					60	60	60	60
10 th						54	54	54
11 th							48	48
12 th								43
HS Total	0	0	0	0	60	114	162	205
Total	120	180	240	300	360	414	462	505

As a 4-12 school, Buffalo Collegiate has no plans for expansion into the lower grades, including Pre-K.

Request 04c: Statistical Overview

Applicants associated with one or more currently operating public or private school(s) should complete the Statistical Overview – Existing Schools chart available at: www.newyorkcharters.org/category/creation-resources/.

Response is not applicable.

Request 5ae: 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

With unrelenting determination and commitment to excellence, Buffalo Collegiate will use a college preparatory curriculum aligned to New York State and national Common Core Standards so that our students are prepared to excel in the four-year college of their choice and develop into our next generation's leaders. Through a rigorous curriculum informed by similarly high bar on frequent assessments, teachers will engage in regular reflection and action planning to ensure that our curriculum and our instruction are meeting the needs of our students and allowing us to meet our ambitious academic goals at each grade level in each content area.

The curricular program will be supervised by the Head of School and Director of Curriculum and Instruction in the first two years of the school's operation, and in Year 3 the first of three Academy Directors will assume leadership of the Lower Academy (grades 4-6). By Year 8, there will an Academy Director added for the Middle Academy (hired in Y5, serving grades 7-9) and Upper Academy (grades 10-12) who will in charge of the academic and cultural programs for each respective academy. In advance of an Academy Director being hired, a Director of Curriculum and Instruction will be hired to support the academic program. For the Middle Academy, that position will be a .5 position in Y3 as they serve seventh grade (the first year of the Middle Academy). For the Upper Academy, we will hire a Director of Curriculum and Instruction as a .5 position in Y5 to proactively build the Upper Academy curriculum. The leadership team will frequently norm to ensure that we have a shared lens for instruction and student products (oral and written), and we will engage in weekly co-observation and calibration exercises for teacher feedback to guarantee targeted and aligned professional development for the instructional staff.

Classes will be heterogeneously grouped, and the average class size will be 30 (60 students will be in each grade and we will back-fill up through and including 9th grade). As students transition into Advanced Placement (AP) courses in 10th grade, classes may become more homogeneous. However, our goal is to prepare students effectively in grades 4 through 9 so that students will have the ambition, capacity, and opportunity to take AP courses in their final three years of high school.

The Head of School, in consultation with the Academy Directors and Directors of Curriculum and Instruction, will evaluate data derived from interim assessments, NWEA MAP, New York State Regents, and 3-8 New York State Assessments, and comprehensive end-of-the year assessments. The data will be shared with and fully transparent for parents, student, staff and the Board of Trustees. Parents will use data to understand their child(ren)'s progress and inform discussions and action steps with teachers; staff will use data to continuously improve instruction, supports, professional development, and hiring decision; the Board will use data to oversee the academic success of the school, allocation of resources, and evaluation of the school leader.

The curriculum focuses on the four core content areas of English Language Arts, Mathematics, Science, and Social Studies throughout, as well as Foreign Language, Social Innovation, College Readiness, and a robust series of electives that will expand as Buffalo Collegiate expands into high school. The core content areas are complemented by multiple layers of student support, that align with the RtI process and includes daily tutoring as part of our extended day schedule. The daily schedule, annual calendar, and academic program align to our overall goal, which is prepare our students to excel once they reach the college of their choice.

Buffalo Collegiate will employ a curricular model that will incorporate both research-based external programs as well as internally developed curricula aligned to NYS Standards and CCSS to ensure that our model effectively engages students with a wide-range of learning needs. The leadership, which includes the Head of School, Academy Directors, and Directors of Curriculum Instruction (until the position dissolves and Academy Directors are hired) will oversee the development of the scope and sequence of the school's learning objectives, and with the guidance of the Director of Curriculum and Instruction and Academy Directors as hired, teachers will develop unit plans, mastery quizzes, and lesson plans that align to the long-term goals of each class. The Directors of Curriculum and Academy Directors as hired will work alongside teachers to ensure that their alignment, pacing, and instruction constantly balance the demand for ambitious and feasible goals for their group of diverse learners.

To ensuring accountability to student learning goals, teachers will create standards-based assessments that align to interim exams so that students, teachers, and families will have frequent checkpoints to ensure that student learning is always monitored and gaps are addressed and remediated. It is also essential that our curricula appropriately account for and addresses the needs of ELL students and those classified with special needs.

Reading and Writing

Reading instruction in Buffalo Collegiate's extended middle school will focus on fluency, phonics, reading comprehension, and text-based analysis for all students and will include study of sophisticated pieces of literature and multiple non-fiction anchor and supplementary texts. Our reading approach will ensure that students are given the skills and confidence to get on grade level at a rapid pace. Scaffolding reading instruction will be essential for ELL students and our population of readers who are below grade level when they arrive to our school. Reading instruction in the high school continues to push students' capabilities, focusing on genres of literature and multiple primary and secondary non-fiction texts of a variety of lengths and geared towards a variety of audiences that encompass a world and American perspective, allowing for expansion of perspective of the human experience and comparative literature and deep textual analysis as mandated by state and national standards. Students will gain a deeper ability to analyze structure and meaning of a piece, as well as how the historical and regional context impacted the style.

Writing instruction focuses on the writing process, grammar, and conventions. As a part of the writing process, students will engage in extensive editing, proofreading, and rewriting to hone their craft and voice. In the Lower Academy and the first two years of the Middle Academy (seventh and eighth grades; ninth grade will be considered a high school grade academically but culturally will remain in the Middle Academy), students will improve their active vocabulary usage and increase the complexity of their sentences. By the time that they finish 8th grade, Buffalo Collegiate students will have developed several kinds of writing, including essays and narratives, and they will further their skills by offering critiques of writing samples. During their high school years, Buffalo

Collegiate students will continue to drive towards mastery of New York State and Common Core writing standards. They will write a series of technical, persuasive, and expository pieces, culminating in 12th grade with a senior thesis that will prepare them for the rigors of college.

In grades 4-8, students will have at a minimum 180 minutes of daily literacy instruction, which includes an emphasis on independent reading that we will chart through Accelerated Reader. The breakdown of reading instruction is as follows:

- 50 Minutes – Reading
- 50 Minutes – Writing
- 50 Minutes – Social Studies (literacy-based course, with a heavy emphasis on writing, current events, applying historical lessons to modern situations, and extensive reading about history)
- 30 Minutes – Drop Everything and Read (accountable independent reading program)

While our students will make significant strides because of this literacy emphasis, others will continue to need additional support in the form of enrichment and academic support. This will take place during our targeted tutorial time that is a key part of our extended day.

Below is the sequence for ELA instruction through high school. The curriculum will build to ensure that all students can earn an Advanced Regents Diploma. The curriculum culminates with AP Literature and AP Composition in 11th and 12th grades.

Figure 5.1: Reading and Writing Sequence

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
ELA I	American Literature	World Literature	AP English I or English 11	AP English II or English 12				
ELA II								

Mathematics

Mathematics instruction in Buffalo Collegiate’s middle school uses New York State and Common Core Standards to inform our program. Buffalo Collegiate students will have double periods of math in grades 4-8, the Lower Academy (grades 4-6) and in the first two years of Middle Academy (7-9 total, just seventh and eighth for the purposes of the 4-8 mathematics program) to ensure a solid foundation of concepts and skills to prepare them for a rigorous college preparatory curriculum that will begin for most in Middle Academy (grades 7-9). There is a two-pronged focus on math procedures (process) and application (problem solving). Math Procedures ensures that students get the necessary instruction on CCSS for each grade, which supports the progression towards mathematical fluency (numeracy skills). Math Applications allows students to apply their learnings and deepen their conceptual understanding with the skills and knowledge from CCSS.

Students apply mathematics to problems in everyday life that students will encounter in college, career, and everyday life. Students will problem-solve by analyzing information, developing a plan or strategy, determining a solution, and then justifying that solution verbally and in writing. Teachers help students to select appropriate tools that will allow them to use mental math, estimation, number sense, and several other conceptual skills to solve problems.

Teachers will continue to push students to engage in “productive struggle” through scaffolded instruction as teachers model, facilitate group work, and pose challenge problems to push students beyond their comfort zones to cognitively wrestle with the problems. Students are taught and required to communicate mathematical ideas, reasoning, and their implications using written language, graphs, computer programs, and diagrams. Students analyze mathematical relationships to connect and communicate mathematical ideas, and use mathematical relationships to generate solutions to make connections and predictions. Students display, explain, or justify

mathematical arguments and ideas using precise language in oral or written communication.

In grades 4-8, which includes all of the Lower Academy (4-6) and two of the three grades of Middle Academy (7-9 total, but just seventh and eighth inclusive of this design piece), our students will have at a minimum 100 minutes of daily math instruction. The breakdown of math instruction is as follows:

- 50 Minutes – Math Procedures
- 50 Minutes – Math Fluency

While our students will make significant strides because of this structural emphasis, others will continue to need additional support in the form of enrichment and academic support. This will also take place during our targeted tutorial time as part of our extended day schedule.

Below is the sequence for math instruction through high school. The curriculum will build to ensure that all students can earn an Advanced Regents Diploma, which requires three math Regents exams. The curriculum culminates with the opportunity to enroll in AP Calculus.

Figure 5.2: Mathematics Sequence

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math I	Math I	Math I	Math I/II and <i>or</i> Accelerated 7/8 th grade	Math I/II and Problem-Solving 8 <i>or</i> Algebra I (double period)	Algebra I <i>or</i> Geometry	Geometry <i>or</i> Algebra II Trigonometry	Pre-Calculus <i>or</i> Algebra II Trigonometry	AP Calculus <i>or</i> Pre-Calculus
Math II	Math II	Math II						

Social Studies

Social studies instruction works in complement to literacy skills, particularly in the middle school years as there will be a prioritized focus on text analysis, comprehension, and inference skills. Social Studies in the Lower and Middle Academies will be driven by the foundations of our **Social Innovation Program**, a unique course that blends Civics, Ethics, History, and leadership study together. Students will focus on reading and writing, as well as oral arguments and debates, as they lay the groundwork through their study of leadership role models and exemplars of change agents in history. These courses will provide an extensive foundation for our students as they prepare for their Social Innovation coursework in the Upper Academy, a required class that will further their abilities to apply Entrepreneurial skillsets to complex issues within our neighborhoods, city, and nation that beg for creative and collaborative solutions. Students will work directly with non-fiction texts as both primary and secondary sources and will focus on geography, world civilizations and culture, and American History.

In the high school, we will accelerate opportunities available to students, offering AP courses in Social Studies starting in 10th grade for students prepared to extend their coursework beyond the Regents Global II course.

Figure 5.3: Social Studies Sequence

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Social Innovation 4	Social Innovation 5	Social Innovation 6	Social Innovation 7	Social Innovation 8	Global I	Global II <i>or</i> AP World History	US History <i>or</i> AP US History	Government and Economics <i>or</i> AP Government and

								AP Economics
--	--	--	--	--	--	--	--	-----------------

Science

Science instruction in the middle school focuses on scientific inquiry, reasoning, investigative reading, and writing in the middle school science courses. Science courses will also feature a focus on mathematics in the application of the science skills. Starting in Grade 8, students will have the opportunity to take high school courses if they are prepared for that level of rigor.

In high school, science focuses on deep content knowledge of science in each of the Regents and AP courses. Students will learn qualitative and quantitative data-analysis skills, and explore science through frequent application of the scientific method. In eleventh grade, students will have the chance to take their first AP science course with AP Physics. We will also offer AP Chemistry and AP Biology in 12th grade. All science courses will be aligned to New York State, CCSS, and Advanced Placement standards.

Figure 5.4: Science Sequence

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
4 th Grade Science	5 th Grade Science	Integrated Science I	Integrated Science II	Integrated III or Regents Living Environment	Regents Living Environment or Regents Earth Science	Regents Earth Science or Regents Chemistry	Regents Chemistry or Regents Physics/AP Physics	Regents Physics or AP Biology or AP Chemistry

Long-term Planning Cycle: Understanding by Design

Long-term planning will follow the Understanding by Design¹ format that has been proven to be a highly effective method of aligning ambitious goals with deliberate strategy for curricular alignment, scaffolding, and the construction and organization of assessments to gauge student progress. Year-long, standards-driven student objectives will be broken down into the knowledge and skills students need to master, which will then be organized into trimesters. Teachers and leadership will continue to organize and scaffold within trimesters to have units that logically build on one another and reinforce concepts and skills. This breakdown will continue from units into weekly mastery objectives, which will be assessed to determine progress and influence student behaviors as they see their growth and achievement in manageable chunks.

As noted in other elements of this charter petition, Buffalo Collegiate will partner with schools such as BES schools Excel Academy, California Collegiate, and Boston Preparatory, and will draw from the disseminated curriculum of the Brooke Charter Schools to secure curriculum in the first several years of operation so that teachers can focus on intellectual preparation and strategic decision making (via data-based problem solving). Despite those partnerships, it is still incumbent upon leadership and teachers every year to evaluate the curriculum and make informed decisions about the curricular program as it relates to our school and our students. **Figure 5.5** demonstrates the Unit Template we will utilize.

Figure 5.5: UbD Lesson Plan Template

Teacher's Name:	Subject/Course:
-----------------	-----------------

¹ Wiggins, Grant. McTighe, Jay. *Understanding by Design*. Association for Supervision & Curriculum Development, 1998.

Lesson Title:	Grade Level:
Approximate Time Frame:	
Essential Vocabulary:	

Brief Overview (Summary) of the Unit:

--

Stage 1 – Desired Results (Acquisition, Meaning Making and Transfer)

Key Standards (Common Core ELA, Math or District AND Indian Education for All Essential Understandings):
--

<p>Transfer: Students will demonstrate understanding of _____ and apply it to a new problem or situation. (What kinds of long-term, independent accomplishments are desired?)</p>

<p>Meaning Making: Students will understand and keep considering... Understandings: <i>Students will understand that...</i></p>
Essential Questions (Long Term and Topical):

<p>Acquisition of Knowledge and Skill</p>
Knowledge: <i>Students will know...</i>
Skills/Performance: <i>Students will be able to...</i>

Stage 2 – Assessment Evidence

Performance Task or Other Key Evidence of learning (What will <i>students understand and/or be able to do?</i>)
--

<p>Key criteria to measure Performance Task(s) or Key Evidence: <i>Examples: Rubric, Checklist, etc.</i></p>
Other Evidence to reflect student learning (formative and/or summative measures)

Stage 3 - Learning Plan, Experiences, and Instruction:

Learning Activities: Consider the **WHERETO** elements – Who’s the Hardest Working Person in the Room?

	The Teacher will...	The Student will...
W Where are we going? What is expected?		
H How will we hook (Introduce this to) the students? How will we pre-assess student knowledge, understanding and skills to inform instruction?		
E How will we equip students for expected performances?		
R How will we rethink or revise? (on-going, formative, keep coming back as needed)		
E How will students self- evaluate and reflect their learning?		
T How will we tailor learning to varied needs, interests, and learning styles? (differentiation, accommodation, modification)		
O How will we organize the sequence of learning? (please include the sequence)		

Special Needs (include all learners on the continuum from disabled to gifted & twice exceptional):

Modifications (changes to the Core standard(s) and level of proficiency expected):	Accommodations (supports or instructional adjustments):
--	---

--	--

Plans for after this lesson/competency is complete (How will you extend, enrich?):

--

Key Resources Used: Websites, books, film clips, etc.

Type of Resource(s):	Name of Resource(s):

Lesson Planning Cycle: Gradual Release Model

Lesson planning will follow a similar format throughout the school, as teachers will move from teacher-led instruction to guided classroom practice, culminating with individual practice as students struggle to gain independent mastery over the material. The lesson is initiated with a Do Now to activate a student’s prior knowledge of the material or to establish a framework for how the student should engage with the material. The teacher transitions into the teacher-led portion of the lesson where she either models a problem for the class or uses student exemplars to articulate the best methods to solve the problem. Following the teacher-led modeling, students break up into either pairs or small groups to work on the concept together. As the final step in the lesson, students practice the independently on a problem that not only gets them to apply their understanding of the skill, but also pushes them to continue to struggle with concept prior to getting the right answer. This element of productive struggle is an essential component to stretch student learning and establish confidence that hard things can be accomplished with diligence and tenacity. Ultimately, this develops independent students who are persistent enough to work through challenging academic problems across content areas. [Figure 5.6](#) demonstrates the 5-Step Lesson Plan Process we will use at Buffalo Collegiate.

Figure 5.6: 5-Step Lesson Planning Process

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE. What will your students be able to do? <input type="checkbox"/>	CONNECTION TO THE SUMMER (BIG) GOAL. How does the objective connect to the summer (big) goal? <input type="checkbox"/>
	ASSESSMENT. How will you know whether your students have made progress toward the objective? <input type="checkbox"/> How and when will you assess mastery? <input type="checkbox"/>	

	<p>KEY POINTS. What three-five key points will you emphasize? <input type="checkbox"/></p>	
LESSON CYLCE: GO	<p>OPENING. (__ min.) How will you communicate <i>what</i> is about to happen? <input type="checkbox"/> How will you communicate <i>how</i> it will happen? <input type="checkbox"/> How will you communicate its <i>importance</i>? <input type="checkbox"/> How will you communicate <i>connections</i> to previous lessons? <input type="checkbox"/> How will you engage students and capture their interest? <input type="checkbox"/></p>	MATERIALS.
	<p>INTRODUCTION TO NEW MATERIAL. (__ min.) What key points will you emphasize and reiterate? <input type="checkbox"/> How will you ensure that students actively take-in information? <input type="checkbox"/> How will you vary your approach to make information accessible to all students? <input type="checkbox"/> Which potential misunderstandings will you anticipate? <input type="checkbox"/></p>	
	<p>GUIDED PRACTICE. (__ min.) How will you clearly state and model behavioral expectations? <input type="checkbox"/> How will you ensure that all students have multiple opportunities to practice? <input type="checkbox"/> How will you scaffold practice exercises from easy to hard? <input type="checkbox"/> How will you monitor and correct student performance? <input type="checkbox"/></p>	
	<p>INDEPENDENT PRACTICE. (__ min.) How will you clearly state and model behavioral expectations? <input type="checkbox"/> In what ways will students attempt to demonstrate independent mastery of the objective? <input type="checkbox"/> How will you provide opportunities for extension? <input type="checkbox"/></p>	
<p>CLOSING. (__ min.) How will students summarize what they learned? <input type="checkbox"/> How will students be asked to state the significance of what they learned? <input type="checkbox"/></p>		

	How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? <input type="checkbox"/>	
	DIFFERENTIATION How will you differentiate your instruction to reach the diversity of learners in your classroom? <input type="checkbox"/>	
MODIFICATIONS		
	HOMEWORK (if appropriate). How will students practice what they learned? <input type="checkbox"/>	
REINFORCEMENT		

These resources, as outlined in in [Figures 5.5](#) and [5.6](#), will give teachers exemplars to follow when creating their own materials for the year (when necessary). The Head of School is spending an extensive amount of time during the BES Fellowship and the planning year studying other content areas by meeting with curriculum coaches of several successful charter schools, observing classrooms, and reading/researching best practices for specific subjects. [Figure 5.7](#) shows some of the supplemental materials that the Head of School and instructional staff will use for curriculum development.

Figure 5.7: Supplemental Resources for Curriculum Development

Subject	Curriculum Materials
English Language Arts	<ul style="list-style-type: none"> • Engage NY • Excel Academy Curriculum Resources • Brooke Schools Curriculum Resources • Scholastic Guided Reading • Reading Mastery • Noble Network Curriculum Resources • South Bronx Classical Charter Schools

	<p>Curriculum Resources</p> <ul style="list-style-type: none"> • College Board AP and Pre-AP Course Materials
Mathematics	<ul style="list-style-type: none"> • Excel Academy Curriculum Resources • Brooke Schools Curriculum Resources • Engage NY • College Preparatory Mathematics • Noble Network Curriculum Resources • Democracy Prep Curriculum Resources • College Board AP and Pre-AP Course Materials
Science	<ul style="list-style-type: none"> • Next Gen Standards • College Board AP and Pre-AP Course Materials
Social Studies	<ul style="list-style-type: none"> • Boston Prep’s Ethics Program • College Board AP and Pre-AP Course Materials • South Bronx Classical Charter School Curriculum Resources

The Head of School has coached teams in previous positions with Teach For America and in a variety of capacities in his previous leadership experiences. He will utilize these experiences to develop teachers as they implement exemplar materials, make decisions based upon data, student work, and observation. Teachers will receive frequent coaching and guidance to ensure that they are coherently planned and executing the lessons with fidelity and inclusivity for all learners. This process will ensure that we have a comprehensive academic program that is strong in reading, writing, science, social studies, and Social Innovation, as well as theater arts, foreign language, music, social sciences, and physical education.

In Year 1, teachers will arrive to their 17 days of professional training with the scope and sequence for their courses, copies of the End-of-Year and Trimester Exams for their content area, and the Unit 1 plan with sample lessons and assessments in each content area. The Head of School² will use exemplar units, assessments, and lesson plans with the support of BES and schools like Excel Academy and Boston Prep, as well as the Brooke Schools. When possible, Buffalo Collegiate will provide teachers with proven curricula from those same schools, some of whom have already either established open-source materials or have already committed to providing ongoing resources to Buffalo Collegiate’s curricular program.

When the year-long curricular program is not provided for a class, we will require that teachers use the examples to then create all future unit plans, lesson plans, and assessments, beginning with the development of Unit Two assessments and then Unit Two lesson plans. Our teachers will create plans using Understanding by Design. A full draft of all units will be turned into the Head of School prior to the start of the school year, all to be revised and updated by the Head of School and the Director of Curriculum and Instruction³ so leadership can norm feedback and expectations prior to Head of School delegating more responsibility to the Director of Curriculum and

² Starting in Y2, the Director of Curriculum and Instruction will assume these responsibilities for the Lower Academy. In Y3, an Academy Director will be hired to lead the Lower Academy. A similar pattern of leadership and ownership will occur in the Middle and Upper Academies, with the Head of School leading, transitioning to the Director of Curriculum and Instruction, who will ultimately give way to Academy Directors for all three Academies.

³ Ibid.

Instruction. The Head of School, and as hired Academy Directors and Directors of Curriculum and Instruction, will give teachers feedback on these plans. After Year 1, plans will be turned into the DCI (until giving way to Academy Directors), Grade Level Leads⁴, and/or Department Chairs⁵ for feedback and, as needed, further reviewed the Head of School. From that point on Unit Plans will be submitted each trimester, and weekly lesson plans will be submitted before Thursday of the week prior to execution.

Teachers will be responsible for the creation of daily instructional materials. As such, teachers will use a variety of resources when developing their instructional materials and adapt those materials to fit the students in their classrooms. While there may be situations where teachers are creating their own long-term plans with corresponding assessments, we will ensure a rigorous process is in place in situations where the curricular program of a given course is provided so that teachers are taking the time to deliberately and thoroughly engage in the mental preparation that will ensure that the curriculum is tailored to fit the needs of our students. This will come through protocols, performed weekly, to apply data-based problem solving and questioning techniques to target specific students and skills.

In courses where teachers must create their own long-term plans, unit plans, lesson plans, and unit assessments, leadership will ensure that they create a curriculum that best suits the needs of our students. We know that students will come into 4th and 5th grades (and subsequent students who enter in fourth or fill open seats) having a wide variety of knowledge and skills. Teachers will differentiate between skills levels, and our curricular partnerships and system will intertwine with our staffing, class structure, and data/assessment systems to provide teachers the opportunity make strategic decisions to promote student achievement. Buffalo Collegiate wants to provide a deliberate structure for all our teachers to be successful, which is why we will foster national partnerships and have systematic approaches to the ongoing preparation of our instructional and curricular preparation.

In Year 1, our Head of School, in partnership with the Director of Curriculum and Instruction, will provide teachers with planning supports through frequent feedback on lesson plans and unit plans. After Year 1, the Director(s) of Curriculum and Instruction will be charged with monitoring the curriculum and assessment program prior to giving way to the Academy Directors assuming leadership and ownership of these responsibilities.⁶ During summer professional development, long-term plans will be reassessed to determine if the proper scope and sequence is in place, assessments will be examined and revised (if new standards need to be incorporated or if lessons were learned from previous years' achievement), and unit plans and lesson plans will be revisited by the current teaching staff. Giving teachers a strong curriculum resource to use will ultimately allow leadership to prioritize more time on instructional execution. By giving teachers the right amount of support we are encouraging ownership of their content while providing the infrastructure and guidance they need. Teachers will be given a budget to purchase resources to assist in curriculum development. [Figure 5.8](#) provides a list of instructional resources that are being utilized by similarly structured schools for each grade level.

⁴ Added in Y2 for 4th and 5th grades, and then in every year after the first full year of a particular grade.

⁵ Added incrementally to support the development of teachers within content areas. Added in Y2 for ELA and Math; Y3 for Science and Social Studies. Foreign Language and Electives will be added during the 2nd charter term.

⁶ Lower Academy: Academy Director hired Y3; Middle Academy: Academy Director hired Y5; Upper Academy: Academy Director hired Y8.

Figure 5.8: Curriculum Materials and Resources

RESOURCES	SUBJECTS					GRADE LEVELS											
	English	Math	Science	Social Studies	ELL Support	4	5	6	7	8	9	10	11	12			
Accelerated Reader	X				X	X	X	X	X	X	X	X	X	X			
Acellus	X	X	X	X							X	X	X	X			
Achieve 3000	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
BlueJ		X									X	X	X	X			
College Preparatory Mathematics		X				X	X	X	X	X	X	X	X	X			
Compass Learning/Odyssey	X	X	X	X		X	X	X	X	X	X	X	X	X			
Dreambox		X				X	X	X	X	X							
EngageNY	X	X				X	X	X	X	X	X	X	X	X			
ESL Reading Smart	X				X	X	X	X	X	X	X	X	X	X			
FOSS Science Curriculum			X			X	X	X	X	X							
Fraction Planet		X				X	X	X	X								
FuelEducation	X	X	X	X		X	X	X	X	X							
Google Applications	X	X	X	X		X	X	X	X	X	X	X	X	X			
Houghton Mifflin Harcourt Big Ideas Math		X				X	X	X	X	X	X	X	X	X			
IXL		X				X	X	X	X	X	X	X	X	X			
Khan Academy		X				X	X	X	X	X	X	X	X	X			
Mathalicious		X				X	X	X	X	X	X	X	X	X			
MY Access Writing	X								X	X	X	X					
Newsela	X			X	X	X	X	X	X	X	X	X	X	X			
NoRedInk	X				X	X	X	X	X	X	X	X	X	X			
Overdrive	X					X	X	X	X	X	X	X	X	X			
Reading Mastery	X					X	X	X	X	X							
Reflex Math		X				X	X	X	X								
Revolution K12		X				X	X	X	X	X	X	X	X				
ST Math		X				X	X	X	X								
TCI Bring Science Alive!			X			X	X	X	X	X							
TCI History Alive!				X		X	X	X	X	X	X	X	X	X			
TenMarks		X				X	X	X	X	X	X	X					
Virtual Nerd		X				X	X	X	X	X	X	X	X				
Wordly Wise	X					X	X	X	X	X	X	X	X	X			

While teachers will be provided a scope and sequence, trimester assessments, and model units with aligned assessments, they will always be responsible for the development of lessons that can be created to meet the rigor of the lesson and engage all learners. Consequently, the school will provide teachers access to as many resources as possible to hone their focus and develop their toolbox. Additional resources from the list, like NewsELA, will give teachers the capability of printing a single nonfiction article that will be presented at various reading levels to support the multiple skill levels in one class. This is another method by which we will use data to target student reading levels, yet not let reading levels lower our expectation for skill building. We will provide a pathway to content through programs like NewsELA, yet continue to push language acquisition in other literacy portions of the class.

The BES Fellowship has also exposed Buffalo Collegiate to the impact that Accelerated Reader can make on both literacy development and the culture and unity of a classroom. Accelerated Reader, prominent in schools like Democracy Prep Endurance, differentiates for student reading levels by enabling students to select independent reading books at their reading level and then track the number of words that each student has read throughout the year. Big goals with visible classroom trackers chart student progress to two million words, yet each hundred thousand are acknowledged and celebrated within the advisory sections.

Other adaptive learning software, like Lexia for literacy and Dreambox for math, will demonstrate the need for 1:1 computing so teachers can always employ these programs to push students forward as they work within the teacher-led portions of flexible groupings. These programs, which have been implemented or developed at BES school Cornerstone Academy in San Jose, CA, and Success Academies in New York, NY, have been assets to educators meeting the needs of diverse learners.

Each year an evaluation of the curriculum's effectiveness and appropriateness will be conducted by the Head of School, Director(s) of Curriculum and Instruction and Academy Directors⁷, Grade Level Leads, and Department Chairs, in consultation with teacher feedback. The team will look at academic data from the previous year on all major assessments including Trimester Exams, End-of-Year Exams, NYS 3-8 ELA and Math exams, and NWEA MAP. The team will also examine the alignment, scaffolding, and analytical use of data derived from internal assessments (Trimester Exams, End-of-Year Exams, mastery tests, and unit tests), and, ultimately, the alignment between the internal metrics and the results from state and national assessments.

Our reflection process will address several data points so that we can ensure a comprehensive picture of our overall performance by standard, impact on all subgroups of learners, and throughout the school and across grade levels. Data will drive and be the root of all conversations, and we will also gain feedback and insight from end-of-year conversations with teachers. Where necessary, revisions will be made and we will use our vast network to gain development and resources from successful schools.

The timeline between end-of-the-year results and the beginning of next year is a tight turnaround, so we will ensure that the leadership team is organized and efficient given that the team will take two weeks of vacation during July. The last two days of the school year with the teachers will focus on the reflection and feedback portion, and the leadership team will develop the plan for the first two weeks of July that will be used to make major structural changes to the schedule, which will then allot for two weeks to implement the revised design prior to teachers arriving back for the beginning of the next year. If it becomes apparent through student data and teacher feedback that a unit may be misaligned or that there needs to be further spiraling of a skill within the ELA curriculum, leadership will organize the professional development schedule for the 17 days at the start of the year so teachers and leaders can implement a plan of action to address the curricular gap.

Advanced Placement Courses

Buffalo Collegiate will provide a rigorous course sequence so that students, families, and teachers recognize the

⁷ Lower Academy: Academy Director hired Y3; Middle Academy: Academy Director hired Y5; Upper Academy: Academy Director hired Y8.

opportunities that exist at the end of each of the core subject areas. The establishment of this bar for academic rigor establishes our expectation that we believe that our student can and will succeed within college level classes while they are in high school. Presently, as indicated in **Figure 1.8: High School Graduation Rates in Buffalo Public School and Buffalo Public Charter Schools**, for non-criterion based schools, there is not a single school that had higher than a 3% rate for graduates with Advanced Designation Regents Diplomas. This number reveals that most students in Buffalo Public Schools and Buffalo Public Charters never gain access to AP courses, much less upper-level Regents courses like Physics, Chemistry, Geometry, and Algebra II Trig.

Buffalo Collegiate will offer AP courses in every content area, and we will start the program in 10th grade. There will be student choice as student progress in the Upper Academy, particularly when it comes to when they will access the science and social studies AP courses. Students will have the opportunity to experience the difficulty level of a college course and will also have several opportunities to earn college credit prior to college matriculation. **Figure 5.9: Advanced Placement Courses in High School** details the grade-level specific Advanced Placement options which will be available.

Figure 5.9: Advanced Placement Courses in High School

Course	Grade Levels
AP English Language	11
AP English Literature	12
AP Biology	11, 12
AP Chemistry	11, 12
AP U.S. History	11
AP World History	10, 12
AP Calculus AB	12
AP Spanish	12

Elective Courses

Students will have the opportunity to take courses in addition to the core curriculum, allowing for the exploration of other interests and exposure to a greater amount of experiences as students at Buffalo Collegiate in areas such as visual and performing arts, speech and debate, psychology, Latin American Studies and African-American Studies.

Physical Education

In Buffalo, children have an overweight or obesity rate (33.1⁸) that is slightly above the national average (31.3⁹). Research has shown that children suffering from obesity are more likely to become unhealthy obese adults. At Buffalo Collegiate, students will be invested in living a healthy lifestyle and they will learn how to be healthy through the Physical Education class. Students will take Physical Education every year of middle school and for two total years in high school, with the option to take Physical Education in all additional years at the high school as a potential elective. Physical Education will educate students on healthy habits around fitness, eating and lifestyle, and teachers will help student develop the skills to be healthy during their career at Buffalo Collegiate and beyond. Our fitness and nutrition programs will work in tandem, and ensure that we are addressing some of the key facts

⁸ Besecker, Aaron, and Henry L. Davis. "Obesity rates trending upward among Erie County children." *The Buffalo News*. N.p., 06 Nov. 2015. Web. 24 Feb. 2017.

⁹ "The State of Childhood Obesity." *Childhood Obesity: The State of Obesity*. N.p., n.d. Web. 24 Feb. 2017.

about children in America, including facts such as¹⁰:

- More than 15 million U.S. children live in food-insecure households.
- U.S. high school students who did not regularly eat breakfast in 2015: 13.7%
- U.S. high school students physically active for at least 60 minutes per day in 2015: 27.1%
- 41.7% of U.S. high school students used a computer 3 or more hours daily (not for school) in 2015.

Students will be charged with creating their own workouts around cardiovascular training, muscular strength, muscular endurance, and flexibility, as well as corresponding nutrition plans for them to implement along with their families. Partners such as Alex Wright, a community leader looking to address food deserts that are prominent in the East and West Sides of Buffalo, will connect students to the Civics nature of the issue and see the leaders who are working to make an impact on the significant societal issue.

At the beginning of each school year, the Physical Education teacher will lead students through a pre-test on push-ups, curl-ups, and a pacer test, aligned to the Fitnessgram assessments. We will measure student growth in each of these areas by administering a mid-year and a post-test at the end of the year. Buffalo Collegiate will also establish a health curriculum aligned to the New York State Learning Standards for Health. In year one, the health assessment will be created by the Head of School in collaboration with the Physical Education teacher using resources from the BES network schools.

Arts Education

In the Lower and Middle Academies, students will be able to access a variety of arts through enrichment, including theatre arts, music, visual arts, and dance. With our partnership with Young Audiences of Western New York (YAWNY) students will have access to a wide range of opportunities in the visual and performing arts. In high school, students will be able to elect to take Band, Choir, Theatre Arts, and Visual Art. Students will be able to explore their artistic passions, as we will create opportunities within their daily schedule to learn about, experience, and explore the arts. As we continue to develop our students in other elements of their academic coursework, having a variety of art forms will enable expression and celebration of strengths. Art will also provide an opportunity to celebrate a positive student culture with families and throughout the community.

Social Innovation

In 2014, Governor Andrew Cuomo initiated the Buffalo Billion, a multi-year investment in the City of Buffalo that would tap into, among other things, an entrepreneurial community that was starting to rise but needed further backing. The Buffalo Billion funded a yearly commitment to the international entrepreneurial community to pitch their company, product, and vision, and be entered into a contest for access to \$5M in seed money. If a company were to receive funding from the 43North competition, they would agree to move their company to Buffalo for one year to continue their projects in shared space that would further invite collaboration, synergy, and, perhaps, a long-term commitment to the Buffalo community.

The team at 43North has taken this initiative and has begun to branch out to schools in the city to offer the expertise and access to entrepreneurialism and start-up businesses. Simultaneous to this, Buffalo Collegiate has developed partnerships with MIT Launch, the incubator at the Massachusetts Institute of Technology that is taking on a large-scale project to create a K-12 Entrepreneurial curriculum, and University at Buffalo's School of Management (specifically under the direction of Social Innovation educator Bob Neubert) to create national and local partners that will support our design of a Social Innovation program.¹¹

¹⁰ Ibid.

¹¹ A Letter of Support from Professor Neubert can be found in [R-15e](#).

The Lower and Middle Academies will focus the Social Innovation program on Civics and Ethics (the Ethics program will draw on the work of BES school Boston Prep). The Civics program will breed awareness to current events and history as students are pushed to analyze various leaders, events, and trends through oral and written discourse. Ethics will be incorporated as they develop the lens for evaluation, applying a variety of different viewpoints and value systems to their analysis.

The Upper Academy will provide a melding of Civics and Ethics into an entrepreneurial-driven course that combines their development in awareness of community issues with ethical evaluation of situations and then provides them the educational access to begin to create a solution (i.e. business/project) that directly addresses the identified issue. This will provide an opportunity for our students to not only display their collaborative, creative, and analytical abilities, but it will also enable them access to the business community as they develop the entrepreneurial acumen to create a sustainable solution.

By the time that students at Buffalo Collegiate graduate from high school, their Social Innovation work will demonstrate to them that there are needs in our community and that they have not only had a chance to impact them but to make a demonstrable difference as present and future leaders within our city.

Character Education

Buffalo Collegiate's mission goes beyond simply preparing students to access and excel within the college of their choice. We believe that it is our responsibility to create an environment that fosters leaders of the next generation. The education our students receive should provide them access to careers and lives that extend beyond the Buffalo community (though we certainly will relish students remaining in the city and continuing to impact future generations within our region). To do that, our education must transcend academic standards and help our students develop the attitudes, behaviors, and habits to lead lives of intellectual curiosity, discipline, authenticity, and kindness.

Character education has been proven to have significant impact on school culture. Although character education on its own cannot create or sustain a great culture, "it creates environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported, in the long-term. Character education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility, hard-work and compassion – not because a guard or metal detector is posted at the door."¹² Research from the Developmental Studies Center in Oakland, CA, demonstrated that students who are within schools that offered the Child Development Project (CDP) consistently:

- engage in more pro-social behavior (e.g., are helpful and cooperative)
- are more skilled at resolving interpersonal conflicts
- are more concerned about others
- are more committed to democratic values

At Buffalo Collegiate, we acknowledge the strains on students growing up in poverty and the obstacles that can present themselves as our students pursue their academic and personal potential. However, we believe our school can equip our students with the habits, behaviors, and skills that will allow them to gain access to the college of their choice and then excel within college. Throughout, we anticipate that our students will demonstrate the foundational leadership qualities that will demonstrate that our students and alumni are community-focused leaders.

Beginning in the 4th grade, students will receive weekly lessons on our PRIDE values – as well as other integral characteristics – that are age-appropriate and develop in complexity as student's progress. Instruction will take

¹² "What Works." Character.org. Web. 24 Feb. 2017.

place within Advisory classes on Fridays and work in complement to grade level Community Meetings and portions of the Social Innovation curriculum. The curriculum for Advisory in Year 1 will be developed by the Head of School during the planning year prior to the school opening for both fourth and fifth grades. In addition to that, the Head of School will also create the foundation for the Advisory program for all nine grade levels of the schools full-growth vision to ensure alignment and effective scaffolding. The culmination of the Buffalo Collegiate student experience is to produce educated young men and women who are prepared to be leaders of the next generation. To do that, we ensure that there is appropriate progress each year through twelfth grade.

After Year 1, our character curriculum will be created over the summer by teachers identified as exemplary advisors, in collaboration with the Head of School and Dean(s) of Culture as hired. After review and revision after leadership conversations, they will be empowered to present and lead the Advisory curriculum during staff summer professional development. Advisors will receive lessons throughout the school year, and each grade level can adapt the lessons to fit the needs of their advisees. We will allot time during professional development to share best practices and coordinate for upcoming character education topics, activities, or issues.

Beyond the character lessons provided in Advisory, students will receive community-wide character education lessons during the grade level Community Meetings on Fridays for Lower and Middle Academies. The Head of School will present the Community Meeting lessons in the beginning of the year (and throughout most of Year 1) but will be intentionally focused on developing the capacity of other members of the leadership team and the teaching staff.

In the Upper Academy, the character education lessons will continue to be facilitated during Advisory and within weekly Community Meetings. Community Meetings will transition as the school grows; initially, we will do it by grade level. By the time that we reach full capacity, we will have the community meetings by Academy. Once per month we will, if space allows, bring the entire school together.

A further development of culture will be the creation of four houses. When students transition into the Middle Academy in 7th grade, they will be selected into one of four houses. Drawn from a model at Boston Prep, these houses will embody the virtues of our Founding Team, which includes kindness (**Benevolence**), authenticity (**Sincerity**), intelligence (**Curiosity**), and drive (**Will**). Through this structure, students will be given opportunities to develop culture as the school grows and in perpetuity at full enrollment. The induction into the houses will become an annual ceremony, and we will divide by houses during whole-school community meetings. We will also use the houses to stimulate competition among the houses at orientation and throughout the course of the year (i.e. clothing drive) to development community ownership for identified social need. It will breed alignment between the grade levels and the opportunity for continued mentoring within the student community.

Leadership development at Buffalo Collegiate is reflective of our mission, which clearly states that we “educate students in grade 4 through 12 to graduate from the college of their choice,” and create an educational opportunity that gives our students the foundation to “serve as our next generation of leaders.” This concept and charge is very intentional; Buffalo Collegiate aims to marry the academic achievement component of our mission with a character foundation that will allow our students to serve their adult communities through disciplined, ethical leadership. Rooted in Robert Greenleaf’s work on Servant Leadership, Lead Founder Brian Pawloski and the Founding Board of Trustees believe that this concept of service-based leadership is an essential framework in which our students will engage.

Character education will be discussed with our students as we use our PRIDE Core Values to frame our work and celebrate and name contributions to the community. But beyond the simple acknowledgement and discussion of these values and character traits, we establish a complex web of academic rigor that stimulates our children to feel both a sense of belonging at the school *and* the belief “that he is doing work that is challenging, rigorous, and

meaningful.”¹³

The character and leadership development programs will be no different.

Our pursuit of Social Innovation and not simply Entrepreneurship demonstrates our desire to leverage the start-up assets of community in combination with the need that exists in so many of the neighborhoods throughout Buffalo. Beyond the evolution of humble leaders, we want our students to see tangible evidence that they can and will make a difference within their communities by the time that they graduate.

Through the lens of Social Innovation, we will engage our students in service-learning opportunities during their first six years in the Lower and Middle Academy, which will work in concert with their foundations in Civics and Ethics. Utilizing those experiences within our school and throughout the greater Buffalo community, we can transition our discussions from theoretical to practical as students begin to see the ways that they can make a difference in their neighborhoods and world at-large.

Borrowing from the work of the Ethics department at BES school Boston Prep, we will use the student service experience to foster deep reflection of our Buffalo Collegiate PRIDE values, but also the personal values that will guide our students in the years after they graduate. To do this, we will create a threefold series of reflections that will separate the Lower, Middle, and Upper Academy experience, with a capstone project, paper, or discussion at each step of the way. **Figure 5.9** establishes one example of what the capstone project would look like for the Middle Academy as students prepare to transition to the Upper Academy, a period that will accelerate their academic rigor and course load with the inclusion of AP courses, as well as heighten their roles as school leaders.

Figure 5.10: 9th Grade Code of Ethics, Roundtables

9 th Grade Code of Ethics, Roundtables January 23, 2017 ¹⁴
<p>Michelle Obama once said, “You may not always have a comfortable life and you will not always be able to solve all of the world’s problems at once, but don’t ever underestimate the importance you can have because history has shown us that courage can be contagious and hope can take on a life of its own.”</p> <p>Like Ms. Obama, we ethically-minded folk take as a starting point that we have some choice in how we conduct our lives and what kind of people we become. We understand that no one is perfect and life will not always be easy, but we also know that we have impact our communities and influence the future. Through honest, personal reflection we grow ethically. History has provided much evidence that proves that we humans can overcome obstacles through sheer force of will, that we humans can draw upon inspiration, energy, work ethic, creativity, our faculties of reason, intellect, and emotional resilience to make something absolutely fabulous out of our genetics, our environment, and our past experiences.</p> <p>That’s what this project is about. What have you been made into—and what are you now going to make out of all that stuff?</p> <p>Objectives: SWBAT write a personal reflection focused on ethical growth and personal development. SWBAT articulate a vision of themselves in Buffalo Collegiate high school to a panel of teachers.</p> <p>Personal Reflection Purpose</p> <p>As you transition out of middle school into high school, this is a moment to reflect on your growth and future. During this reflection you will think about your personal successes and failures, recognize the people and experiences that have helped shape you, and present a clear vision for your future. To help you think about your growth throughout middle school, you will answer 2 guiding questions focused on ethics and personal growth and</p>

¹³ Tough, Paul. "How Kids Learn Resilience." *The Atlantic*. Atlantic Media Company, 16 May 2016. Web. 05 Mar. 2017.

¹⁴ This document was shared by Boston Preparatory Charter, where Lead Founder Brian Pawloski had a five-week residency, and captures the culminating project for students moving from 8th to 9th grade. Buffalo Collegiate will use it for students moving from the Middle Academy (7-9) to the Upper Academy (10-12) and develop other exercises for the transition to Middle Academy and prior to graduation for 12th graders.

1 question focused on high school transition; as always, whenever making a claim make sure to include evidence and reasoning.

Personal Reflection Guiding Questions

Buffalo Collegiate Core Values

Which Buffalo Collegiate key virtue do you most embody? (All students will respond to this question.)

Ethics/Personal Growth (Choose 2 of the following 6 questions)

What does it mean to be ethical?

Who in your life inspires you? How so?

How have you grown or changed since your first day at Buffalo Collegiate?

What has been the most important moment in your life? What makes it so important?

What is your vision for yourself in high school?

How do you envision yourself being different in the Upper Academy than you were in Middle Academy?

HS Transition (Choose 1 of the following 4 questions)

How do you envision Upper Academy being different than Middle Academy?

What are your goals for high school? What skills must you improve upon to achieve your Upper Academy goals?

What are you most excited about in transitioning to the Upper Academy?

How will college play a role in your transition to Upper Academy?

Roundtables

Each student will be given 10 minutes to summarize their personal reflection and answer questions posed by a panel of teachers. These panels will consist of your advisor and another staff member. Their questions will be focused on assessing your application of the virtues and readiness for high school. These interviews will take place at times yet to be determined.

Grading

Your ethics roundtable will be assessed on a pass or fail basis. If you do not pass the roundtable, you will have an opportunity to improve your presentation and represent to the teacher panel at a later date. Your grade is composed of three parts: personal reflection content, ethics roundtable content, and ethics roundtable presentation. Three rubrics will be used for grading.

Personal Reflection Content Rubric (50% of Total Grade)

	4	3	2	1
Knowledge and Expression of Self	The rising 10th grader clearly, honestly, and descriptively reflected on how they have grown during their time at Buffalo Collegiate.	The rising 10th grader clearly and honestly reflected on how they have grown during their time at Buffalo Collegiate.	The rising 10th grader did not clearly articulate their personal growth in their reflection.	The rising 10th grader lacked clarity and honesty in their personal reflection.
Depth of Answers	The rising 10th grader had reflective and specific answers. They were able to offer several	The rising 10th grader had reflective answers. They were able to offer a specific example as evidence.	The rising 10th grader had somewhat reflective answers. They were able to offer general examples as	The rising 10th grader didn't have reflective and specific answers. They were

	specific examples as evidence.		evidence.	not able to offer examples as evidence.
Grammar	Writing exhibits a strong command of language skills including no more than 2 capitalization, punctuation, spelling or grammatical errors.	Writing exhibits a good command of language skills including few capitalization, punctuation, spelling or grammatical errors.	Writing exhibits an adequate command of language skills including frequent capitalization, punctuation, spelling or grammatical errors.	Writing exhibits minimal command of language skills including many capitalization, punctuation, spelling or grammatical errors.

Ethics Roundtables Content Rubric (30% of Total Grade)

	4	3	2	1
Knowledge and Expression of Work	The rising 10 th grader was clearly prepared to speak about their personal reflection and was articulate and confident when expressing their progress.	The rising 10 th grader was clearly prepared to speak about their personal reflection and was articulate when expressing their progress.	The rising 10 th grader had limited practice speaking about their personal reflection and was somewhat articulate when expressing their progress.	The rising 10 th grader had not practiced speaking about their personal reflection and was not articulate when expressing their progress.
Knowledge and Expression of Self	The rising 10 th grader responded to questions confidently answering them in an open and honest manner.	The rising 10 th grader had clearly practiced answering potential questions several times and seemed confident.	The rising 10 th grader had clearly practiced answering potential questions only a few times and seemed somewhat confident.	The rising 10 th grader had clearly not practiced answering potential questions and did not seem confident.
Depth of Answers	The rising 10 th grader had reflective and specific answers. They were able to offer several specific examples as	The rising 10 th grader had reflective answers. They were able to offer a specific example as evidence.	The rising 10 th grader had somewhat reflective answers. They were able to offer general examples as evidence.	The rising 10 th grader didn't have reflective and specific answers. They were not able to offer examples as

evidence.

evidence.

Ethics Roundtables Presentation Rubric (20% of Total Grade)

	4	3	2	1
Poise	You appeared calm and confident. There was no distracting behavior.	You seemed calm and confident. Only one or two minor things were noticed, but they were not distracting to the listeners.	You mostly seemed poised. A couple of major distracting behaviors were not noticed by the listeners.	You seemed wiggly and not at all poised. You had many distracting behaviors noticed by the listeners.
Voice	Your voice was just right for the space—not too loud or too soft. Every word was heard. You didn’t mumble or blur words together.	Your voice was just right for the space. A couple of words were mumbled or blurred together.	You spoke a bit too softly or too loudly. Several times, your words were not clear.	The audience had a hard time hearing you. Many words were not understandable because of mumbling.
Life	You had a lot of feeling in your voice. We heard emotion, passion, excitement, sadness, etc.	You had some feeling in your voice. There were several parts that really came alive for the listener.	You only had one or two places where you seemed to come alive and put feeling into your speech.	There was no life in the speech. You spoke in a monotone and didn’t put any emotion into any part of the speech.
Eye Contact	You constantly looked at your audience. You looked at each member of the audience. You barely glanced at your note cards.	You mostly looked at your audience. Some members of the audience may have been missed because you only looked in certain directions. You used your note cards well.	You only occasionally looked at the audience. Many audience members were never looked at. You read from note cards over half of the time.	You never looked at your audience. You read from note cards.
Gestures	You had very effective hand, face, and body	You had some gestures that contributed to your	Only one or two times did we see some gestures	You had no gestures.

	gestures. Your motions added a lot to your speech.	speech.			
Speed	You were not too fast or too slow in your speech. You varied your speed—faster for exciting parts, slower to add emphasis. You used pauses to let main points sink in with the listeners.	You were not too fast or too slow in your speech. Your speech had one speed. You didn't use pauses.	You spoke a little too fast or too slow.	You spoke way too fast. There was no change of pace.	

By the time our students matriculate into the Upper Academy (10-12), they will be provided with the autonomy to lead within the school, mentor younger students, and through our Social Innovation continuum, work with groups to identify specific areas of interest and need, and, with the autonomy and support that will mirror college-level projects, they will create programs, companies, and projects that not only have a student-led design, but also a student-led impact through collaboration and coordination with Community-Based Organizations, businesses, and a variety of other stakeholders. Beyond the sheer impact that they will make, students will be able to transition to college with ample evidence that they have owned and shepherded community-focused projects. When that is couple with the core of our mission – preparing our students academically to be competitive in college and career – we have established the foundation for leaders to emerge.

Buffalo Collegiate will continuously reflect upon our character education program through feedback provided by students via the Measures of Effective Teaching (MET survey) and The New Teacher Project Insight survey for our staff. Our character education outline and curriculum will be evaluated at the end of the year by the Head of School, Director(s) of Curriculum and Instruction, Dean(s) of Culture, Director of Student Support, and Grade Level Leads. Modifications will be made when the team and advisory leader deem it necessary to address evolving priorities for our students and the community.

(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 feedback.*

Academic performance goals are the foundation for the way that Buffalo Collegiate, school leadership, and instructional staff will be evaluated. For our mission to be brought to fruition, we frequently evaluate our progress to know the truth about the efficacy and impact of our curricular, instructional, and cultural practices, all of which are designed to reach explicit and ambitious student achievement goals. An infrequently or inconsistently utilized assessment system does little to change the effectiveness of a school, so the theory of strategic assessment is complemented with a plan for effective reflection and execution.

To efficiently operate our school, we will align all instruction, professional development, and student academic progress to standards-based assessments to gain a clear picture of what was learned by the students and what teachers and administration must strategically do to close learning gaps. Achievement data drives instructional decisions or teachers and leaders, informs parents and students about gains, deficits, and aligned plans, and establishes priorities for the Board of Trustees. The Head of School, Director(s) of Curriculum and Instruction (prior to the Academy Directors assuming leadership in Y3, Y5, and Y8), and Director of Student Support will oversee and facilitate successful implementation of our assessment system, with the logistical support of Director of Operations.

Buffalo Collegiate will create ambitious academic goals that align to Common Core and New York State Standards. We will define our success based upon the rigorous bar established within these standards and the aligned exams. Our attainment of our accountability metrics will judge our success, and to know whether we are on track to meeting those goals, we must have frequent assessments that align to reflect upon our progress for every child.

While we are cautious about the impact of over-testing our students, Buffalo Collegiate 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. We will employ a variety of tests to give us a comprehensive picture of student achievement throughout a student's career, and most importantly to inform the continuous development and refinement of all curricular choices, student supports, instructional approaches, and teacher development.

After a student has accepted a seat with us, and prior to the first day of the school year, we will use the Scholastic Reading Inventory to capture student literacy levels so that we can be responsive to student needs from the first day of school. During the first weeks of school we will administer the Northwest Education Association Measure of Academic Progress (NWEA MAP) in literacy and mathematics, establishing a national benchmark against which we will measure student growth and programmatic impact at the midpoint and end-point of each academic year. As students transition into Middle Academy (grades 7-9), students will take the ACT Aspire to give another national assessment so that students, teachers, and leadership can evaluate the program as it prepares each student for competitive four-year colleges.

All weekly mastery quizzes, frequent unit assessments, cyclical trimester assessments, and comprehensive end-of-the-year exams will be designed internally to set a high bar for 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 creates a foundation to promote 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 the community to monitor their behaviors that prevent achievement and adjust course. As these levers drive student ownership of their achievement, adults are ensuring that they 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. The continuum in **Figure 5.11: Development of Intrinsic Motivation via Data Reflection and Praise** establishes the system necessary to utilize mastery quizzes and unit assessments to lead to changes in student behaviors and attitudes to impact overall achievement.

Figure 5.11: Development of Intrinsic Motivation via Data Reflection and Praise



Unit exams and mastery quizzes 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.

At this time, New York State has not made a full commitment to the PARCC examination, and therefore we must be prepared for the potential shift that may occur. Our focus is to fully engage with the Common Core and develop rigorous assessments so that we are prepared for whatever route New York State ultimately decides to take. We will pay close attention to decisions and adjust accordingly. However, we will use the PARCC examinations to provide further rigor into our assessments and overall curricular program.

Through our rigorous assessment system, examined and improved 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 5.12: Buffalo Collegiate Assessment Schedule

May – June 2018	Scholastic Reading Inventory for all students
September 6-7	NWEA MAP assessment for all students
October 2-3	6-week Interim Assessment 1

November 13-14	6-week Interim Assessment 2
January 9-10	NWEA MAP assessment for all students
January 16-17	6-week Interim Assessment 3
March 14-15	6-week Interim Assessment 4
June 4-5	6-week Interim Assessment 5
June 18-19	NWEA MAP assessment for all students
June 2019	Final exams

Analysis and Action Planning

Data Days are built into our schedule following every interim assessment as part of our ongoing development of our instructional staff, maintaining our mission-centered school culture that continuously commits to and executes towards high standards, shared community growth, and school-wide accountability for results.

Data days provide a protected opportunity and responsibility to evaluate the success of our academic program through the academic performance of our students. The data that comes from these exams are the honest and accurate measure of where students are at that specific point in the year, and we will engage their results, prepared to learn from what the data points tell us about our own performance and how we respond. This process will push us to engage with difficult truths arrived through the dispassionate analysis of data, and the commitment to excellence will continue to focus leaders, teachers, and staff on a solutions-oriented mindset in pursuit of our four-year college preparatory mission.

Specifically, within three days of each interim assessment, all scoring will be completed by teachers. Within four days, teachers will spend an entire day reflecting in grade level or content teams about the data, planning strategically, and acting urgently to address learning gaps. Teachers will benefit from a seamless technological system that quickly organizes data after they grade the assessments so that they can efficiently create plans to address student misunderstandings that are spiraled into the following teaching cycle to remediate skills. Teachers will create targeted instruction through strategic re-teaching in small groups during afternoon FOCUS, place strategic questions during Brain Breakfast, and other spiraled opportunities during lessons (i.e. Do Nows, Exit Tickets, Mastery Quizzes). They may also determine that they have to spend entire lessons doing a whole-class reteach of the material. School leaders will examine the data the day before the Data Day to assist teachers with reflection, ask questions, and support teachers in developing and executing aligned plans to close gaps. **Figure 5.13** provides a detailed list of the assessments we intend to use at the middle and high school levels.

Informing Buffalo Collegiate Stakeholders

The frequent collection of valid and reliable data will allow us to appropriately celebrate progress and identify and remediate gaps, as well as strategize around the root issues associated with those gaps. Data will be transparent and shared in an ongoing basis so that students, teachers, leaders, families, and the Board of Trustees are aware of the achievement of the school at any given moment.

Families and students will receive weekly written updates on academic and behavioral goals and standards so that they are aware of their status on the path to academic achievement. Families will also have bi-monthly phone calls from advisors to give check-ins on student progress, as well as trimester Achievement Conferences to talk more thoroughly about their child(ren)'s progress.

Students will have ongoing feedback from teachers and leaders through daily exit tickets and weekly master assessments denoting their achievement on standards-aligned assessments. Other elements like behavior and reading progress (i.e. words read via Accelerated Reader will be tracked) will be updated for them to continue to push themselves to grow.

Teachers will use exit tickets and mastery data to track progress and address the specific gaps that need to be remediated during ELA II and Math II classes, as well as during FOCUS offered for forty-five minutes Monday through Thursday. Other tests, including interim assessments, NWEA MAP, and unit exams, will be used to strategize around more enduring gaps that will also inform groupings during ELA II, Math II, and FOCUS.

Leadership will address data from mastery assessments, unit exams, NWEA, and behavior trackers to support teachers within their professional development, as well as deploying or redeploying resources (either leadership time and coaching or tangible items) to meet the needs of the staff. Data will also inform decisions that leadership must make in regards to staffing.

Finally, the Board of Trustees will use academic data to dive deeply into the overall health of the school in pursuit of the mission. Using academic assessment information, the board will evaluate the Head of School on leadership effectiveness, as well as the resources provided to the school through monthly monitoring of academic performance.

Figure 5.13: Buffalo Collegiate Assessment in Middle and High School

Middle School Assessments			
Assessment Type	Description	Format	Frequency
Daily Exit Tickets	Grades 4-8, a short quiz aligned to daily class objective. Allows teachers to determine lesson effectiveness and need for additional student support on objective. Used to determine whether whole-class lesson re-teach is necessary, or individual students need day-of follow-up.	Varies; Multiple choice, open ended response, matching.	Daily
Mastery Quizzes	Grades 4-8, internally created multiple choice and open ended quizzes aligned to CCSS. Assessments will take place weekly and drive the reflection and praise cycle to have manageable chunks for teachers and students to reflect on their practice and make changes to instruction and learning. Used by teachers to evaluate whether students are mastering grade-level standards and to determine if any objectives need to be re-taught or if individual students need more support.	Multiple choice and open ended response	Weekly
Unit Assessments	Grades 4-8, internally created multiple choice and open ended unit tests aligned to CCSS. Assessments will either coincide with curriculum already acquired from a high-performing school or by teachers and used to evaluate whether students are mastering grade-level standards and to determine if any objectives need to be re-taught or if individual students need more support.	Multiple choice and open ended response	Approximately monthly
Interim Assessments	Grades 4-8, internally created or acquired from the Achievement Network; open-ended performance task assessments in English Language Arts (ELA) and Mathematics. Written by Head of School during planning year before school is open. Mimic style of PARCC open- ended assessments and NYS assessments aligned to CCSS for ELA and Math.	Multiple choice and open ended response.	Every 6-8 weeks

	Teachers use these to develop additional performance tasks for use in classrooms periodically throughout each unit.		
Scholastic Reading Inventory (SRI)	Grades 4-8, externally created reading comprehension assessment purchased from Scholastic Reading. Teachers administer the test at beginning of year during Orientation to assess current reading level of each student, during middle of year to assess progress and make adjustments to better support individual students, and at the end of year to assess growth each student has made.	Electronic multiple choice.	Two to three times annually
End-of-Year Assessment	Grades 4-8, internally created assessments in English Language Arts (ELA), Mathematics, Science, and Social Studies. Head of School creates assessments during year before school opens. During summer professional development teachers use assessments as rigor bar/ example for their unit assessments throughout the year.	Multiple choice and open ended response.	Once annually
NWEA Measure of Academic Progress (MAP)	Grades 4-8 take MAP reading, language usage, and mathematics CCSS-aligned assessment to provide a norm-referenced data point comparing Buffalo Collegiate students to students nationally. Norm-referenced, adaptive test provides students and parents with national percentile score that is another piece of data around college readiness.	Electronic multiple choice.	Three times annually

High School Assessments

Assessment Type	Description	Format	Frequency
Daily Exit Tickets	Grades 9-12, a short quiz aligned to daily class objective. Allows teachers to determine lesson effectiveness and need for additional student support on objective. Used to determine whether whole-class lesson re-teach is necessary, or individual students need day-of follow-up.	Varies; multiple choice, opened ended response, matching.	Daily
Mastery Quizzes	Grades 9-12, internally created multiple choice and open ended quizzes aligned to CCSS. Assessments will take place weekly and drive the reflection and praise cycle to have manageable chunks for teachers and students to reflect on their practice and make changes to instruction and learning. Used by teachers to evaluate whether students are mastering grade-level standards and to determine if any objectives need to be re-taught or if individual students need more support.	Multiple choice and open ended response	Weekly
Unit Assessments	Grades 9-12, internally created multiple choice and open ended unit tests aligned to CCSS. Assessments will either coincide with curriculum already acquired from a high-performing school or by teachers and used to evaluate whether students are mastering grade-level standards and to determine if any objectives need to be re-taught or if individual students need more support.	Multiple choice and open ended response.	Approximately monthly

Network Interim Assessments	Grade 9-12, internally created or externally acquired from the Achievement Network; open-ended performance task assessments in English Language Arts (ELA) and Mathematics. Written by Head of School during planning year before school is open. Mimic style of PARCC open- ended assessments and NYS assessments aligned to CCSS for ELA and Math. Teachers use these to develop additional performance tasks for use in classrooms periodically throughout each unit.	Multiple choice and open ended response.	Every 6-8 weeks
Scholastic Reading Inventory (SRI)	Grades 9-12, externally created reading comprehension assessment purchased from Scholastic Reading. Teachers will administer the test at the beginning of the year during Student Orientation to assess the current reading level of each student, during the middle of the year to assess progress and make adjustments to better support individual students, and then again at the end of the year to assess the growth that each student has made.	Electronic multiple choice.	Two to three times annually
New York Regents Exams	Grades 9-12, externally created exams administered by the State of New York at the end of the year for specific courses. Students can earn a special diploma for the completion and passing of a specific number of Regents Exam courses.	Multiple choice and open ended response.	Yearly exams, varies by student
ACT Aspire	Grade 9, ACT ASPIRE – administered in grades 8-10 th ; growth goals from year over year for students and cohorts; compare students to peers nationally; measure growth of student, class, grade, and school over time.	Multiple choice	Administered once annually
10 PSAT	Grade 10, externally created exam purchased from SAT administered at the beginning, middle, and end of the year. The beginning of the year assessment will be used to set a bar for where students enter the year. The mid- year assessment will be used to make adjustments to the curriculum based on the results for individual students. The end of the year assessment will be used to measure growth that students made throughout the school year. One of the assessments will be designated as the official National PSAT that will be used to determine college readiness and to recognize specific students for scholarships based on score percentile.	Multiple choice	Administered once annually
SAT	Grade 11, externally created exam purchased from SAT administered at the beginning, middle, and end of the year. The beginning of the year assessment will be used to set a bar for where students enter the year. The mid- year assessment will be used to make adjustments to the curriculum based on the results for individual students. The end of the year	Multiple choice	Offered three times annually

	assessment will be used to measure growth that students made throughout the school year. In addition to the three internal assessments, students will take the official SAT college entrance exam and register to have their scores sent to college and universities that they are considering applying to the following year.		
Advanced Placement Exams	Grades 10-12, externally created Advanced Placement Exams given at the end of the school year to assess mastery of the content in the Advanced Placement Courses. The exams will be administered by the school but scored outside of the school by the College Board. Students will be awarded college credit with a score of 3 or higher on any AP Exam depending on the college or university requirements where they attend.	Multiple choice and open ended	Once annually

Graduation Requirements

Buffalo Collegiate students will graduate high school after earning the following academic credit requirements:

- Math – 4 credits
- English – 4 credits
- Science – 4 credits
- History – 4 credits
- Foreign Language – 2 credits
- Electives – 4 credits
- Physical Education – 2

Non-Academic Assessments

At the heart of our mission is to create an educational experience that is so empowering that it allows for both scholastic excellence and leadership development. Social Innovation provides a paradigm for our students to apply their understanding of ethical leadership to complex problems that necessitate empathy, focus, and collaboration to work towards effective resolutions. Reflection and a commitment to serving others shape both the capacity and the willingness to excel academically. Conversation inside and outside the Buffalo Collegiate classroom will intentionally center on the following PRIDE values, with “Courage Above All” as Courage “is the quality that guarantees all others.”

Courage: To act thoughtfully, morally, and fiercely (resolutely) in the face of adversity.

PRIDE Core Values

- **Perseverance:** To tenaciously pursue our dreams and goals.
- **Respect:** To maintain a constant sense of dignity, and treat others as we wish to be treated.
- **Integrity:** To tell the truth and to remain true to our moral principles.
- **Discipline:** To achieve, we must have supreme focus and optimism and avoid distractions and negativity

- **Empathy:** Creating shared experiences will allow us to connect, understand others, and share the journey.

The language and recognition of PRIDE values will be introduced and personalized from the moment that students begin as 4th graders in the Lower Academy at Buffalo Collegiate. Students will explore the meaning of the values and consider how they might be applied as citizens at Buffalo Collegiate in the greater Buffalo community. In grades 4-9 teachers will send home weekly **PRIDE** reports on a behavior tracker aligned to our core values for parental communication and signature. Within the context of a classroom, a student may be encouraged to demonstrate **courage** by delivering a presentation in front of peers and harnessing the power of the nervous energy as they discover their voice. A teacher may remind a student to show **perseverance** by pursuing a difficult math problem and embracing the cognitive challenge. **Respect** and dignity will be fiercely supported by all members of the community so that Buffalo Collegiate establishes a safe, scholarly, and inclusive environment. Beyond the walls of the school community, house will engage in a service initiative to begin the process of exposing students to issues within a community, and, more importantly, their ability to be an essential piece of solving the identified need. Respect, however, can also be expressed by the mere tolerance of others' opinions. To ensure that we are providing an education that builds bridges for generations to come, we will deepen the experience and hold ourselves to developing students with **empathy** for others. This ability to not only see and accept, but also feel and understand, will allow our students a further recognition of the need for their impact. As young leaders who will be educated within a culture that develops their ethical compass, our school must exemplify **integrity** in all our interactions. Intertwined with these values is the aspiration and focus – which we describe as **discipline** at Buffalo Collegiate – that will drive our work every day.

As students matriculate into the Middle Academy in 7th grade, they will be challenged to examine and experience the Core Values in more depth as they explore their deeper meaning and wider impact. Advisory will continue to utilize the time to debate, articulate, and reflect upon their growth within these areas, both as a means of denoting evolution since the beginning of the Buffalo Collegiate experience and charting opportunities for personal and communal growth. Middle Academy will develop student leadership and voice in the Lower Academy as they assist in transition and acclimation for students in the Lower Academy to Buffalo Collegiate and those new to the school in 7th, 8th, and 9th grades. In the 10th grade, students will engage in immersion opportunities that take them beyond the school walls for more in-depth experiences to hasten their exposure to societal issues that beg for solutions to complex problems that need ethical leadership to resolve conflicts and move forward with optimism and tenacity.

The transition to the Upper Academy will align with Buffalo Collegiate's focus of creating leaders beyond the walls of our school as adults move from the leaders of the ethical discourse and experience to an advisory capacity to ensure students are owning their voice and responsibility for their future impact. As a result of their earlier experiences at Buffalo Collegiate, students will extend their impact to communities throughout our world by identifying issues that plague larger communities and delve deeper into Social Innovation and Entrepreneurship. Then, with an eye towards innovation, students will persevere towards a goal that will have a demonstrable benefit to their chosen community. This service-minded project provides a capstone component to the ethical continuum that enables our students to develop the self-efficacy as change-agents in whatever communities they choose to become a part of in the future. Our students will grapple with basic truths that they are forced to confront as citizens of a city where most children live in poverty, yet speak and act with the hope and resilience of leaders who will identify issues and find collective solutions. As a final piece, students will reflect upon the Core Values of the school, their evolution as leaders as contextualized by their Social Innovation Initiative, and write a capstone essay as they prepare for their lives in college. Their ability to synthesize their academic experience alongside their ethical leadership development will prepare our students to meet our mission as they become leaders of their generation. A Buffalo Collegiate student will graduate with a true ownership and efficacy to not only achieve academic excellence, but also to impact the world in a significant way as they persevere on their own journey.

In 6th, 9th, and 12th grades, students will be tasked with an oral defense of their Civic Awareness and Ethical Growth by writing a paper and presenting to a panel of teachers communicating that they are prepared to make the transition from academy to academy, or are prepared for the transition to college. It will be a requirement for promotion between academies. **Figure 5.10** captured one piece of this with the 9th Grade Ethics Code. Again, borrowing from and inspired by the work that Boston Prep has created within their Ethics program, we will create a Senior Capstone at Buffalo Collegiate that brings the community of burgeoning leaders together in groups to present the depth and breadth of their Civic awareness/engagement, Ethical Code, and ability or demonstration to impact change. This will give our students the chance to write, reflect, and share about their own personal journeys as they encounter the perspective of others. The Senior Capstone, the third and final such transition projects, will serve as both a culmination of their years at Buffalo Collegiate, but also as a springboard to their lives as college students and active, engaged alumni.

Surveys

Buffalo Collegiate will continuously learn and improve through the feedback from all stakeholders. We will collect data from parents, staff, and students on an annual (parents and students) or semi-annual (faculty) basis. Buffalo Collegiate will implement the Measures of Effective Teaching (MET Survey) to gain feedback from students on culture and instructional rigor. Staff will complete The New Teacher Project Insight survey.

We will use an online and paper survey system so that we can get as many responses as possible from all families. We will provide online and paper copies of the survey throughout the 3rd trimester to our families, and we will also provide them at achievement conferences at the end of the 2nd trimester to get as many responses as possible. The data that we receive from the survey will work in conjunction with academic achievement to give us a look at the culture that is essential for learning, retention, and creating the environment necessary to fulfill our mission. Results will be presented to the board for its annual review of our school achievement and culture.

Extended Learning Time

For our students to be college- and career- ready once they graduate, we provide them additional and prioritized time for them to learn. Buffalo Collegiate will have an extended school year with 183 instructional days. The school day will be from 7:45 am to 4:30 pm Monday through Thursday, with an early release on Friday at 1:30 pm to allow for targeted professional development. This will allow for the academic instruction and supports required to meet our student learning goals. Research has demonstrated that a longer school day has a significant positive impact on the academic achievement for a school serving low-income, minority student population

(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 proposed school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 5(a); and,*
- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

At Buffalo Collegiate, we know that our curricular design must be partnered with effective instructional implementation. Buffalo Collegiate's instructional program will focus on engaging students through a variety of school-wide and grade-appropriate strategies to maximize student learning and propel ambitious student outcomes. To do this, we must be rooted in consistent strategies so that there is a unified design to our approach; this enables us as school leaders to cultivate the adult culture that is required of excellent schools embarking upon a mission like our own.

To ensure that we create a system of instructional strategies for us to regularly cultivate among new and returning staff members, we have visited over forty high-performing schools nationally to learn about their instructional design.¹⁵ At Buffalo Collegiate, we will ensure fidelity to our model through the three and half week summer orientation that will not only highlight the design but also give multiple opportunities for live execution and feedback. That coaching foundation will be continued throughout the school year as "live coaching" and frequent practice will be elements of our weekly professional development. Teachers will also receive an observation/feedback cycle every week that will address instructional execution and curricular design.

At the heart of our work is the pedagogy of *Teach Like a Champion 2.0*¹⁶, Doug Lemov's in-depth guide to pedagogical strategies that, as adopted, practiced, and perfected, will accelerate learning within a school. While there are dozens of strategies that we could choose to implement, we will prioritize the following four taxonomy strategies at Buffalo Collegiate:

- **Strong Voice:** Teachers will square-up and stand still while speaking. They will not engage with disruptive students or talk over students who are not abiding by the directions or expectations.
- **Positive Framing:** Teachers will correct student behavior consistently and in a positive manner.
- **What to Do Directions:** Teachers will provide students with the specific, concrete, sequenced, and observable directions to promote clarity and compliance.
- **100%:** Teachers expect that 100% of students will be actively engaged, and they will wait until 100% of the students are engaged in the task. If a teacher tells students to "stop writing, put your pencils down, and eyes on me," the teacher will not begin until all students have placed their pencils down and are looking at the teacher.

Buffalo Collegiate abides by the belief that a student must learn for the teacher to have taught. Although there will be lessons where the design will rely on the traditional and research-affirmed Direct Instruction approach,¹⁷

¹⁵ Lead Founder Brian Pawloski is a Fellow with Building Excellent Schools that provides leadership development and ongoing support with school design. Through the Fellowship, Mr. Pawloski and Buffalo Collegiate have fostered partnerships with many of the schools he has visited and will continue to benefit from the BES Network in the coming years.

¹⁶ Lemov, Doug. *Teach Like a Champion*. San Francisco, CA: Jossey-Bass, 2010.

¹⁷ McGuinn, Patrick, and Larry Berger. "Incentives, Information, and Infrastructure: The Federal Role in Educational Innovation." *Carrots, Sticks,*

as shown in [Figure 5.6](#), most lessons will follow a gradual release structure, moving from I Do (introduction of new material by the teacher) to We Do (guided practice) to You Do (independent practice). Some content areas, particularly in mathematics, may benefit from a less scripted and/or more constructivist approach that allows students to directly explore and struggle with concepts before having them introduced by an instructor. Buffalo Collegiate’s approach to math instruction is directly informed by Dr. James Hiebert and Dr. Douglas A. Grouws’ findings on the two instructional features that facilitate students’ conceptual understanding: “[E]xplicit attention to connections among ideas, facts, and procedures, and engagement of students in struggling with important mathematics.”¹⁸ Teachers will also make use of strategies such as Socratic seminars, labs using the scientific method, inquiry-based instruction, lecture, and oral drills.

In addition to these key strategies, Buffalo Collegiate will also employ the following instruction approaches:

- **Standards-based instruction:** Every course will be driven purposefully by the standards for that grade and course, and teachers will also infuse their curriculum with remedial standards that they identify through the MAP and Common Core aligned diagnostics. Standards will drive our data-based problem-solving approach so that we are efficient and targeted with our approach to ensuring every child learns and gains access to a 4-year college of his or her choice.
- **Flexible Level Groupings:** To quickly meet the needs of our learners, we will regularly incorporate Flexible Ability Groupings in English Language Arts and Mathematics. Although each group is still held to high standards and must meet the bar on the assessment for each standard, flexible groupings enable teachers to target specific skills to focus the learning necessary to acquire the skill or knowledge. The combination of data-based problem-solving and Flexible Ability Groupings will accelerate the learning of our students.
- **Data-Driven Instruction:** We will operate on a trimester model, and we will have five (5) examination cycles, one at each of the halfway points and two others at the end of each trimester to gauge student progress towards end of year goals. Technology will be used to improve the data turnaround process and help to desegregate data so teachers can use their “data days” that follow each test administration to strategically target gaps in learning and create aligned remediation plans. In addition to these school-wide test administrations, teachers will develop unit assessments and aligned master quizzes to do weekly checks on student progress. This will also be essential to stimulate student reflection as they examine their achievement against weekly behaviors to determine how those behaviors positively or negatively impact their progress.
- **Common Blackboard Configuration:** To create a calm and focused environment, our physical space will have common elements that allow our students to quickly adjust as they transition to different classrooms. The common Blackboard Configuration (BBC) establishes a system for the way each lesson in each room will be communicated to students and will consist of Objective, Agenda, Materials, HW, Upcoming Tutorial, Quiz, Project, and Test categories that will be color-coded and identical in each classroom. It will assist both teacher and student in organization, as well as holding teachers accountable to the pacing of the lesson.
- **Tutoring:** Teachers will use data to create small group instruction for remediation in our FOCUS (tutorial) period. By incorporating daily strategic tutoring, students are provided multiple attempts to master the material so that they do not get behind the pace of the class. Teachers will use the tutorial period to work on either whole group remediation, small group instruction, or student homework assistance. This ensures that our school is urgent and strategic with the supports we provide our students as they acquire new and scaffolded knowledge and skills.

and the Bully Pulpit: Sobering Lessons from a Half-Century of Federal Efforts to Improve America’s Schools. Harvard Education Press: 2011.

¹⁸ Hiebert, James, and Douglas A. Grouws. “The Effects of Classroom Mathematics Teaching on Students’ Learning.” *Second Handbook of Research on Mathematics Teaching and Learning*. National Council of Teachers of Mathematics. Information Age: 2007.

- **Parent Communication:** Families are updated frequently on their child’s academic and behavioral performance. Weekly PRIDE Reports convey behavior, attendance, and academic data. They are sent home every Friday and are returned with a parent signature on Monday. Advisors are responsible for calling home on a bi-weekly basis to discuss student progress. Progress reports go home every six weeks, with formal quantitative and qualitative report cards provided at the end of each trimester. Parent conferences are scheduled following the first and second trimesters, and there are conversations scheduled with parents at the end of the year to have conversations about year-long achievement and any promotion concerns. All teachers will provide their professional school email address, and teachers will be available via email Monday – Thursday until 7:00 pm. Parents will have access to the Parent Portal, which will be updated at the end of the week so that they can track student achievement.
- **Habits of Discussion:** Buffalo Collegiate develops student language and discourse using habits of discussion to push students to verbally express and cognitively develop their ideas. We will equip our students with the sentence stems that promote the language to further their learning regardless of content or subject area. Students will bring their own experiences and prior knowledge to the classroom to expand their range of understanding and contribute to the community of learners. The Habits of Discussion will be posted in classes for daily use.

Figure 5.14: Habits of Discussion

Ways to show agreement:

- I agree with _____ because _____
- I agree with you _____, but _____ because _____
- I would like to add _____ to what _____ just said
- I know _____ because I read _____
- That makes sense because _____

Ways to show disagreement:

- I respectfully disagree with you _____ because _____
- I have a different opinion/point of view...

I have a clarifying question to ask:

- I have a question about _____
- I am confused about _____
- _____, what did you mean when you said _____?
- Can you please restate the question?

Ways to push a conversation further during class discussions:

- Can you say more about that?
- What do you think about what I said?
- Is there evidence to support that in the text?
- Why do you think that?

Turn and Talk: For our students to be successful college students, they must not only be literate but they also must developed the verbal skills and listening skills that will make the next generation of noble, principled leaders. The turn and talk protocol pairs students to share their answers.

Figure 5.15: Turn and Talk

Meaningful Turn and Talk

- Eye contact and bodies turned toward each other
- Nodding and doing the “connection hand signal”
- Smiling and showing a pleasant facial expression

Having a Real Conversation

- Asking meaningful questions
- Making connections
- Building on and adding to each other's thinking
- Explaining why you agree or disagree with your partner
- Talking for the entire time you have to discuss

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.), and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.

English Language Arts

To access the content of and excel in the P-12 Common Core Learning Standards for English Language Arts, students must have a thorough and comprehensive mastery of literacy. Enabling students to have this level of engagement with high-quality, rigorous texts is the aim of our English Language Arts program.

Students are required to be enrolled in an English language arts course every trimester throughout their entire career at Buffalo Collegiate. All Buffalo Collegiate English courses will comply with required New York State Standards for English Language Arts. The department will offer Advanced Placement courses as well as a wide array of electives.

Scope and Sequence - Lower Academy

English 4A/4B/4C (Grade 4) Core/College-Preparatory

Description: This course is designed to target the literacy levels of all learners, regardless of reading level. Knowing that our students will come in to Buffalo Collegiate at a variety of literacy levels, we need to be prepared to teach phonics and fluency skills that may have gone unaddressed at previous schools. In grade four, students will continue to build important reading, writing, speaking, and listening skills. They will read rigorous literature, non-fiction articles, and other sources of information that give them the chance to continue to grow their vocabulary. Students are expected to explain in detail what they have read during collaborative discussions by referring to details or information from the text. This is done through conversation and writing. Buffalo Collegiate students will learn how to take notes and organize information from books, articles, and online sources to learn more about a topic. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. They will also write research or opinion papers over extended periods of time. Students will read at least one million words annually, to write narrative, persuasive and descriptive texts, and to demonstrate a command of Standard English. In support of this course, our DEAR program challenges fourth graders to read an additional 1.5M words. Sample authors and anchor texts from 4th Grade Reading: *Phantom Tollbooth* (Norton Juster); *Frindle* (Andrew Clements); *Maniac Magee* (Jerry Spinelli); *Stone Fox* (John Reynolds Gardiner); *Bridge to Terabithia* (Katherine Patterson).

English II 4A/4B/4C (Grade 4) Core/College-Preparatory

Description: This course is designed to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using rigorous and aligned assessments and frequent feedback mechanisms, teachers will use a co-teaching model to address gaps via flexible groupings. We will incorporate content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy. This course meets all learners at their level of literacy and advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material.

English I 5A/5B/5C (Grade 5) Core/College-Preparatory

Description: In grade five, students will continue to build important reading, writing, speaking, and listening skills. Buffalo Collegiate students will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to understand and clearly summarize what they have learned from readings and collaborative discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. They will also write research or opinion papers over extended periods of time that are geared towards non-fiction research topics. These will be in coordination with the Social Innovation and Science teachers. The major purpose of this course is to develop student focus and active engagement with text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. Students will read at least one million words annually, to write narrative, persuasive and descriptive texts, and to demonstrate a command of Standard English. In support of this course, our DEAR program challenges fourth graders to read an additional 1.5M words. Sample authors and anchor texts from 5th Grade Reading: *A Wrinkle in Time* (Madeline L'Engle); *Because of Winn Dixie* (Kate DiCamillo), *Bud, Not Buddy* (Christopher Paul Curtis); *Hatchet* (Gary Paulsen).

English II 5A/5B/5C (Grade 5) Core/College-Preparatory

Description: This course is designed to provide strategic instruction that supports student access to rigorous grade level English Language Arts content. Using rigorous and aligned assessments and frequent feedback mechanisms, teachers will use a co-teaching model to address gaps via flexible groupings. We will incorporate content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy. This course meets all learners at their level of literacy and advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material.

English I 6A/6B/6C (Grade 6) Core/College-Preparatory

Description: This course is designed to develop student focus and active engagement with text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. Students will read one million words annually, and write narrative, persuasive and descriptive texts, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period. Sample authors and anchor texts from 6th Grade Reading: *Number the Stars* (Lois Lowry); *The Watsons Go to Birmingham* (Christopher Paul Curtis), *Esperanza Rising* (Pam Munoz Ryan), *Curveball: The Year I Lost My Grip* (Jordan Sonnenblick), "The Road Not Taken" (Robert Frost), *The Adventures of Tom Sawyer* (Mark Twain), *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry), "Letter on Thomas Jefferson" (John Adams).

English II 6A/6B/6C (Grade 6) Core/College-Preparatory

Description: The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level NYS ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.

Scope and Sequence – Middle Academy

English I 7A/7B/7C (Grade 7) Core/College-Preparatory

Description: This course will provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing, including the conventions of writing and spelling, will be developed to foster student growth in building proficiency in the New York State Standards in English Language Arts for 7th grade. Students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Students will read at least one million words annually, to write narrative, persuasive and descriptive works, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period. 7th Grade Reading: *Absolutely True Diary of a Part-time Indian* (Sherman Alexie), *Animal Farm* (George Orwell), *Ask Me No Questions* (Marina Budlos), *By Any Means Necessary* (biography of Malcolm X) (Walter Dean Myers), *The Call of the Wild* (Jack London), *Farewell to Manzanar* (Jeane Watson Houston), *The Giver* (Lois Lowry), *The Hobbit* (J.R. Tolkien), *The House on Mango Street* (Sandra Cisneros), *Iqbal* (Francesco D’Adamo), *Night* (Elie Wisel), *Of Mice and Men* (John Steinbeck), *Julius Caesar*, *A Midsummer Night’s Dream*, or *A Merchant of Venice* (William Shakespeare), *The Red Pony* (John Steinbeck).

English II 7A/7B/7C (Grade 7) Core/College-Preparatory

Description: The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English Language Arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level NYS ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.

English I 8A/8B/8C (Grade 8) Core/College-Preparatory

Description: The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the development of proficiency with the 8th grade NYS ELA Standards. Students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text. Students will read at least one million words annually, to write narrative, persuasive and descriptive works, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period. Sample authors and anchor texts from 8th Grade Reading: *A Day No Pigs Would Die* (Robert Newton Peck), *A Raisin in the Sun* (Lorraine Hansbury), Anthony Burns (Virginia Hamilton), *Black Ice* (Lorene Cary), *Days of Grace: A Memoir by Arthur Ashe* (Arthur Ashe), *Elijah Of Buxton*

(Christopher Paul Curtis), *Fast Food Nation* (Eric Schlosser), *Finding Fish* (Antone Fisher), *Flower for Algernon* (Daniel Keyes), *Life of Pi* (Yann Martel), *Lord of the Flies* (William Golding), *October Sky* (Homer Hickam), *Julius Caesar*, *A Midsummer Night's Dream*, or *A Merchant of Venice* (William Shakespeare), *Out of the Dust* (Karen Hesse), *The Pact* (Davis, Jenkins, Hunt), *Speak* (Laurie Halse Anderson), *The Pigman* (Paul Zindel), *The Secret Life of Bees* (Sue Monk Kidd), *There Are Not Children Here* (Alex Kotlowitz), *To Kill A Mockingbird* (Harper Lee).

English II 8A/8B/8C (Grade 8) Core/College-Preparatory

Description: The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level NYS ELA Standards. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.

English IA/IB/IC (Grade 9) Core/College-Preparatory

Description: 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 in in-depth discussions and 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 CCSS for 9-10th grade English/Language Arts Standards. 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: *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.).

Mathematics

Students are required to enroll in a math course every trimester, and must successfully complete 4 1-year credits to graduate. All Buffalo Collegiate mathematics courses will comply with required New York State P-12 Common Core Standards for Mathematics. The department will offer Advanced Placement courses and provide an accelerated path to Common Core Algebra beginning in the 8th grade.

Scope and Sequence – Lower Academy

Math I 4A/4B/4C (Grade 4) Core/College-Preparatory

Description: This is a course designed to meet the needs of 4th grade students under the 4th Grade NYS Common Core Standards for Mathematics. This course will focus on six critical areas: (1) Place Value, Rounding, and Algorithms for addition and subtraction; (2) unit conversions and problem-solving with metric measurement; (3) multi-digit multiplication and division; (4) angle measurement and plane figures; (5) fraction equivalence, ordering; (6) and measurement with multiplication.

Math II 4A/4B/4C (Grade 4) Core/College-Preparatory

Description: Math II is provided to students as a second course to support and supplement the core mathematics class in grade 4. The course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level mathematics course.

Math I 5A/5B/5C (Grade 5) Core/College-Preparatory

Description: This is a course designed to meet the needs of 5th grade students under the 5th Grade NYS Common Core Standards for Mathematics. This course will focus on six critical areas: (1) Place value and decimals and fractions; (2) multiplication with multi-digit numbers, including decimals and fractions; (3) adding and subtracting fractions; (4) multiplication and division of fractions and decimals; (5) addition and subtraction of volume and area; (6) problem solving with a coordinate plane.

Math II 5A/5B/5C (Grade 5) Core/College-Preparatory

Description: Math II is provided to students as a second course to support and supplement the core mathematics class in grade 5. The course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level mathematics course.

Math I 6A/6B/6C (Grade 6) Core/College-Preparatory

Description: This is a course designed to meet the needs of 6th grade students under the 6th Grade NYS Common Core Standards for Mathematics. This course will focus on four critical areas: (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.

Math II 6A/6B/6C (Grade 6) Core/College-Preparatory

Description: Math II 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.

Scope and Sequence – Middle Academy

Math I 7A/7B/7C (Grade 7) Core/College-Preparatory

Description: This is a course designed to meet the needs of 7th grade students under the 7th Grade NYS Common Core Standards for Mathematics. This course will focus on four critical areas: (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.

Math II 7A/7B/7C (Grade 7) Core/College-Preparatory

Description: Math II is provided to students performing below grade-level as a second course to support and supplement the core mathematics class in Grade 7. The course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level mathematics course.

Math I 7/8 (Accelerated) A/B/C (Grade 7) Core/College-Preparatory

Description: This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units: (1) Rational Numbers and Exponents; (2) Proportionality and Linear

Relationships; (3) Introduction to Sampling Inference; and (4) Creating, Comparing, and Analyzing Geometric Figures. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Math I 8A/8B/8C (Grade 8) Core/College-Preparatory

Description: This is a course designed to meet the needs of 8th grade students under the 8th Grade NYS Common Core Standards for Mathematics. This course will focus on three critical areas: (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.

Common Core Integrated Algebra (Grade 8 or 9) Core/College-Preparatory

Description: The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Common Core Geometry (Grade 9 and 10) Core/College-Preparatory

Description: In Geometry, students learn a balance of trigonometry and the application of algebra to geometry. The course will include the study basic geometry: angles, angle pairs, area and perimeter of complex figures, polygons, triangles, and segments in two and three dimensional planes. The course plan will backwards-map from the CCSS for Geometry/10th Grade Math. right triangles and the Pythagorean Theorem, trigonometric functions including sine, cosine, tangent, cotangent, cosine, and secant.

History-Social Science and Social Innovation

At Buffalo Collegiate, we will use history and the study of social sciences to drive two significant portions of our academic program:

- Through the examination of historical figures, events, and movements, we will teach writing skills to complement the efforts in our ELA courses;
- Through the examination of historical figures, events, and movements, we will found the analysis and development of our Civics and Ethics elements for our Social Innovation continuum. History-social science, as a content area, is an opportunity to strategically build students' investment in and enthusiasm about critically analyzing the world around them.

History and social science promote learners' understanding and engagement with their world, helping them understand the complex interplay of different forces and the successes and challenges we face today. We will use social sciences to motivate students around solving problems on both a micro and macro scale and show them how to personally create change within their neighborhoods, communities, state, and country.

Students will be exposed to the rich and compelling environment that the social sciences provide for high level thought and critique. They will consider the social sciences as a key lever for and gateway to powerful

societal change, founded upon a deep knowledge of how governments function and an understanding of how to learn from and capitalize on the successes and failures of prior generations. Critical to becoming 21st century learners, Buffalo Collegiate students will develop intellectual independence through the ability to analyze classroom texts as well as by becoming wise consumers of our social media, news, and internet information.

Students are required to be enrolled in a history-social science course every trimester, and must successfully complete 4 year-long units of history-social science credit to graduate from high school. The department will offer Advanced Placement courses as well as a wide array of electives.

Scope and Sequence – Grades 4 through 9

New York State and Local History and Government A/B/C (Grade 4) Core/College-Preparatory

Description: We begin our Social Innovation continuum by following the state standards that drive student learning towards the rich local and regional history in the Buffalo community. From the Erie Canal to the Underground Railroad to Native American heritage, students will focus on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Students make local connections throughout the course and begin to trace how history is relevant today through community exploration and analysis. Students will study New York State’s history from before the European colonial era to the modern period.

The Western Hemisphere A/B/C (Grade 5) Core/College-Preparatory

Description: This course explores the history and geography of the Western Hemisphere and examinations the impact of cultures, civilizations, and empires before and after European imperialism. Through the examination of societies, students engage in thoughtful compare and contrast exercises that develop a more comprehensive understanding of modern nations through the study of, among other things, archaeology. The time span moves from prehistory to modern times, and students engage in citizenship in relation to modern political and economic issues. This continues our examination of a Civics bases for our students, while also beginning to expose them to the intense ethical questions that arise from the melding of cultures through force and cultural assimilation.

American History and Government A/B/C (Grade 6) Core/College-Preparatory

Description: This course explores the functions of American government and its development over time. Students become familiar with the underlying principles and unique structure of our democratic republic, analyze the U.S. Constitution and landmark Supreme Court cases, discuss the principles that inform our political processes, and consider the social and cultural implications of important legislation and political events. This course aims to provide an understanding of American government so that students become informed, committed citizens. Study strategies and organizational skills—including careful reading and annotation, primary source analysis, critical thinking, note taking, and research skills—are taught. Students develop interpersonal communication skills through collaborative projects, class discussion and debate, the writing of expository essays, oral presentations, and electronic communication. Use of a variety of digital tools enhance students’ twenty-first-century learning experience.

World Civilizations I A/B/C (Grade 7) Core/College-Preparatory

Description: This course introduces students to the history of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion.

Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.

World Civilizations II A/B/C (Grade 8) Core/College-Preparatory

Description: This course continues the study of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.

World History A/B/C (Grade 9) Core/College-Preparatory

Description: Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

Science

A strong understanding of scientific knowledge, concepts, and the scientific method is an essential component of a college-preparatory education. Thus, all Buffalo Collegiate students are expected to complete four years of high school science in addition to their middle school science education. Advanced Placement courses are offered for each high school subject for two reasons: one, making this commitment ensures that any high school science teacher hired must be capable of teaching an AP version of their course, requiring a higher level of mastery that will also benefit students in non-AP sections; two, we believe that allowing students to distinguish themselves with a deep exploration of particular content areas will make students more competitive for both college admission and success. Students on an AP science track will have the opportunity to take two of four available AP science courses in their junior and senior years, allowing them not only to demonstrate a commitment to and aptitude for science, but to specialize in particular areas of the content. The high school course of study begins with Living Environment and concludes with Physics (with the option of taking AP Biology or AP Chemistry instead) for three reasons:

- Not offering an AP science course in 9th or 10th grade allows us time to build the strength of our high school science program and provide all students adequate preparation for success in AP coursework.
- AP Biology and AP Chemistry require successful completion of non-AP high school science courses; offering Living Environment in 8th and 9th grade and Chemistry in 10th gives interested students the opportunity to complete both AP Biology and AP Chemistry before graduating.
- Offering Physics senior year allows interested students to take Calculus and Physics simultaneously and apply concepts from each class to the other to enrich understanding.

Scope and Sequence – Lower Academy

4th Grade Science A/B/C (Grade 4) Core/College Preparatory

Description: Within the Grade 4 Science course, which is aligned the Next Generation Science Standards, students can find evidence of patterns and systems throughout the natural and designed world. Students will also engage with energy transfer, the concept of energy in colliding objects and the role of energy in a large system early in

the year, and then apply that knowledge to information transfer and to different Earth systems later in the year. Cognitive demand increases as the year progresses, with the expectations that students will become more adept at using the science and engineering practices and the crosscutting concepts. The instruction begins with concrete, familiar experiences and moves to more abstract learning. Note that the practices and crosscutting concepts described are intended as end-of-instructional unit expectations and not curricular designations – additional practices and crosscutting concepts should be used throughout instruction in each bundle.¹⁹

5th Grade Science A/B/C (Grade 5) Core/College Preparatory

Description: Within the Grade 5 Science course, which is aligned the Next Generation Science Standards, students receive multiple opportunities to engage in meaningful learning about scale, proportion, and quantity, including that matter particles are very small and space is vast; objects look different at different scales. Data collection begins for students to have enough data to observe the patterns needed to serve as evidence to support the idea that the Earth orbits around its axis and revolves around the sun. Students explore the concept of energy and matter flows, as well as the idea of stability and change in Earth’s larger systems. The physical sciences help to explain the mechanisms of Earth systems.

Integrated Science I A/B/C (Grade 6) Core/College Preparatory

Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Integrated Science I A/B/C (Grade 6) Core/College Preparatory

Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

Scope and Sequence – Middle Academy

Integrated Science II A/B/C (Grade 7) Core/College Preparatory

Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Integrated Science III A/B/C (Grade 8) Core/College Preparatory

Description: In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These

¹⁹ "4th Grade Thematic Model." 4th Grade Thematic Model | Next Generation Science Standards. N.p., n.d. Web. 05 Mar. 2017.

concepts 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.

Regents Living Environment A/B/C (Grades 8-12) Core/College Preparatory

Description: Living Environment will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking, a reasoned approach to problem solving and an understanding of the role biology plays in our daily lives.

Regents Chemistry A/B/C (Grades 9-12) Core/College Preparatory

Description: Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

Visual and Performing Arts

We will offer students a robust and comprehensive visual and performing arts education as part of a strong college preparatory program. The goal of Buffalo Collegiate's visual and performing arts program is both to provide students the option to explore various art forms through introductory art, chorus, theatre, dance, and music courses, as well as to allow students to reach a high level of mastery in one or two areas through a strategic course progression. Our middle school program focuses on exposure, introducing students to graphic design, chorus, dance, and theatre, while allowing students some degree of choice in their electives. The high school program encourages some degree of specialization, providing advanced pathways in art, chorus, theatre, and band. All visual and performing arts electives will be taught by instructors with expertise in the relevant area.

Digital Media A/B/C (Grades 9-12) Non-Core/College-Preparatory

Description: This course will introduce students to the fundamental elements that are integral to the strands of Media Arts and Entertainment Design through Digital Filmmaking, photography, Web Design, Music and Animation. Skills learned in iPhoto will form the foundation for the more advanced skills of Photoshop. Illustrator will be introduced as the basis for graphic design. Film analyses will continue and students will learn additional techniques to advance graphic design and filmmaking.

Visual Art I A/B/C (Grades 9-12) Core/College-Preparatory

Description: This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Students will have exposure to various artists and cultures. Design will be investigated through problem-solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art students.

Art Appreciation A/B/C (Grades 9-12) Core/College-Preparatory

Description: This survey course utilizes the critical examination of art from ancient times to the present as a way to develop student's critical thinking and visual literacy skills. Students will develop an understanding of the elements of art and its related terminology as they learn to look at art critically within diverse historical and cultural contexts. Students should expect quizzes, tests, and art critiques. Course work is based on state standards adopted for the art curriculum.

Dance I A/B/C (Grades 9-12) Core/College-Preparatory

Description: Students need not have any prior dance experience, just the desire to study the art of dance. This course introduces students to the technical and creative elements of contemporary dance. Students gain an understanding of movement vocabulary and the choreographic process by developing skills including coordination, agility, flexibility, confidence, proper alignment, and creative expression. Students can perform in a dance showcase toward the end of the year.

Chorus I A/B/C (Grades 9-12) Core/College-Preparatory

Description: Chorus is a yearlong elective that has been designed for students with a variety of vocal abilities. Students will learn how to read music, proper posture and breathing techniques for singing, diction, techniques on how to produce an “in tune” vocal sound and the basic vowels used in singing and how to properly produce them. Students will get to perform a variety of songs in many styles and present concerts during the school year.

Band I A/B/C (Grades 9-12) Core/College-Preparatory

Description: Band I provides an opportunity for students with no prior experience to learn how to play a woodwind or brass instrument, including the flute, oboe, clarinet, bassoon, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, euphonium, or tuba. Students learn to care for their instruments. They also learn the fundamentals of music theory and how to read music. Students enrolled in this class are provided with a school instrument, texts for the class, and daily group instruction. By the end of the year, students become proficient readers of music and acquire the proper technique to ensure a lifelong appreciation of and involvement in the discipline of instrumental music.

Health and Physical Education

Physical education offers students the opportunity to develop physically, socially, emotionally and intellectually. While PE is an elective for public charter schools, we have elected to mandate two days of physical education weekly for all students every year to support and encourage healthy habits in all students. Health is required each year of middle school to provide guidance and support during a period of increased high-risk behavior. Students will be within a program that promotes the demonstration of agility, strength, and eye-hand coordination; self-confidence by achieving physical and wellness goals; opportunities for bonding and teamwork; and access to activities and lifestyles that develop health teenagers and adults.

Scope and Sequence – Lower Academy

Elementary PE A/B/C (Grade 4) Non-Core/College-Preparatory

Description: Students will participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

Introduction Health and PE A/B/C (Grade 5) Non-Core/College-Preparatory

Description: Students will participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. This course develops understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regards to individual, family, and public health

Health and PE 6 (Grade 6) Non-Core/College-Preparatory

Description: This course develops understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regards to individual, family, and public health. Students will participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.

Scope and Sequence – Lower Academy

Beginning Health and PE A/B/C (Grade 7) Non-Core/College-Preparatory

Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the Physical Fitness tests. This course continues to develop understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regards to individual, family, and public health.

Intermediate Health and PE A/B/C (Grade 8) Non-Core/College-Preparatory

Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports. This course is taught in a seminar format and expands on the previous health courses. The course affords opportunities for the exploration and discussion of issues in human relationships, personal growth, and good decision-making. Students examine and discuss ethical questions, develop self-awareness and self-acceptance, and learn how to help oneself and others through times of stress, pressure, depression, and loss and grieving. The course aims to disseminate clear and accurate information about sexuality, reproduction, birth control, health, communicable diseases, and substance abuse and to encourage respect for others regardless of gender, race, ethnicity, sexual orientation, or other differences.

Physical Fitness/Health I A/B/C (Grade 9) Non-Core/College-Preparatory

Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports. In addition, one day a week, students will analyze their health and well-being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments to reflect and develop plans that will foster health habits.

Languages other than English

All Buffalo Collegiate students will take at least two sequenced years of a Language Other than English in grades 9 through 12 with the goal of achieving conversational fluency and satisfying the NYS requirement for a Language Other than English. Students are encouraged to follow the four-year sequence that takes them through an Advanced Placement course in their chosen language. All foreign language courses at Buffalo Collegiate will align to the New York State Department of Education Content Standards for World Languages. Courses will emphasize speaking and understanding and will include instruction in grammar, vocabulary, reading, composition and culture.

Spanish I (Grades 9-12) Core/College Preparatory

Description: Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real-life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

Spanish for Native Speakers I (Grades 9-12) Core/College Preparatory

Description: Spanish I for Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates, all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a

greater appreciation of their Hispanic heritage.

Electives

These courses offer students additional support and preparation to be successful both at Buffalo Collegiate and in their work and studies beyond graduation. Knowing that most students will be the first in their families to attend college, Buffalo Collegiate will invest in college-going culture-building infrastructure, early college awareness, and college access supports at all grade levels. The cornerstone of this work will be our innovative “Strategies for Success” and “College & Career Readiness” course sequence.

In this sequence, which all students will complete in grades 9 through 12, students will acquire the tools and information to take control of their academic futures and successfully navigate the path to and through college. The course sequence will expose students to the information and concepts they need for to then iteratively practice habits of success throughout their middle and high school careers, supported in their advisories.

Potential High School Electives

Speech & Debate I (Grades 9-12) Non-Core/College-Preparatory

Description: The purpose of this course is to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussions and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Speech & Debate II (Grades 9-12) Non-Core/College-Preparatory

Description: The purpose of this course is to offer continued instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussions and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Speech & Debate III (Grades 9-12) Non-Core/College-Preparatory

Description: The purpose of this course is to begin advanced training in the skills of debate; analysis of social, economic, and scientific problems; logical and clear thinking; and the use of the rules of evidence, types of support, literacy style, rhetorical devices, and advanced research. Using language in natural, fresh, and vivid ways to establish a specific tone, students will gain experience in parliamentary, persuasive, and forensics. Students will enhance meaning by employing rhetorical devices.

Theatre I A/B/C (Grades 9-12) Core/College-Preparatory

Description: This course is for the beginning student of theatre. It provides a brief overview of acting techniques for the curious non-actor and the experienced younger actor. The course begins with a series of theater games and exercises to give students a basic knowledge of stagecraft, ensemble work, character development, and movement for the stage. Students perform monologues from modern and classical dramatic literature, including a Shakespearean sonnet, for an audience.

History-Social Science Electives

AP Psychology A/B/C (Grades 9-12) Core/College-Preparatory

Description: AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

African-American Studies A/B (Grades 9-12) Core/College-Preparatory

Description: This course presents an overview of the Black experience in the United States from the African background to today. Students become familiar with some of the contributions of Black Americans to a pluralistic American society. The class also studies such topics as the fight against slavery, the role of Blacks in the building of the nation, and the civil rights movement.

Latin-American Studies A/B (Grades 9-12) Core/College-Preparatory

Description: This course, offered in English, is an interdisciplinary introduction to the peoples and cultures of Latin America. Students will explore the social and cultural contexts of Latin America through representative works of literature, contemporary and historical themes, major religions, social structures, gender roles, and politics.

Introduction to Philosophy A/B (Grades 9-12) Core/College-Preparatory

Description: Against the backdrop of ethical writings from the 5th century BC to philosophers of today, students will examine moral issues of everyday life, ask questions about character and conduct, and study various reactions to living and relating. Major ethical theories will be multicultural in scope. The class will look at a range of right actions in response to issues of integrity, respect for others, sexual morality, relationships, honesty, criticism, and more. The goal of the course is to sharpen the ideas we employ as tools when coping responsibly and morally to conflicts we encounter in our daily lives.

Sociology A/B (Grades 9-12) Core/College-Preparatory

Description: This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

Women's Studies A/B (Grades 9-12) Core/College-Preparatory

Description: This course examines U.S. history from the colonial era to the present using the history of women and gender as the primary analysis. The class lectures, multimedia presentations, and readings emphasize U.S. women's history (incorporating factors of race, class, region, ethnicity, and age). The class will explore the diverse ways in which women have lived, worked and contributed to the history of the US. While we will be looking at some of the "great women" of American history, the course will focus more on the aspects of the general experiences of women and their political, social, cultural and familial relationships.

College & Career Readiness I: Exploration (Grade 9) Non-Core/College Preparatory

Description: This course will focus on developing 9th graders' investment in academic performance and academic awareness. During students' first year of high school, the College Readiness I course will support their development of greater levels of academic independence and personal investment in learning and the college path. The explicit instruction around the ramifications of performance in all courses in grade 9 through 12 provided in the College Readiness Seminar will help our students understand the relationship between a rigorous high school experience and college persistence. Students will master foundational skills and concepts like GPA, cumulative GPA, college admissibility, graduation rates, cost of attendance, and financial aid. They will also begin

to research a number of college programs, will be introduced to a breadth of professional industries, and will explore through internet research a variety of professional careers. Students will complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals.

College & Career Readiness II: Development (Grade 10) Non-Core/College Preparatory

Description: In 10th grade, the focus of the course will shift and the sophistication of course concepts and assignments will increase. Students will continue to complete a weekly academic reflection and goal-setting ritual helping them to connect their ongoing academic habits and performance to their long-term goals. They will also further research a number of college programs, further explore a breadth of professional industries, and will investigate through internet research a variety of professional careers. The objective of this grade 10 course is to develop students' appreciation for the types of professional careers and industries accessible to college graduates and the types of college programs and extracurricular activities students would want to pursue to access these career opportunities. The course will culminate in 10th grade students' applying to selective summer programs, internships, and jobs that they may then pursue during the summer weeks.

College & Career Readiness III: Preparation (Grade 11) Non-Core/College Preparatory

Description: College Readiness III will offer students an extensive program of SAT preparation. The course will devote one day weekly to SAT math practice and one day weekly to SAT Critical Reading practice. Students will learn strategic annotation and problem-solving skills, time-management skills, and will practice with SAT vocabulary, completing timed drills and working to increase their speed and accuracy. The grade 11 College Readiness course is also the grade level course in which students may complete their summer program, internship and job applications.

College & Career Readiness IV: Workshop (Grade 12) Non-Core/College Preparatory

Description: In 12th grade, the College Readiness IV class will guide students through every academic and financial step of the college application process, including writing personal statements, requesting recommendations, compiling supplemental materials, and comparing financial aid packages. In the spring semester, once students have matriculated to their colleges of choice, college readiness shifts to a transitions class to ensure that students are academically, financially, and socially prepared for what they will encounter on campus. Students will also complete their summer program, internship and job applications in this course.

(e) Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. If the school would 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 type of diploma; and,*
- *Include specific graduation requirements and the rationale for their selection.*

Buffalo Collegiate Charter School ("Buffalo Collegiate") has established a graduation and promotion policy that clearly establishes the requirements designed to ensure that our students are set on a path to four-year college admission and a foundation to excel once they are in college to earn a college degree.

Promotion Policy

Buffalo Collegiate believes in the vast potential of our students, and we will create a school culture with rigorous expectations and extensive supports to ensure the fulfillment of our mission regardless of students' socioeconomic status or background. We will hold the bar high for academic and behavioral expectations because we know that students can and will meet those expectations when the appropriate structures and supports are in place. Our academic program design allows students the opportunity to gain the skills, knowledge, and habits to be successful in the next grade level.

Although many of our students will enter 4th and 5th grade (our primary entry points) with gaps in their mathematic and literacy skills, we will ensure that all students are able to gain access to a college education we must provide students who are academically behind with the additional supports necessary to ensure that students are given every support available to help them matriculate to the next grade level fully prepared with the knowledge and skills necessary to be successful. The supports and structures will include extended and tailored learning time through daily tutoring in FOCUS, a Director of Student Support, flexible groups guided by frequent assessment and efficient technology tools to hasten and organize feedback, and (at minimum) weekly communication with families. These supports and structures combined with our high expectations for academics will ensure that students are put on a pathway towards college success.

At Buffalo Collegiate, promotion to the next grade level is earned through the consideration of academic achievement and attendance. Promotion requirements and guidelines are clearly communicated to parents and students prior to the start of the school year and will be a topic of conversation at both home visits and orientation. If necessary, expectations will be revisited over the course of the school year to ensure that families and students are clear about expectations. We will be consistent in our enforcement of the expectations for every student because our academic program and cultural supports are designed to ensure that promotion is certainly attainable for all students.

Academics

Buffalo Collegiate will use End-of-Year Grades and End-of-Year Exams as the metrics for determining student promotion and retention. For both categories, a 70% or higher is considered passing. Students who earn a failing grade on either metric are required to attend summer school. Students may take a maximum of two summer school courses. If a student passes the summer school class by successfully completing a comprehensive assessment in that course at the end of summer school, they are promoted to the next grade level. If a student fails to enroll in a summer school class or receives a failing grade in the summer school course, then the student will remain in their previous grade level. Promotion and retention criteria may be amended based on specific accommodations or requirements of an Individual Education Plan (IEP).

Attendance

Habitual truancy is highly correlated with low academic performance.²⁰ Buffalo Collegiate's attendance policy is modeled after the attendance policies currently implemented at over 50 successful urban schools. To ensure that students can be put on a path to college and to be prepared fully for the next grade level, students need to be in school with an attendance rate of 95% or higher. Buffalo Collegiate students whose unexcused absences exceed ten (10) over the course of one academic year will be deemed at risk of retention. Ten unexcused absences equate to just over 5% of the academic year. In alignment with our discipline code, each tardy to school will count as one-fifth of an absence, meaning every fifth tardy will count as an entire day absence. At Buffalo Collegiate, we believe that "every moment counts." We create our academic and cultural program to have meaningful impact on our students every day throughout the entirety of the daily session. Absences at or above 5% will significantly impact the overall experience a student would have, and we want to prevent this with our high expectations for attendance. An absence rate in excess of 5% will prevent students from learning the knowledge, skills, and habits

20 "Save A Life, Keep A Kid In School." *Issuu*. http://issuu.com/news_review/docs/snr_truancy_en?viewMode=magazine&mode=embed.

necessary to be prepared for the following school year and ultimately developing the overarching skills and habits necessary for college excellence and a life of leadership. We will maintain clear and frequent communication with families about their child’s attendance so that interventions are put in place early for students who are struggling with attendance and to ensure they can earn promotion grade to grade.

Graduation Policy

To earn a high school diploma from Buffalo Collegiate High School (“Buffalo Collegiate”), in accordance with the New York State high school graduation requirements,²¹ students must complete the course of study shown in **Figure 5.16** and earn a grade of 70% or higher in each course to earn credit. To earn a New York State Regents Diploma from Buffalo Collegiate, students must not only pass the course but also receive a passing score of 65% or higher on the Regents Exam.²²

²¹ <http://www.p12.nysed.gov/ciai/gradreq/2015GradReqPublisherVersion.pdf>.

²² Ibid.

Figure 5.16: High School Graduation Requirements²³

NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO GRADE 9 STUDENTS FIRST ENTERING HIGH SCHOOL IN 2016		
	Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation	
	MINIMUM NUMBER OF CREDITS	
CREDIT REQUIREMENTS	English	4
	Social Studies <i>Distributed as Follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
	Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science	3
	Mathematics	3
	Languages Other than English (LOTE)	1 ⁽¹⁾
	Visual Art, Music, Dance, and/or Theater	1
	Physical Education (participation each semester)	2
	Health	0.5
	Electives	3.5
	Total	22

⁽¹⁾Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

At Buffalo Collegiate, students will take English and Math all four years of high school so that students have a solid foundation moving into college. Additionally, our students will earn one or more units in LOTE, take two units of Social Innovation, and one required course in College Readiness. **Figure 5.17: NYS v. Buffalo Collegiate Graduation Requirements** establishes the increased expectations our students have for their total credit attainment.

²³ <http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaRequirements.pdf>.

Figure 5.17: NYS v. Buffalo Collegiate Graduation Requirements²⁴

Subject Area	Units Required by NYS	Units Required by Buffalo Collegiate
English Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	2
Art, Music, Performance Art	1	1
Physical Education	2	2
Social Innovation	0	2
Health	.5	.5
College Readiness	0	1
Electives	3.5	3.5
Total	22	27.5

In accordance with New York State, Buffalo Collegiate will implement the multiple pathways a student can take to earn their Regents Diploma beyond the modifications and accommodations in addition to all modifications and accommodations given to specific populations of students. There are multiple pathways to earning a Regents Diploma with Advanced Designation. Figure 5.18 shows some of the varied options for students to earn their Regents Diploma.

Figure 5.18: Multiple Pathways to a High School Diploma²⁵

REGENTS EXAM or passing score on a Department Approved Alternative	Regents Diploma for all students		Regents Diploma via Appeal for all students		Local Diploma via Appeal for all students		Local Diploma for Students with a Disability	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65	1	4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district	1	3 exams with a minimum score of 65 and 2 exams with a score of 60-64 for which an appeal has been granted by the district	1	55*
Math	1	65	1		1		1	55*
Science	1	65	1		1		1	55**
Social Studies	1	65	1		1		1	55**
Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55** if Regents exam
Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics.	

Figure 5.19 shows some of the varied options for students to earn their Regents Diploma.

Figure 5.18: Pathways to earn an Advanced Regents Diploma²⁶

²⁴ <http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaRequirements.pdf>.

²⁵ Ibid.

²⁶ Ibid.

Regents Diploma with Advanced Designation

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE
STEM (Mathematics) Pathway Combination:	ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE
STEM (Science) Pathway Combination:	ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE

Buffalo Collegiate will abide by all requirements and accommodations for students in accordance with the regulations with the state of New York, specifically related to diploma requirements for students with a disability or for ELLs.

Request 5f: Programmatic Audit

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.*

In accordance with Education Law § 2851(2)(f), Buffalo Collegiate Charter School ("Buffalo Collegiate") will conduct annual audits to ensure the effectiveness of our educational programming.

It is essential that we establish the goal and systems that will enable us to reflect on progress towards the promises of our mission and conduct an annual evaluation of our program through a formal administrative review, fiscal soundness audit, an internal program audit, and an external audit followed with the creation of an annual report to publish our findings. Evaluations based upon conversation and data will drive adjustments that need to be made for the following school year.

Administrative Audit

In fulfillment of one of their most important obligations, the Board of Trustees will conduct an annual internal administrative audit, consisting of:

- Board of Trustees' self-review
- Head of School evaluation
- Head of School evaluation of other administrative roles such as the Director of Curriculum and Instruction, etc.

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Fiscal Soundness Audit

Buffalo Collegiate Charter School's Board of Trustees will establish the Finance Committee to be responsible for selecting an auditor to annually certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Buffalo Collegiate Charter School. The Board of Trustees will ensure that our organization creates both internal and external controls to provide for sound fiscal management and prevent any financial malfeasance. It will also ensure that the auditor has access to all necessary financial and, if required, non-financial 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.

At the first Board meeting following the end of each academic year, the 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 will ensure that everyone involved is aware of the auditor's needs and expectations, and helps avoid miscommunication or unnecessary disruptions of the daily operations of the school.

After the audit is complete, Buffalo Collegiate's Finance Committee will review any audit exceptions or deficiencies and report to the Board of Trustees with recommendations on how to resolve the deficiencies. Any audit finding that reveal a deliberate act of wrong doing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school will be considered significant and major and require further action. 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 the State University of New York Charter School Institute regarding how the exceptions and deficiencies have been or will be resolved.

Internal Program Audit

Our academic program evaluation will begin in June with an end-of-year survey given to the following stakeholders:

- Non-Instructional Staff
- Instructional Staff
- Students
- Families

Each stakeholder will receive a survey with questions designed to assess programs that impacted them specifically. The survey will ask overall satisfaction questions related to communication, resource allocation, and the level of support provided throughout the year from various programming. The New Teacher Project's Insight survey will capture the bulk of this information. Through the survey we are looking to evaluate the following:

- The strength of our teacher/staff professional development
- The effectiveness of the support systems we provide to students
- The strength of our parent engagement and communication efforts
- The effectiveness of our technology and operations support
- The effectiveness of our curriculum and assessment materials
- The overall satisfaction with Buffalo Collegiate

The results from the survey will be used in conjunction with end-of-year assessments results from the NWEA MAP test, End-of-Year Assessments, New York State 3-8 and Regents assessments, and Advanced Placement Exams in the upper grades. We will evaluate assessment results to determine whether or not we have met our academic goals for the year.

The survey data and end-of-year assessment results will be compiled by the Director of Operations in collaboration with the Head of School. The Head of School will present a summary of the findings from the survey and assessments results to the Academic Achievement Committee of the Board. The Academic Achievement Committee will analyze the results, summarize, and then present their findings to the full Board. The Board of Trustees will hear the summary and view the data, then make

suggestions for improvements to specific areas based on the data. The Head of School will work in collaboration with the Leadership Team to implement suggestions and new strategies for improving areas where the school fell short in the previous year.

All changes to curriculum, assessments, school structure, professional development, and procedures will be made over the summer prior to summer training in August. Teachers will be informed of any changes within the first two days of summer training and will be given full rationale for the changes made from one year to the next.

Annual Reporting

Buffalo Collegiate will submit an annual report to the State University of New York Charter School Institute and to the New York State Board of Regents. An outside contractor will be hired to perform a whole school review to assess the entire program conducting the following events:

- Interviews with Trustees, students, families, and staff
- Classroom observations
- Shadowing operations staff

This audit will be used to create the annual report that will include the following information:

- Financial health of the organization
 - Enrollment
 - Revenues compared to expenditures
 - Monthly financial reports
- Academic health of the organization
 - Student mastery results
 - Student growth results
 - Attrition rates
 - Detention and suspension rates
 - Performance of special populations of students (students with an IEP, 504 plan, and/or students identified as ELLs)
- Organizational outlook
 - Highlights from the previous year
 - Plans for future year on specific issues

Annual Reports will be available on the Buffalo Collegiate website, as well as provided to the SUNY Charter School Institute and available on its website. We intend on creating a tremendous learning experience for our students, and if there are occasions where we are not meeting the promises and accountability measures of our mission and charter, we will hold ourselves accountable to that failure and ensure that we are transparent in results and action plans in response to those results. At all times, we will maintain a transparent environment by sharing all information with our staff and families. All audit outcomes will be presented to all staff and the Board of Trustees.

Follow-on Support from Building Excellent Schools

To assist in our programmatic audits, Buffalo Collegiate plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Buffalo Collegiate will receive support from Building Excellent Schools in the form of Follow-on Support Services focused on successful start-up and early operation. The Follow-on Support Services will include, but are not limited to: school culture, curriculum and assessment development, staff recruitment, hiring, and training; student recruitment and orientation; and good charter school governance. The follow-on support will be adapted to fit the requirements of the Fellow's individual action plan. Similar supports are provided in years one and two of the school's operation and include annual school audits to be conducted in the fall and spring of each year and to be provided in report form to the Head of School with a focus on the school's culture, core elements of its academic program and instructional approaches.

Request 6ac: Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year;
- Total number of hours of instruction for the school year;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

Buffalo Collegiate Charter School (“Buffalo Collegiate”) created its calendar in accordance with the New York State Education Law § 2851(n) and 8 NYCRR § 175.5. The calendar includes 183 full days of instruction throughout the 2018-2019 school year. The calendar will align to the Buffalo Public School District for holiday, winter, and spring breaks.

The year will be organized into three trimesters. At the end of each trimester a formal report card will be provided to families (parents will also receive progress reports mid-trimester and receive weekly behavioral and academic reports in the Lower (grades 4-6) and Middle Academies (grades 7-9). Teachers will hold “Achievement Conferences” with parents the week after the report card is issued. Parents will be required to attend to receive the report card. We will work closely with all families to ensure full access to their child’s progress over time.

Buffalo Collegiate will begin school on August 22, 2018, and the last day of school will be June 21, 2019. The extended time in the calendar in the weeks prior to Labor Day will be used to explicitly teach students the expectations, culture, and structures of the school. By the end of Student Orientation students will have demonstrated that they have “earned” the Buffalo Collegiate uniform and will be in their polo for the first time as full-fledged members of the school. Extra time at the beginning of the year will also allow for the administration of the NWEA MAP assessment in Reading, language usage, and Mathematics to gather formative data on students’ skills. The earlier start also enables us to carve out strategic data days and professional development days to continue to make strategic decisions throughout the year and grow our staff while maintaining a 183-day instructional calendar for students.

Teachers will have 30 days of professional development throughout the school year. We will begin the development on July 30, 2018, and go through August 21, 2018. These 17 days will be spent developing staff culture by establishing the living vision of the school. The summer professional development will also include the internalization/development of curriculum, preparing lesson plans for the first few weeks of school, practicing *Teach Like a Champion* pedagogy, execution of lessons, and learning the expectations and structures of Buffalo Collegiate. We will also use this time to ensure that we are prepared for a successful student orientation and start to the school year.

Professional development will take two avenues the remainder of the year. The first, which will occur weekly, will be similar to the strands and priorities developed during summer professional development. To guarantee that we offer targeted support and a focused series of professional development

opportunities, we will focus on: School culture and systems; curricular development, design, and revision; review of student work through protocols or analytical breakdown of data; and a key weekly focus on execution that the leadership team has determined needs real-time practice in either whole group or small group instruction and practice. We will use this time to model and then practice the discrete instructional skills that we believe Buffalo Collegiate needs to have as a consistent action across every classroom. This could include skills as simple as establishing the appropriate amount of wait time for students to providing clear and explicit directions. The Head of School, Director(s) of Curriculum and Instruction, Academy Directors (as the school grows, we will move from a Director of Curriculum and Instruction to an Academy Director to support the leadership capacity necessary to sustain the academic and cultural program), or Grade Level Leads will facilitate a session on giving clear directions in execution. Teachers will then have the opportunity to adopt a solution and then practice in small groups using an upcoming lesson from the following week.

The second method of our professional development days at Buffalo Collegiate are our Data Days, which will occur in close proximity to our major assessment cycle to allow leadership and teachers time to analyze assessment data for trends. We will have technological and assessment systems that allow for quick turnaround of data, but teachers also need to have the space to analyze the data through the guidance of leadership and make aligned plans to remediate standards and objectives that students struggled to master. It also allows our team to see students who are exceling and can be given further academic rigor to push their engagement. During these Data Days, Buffalo Collegiate will examine interim assessment data, growth using the Northwest Education Association Measure of Academic Progress (NWEA MAP) assessment by administering the test at the beginning, middle, and end of the year, internally created mastery assessments aligned to state standards, and state testing data. All students as required will be given the New York State assessment during the specific window for the specific grade levels in 4-8. Regents assessments are also given three times a year (August, January, and June), which will be possible testing windows for our entire high school In high school as students take Regents assessments (8th graders enrolled in Living Environment and Common Core Algebra will also be within these testing windows for the June exam).

At the end of each school year Buffalo Collegiate will provide a summer school session during the two full weeks following the 4th of July holiday. The summer session will be for students who have failed one or two courses and are at risk of not being promoted due to academic failures. Successful completion of the summer session will allow those students to be promoted to the next grade level.

Figure 6.1 captures the number of regular schools days a month, as well as the early release days. Using those numbers, we found the monthly minutes of instruction students will have each month.

Figure 6.1: Minutes of Learning per Month, grades 4-8

Month	Regular Days	Minutes per Regular Scheduled day	Early Release	Minutes per Early Release Schedule	Total Minutes per Month
Aug	6	410	2	250	2960
Sept	15	410	4	250	7150
Oct	18	410	4	250	8380
Nov	13	410	4	250	6330
Dec	12	410	3	250	5670
Jan	14	410	3	250	6490
Feb	11	410	3	250	5260
Mar	15	410	5	250	7400
Apr	13	410	3	250	6080

May	16	410	5	250	7810
Jun	12	410	3	250	5670
				Total Minutes per school year	69200
				Total Hours per school year	1153.3

Figure 6.2: Minutes of Learning per Month, grades 9-12

Month	Regular Days	Minutes per Regular Scheduled day	Early Release	Minutes per Early Release Schedule	Total Minutes per Month
Aug	6	400	2	280	2960
Sept	15	400	4	280	7120
Oct	18	400	4	280	8320
Nov	13	400	4	280	6320
Dec	12	400	3	280	5640
Jan	14	400	3	280	6440
Feb	11	400	3	280	5240
Mar	15	400	5	280	7400
Apr	13	400	3	280	6040
May	16	400	5	280	7800
Jun	12	400	3	280	5640
				Total Minutes per school year	68920
				Total Hours per school year	1148.7

Figure 6.3: Annual School Calendar

Buffalo Collegiate 2018-2019 Academic Calendar														Important Dates:		Key:
July 2018							August 2018							July 30 - August 21: Staff Summer PD August 8 and 15: Family Orientation August 22-24: Student Orientation August 24: College Vision Day August 27: First Full Day for Scholars September 3: Labor Day September 6-7: NWEA MAP Testing September 13: Saturday School 1 September 19: Family Event #1 September 22: Saturday School 2 September 29: Saturday School 3 October 2-3: BC 1st Trimester Assessments October 8: Indigenous Founders Day October 9: Data Day, NO STUDENTS October 13: Saturday School 4 October 20: Saturday School 5 October 24: Family Event #2 October 27: Saturday School 6 November 12: Veterans Day November 15-16: BC 2nd Trimester Assessments November 17: Family Event #3 November 21-23: Thanksgiving Recess November 26: Data Day, NO STUDENTS November 27: Trimester 1 Ends December 4: Achievement Family Conferences December 15: Family Event #4 December 24-January 2: Winter Recess January 3-4: PD, NO STUDENTS January 9-10: NWEA MAP Testing January 16-17: BC 3rd Trimester Assessments January 21: Martin Luther King, Jr. Day January 22: Data Day, NO STUDENTS January 23: Family Event #5 February 13: Family Event #6 February 18-22: February Recess February 25: Professional Development March 9: Saturday School 7 March 13: Family Event #7 March 14-15: BC 4th Trimester Assessments March 18: Data Day, no students March 19: Trimester 2 Ends March 25-April 5: NY'S Testing for grades 4-5 March 27: Achievement Family Conferences April 6: Saturday School 8 April 15-19: Spring Recess April 22: PD, NO STUDENTS April 27: Family Event #8 May 11: Saturday School 9 May 15: Family Event #9 May 20-21: BC Interim Exam #5 May 27: Memorial Day May 28: DATA DAY, NO STUDENTS June 1: Saturday School 10 June 18-19: NWEA Assessment June 21: Last Day of School/Trimester 3 Ends June 24-25: Achievement Family Conferences June 26-27: End of Year Staff PD		Home visits Professional Development - NO STUDENTS State Testing Window First Day of School Buffalo Collegiate Trimester Assessments Map Testing - Growth Checkpoints Family Orientation End of Trimester Achievement Conferences Family Event Final Exams No School, Holiday College Vision Day Saturday School Saturday School Saturday School Saturday School Saturday School Veterans Day BC 2nd Trimester Assessments Thanksgiving Recess Data Day, NO STUDENTS Trimester 1 Ends Achievement Family Conferences Family Event #4 Winter Recess PD, NO STUDENTS NWEA MAP Testing BC 3rd Trimester Assessments Martin Luther King, Jr. Day Data Day, NO STUDENTS Family Event #5 Family Event #6 February Recess Professional Development Saturday School 7 Family Event #7 BC 4th Trimester Assessments Data Day, no students Trimester 2 Ends NY'S Testing for grades 4-5 Achievement Family Conferences Saturday School 8 Spring Recess PD, NO STUDENTS Family Event #8 Saturday School 9 Family Event #9 BC Interim Exam #5 Memorial Day DATA DAY, NO STUDENTS Saturday School 10 NWEA Assessment Last Day of School/Trimester 3 Ends Achievement Family Conferences End of Year Staff PD
Sun Mon Tues Wed Thurs Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							Sun Mon Tues Wed Thurs Fri Sat 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31									
Instructional Days: 0; PD Days: 2							Instructional Days: 8; PD Days: 15									
September 2018							October 2018									
Sun Mon Tues Wed Thurs Fri Sat 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							Sun Mon Tues Wed Thurs Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31									
Instructional Days: 19; PD Days: 0							Instructional Days: 21; PD Days: 1									
November 2018							December 2018									
Sun Mon Tues Wed Thurs Fri Sat 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							Sun Mon Tues Wed Thurs Fri Sat 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31									
Instructional Days: 17; PD Days: 1							Instructional Days: 15									
January 2019							February 2019									
Sun Mon Tues Wed Thurs Fri Sat 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							Sun Mon Tues Wed Thurs Fri Sat 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28									
Instructional Days: 17; PD Days: 3							Instructional Days: 14; PD Days: 1									
March 2019							April 2019									
Sun Mon Tues Wed Thurs Fri Sat 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							Sun Mon Tues Wed Thurs Fri Sat 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30									
Instructional Days: 20; PD Days: 1							Instructional Days: 16; PD Days: 1									
May 2019							June 2019									
Sun Mon Tues Wed Thurs Fri Sat 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							Sun Mon Tues Wed Thurs Fri Sat 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30									
Instructional Days: 21; PD Days: 1							Instructional Days: 15; PD Days: 4									

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations) (for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

In support of our ambitious mission and academic goals for all students, Buffalo Collegiate provides an instructional schedule that significantly exceeds the minimum instructional time required.

Students will have on average 350 minutes of daily instruction built into their regular Monday through Thursday school day, which equals 5.83 hours of instruction per day, not including the 45-minute tutoring and student support block that is built into the daily schedule for Monday through Thursday. Students receive double doses of instructional time in ELA and Math so that we allot the appropriate amount of time to get our students on grade level and prepared for the escalating rigor in the Middle (grades 4-6) and Upper Academies (grades 7-9). Students will receive a single block of Science and Social Studies instruction each day Monday through Friday. These courses will complement the literacy and math focus by reinforcing skills and concepts that will enhance literacy and math development. Additionally, students will take an elective and Physical Education every other day for 50 minutes as their elective course.

Figure 6.4 outlines the breakdown of instructional minutes per week for each subject and the total amount of instruction that students receive on average each week.

Figure 6.4: Instructional Time for a Student in Grades 4-8¹

Subject	Instructional Minutes Per Week
English Language Arts (ELA)	530 minutes
Mathematics	450 minutes
Science	250 minutes
Social Studies	250 minutes
Electives	200 minutes
Total Amount of Instructional Time Per Week (Including Electives)	1,680 minutes
Including FOCUS Monday-Thursday	1,860 minutes

For the Lower and Middle Academies, students can enter the school at 7:15am. Until 7:45am, students are to be in the morning assembly room by class working on their morning brainwork. School officially starts at 7:45am and students are dismissed at 4:30 pm Monday through Thursday, with an early dismissal on Fridays

¹ Grades 4-6 are in our Lower Academy. Grades 7-8 are in our Middle Academy for the Middle School schedule.

at 1:00pm to allow for staff professional development. Each day, Monday-Thursday, students will engage in at least 15 minutes of DEAR. Grades 4-8 begin their day in an advisory class, where an academic tone is set for the day through a focus on character development, DEAR, organization, and mindfulness.

Monday through Thursday students will be given two 10-minute breaks, one in the morning and one in the afternoon, to use the restroom, swap out materials for their classes, and participate in a social activity or game. The break periods ensure that students have time in their day to move around the room and interact with one another outside of instructional time. This will provide students with a greater ability to focus during their classes. At the end of each day, Monday through Thursday, students will receive 45 minutes of either tutoring for students not mastering a particular content or extension activities for students who are mastering a particular content. This support block allows teachers to differentiate for individual students daily. After dismissal, students will remain at school if they have received Homework Club or Detention (Homework Club and Detention are referenced in [Section R-09](#)) until 5:00 pm. Students can remain in the building until 5:30 pm Monday through Thursday as long as they are receiving academic support from a teacher.

Despite the shortened schedule on Fridays, students will still attend a full class within all four core classes. Fridays will also be the day where we prioritize community meetings by grade level in the first three years, and then slowly morph into community meeting by academy as we become a fully grown 4-12 school. In addition to the community meeting, students will have an hour of time that will be broken into three sections, including 10 minutes on Mindfulness, 20 minutes of DEAR, and 30 minutes geared towards our PRIDE values taught through the Social Innovation continuum. On Fridays, students will remain in the building after dismissal if they have received Homework Club or Detention. [Figure 6.5](#) shows a typical student schedule for Monday – Thursday and the shortened Friday schedule.

Figure 6.5: Middle School Schedule - Monday – Thursday

MONDAY – THURSDAY SAMPLE DAILY SCHEDULE (St. Bonaventure – 4 th Grade)		
7:15		School opens to students; breakfast available and morning work
7:45	8:05	Morning Advisory/DEAR/Organization/Mindfulness (7:45 official start and late bell)
8:05	8:55	1 st Period (ELA I)
8:55	9:45	2 nd Period (Math I)
9:45	9:55	Morning Break – Bathrooms and Snack
9:55	10:45	3 rd Period (Science)
10:45	11:35	4 th Period (Social Studies/Social Innovation)
11:35	12:05	Lunch
12:05	12:25	Recess
12:25	12:50	Mindfulness and DEAR
12:50	1:40	5 th Period (Electives)
1:40	2:30	6 th Period (Math II)
2:30	2:40	Afternoon Break – Bathrooms and Snack
2:40	3:30	7 th Period (ELA II)
3:30	4:15	FOCUS: Homework, Tutoring and Intervention
4:15	4:30	Afternoon Advisory
4:30		Dismissal
4:30	5:00	Homework Club/Detention/Academic Support

Figure 6.6: Middle School Schedule - Friday

FRIDAY SAMPLE SCHEDULE (University of Rochester – 5 th Grade)		
7:15	7:45	School opens to students; breakfast available
7:45	8:05	Morning Advisory/DEAR/Organization/Mindfulness (7:50 official start and late bell)
8:05	8:55	1 st period (Math)
8:55	9:45	2 nd Period (ELA)
9:45	10:35	3 rd Period (Science)
10:35	11:25	4 th Period (Social Studies/Social Innovation)
11:15	11:45	Lunch
11:45	1:15	Social Innovation, Mindfulness, DEAR (30, 10, and 20-minute sessions, respectively) and Assembly (each cohort, one 30-minute assembly)
1:15	1:30	Afternoon Advisory
1:30		Dismissal
1:30	2:00	Homework Club
2:00	4:00	Staff Professional Development

For grades 9-12, Buffalo Collegiate’s school day begins at 7:45am and ends at 4:30pm, just like the Lower and Middle Academies, except for our Professional Development Fridays, which end at 1:50pm (20 minutes later than grades 4-8, which will not impact transportation because students in high school are not allowed to ride school transportation). In accordance with the larger size of the high school and the desire to build independence in high school students, passing periods are five (5) minutes long. High school transitions are less tightly structured than those in Lower and Middle Academies; the addition of less structured passing time is intended to compensate for the expected tradeoff between efficiency and independence as students learn to manage their time effectively.

The high school schedule offers students eight (8) 50-minute periods daily, providing students with the opportunity to access a comprehensive and differentiated high school curriculum that will prepare them for college course offerings. Students are required to take courses in English, math, science, social science, a foreign language, physical education, and half-time college/career preparation each year (students have the option to end foreign language study after two years). Half-time physical education courses alternate with half-time college/career preparation courses. Thus, each student also has access to at least two elective courses each trimester. Elective courses will include offerings in visual arts, performing arts, music, and technology, in addition to content-area electives such as creative writing, social sciences, among others. In the high school schedule, one elective period will rotate by trimesters to provide a more expansive education experience that will give a survey of courses like sociology and creative writing. For 9th graders in the 2nd elective period, they will alternate daily between Social Innovation and a 9th grade high school transition class. For members of the Upper Academy in grades 10-12, the second elective period will alternate between Social Innovation and an art elective that will allow students the opportunity to create a year-long portfolio.

High school students end their day in an advisory class followed by office hours as part of the instructional day. The advisory class provides the opportunity for students to reflect on their day, organize their work, begin the day’s homework, and plan the best use of office hours. Office hours not only provide an opportunity for students to receive targeted intervention, but also to learn self-advocacy skills that will prepare them for the independence and structure of college. During office hours, teachers will offer both specific review sessions and open tutoring/discussion time throughout the week; schedules of offerings will

be provided to students at the start of each week so they can plan their time appropriately. On Fridays, the day begins with a student-led community meeting where student accomplishments are celebrated, academic content is shared in creative ways, and community issues are addressed. The Friday schedule offers alternating block periods every other week; on week A, students attend 70-minute periods of four of their eight courses, and on week B, they attend 70-minute periods of the other four courses.

Figure 6.7: High School Regular Instructional Schedule

Sample High School (9-12)			
Regular Instructional Day			
Start	End	High School Course	Instructional Time
7:50	8:00	AM Advisory – Mindfulness and Organization	10
8:05	8:55	English	50
9:00	9:50	Math	50
9:50	10:00	Mindfulness/Break	10
10:05	10:55	Elective I (trimester rotation)	50
11:00	11:50	Science	50
11:50	12:20	Lunch	30
12:25	1:15	Social Studies	50
1:15	1:25	Mindfulness/Break	10
1:30	2:20	Foreign Language	50
2:25	3:15	Elective II/Social Innovation (A/B split days)	50
3:20	4:10	PE/College-Career	50
4:10	4:30	PM Advisory, Office Hours	25
4:30	5:00	After School Tutoring, extension of Office Hours, and Homework Club	30

Figure 6.6: High School Schedule – Friday

Sample High School (9-12)			
Early Dismissal Instructional Day			
Start	End	High School Course	Instructional Time
7:50	8:00	AM Advisory – Mindfulness and Organization	10
8:05	8:45	Community Meeting	40
8:50	10:00	Period 1/2	70
10:05	11:15	Period 3/4	70
11:20	12:30	Period 5/6	70
12:35	12:40	Mindfulness	5
1:40	1:50	Period 7/8	70
1:50	3:00	Detention	70

Figure 6.7: Instructional Time for High School Students

Subject	Instructional Minutes Per Week (average over two-week span)
English	235 minutes
Mathematics	235 minutes
Science	235 minutes
Social Studies	235 minutes

Core 4 Instructional Time per Week	940 minutes
PE/College Prep	235 minutes
Elective I	235 minutes
Foreign Language	235 minutes
Elective II/Social Innovation	235 minutes
Total Learning time	1880 minutes

After school students will still be required to stay on Monday through Thursday if they have earned Homework Club. Students will no longer serve detentions daily. The primary detention block for high school students will be on Fridays from 1:50pm to 3:00pm. Students will only need to stay for an hour if they have only earned Detention, but may need to stay until 3:30pm if they have earned both Detention and Homework Club. Non-instructional staff will run Detention and Homework Club to allow for teachers to attend the Staff Professional Development on Fridays.

c. Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

A full-time teacher at Buffalo Collegiate will start their day at 7:05am every day with an all staff Morning Huddle from 7:05-7:15am. Monday through Thursday, our teachers will finish their day at 4:30pm four times per week and 4:15pm once per week. In total, teachers will work just under 9.3-hour days at both the high school and middle school levels.

Although a 9.3-hour day is longer than a traditional teacher schedule, our teachers will be afforded multiple planning periods over the course of the school day that will provide them with over 150 minutes of planning time daily Monday through Thursday. Our teachers will teach four classes over the course of day (total 200 minutes), as well as use data to determine flexible groupings during Advisory. In addition, teaching staff will take leadership roles in Advisory. Other duties, such as morning and lunch coverage, will either be rotated among teachers, or primarily divided up among non-instructional staff (including leadership), so that teachers can use that time to prepare for their classes.

Figure 6.8 shows a typical teacher schedule for Monday through Thursday. It is broken down into three different categories, including: Planning/Preparation; Teaching; Facilitating/Buffalo Collegiate Morning Huddles. We limit the duties that teachers have to three different occasions that only take place once per week – lunch, dismissal, and one-day per week office hours. These additional duties only constitute an extra 26 minutes on average per day.

Figure 6.8: Middle School Teacher Monday – Thursday Schedule

Monday – Thursday			
Start	Stop	Total Min	Description
6:15	7:05		School Opens to Teachers
7:05	7:15	10	Morning Huddle
7:15	7:45	30	Classroom Preparation
7:45	8:05	20	Breakfast, AM Advisory
8:05	8:55	50	1 st Period (ELA I) – TEACH
8:55	9:45	50	2 nd Period (ELA I) – TEACH
9:45	9:55	10	Morning Break – Bathrooms and Snack – Facilitate
9:55	10:45	50	3 rd Period PLANNING PERIOD
10:45	11:35	50	4 th Period PLANNING PERIOD
11:35	12:05	30	Lunch (Lunch Duty 1x/week)
12:05	12:25	20	Recess – Facilitate
12:25	12:50	25	Mindfulness and DEAR – Facilitate
12:50	1:40	50	5 th Period (Electives) – PLANNING PERIOD
1:40	2:30	50	6 th Period (ELA I) – TEACH
2:30	2:40	10	Afternoon Break – Bathrooms and Snack
2:40	3:30	50	7 th Period (ELA II) - TEACH
3:30	4:15	45	FOCUS: Homework, Tutoring and Intervention
4:15	4:30	15	Afternoon Advisory
4:30		15	Dismissal (1x/week, 15 minutes)
4:30	5:30	60	Academic Support (1x/week, 60 minutes)
		180	TOTAL PLANNING and PREPARATION
		245	TOTAL TEACHING
		110	TOTAL FACILITATING/BC Team MEETINGS
		535	TOTAL minutes/day
		26 (avg/day)	PLUS DUTIES (15 dismissal; 60 academic support; 30 lunch)
		561	Average Minutes/day, Mon - Thurs

On Friday teachers start and dismiss at the same time but are given two hours of professional development after student dismissal. With the shortened class day, teachers have one planning period and another period focused entirely on data tracking to prepare for analysis during professional development. Figure 6.8 shows a typical teacher schedule for Friday.

Figure 6.9: Middle School Teacher Friday Schedule

Friday			
Start	Stop	Total Min	Description
6:15	7:05		School Opens to Teachers
7:05	7:15	10	Morning Huddle
7:15	7:45	30	Classroom Preparation
7:45	8:05	20	Breakfast, AM Advisory
8:05	8:55	50	1st Period - PLANNING
8:55	9:45	50	2nd Period (ELA)
9:45	10:35	50	3rd Period (ELA)
10:35	11:25	50	4TH Period - PLANNING - DATA BREAKDOWN
11:15	11:45	30	Lunch
11:45	1:15	90	Social Innovation, Mindfulness, DEAR (30, 10, and 20-minute sessions, respectively) and Assembly (each cohort, one 30-minute assembly)
1:15	1:30	15	Afternoon Advisory
1:30			Dismissal
1:30	2:00	30	Preparation
2:00	4:00	120	Staff Professional Development
		160	TOTAL PLANNING and PREPARATION
		220	TOTAL TEACHING and PD
		135	TOTAL FACILITATING/BC Team MEETINGS
		515	TOTAL minutes/Friday

At the high school level, teachers will have the same arrival and dismissal times Monday through Thursday. Just as in middle school, teachers are required to stay after school one day per week for an additional hour to hold office hours for students who need additional support. All teachers will teach five classes, four core classes and one elective course. Teachers will still have 150 minutes of planning every day, but they will not have as many facilitating responsibilities as their middle school counterparts. Teachers will still co-facilitate advisory at the beginning and end of the school day. Teachers will not be required to facilitate lunch or Homework Club/Detention. Figure 6.10 shows a typical schedule for a high school teacher for Monday through Thursday.

Figure 6.10: High School Teacher Schedule for Monday – Thursday

Monday-Thursday, High School			
Start	Stop	Total Min	Description
6:15	7:05		School Opens to Teachers
7:05	7:15	10	Morning Huddle
7:15	7:45	30	Classroom Preparation
7:50	8:00	10	AM Advisory – Mindfulness and Organization
8:05	8:55	50	TEACH - CORE
9:00	9:50	50	TEACH - CORE
9:50	10:00	10	Mindfulness/Break
10:05	10:55	50	TEACH - ELECTIVE
11:00	11:50	50	TEACH - CORE
11:50	12:20	30	Lunch
12:25	1:15	50	PLANNING
1:15	1:25	10	Mindfulness/Break
1:30	2:20	50	TEACH - CORE
2:25	3:15	50	PLANNING
3:20	4:10	50	PLANNING
4:10	4:30	25	PM Advisory, Office Hours
4:30		15	Dismissal
4:30	5:30	60	Academic Support (1x/week, 60 minutes)
		180	TOTAL PLANNING and PREPARATION
		250	TOTAL TEACHING
		125	TOTAL FACILITATING/BC Team MEETINGS
		555	TOTAL minutes/day
		26 (avg/day)	PLUS DUTIES (15 dismissal; 60 academic support; 30 lunch)
		581	Average Minutes/day, Mon - Thurs

On Friday, teachers will still teach four classes for a total of 2.5 classes as all eight periods rotation odd/even each week. Therefore, while a high school teacher teaches 4 core classes, they will teach two of those courses on average every week. The elective course will be taught every other week, so the overall class load will be 2.5 classes taught each Friday (total of 175 minutes). Teachers will also have 1.5 planning periods on Friday to prepare their weekly data analysis for the Friday PD (105 total minutes). Teachers will have professional development from 2:00pm to 4:00pm to practice execution, collaborate on upcoming plans, analyze data and create aligned action plans, and/or engage in culture0building/norming activities. [Figure 6.11](#) shows a Friday schedule for a high school teacher.

Figure 6.11: High School Teacher Friday Schedule

Friday, High School			
Start	Stop	Total Min	Description
6:15	7:05		School Opens to Teachers
7:05	7:15	10	Morning Huddle
7:15	7:45	30	Classroom Preparation
7:50	8:00	10	AM Advisory – Mindfulness and Organization
8:05	8:45	40	Community Meeting
8:50	10:00	70	Period 1/2
10:05	11:15	70	Period 3/4 - Split, Elective/Off every other week
11:20	12:30	70	Period 5/6
12:35	12:40	5	Mindfulness
1:40	1:50	70	Period 7/8 - PLANNING
1:50			Dismissal
2:00	4:00	120	Professional Development
		135	TOTAL PLANNING and PREPARATION
		295	TOTAL TEACHING
		65	TOTAL FACILITATING/BC Team MEETINGS
		495	TOTAL minutes/day

As a way to articulate how a teacher at Buffalo Collegiate might spend her day, we have captured a narrative reflecting a Day in the Life.

A Day in The Life of a Buffalo Collegiate Teacher

Ella Graves arrives at Buffalo Collegiate each morning at approximately 6:40am. She enjoys arriving to school well before morning huddle so that she can ensure that everything is organized for the start of the day. Before stopping by her room, Ella makes her way to the teacher workroom where all teachers have their desks and materials. Four teachers are already there at their desks. Light music plays in the background. She hangs up her coat in the closet and then sits down at her desk for a moment to read the daily notes sent out the night before to communicate the quote of the day, schedule modifications, and duty assignments. Ella enjoys the setting, particularly the shared space. It was a departure from her last school, but she has come to enjoy it because it allows for more frequent collaboration. As a teacher who is always striving to improve her 4th grade English lessons, the teacher room allows her to easily ask for help with a lesson plan or with reaching a struggling student. She also loves that when she arrives in the morning the Operations Fellow has already placed all her copies for the day on her desk. She remembers how she used to waste hours at the copy machine. Now she gets to spend that time planning, grading, reflecting, and strategizing on how to best meet her students’ needs.

As she and the other teachers walk out of the room at 7:04, she smacks the doorframe in homage to the *Teach Like a Champion* sign that hangs above the door. As a graduate of Michigan, she refuses to do it whenever the Wolverines play the Irish, but otherwise she gladly demonstrates the spirit. At 7:05 on the

dot Mr. Pawloski starts the morning huddle. Some days it takes 10 minutes, other days it is short and sweet. Today, Mr. Pawloski reviews a positive reflection from a parent conversation yesterday about the focus she has seen in her daughter since starting here. He makes a point to mention two teachers who were highlighted by the parent for pushing her daughter to be more diligent with her work. There is a quick morning demonstration of “turn and talks” and the explicit directions that should be associated with the technique. Ella and her partner take two minutes to practice and give each other a “glow and grow” as they practice right there in the hallway. At 7:14, the team breaks the huddle with a chant, either “Team” or “Pride.” With that, everyone breaks with purpose and heads to their post or classroom to prepare for the student arrival.

Ms. Graves heads briskly down the hallway to the her where she is an advisory teacher. She does this with one other teacher, Mark Glasgow, the 4th and 5th grade science teacher, to ensure that they can help all students set up for the day and start the day off right. Her advisory is University of Dayton and has 30 students.” Go, Flyers” adorns the wall, and it has an updated tracker of the number of words each child has read on their way to reading two million words. With two teachers, it is very manageable and it helps the students to get the expectation and support they need to start the day in a calm, focused manner. Ella greets each student outside the classroom starting at 7:45 when they are released from the cafeteria.

“Good morning, Shaun.”

“Good morning, Ms. Graves.”

“How are you?”

“I am doing well. How are you?”

“Great! Thanks for asking. Let me see that belt.”

Shaun lifts his jacket to show his black belt.

“Thanks, Shaun. Make it a great day.”

“I will,” Shaun says.

Ms. Graves smiles and lets him by to drop off his homework and get organized for the day. Dalejha, the student assigned to organize homework in the morning into the different subject folders, patiently waits at the back table and takes the folders as students come in. Students enter advisory in the morning and quietly put away their materials in the coat closet, set up their desk, and begin eating breakfast. After Ms. Graves and Mr. Glasgow taught their students the morning routine during student orientation week, they practiced it several times during the 2nd and 3rd weeks to ensure that they were clear, effective, and consistent with their expectations and execution. Now students know exactly what to do and the day has a calm, orderly start. Once students finish eating, they clean up their space and take out their DEAR books. Throughout the morning, soft instrumental music plays during advisory to help everyone settle into the day.

By the time the bell rings at 7:50 am, all students are at their desks quietly reading. Ms. Graves makes her way around the room to check on the students and ensures that they are reading. The Operations Fellow pops into the room briefly and grabs the organized, color-coded folders from the back table that Dalejha has left in a neat pile. Ms. Graves loves that there is a system for collecting and distributing completed homework to each teacher. This means they get to see how students did on the homework before teaching the class. This allows her and other teachers to adjust the lesson based on any common misconceptions students had with the homework.

At 7:57, Ms. Graves instructs the students to put their books away in “10...5...2, 1...Good morning, Dayton

Flyers!”

“Good morning, Ms. Graves.”

“Good morning, Dayton Flyers!” Mr. Glasgow says.

“Good morning, Mr. Glasgow!”

Marcus, the chant leader for the week, puts his hands to his mouth: “Go, Flyers, Go!”

The class chants back in unison. “Go, Flyers, Go!”

Announcements are made for the day, and the advisory transitions into five minutes of their mindfulness exercises and breathing techniques. Ms. Graves and Mr. Glasgow model for the students the technique of the week as they get focused for the day.

Advisory finishes with students taking out their agenda for the day, placing it on the left corner of their desk, and placing their first period materials in the center. Ms. Graves teaches ELA during this first hour. She goes to the University of Georgia with her cart. She does not mind that teachers transition to new rooms because the operations team set up their mobile carts with all the supplies they need. She even has a mobile whiteboard with the class agenda, learning objective, and daily homework written on it. She merely brings it into each room and places it at the front.

When she enters the room, she moves to the front of the classroom and “bumps” Allen Davis, the math teacher, to his next class. The students sit quietly, a few with their DEAR books out, as she walks to the front of the room. She says, “Please rise.” The students know to silently stand at their desks. She performs the ritual greeting at the start of class. Students listen as she shares a brief quotation tied to the character value of Perseverance. After reflecting briefly on the quote, she smiles and says, “Good morning. I am committed to teaching you,” and the class replies, smiling back, “We are committed to learning.” She loves that classes start in this predictable and meaningful way. It always sets the tone for her classes as she moves from room to room.

Ms. Graves starts the class with a Do Now. Students work silently and independently on an English problem that connects to their previous learning. She circulates and checks each student’s work to see how well they have mastered the skills. After going over the Do Now, the students complete a quick vocabulary activity.

After students correct their vocabulary exercise, Ms. Graves starts the lesson. She is continuing a unit on inferences and today they are starting to examine figurative language. She has planned ahead of time the typical errors students make and how to address them. This allows her to ensure students truly understand the procedure.

During independent work time, Ms. Graves actively monitors students’ work. She walks up and down the rows with her purple pen marking where students have gotten the correct answer and where they have made a mistake. This gives students regular and timely feedback. It also allows her to clear up any misconceptions that students have. Throughout the course of the lesson, students regularly get an opportunity to turn and talk with their partner to offer their ideas. Ms. Graves uses this frequently so students feel confident in their answers once she starts to cold call them.

As usual, the class ends with an exit ticket. The exit ticket has three problems based on the day’s lesson. One is particularly challenging. This allows Ms. Graves to immediately see which students have mastered the skill and which need more support and intervention. This is a technique that the entire fourth grade has implemented to ensure that students do not fall behind. She works with the students who struggle to master the concept the very next day.

In the afternoon, Ms. Graves teaches the same students a second English class. This time she focuses on two groups of students who need additional time with fluency. The rest of the students either work in a small group on a skill within their mastery folder or independently on their computers with Lexia, a program that adapts to each individual learner's skills. Mr. Huff, the ELA teacher for both 4th and 5th grades, pushes into this second period to work specifically with student reading groups. Ella loves working with him, specifically with his lead on data analysis to create the flexible groupings.

Ms. Graves also spends the same amount of time – with the same design – with her very own Dayton Flyers. She likes the variety of having two classes, but it is also nice to be able to have two classes to focus her love of English. It is the best of both worlds – content focus and relationship building.

Twice throughout the day Ms. Graves gets two 50-minute planning periods. During this time, she grades the exit tickets and plans for tomorrow's lessons. She is usually in the teacher workroom and loves running ideas by her colleagues. She has taken to heart the words that the Director of Curriculum Instruction told the staff during orientation: You can have a life outside of school and be an effective teacher if you are disciplined during your planning periods. While there is still work that follows Ms. Graves home, the planning time provides her ample opportunity to get most of the work done prior to leaving school.

Ms. Graves ends her day by teaching a group of ten students in the FOCUS period. As the ELA teacher, she gets two days out of the week to prioritize 5-8 students to work on a discrete skill. Today, she has selected four students from Dayton and three from Georgia to remediate foreshadowing.

Before students are dismissed, they go back to advisory. During this time, Ms. Graves reflects with students on whether they earned all their PRIDE blocks for the day. Today, they earned all of them except Discipline because every student did not complete their nightly homework. They set a class goal to earn the block tomorrow. Ms. Graves helps them all check their agendas to be sure they have written in all the day's homework. She also helps them check that they have all the resources to complete that homework. At 4:30 pm, she dismisses students that get picked up. About five minutes later, she dismisses any students that are walkers.

Ms. Graves heads back to the teacher work room. She has a bit more grading to complete and wants to finish planning for the next day. She usually leaves by 5:30 pm and plans to leave by that time today. There are five phone calls that she still needs to make to families of her advisory to invite them to next week's University Night, but she will do that tonight on her way home.

Request 7ad: Specific Populations

a. Struggling Students

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at-risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RtI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students*

Buffalo Collegiate Charter School ("Buffalo Collegiate") will prepare all students to excel within the college of their choice and become the next generation of leaders. We will serve all students in Buffalo, regardless of learning needs. To ensure that we are accomplishing our mission, we have scheduled interventions, a strong staffing plan, and systems and owners in place for Response to Intervention (RTI) to ensure that every student we enroll can excel academically and behaviorally.

Our entire academic program is designed to address the unique needs of all students, and it will serve as particular benefit as we address individual needs for our students with limited English proficiency and with IEPs. With our collection of frequent and meaningful data through academic and behavioral inputs, we will structure a program that provides early intervention and frequent monitoring of action plans to determine effectiveness of interventions. Students performing in the bottom 10% of their cohort academically or behaviorally will be termed "struggling," and we will immediately design action plans regardless of any SPED or ELL classification to address specific student need.

Six times per year, at the mid-point and end -point of each trimester, grade level teams will meet with the Director of Student Support during Data Days and whole staff PD days to formally evaluate the effectiveness of academic and behavioral interventions. Students who are performing in the bottom 10% of their cohort will receive RTI Tier 2 services. After half a trimester of intervention (approximately 6-7 weeks), teachers will use academic and behavioral data to evaluate growth and improvement. If the student continues to struggle, s/he will begin to receive RTI Tier 3 interventions. If the student has demonstrated improvement and is no longer in the bottom 10% of the cohort, he or she will no longer receive interventions.

In Year 1, the Head of School and after Year 1 the Director of Operations creates an Academic Dashboard and a Culture Dashboard that are distributed to the Leadership Team and Grade Team Leaders. Data in the Academic Dashboard includes student GPAs, grade averages by course, number of words read by student, Interim Assessment scores, and state test scores. Data in the Culture Dashboard includes average student weekly detentions, average scholar dollar paycheck averages, suspensions, PRIDE points, and student award recipients. These dashboards are used to determine which students receive Academic and Behavior RTI, as well as to monitor data at the weekly level.

Buffalo Collegiate has developed a staffing structure that is focused on meeting the needs of all learners. Through the creation of a staffing model that is highly responsive to student needs from the frequent use of valid and reliable assessment data, teachers, in coordination with leadership, will create flexible groupings in ELA II and Math II to address identified needs or opportunities for extension. Within these classes, we will have two full-time ELA and Math instructors to ensure that needs are met by direct teacher remediation either in a one on one setting or in small group instruction. Additional time devoted every day, Monday-Thursday, during our FOCUS block, will provide more opportunity for individual student needs to be met.

These teacher efforts will be complemented by a strong technological system that uses adaptive learning software (i.e. Lexia and Dreambox) to support student learning while teachers focus on smaller groups. These tools ensure accountability and individual growth so that students are still accountable and growing even if they are not being directly taught by a teacher. Technology will also be an integral tool to the data collection and desegregation phase. Incorporating tools like Illuminate or eDoctrina, teachers will get immediate feedback on student mastery assessments (including weekly quizzes, unit exams, and interim exams) in order to develop action plans associated with student achievement.

All structures are in place for every child. We know that our children will, on average, come in below grade level (in some cases several years below grade level) and need immediate support to get them on a path to grade level proficiency. That is why these structures are essential from the founding of our school.

These supports will also be highly effective for the needs of students with special needs and English Language Learners because it will allow us to strategize with the entire staff to meet the needs of all our children – particularly those at most risk of not graduating from college. Through the additional use of our special education and LEP teachers our Director of Student Support (who will be provided with a half-time Associate Director in Year 5) will lead the coordination, evaluation, and achievement of our special education and LEP students.

Through the frequent reliable assessment data, leadership and the Board of Trustees will be able to determine the effectiveness of the academic program for all students. The data will be used at a granular level by teachers to address immediate needs, and an academic dashboard (see [Response 5](#) for an example of a potential dashboard) will capture more comprehensive data points (month to month growth and mastery data through unit and interim exams, and NWEA MAP results) to monitor achievement by subgroups.

Academic RTI

Academic RTI is owned by the Head of School in Year 1 and the Director of Student Support in Years 2 and beyond. Students qualify for Academic RTI if they fall into the bottom 10% of the cohort based on course grades and interim assessment scores at the end of each instructional cycle.

Students in Academic RTI Tier 2 receive weekly group counseling during which students work with the Director of Student Support or a delegated member of the intervention team to reflect on their weekly grades, practice strategies for studying, homework completion, asking for help, or focusing in class and create a community dedicated to academic improvement. In addition, all students in Academic RTI Tier 2 have a parent meeting with the Director of Curriculum and Instruction, attend Saturday Academy for the next instructional cycle, and receive differentiated literacy and math intervention if necessary.

Students in Academic RTI Tier 3 receive weekly individual academic counseling during which they dive into the root cause of their low grades and test scores, set weekly goals with their assigned mentor, and practice strategies to improve their academic performance. RTI Tier 3 scholars have a teacher mentor who meets with them weekly to reflect on grades and academic progress, homework support, differentiated

literacy and math, and classwork as needed, and access to Saturday School interventions. Parents of students in Academic RTI Tier 3 meet with the Head of School to discuss academic progress and supports in place at school.

Figure 7.1: Academic RTI Supports

Academic RTI Tier 2 Supports (~ 6-7 students per grade)	Academic RTI Tier 3 Supports (~ 2-3 students per grade)
<ul style="list-style-type: none"> -Weekly group academic counseling -Parent meeting with Director(s) of Curriculum and Instruction -Saturday School -Differentiated math and literacy interventions 	<ul style="list-style-type: none"> -Weekly individual academic counseling -Parent meeting with Head of School -Weekly meeting with teacher mentor -Saturday School -Homework support -Differentiated math and literacy interventions -Differentiated classwork as needed (provided by Literacy and Math Specialists)

Behavior RTI

At Buffalo Collegiate, we also believe it is our moral imperative and legal obligation as a public school to make our educational program accessible to all students who choose to enroll. We will work strategically and continuously to ensure that our students and families understand the importance of strong attendance and will respond systematically to any signs of insufficient attendance. The RTI program for attendance begins with all students in Tier 1 receiving a phone call home when they are absent from school for a day. Families are notified weekly of their student’s attendance record through weekly progress reports. Starting the first week of school, we will ensure that all advisors make a phone call home to introduce themselves strengthen the relationship with the families. As soon as a student misses two days of school, the advisor will confirm that the Director of Student Support has that data. From there, the Director of Student Support will coordinate with the Head of School (Y1) and the Dean of Culture (Y2) will reach out to parents to express concern and see if there are issues that need to be addressed. If a child reaches three prior to October, the Director of Student Support, in support of the Director of Operations and Head of School, will identify the students as Tier 2 since their attendance through the first six weeks has already indicated a high risk for retention. The Head of School in Year 1, and the Dean of Culture in Years 2 and beyond, will meet with each student during advisory time to strategize how to improve the student’s attendance at school. The Head of School in Year 1, and Dean of Culture in Years 2 and beyond (and the Social Worker as appropriate and when added), will follow up that conference with a phone call to the family to ensure clear communication on future strategies. A student who has more than five (5) absences prior to the end of Trimester 1 or eight (8) absences prior to the end of Trimester 2 will be referred to Tier 3. At this point, the Social Worker will schedule a formal in-person meeting with the student’s parent/guardian, the student, and the advisor to formulate a plan moving forward to improve attendance with benchmarks and incentives tied to attending school for a series of days in a row.

Behavior RTI

Behavior RTI is owned by the Head of School in Year 1, the Dean of Culture in Years 2 and beyond. Students who qualify for Behavior RTI fall into the bottom 10% of their grade cohort based on weekly scholar dollar averages and number of detentions earned.

Students in Behavior RTI Tier 2 have a parent meeting with the Dean of Culture, receive weekly group counseling during which they set goals around core values and practice skills for staying focused on instruction in class with the counselor. Grade teams create plans for increased parent communication,

relationship building, and investment for all Behavior RTI Tier 2 students. Students in Behavior RTI Tier 3 are students whose behavior has not improved significantly after 6-7 weeks of Tier 2 interventions and need more targeted supports. For these students, grade teams engage in a root-cause analysis and create an individualized action plan. Students whose behavior does not improve after 6-7 weeks of Tier 3 interventions qualify for a formalized FBA and BIP.

Figure 7.2: Behavior RTI Supports

Behavior RTI Tier 2 Supports (~ 6-7 students per grade)	Behavior RTI Tier 3 Supports (~ 2-3 students per grade)	FBA/BIP (~1-2 students per grade)
-Parent meeting with Dean of Culture -Weekly group counseling -Grade team interventions including: increased family communication, intentional relationships building, daily and weekly incentives, and positive messaging and reinforcement. See Figure 7.3 below.	-Parent meeting with Head of School -Weekly meeting with teacher mentor -Weekly individual counseling -Detailed analysis of root cause of behavior. See Figure 7.4 below.	-Parent meeting with Head of School -Formal Functional Behavioral Analysis (See Figure 7.5 below; Behavior Improvement Plan -Daily parent communication on progress -Modifications or accommodations to behavior system as necessary.

Figure 7.3: Behavior RTI Tier 2 Action Planning Template

Student Name	Family Outreach	Relationship Building	Consistent Messaging	Daily Scholar Investment	Weekly Scholar Investment
Action Plan					
Grade Team Owner(s)					

Figure 7.4: Behavior RTI Tier 3 Action Planning Template

Problem Behavior: <i>What challenging behaviors does the scholar exhibit in class that interrupt learning?</i>	
Root Cause/Trigger: <i>What leads to this behavior (in class or outside of class)?</i>	
Lagging Skill:	
Replacement Behavior:	
Goal (Measurable and time-bound):	

Accountability: (<i>Who updates team members on effectiveness of plan? How often? Who ensures that all parts of plan are being implemented with fidelity?</i>)	
Action Plan:	
Student Incentives:	

If, after 6-7 weeks of a Behavior RTI Tier 3 intervention, a student’s behavior does not demonstrate improvement, grade teams in consultation with the Director of Student Support might conduct a formal Functional Behavior Assessment (FBA). The FBA provides a comprehensive analysis of the student’s behavior at home and at school and includes parent, teacher, and student perspectives as well as data on the frequency of behaviors. This analysis helps the team to determine the setting events, root causes, or triggers that might be contributing to behaviors that distract from learning and support them as they created a more robust intervention plan to support that student.

Figure 7.5 Sample FBA Data Collection Templates

A Functional Behavior Assessment is the process of coming to an understanding of why a student engages in challenging behavior.

Data	Owner	Due Date
Parent Interview		
Student Interview		
Teacher Interview 1		
Teacher Interview 2		
Classroom Observation 1		
Classroom Observation 2		
Compilation of Behavior Data		

FUNCTIONAL BEHAVIOR ASSESSMENT
Teacher Interview

Student: _____ Grade: _____ Date: _____

Teacher: _____

A Functional Behavior Assessment is the process of coming to an understanding of why a student

engages in challenging behavior. The information you provide will assist in the development of interventions and a behavior plan for the student. Your time and feedback is greatly appreciated.

1. What do you see as the student's strengths, interests, and learning preferences?
2. What is/are the behavior(s) of concern? How long has this behavior been a concern?
3. When is the student likely to engage in this behavior and how long does it last?
4. What happens right before the behavior occurs?
5. What do you do when this behavior occurs?
6. What do you think the student gets by behaving in this way?
7. When is the student most successful and therefore less likely to engage in the behavior?
8. What other factors might be contributing to the student's problem behavior? (influence of peers, skill deficits, attendance, tardies, health/sleep problems, medications, home/community concerns)

FUNCTIONAL BEHAVIOR ASSESSMENT Parent Interview

Student: _____ Grade: _____ Date: _____

Interviewer: _____

A Functional Behavior Assessment is the process of coming to an understanding of why a student engages in challenging behavior. The information you provide will assist in the development of interventions and a behavior plan for the student. Your time and feedback is greatly appreciated.

1. What does your child do well? What are his/her greatest attributes?

2. Parents primary behavioral concerns at home and/or school:

Describe behavior in observable terms (looks like/sounds like)	Estimate the frequency & intensity (per hour/week, how long)	Perceived function(s) (See list at the end)
A)		
B)		
C)		

3. Are there any warning signs that the child exhibits indicating that the behavior(s) might occur? (e.g., becomes restless, agitated, withdrawn, begins to speak loudly, changes in mood, etc.)

4. Do the identified behaviors occur in multiple settings? (e.g., home, school, or community settings)
If so, where?

5. Are there good days and bad days? If so, does there seem to be a pattern?

6. What tends to "set-off" the identified behavior(s)? What is typically happening when the behavior(s) occur?

7. Are there particular settings in which the behavior(s) are frequently observed? (Some of these may include: large, open rooms vs. small rooms; structured vs. unstructured activities; adult-directed vs. child-directed activities; large vs. small group; close proximity of adult/children vs. far proximity; other...)

8. Are there situational triggers that negatively affect your child's behavior? (Some examples include: lack of social attention; negative social interactions; demands/requests; redirection; task/activity transitions; setting transitions; interruption in routine; embarrassment; when limits are set or consequences are imposed; sleep patterns; eating routines; medications; health issues; life stressors; etc.)

9. What is the amount of time between the triggering event and the behavior(s)? Is it immediate or delayed? Please explain.

10. Are there any effective strategies or interventions that seem to prevent or diffuse the identified behavior(s)?

11. What is reinforcing and enjoyable for your child? (Tangibles: toys, stickers, prizes; Social: certain people or activities; Activities: play time, outdoors, games, or computer, etc.)

12. What are the consequences that have been implemented and which one have been effective? (Some examples include: warnings; time-outs; ignoring the behavior; loss of privileges; behavior contract, etc.)

13. What happens after the behavior occurs in terms of the parent's action and child's reaction?

Functions:

(P/C) Power/Control: Child behaves to control events, situations, or people.

(E/A) Escape/Avoidance: Child behaves to avoid attention, demands/tasks/activities, sensory stimulation, or people.

(A) Attention: Child behaves to gain attention of peers, teacher, parents, or others.

- (O) Obtain: Child behaves to obtain sensory stimulation, objects/materials, people, or assistance.
- (D) Deficit: Skill or performance
- (A/A) Acceptance/Affiliation: Child behaves to connect/relate with others, or to be accepted.
- (E) Expression of self: Child behaves to state needs or perceptions, or to demonstrate skills and talents.
- (G) Gratification: Child behaves to be rewarded or pleased.
- (J/R) Justice/Revenge: Child behaves to settle a difference, provide restitution, or settle a score.

FUNCTIONAL BEHAVIOR ASSESSMENT Student Interview

Student: _____ Grade: _____ Date: _____
Interviewer: _____

A Functional Behavior Assessment is the process of coming to an understanding of why a student engages in challenging behavior. The information you provide will assist in the development of interventions and a behavior plan for the student. Your time and feedback is greatly appreciated.

1. List some things you do really well at school:

2. What do you like most about school?

3. What things do you not like to do at school?

4. What are your favorite classes?

5. What classes are hard for you?

6. How would you describe your behavior at school?

7. What things do you generally do that get you into trouble at school?

8. What are you doing when the behavior occurs and what usually happens afterwards?

9. When and where do the behaviors generally occur?

10. What do you do when you get angry?

11. What can your teachers do to help you be more successful at school?

12. Additional Comments:

FUNCTIONAL BEHAVIOR ASSESSMENT Classroom Observation

Student: _____ Grade: _____ Date: _____

Observer: _____

A Functional Behavior Assessment is the process of coming to an understanding of why a student engages in challenging behavior. The information you provide will assist in the development of interventions and a behavior plan for the student. Your time and feedback is greatly appreciated.

A. Descriptions of Behavior:

Guiding Questions: What is the behavior? How is the behavior performed? How often does the behavior occur? How long does the behavior last when it occurs? What is the intensity of the behavior when it occurs?

B. Setting Events

Define **setting, events and environmental factors** that predict the behavior through the following variables:

Classroom structure (physical), Class rules and procedural expectations, Instructional delivery (lecture, cooperative learning, centers), Instructional materials (textbooks, worksheets, hands-on), How are the directions presented? Assessment techniques (multiple-choice tests, essay tests, rubrics authentic assessment)?

C. Antecedent Events: Define specific antecedent events that predict when the behaviors are most likely to occur:

Guiding Questions: When are the behaviors most likely to occur? When are the behaviors least likely to occur?

Where are the behaviors most likely to occur? Where are the behaviors least likely to occur? During what activities are the behaviors most likely to occur? During what activities are the behaviors least likely to occur?

D. Consequences: Identify specific consequences that follow the behavior:

Guiding Questions: What specific consequence is most likely to immediately follow the behavior? What seems to be the effect of the consequence on the student's behavior? Does the consequence remove the student from an uncomfortable situation? Is there consistency between the consequences given by the classroom teachers and the consequences given by the administrators? Is there consistent follow-through with all consequences both in the classroom and in the school office?

E. Other Notes/Noticings

Example Data Compilation

b. Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RtI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);*
- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- *Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans ("BIPs") in the classroom.*

Buffalo Collegiate Charter School ("Buffalo Collegiate") will prepare *all* students to excel within the college of their choice and become the next generation of leaders. We will serve all students in Buffalo, regardless of learning needs.

In Year 1, the Head of School and after Year 1 the Director of Operations creates an Academic Dashboard and a Culture Dashboard that are distributed to the Leadership Team and Grade Team Leaders. Data in the Academic Dashboard includes student GPAs, grade averages by course, number of words read by student, Interim Assessment scores, and state test scores. Data in the Culture Dashboard includes average student weekly detentions, average scholar dollar paycheck averages, suspensions, PRIDE points, and student award recipients. These dashboards are used to determine which students receive Academic and Behavior RTI, as well as to monitor data at the weekly level.

Buffalo Collegiate has developed a staffing structure focused on meeting the needs of all learners. Through the creation of a staffing model that is highly responsive to student needs from the frequent use of valid and reliable assessment data, teachers, in coordination with leadership, will create flexible groupings in ELA II and Math II to address identified needs or opportunities for extension. Within these classes, we will have two full-time ELA and Math instructors to ensure that needs are met by direct teacher

remediation either in a one on one setting or in small group instruction. Additional time devoted every day, Monday through Thursday, during our FOCUS block, will provide more opportunity for individual student needs to be met.

These teacher efforts will be complemented by a strong technology system that uses adaptive learning software (i.e. Lexia and Dreambox) to support individualized student learning while teachers focus on smaller groups. These tools ensure accountability and individual growth so that students are still accountable and growing even if they are not being directly taught by a teacher. Technology will also be an integral tool to the data collection and desegregation phase. Incorporating tools like Illuminate or eDoctrina, teachers will get immediate feedback on student mastery assessments (including weekly quizzes, unit exams, and interim exams) in order to develop action plans associated with student achievement.

We grow out our licensed special education staff as well to meet the needs our students, growing from 1.5 positions in year one incrementally to 5 position in year 5. We will adjust these numbers and roles as needed as students enroll year to year and we are aware of their particular needs.

All of these structures are in place for every child. We know that our children will, on average, come in below grade level (in some cases several years below grade level) and need immediate support to get them on a path to grade level proficiency. That is why these structures are essential from the founding of our school.

These supports will also be highly effective for the needs of students with special needs and English Language Learners because it will allow us to strategize with the entire staff to meet the needs of all of our children – particularly those at most risk of not graduating from college. Through the additional use of our special education and LEP teachers our Director of Student Support (who will be provided with a half-time Associate Director in Year 5) will lead the coordination, evaluation, and achievement of our special education and LEP students.

Through the frequent reliable assessment data, leadership and the Board of Trustees will be able to determine the effectiveness of the academic program for all students. The data will be used at a granular level by teachers to address immediate needs, and an academic dashboard (see [Response 5](#) for an example of a potential dashboard) will capture more comprehensive data points (month to month growth and mastery data through unit and interim exams, and NWEA MAP results) to monitor achievement by subgroups.

Special Education Services

Buffalo Collegiate provides students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). We comply with all special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). We do not discriminate in any way in our admission and enrollment practices against students having or suspected of having disabilities. The Head of School oversees the development and implementation of all school and classroom-level special education services to ensure compliance with all applicable laws and regulations. As required by law and as influenced by best practices, we provide tutoring, counseling and all appropriate physical, occupational, speech and language therapy services (either by Buffalo Collegiate certified staff or specially contracted expert professionals) for those with special needs.

All students are capable of academic success when their academic needs are supported. We identify students with special education needs, design meaningful Individualized Education Plans (IEPs), and hire

teachers certified and trained in research-based special education practices. The Director of Student Support (DSS) spearheads our special education program and will coordinate with the Director(s) of Curriculum and Instruction to ensure that the supports are directing our students to high student achievement.

In situations where we need to meet the needs of our students through speech therapy, occupational therapy, counseling, physical therapy, or additional staff or consultants, we will, through the leadership and coordination of our Director of Student Support, partner with the Buffalo Public Schools department on Special Education. If we deem that the partnership is not meeting the needs of our students, we will make the determinations necessary to secure additional resources for our students by reallocating funds within our budget.

Service Delivery for Students with Existing IEPs

Upon enrollment, the Director of Student Support determines whether a student has or may need an IEP by having parents fill out a questionnaire and by obtaining past special education records. For students with existing IEPs, the DSS schedules a meeting with parents to discuss their child's IEP, answer questions, and schedule a transfer meeting. Buffalo Collegiate teachers and staff implement the existing IEP, providing an appropriate education within the LRE. We monitor student performance through thorough records of student performance data and classroom observations and bring these to any necessary evaluation meetings. If students are not making strong progress – even with additional academic supports such as FOCUS and flexible groupings – we begin the pre-referral process. It is our goal that through the accommodations specified in the IEP that all students will be successful within our structured, data-driven, and student support focused environment.

Intervention and Pre-Referral to Special Education

Under the guidance of the Director of Student Support and Director of Curriculum and Instruction, we use a tiered intervention process prior to referring a student for special education services. When a student displays difficulty making strong academic progress, the DSS and teachers implement a number of academic support strategies from the plan in and outside of the classroom. Teachers record data during the pre-referral stage to determine whether the student is showing improvement or may benefit from an IEP and more targeted special education services. If pre-referral strategies are unsuccessful, the student is not progressing academically, and teachers or special education staff members believe a disability may exist, the student will be referred, in writing, to the DSE for individual evaluation and determination of eligibility for special education programs and services.

Individualized Education Plans

Once the tests have been conducted, and results are received, the Director convenes an eligibility meeting with the parents, student's advisor, and other appropriate staff, which may include Special Education Services from Buffalo Public Schools, who, in accordance to charter law in New York State, provides support and coordination for student IEPs, manifestation hearings, and additional services that can include speech, occupational therapy, and counseling beyond the scope of the general education provisions. All parties will work together to determine the student's eligibility for special education services and develop a meaningful IEP for the student. We evaluate and revise all IEPs at least annually to ensure progress towards goals and repeat appropriate assessments and evaluations at least once every three years.

Evaluation of Special Education Program and Services

It is important that parents are satisfied with the supports their children are receiving in school; we create an open, constructive feedback loop between parents and special education staff. To facilitate annual

reviews of our special education program, the Director disseminates surveys to all parents that address the efficacy of our special education services. The Head of School, Director of Curriculum and Instruction, and Director of Student Support review survey results and use these to improve service delivery. The DSS works with the Collegiate Family Council to ensure parents are informed and educated at least once annually about relevant special education laws, regulations and services, and students' needs are being met.

Foundational School Systems

Throughout the school year, Buffalo Collegiate's frequent interim and mastery assessment program provides an efficient way to identify students who are struggling academically. Weekly, each teacher will review student progress based upon their performance on homework, class work, tests, quizzes, and projects. In Year 1, the Head of School, Dean of Students, and Director of Student Support will monitor student assessment using quiz and test data at least every two weeks. This will allow students who are struggling with the course material to be identified quickly. The Director of Student Support, in consultation with the Head of School in Year 1 and the Director of Curriculum and Instruction in the subsequent years, will develop a pre-referral strategy referenced above that may include tutoring and/or other supports if a student is not making sufficient academic progress. The effectiveness of the Response to Intervention (RtI) on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. If the school suspects disability at the end of the RtI process, our Student Supports Coordinator will initiate a formal diagnostic process to determine special needs.

Anticipated Student Population

In the 2015-2016 school year, 22% of the students who attended Buffalo Public Schools were students with disabilities. As we will actively seek to create a school community that mirrors our host district, we expect that at least 22% of our students will be students with disabilities. We are committed to educating all students.

Staffing Needs

To ensure that all students with disabilities receive all of the accommodations, modifications, and individualized instruction that they require as stated on their IEPs, we will invest in a strong instructional team that has prioritized additional math and literacy teachers to coordinate with our special education team. Our special education team is responsible for ensuring full legal compliance, providing ongoing staff development about how best to meet the needs of all learners, developing and implementing high-quality Individualized Education Programs, and frequently communicating and building productive partnerships with families about student successes, growth areas, and needs.

Starting in year one, and continuing as the school grows to full scale, each grade team will be comprised of an ELA and math teacher that is specifically focused on that grade level, and a set of four other general educators (Science, Social Studies, Associate Teachers in math and ELA) that teach one class over the course of two grade levels. Additionally, we have prioritized one special education teacher per grade as we grow out our program. In Year 1, one certified special education teacher will also function as a half-time Director of Student Support and be responsible for managing the full caseload of students with IEPs, modeling high-quality instruction and best practices, and ensuring that students with special needs receive all of the accommodations and modifications they need to be successful. By Year 2, that person will transition into the full-time position of Director of Student Support as we hire additional special education teachers. By full scale, we will have a Director of Student Support and five special education teachers. This robust staffing model will ensure that every student with special needs at our school

receives the appropriate supports, and every family of a student with special needs feels informed and knowledgeable about the services their child receives at school.

Figure 7.6: Anticipated SPED Population and Projected Staffing Needs

OPERATIONAL YEAR (GRADES)	ENROLLMENT	# OF SPED STUDENTS	STAFFING
	Total enrollment	District Rate: 22% Projected Rate: 22%	Special Educators
YEAR 1 (4-5)	120	27	1.5 1 full-time special educator .5 special educator/.5 Director of Student Support
YEAR 2 (4-6)	180	40	2 special educators 1 Director of Student Support
YEAR 3 (4-7)	240	53	2 special educators 1 Director of Student Supports
YEAR 4 (4-8)	300	66	3 special educators 1 Director of Student Supports
YEAR 5 (4-9)	360	80	3 special educators 1 Director of Student Supports

Special Education Program

To ensure that all students with special needs have access to the level of support and individualized instruction they need to meet ambitious academic goals, Buffalo Collegiate will implement a co-teaching model to appropriately address the learning needs of students with IEPs and other students in the general education population who would benefit from a co-teacher model. Co-teaching at Buffalo Collegiate is both targeted and responsive to student needs. Teachers are trained to use parallel teaching, team teaching, and alternative teaching models. Both teachers are responsible for being intellectually prepared for each class and for using data to determine co-teaching models and groupings.

Figure 7.7: Co-Teaching Models

Model	Summary
Parallel Teaching	The teachers split the class into two equal groups and teach the same lesson to both groups.
Team Teaching	The teachers BOTH deliver the same lesson at the same time.
Alternative Teaching	Using recent data, one teacher pulls a subset of students within the general class. Depending on the student needs, the teacher of the small group might teach the same lesson in a different way (more scaffolding or extension), re-teach not-yet mastered material, or pull a group from a non-essential part of the block to pre-teach the lesson that is about to occur.

Co-teachers will meet weekly for at least 45 minutes and daily for at least 15 minutes to review lesson

plans for the upcoming week, align on student goals and feedback, and norm on exemplar responses and potential student misconceptions. In addition to their weekly co-teacher meetings and daily check-ins, co-teachers meet for Student Work Analysis protocols, instructional next steps, action plan around individual students, and intellectual preparation sessions.

504 Plans

In accordance with the Individuals with Disabilities in Education Act we provide all accommodations and services to any students who require them under Section 504. As with our process for identifying students with IEPs, there is a location on our Student Enrollment Form for families to indicate if their child has or has had a 504 Plan in place at a previous school. We also work closely with families of students who are struggling at school to determine if accommodations under Section 504 might be appropriate. It is the role of the Director of Student Support to meet with families, write 504 plans, ensure consistent implementation of 504 Plans, and monitor student progress towards goals.

Related Services

Buffalo Collegiate is committed to ensuring that all students who receive related services as part of an IEP or 504 plan have access to high-quality services throughout the school year. We will partner with the CSE to find high-quality speech, occupational therapy, physical therapy, audiology, paraprofessionals or other related services as required by our students. The Director of Student Support is responsible for securing related services providers through the CSE, creating schedules for related services providers, training related service providers in school-wide systems, and serving as the primary point of contact for all related services providers.

Progress Monitoring and Communication with Families

At Buffalo Collegiate, we diligently monitor the academic and behavioral results of our students with disabilities. Data for students with IEPs is analyzed at the daily, weekly, and unit levels. Daily, instruction is adjusted and individualized to ensure mastery or progress towards goals. Each week, students take a weekly quiz in both ELA and Math, and the data is parsed for sub-group analysis by the grade level ELA teacher and Math teachers. Teachers then use weekly quiz data to create targeted action plans and re-teach as necessary. After each Interim Assessment, teachers analyze data by sub-group and create action plans to ensure that all students with IEPs are growing as quickly or more quickly than their general education peers and are on track towards grade level indicators and mastery of their IEP goals by their next meeting.

Each school year, the Director of Student Support, in conjunction with special educators and general education teachers, are responsible for scheduling and facilitating in-person meetings with all families of students with special needs before the end of October. During these meetings, staff members ask families what instructional and behavior management techniques have been effective or ineffective for their child in the past, what makes their child the most successful, and what supports need to be in place at the beginning of the school year to ensure success. Beginning of the year meetings with families also set a strong tone for family communication and engagement that continues throughout the school year.

Parents of students with disabilities also receive weekly Progress Reports with their child's current grade in all courses, emails about their child's homework completion status, and individualized IEP Progress Reports each at each Report Card Afternoon, with the same frequency as Report Cards as provided within the general education program.

Assurances for Special Education

Buffalo Collegiate commits to abiding by all of the assurances that found in Appendix B within the Request For Proposal that addresses Special Education requirements. These include:

The Education Corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- The Education Corporation will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act (“ADA”) which are applicable to it.
- The Education Corporation will, consistent with applicable law, work with Local Educational Agency (“LEA”) school districts to ensure that all students with disabilities that qualify under the IDEA:
 - Have available to them a free, appropriate, public education (“FAPE”);
 - Are appropriately evaluated;
 - Are provided with an Individualized Education Program (“IEP”);
 - Receive an appropriate education in the least restrictive environment (LRE);
 - Are involved in the development of and decisions regarding the IEP, along with their parents; and,
 - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.
- The Education Corporation will employ, at a minimum, a properly certified individual as the school’s special education coordinator, whose responsibilities will include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The Education Corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator’s responsibilities to ensure the school’s compliance with the IDEA, Section 504 and Title II of the ADA.
- The Education Corporation will make available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE, and provide such teachers and personnel with copies of the student’s IEP.
- The Education Corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- The Education Corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with

disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
- The Education Corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.
- The Education Corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.
- Appropriate Education Corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

Assurances Regarding the Provision of Fiscal Audits and Dissolution

The Education Corporation provides the following assurances regarding the provision of fiscal audits and dissolution of the Education Corporation.

Fiscal Audits

- The Education Corporation will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State.
- The Education Corporation will ensure such consolidated audited financial statements include:
 - A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the Education Corporation for which the Education Corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a start-up phase, and for schools or sites for which opening has been delayed;
 - A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back office component;
 - A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the Education Corporation;
 - A consolidated statement of income and revenues and a consolidated balance sheet for the Education Corporation; and,
 - A federal single audit report, if applicable.

- An Education Corporation with the authority to operate multiple schools must provide specific procedures for conducting independent audits of consolidated financial statements for the Education Corporation and all of its schools.

Dissolution Procedures

The Education Corporation will:

- Create a communication plan for students, families and staff. The communication plan shall take into account timing to ensure students are able to take advantage of other school choice options that may be available.
- Provide the Institute with the parent names and addresses of all students enrolled in the school, at the time, by grade to enable the Institute to communicate directly with families regarding the process as necessary.
- Transfer all student records, testing materials, etc. to the school district of location of the charter school and make available a copy of such records to each student's parent or legal guardian.
- Designate one or more trustees and/or employees to assist in the closure of the school, from an operational and financial perspective.
- Transfer the Education Corporation's fixed assets (if any, after the payment of all debts) in accordance with the law at the time of dissolution.
- Provide the procedures that the school would follow in the event of the closure and dissolution of the Education Corporation including for the transfer of students and student records, execution of a SUNY Closure Plan, and for the disposition of school assets.
- Establish an escrow account, in the case of a single-school education corporation, of no less than \$75,000 to pay for legal, final audit and other wind up expenses associated with a dissolution should it occur. The budget shall reflect this commitment and include funding of \$25,000 increments in the school's first three years of instruction. (Note that a separate reserve fund does need to be established and be reflected separately in the financial statements and notes to the financial statements.)
- In the case of an education corporation operating multiple charter schools, the Education Corporation must follow the dissolution reserve fund provisions in its charter agreement and reserve the appropriate amount of funds accordingly.

The Education Corporation understands that the above provisions largely apply to an education corporation operating one charter school, and that the above provisions must be modified in the case where the Education Corporation operates multiple charter schools and some, but not all, of those schools close.

c. English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

Buffalo Collegiate Charter School (“Buffalo Collegiate”) will *prepare all students to excel within the college of their choice and become the next generation of leaders. We will serve all students in Buffalo, regardless of learning needs.*

We believe that all students can and will achieve at high-levels, regardless of socio-economic status, home language, zip code, or race when provided with the right supports. In the 2015-2016 school year, approximately 15% of students attending Buffalo Public Schools were English Language Learners. We strive for the student population of Buffalo Collegiate to mirror that of our host district as closely as possible and therefore anticipate a student population that is approximately 15% English Language Learners (ELLs). As such, we will structure our staffing model and instructional program to ensure that all students have the supports in place that they need to be successful. We will ensure that all ELLs will have access to appropriate supports and we will not place any ELL in special education services solely due to their language ability.

As the immigrant and refugee community in Buffalo continues to grow, we will ensure that we are responsive to the best practices that will yield long-term success for this subgroup of students.

In a report released by the *Council of Great Schools*¹ in 2010 entitled “Raising the Achievement of English Language Learners in the Buffalo Public Schools,” there were a series of recommendations the report established that align with elements of our school design. Although there were nearly one hundred recommendations in total, the eleven below are evident throughout our academic design and are at the heart of our work with our English Language Learners. Broken into three categories including Data and Assessments, Human Capital and Professional Development, and Parents and Community, the following are highlighted in the report and throughout our charter.

¹ Casserly, Michael. *Raising the Achievement of English Language Learners in the Buffalo Public Schools*. Rep. N.p.: Council of the Great City Schools, 2010. Print.

Data and Assessments

1. Use data frequently to drive ELL instruction by ensuring that aligned assessments are created, used, and analyzed;
2. Create a data dashboard or profile on ELL academic status that the district and schools could use to monitor their academic progress;
3. Establish a regular schedule and protocol for reporting ELL assessment results;
4. Develop and provide regular professional development on the interpretation and use of ELL performance data to inform instructional practice and decide on necessary content-area and English-language development strategies;
5. Develop an evaluation calendar for the all district reading and other intervention programs used to improve the academic achievement of ELLs to assess effectiveness;
6. Create aligned interim assessments that can measure progress across subgroups;

Human Capital and Professional Development

7. Explore options to expand the number of districtwide professional development days to accommodate ELL strategies;
8. Develop a protocol to begin evaluating the effects of professional development on ELL student achievement gains and should not be limited to ELL-related professional development but should include other literacy and content-area professional development;
9. Strengthen current professional development to ensure that ELLs are provided equal access to the core instructional program to focus on how teachers could more effectively scaffold their instruction, use heterogeneity as an advantage, and know how and when to use modeling, grouping, and differentiated instruction;

Parents and Community

10. Expand the community outreach efforts to improve relations with various refugee, immigrant and language groups;
11. Set of procedures for deciding which district or school documents are translated, how, and when, as well as when interpretations are provided—and who does them (at a minimum, the translated documents would include information on academic, program, and school requirements and procedures and on ELL program models).

Our focus on valid, reliable, and frequent assessment, with the corresponding disaggregated analysis for our leadership team and entire teaching staff, promote the best practices for ongoing analysis and identification of ELL gaps. We recognize that human capital is a two-fold process; we first ensure that we have the high-caliber, tenacious talent who will then be developed through rigorous and aligned professional development. Finally, we ensure that we engage families and the larger community by utilizing the resources afforded to us from organizations like Jewish Family Services and the International Institute to recruit ELL students and support their ongoing educational experience by appropriately investing in the resources to ensure communication.

Below is further detail regarding our ELL program and services we will provide at Buffalo Collegiate.

Identifying, Serving, and Assessing English Language Learners (ELLs)

Buffalo currently has an ELL population that is approximately 15%, and it has been increasing steadily year to year. While the neighborhood that we will serve is not in neighborhoods that are more densely populated with ELL students, we will recruit ELL families so that we are representative of the local district to the greatest degree possible. English Language Learners will be held to the same academic expectations as the rest of their cohort, and they will have access to all the academic opportunities, programs, and services (Title I, special education, enrichment, extra-curricular, etc.) as their peers. ELL students will receive a translator so that they can communicate with and gain access to guidance and counseling.

Identifying

Buffalo Collegiate abides by the following policies to guide our identification process, as taken from the guidance in the SUNY application:

- 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.
- 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 Test ("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. Additional information regarding the NYSELLAT is available at: www.p12.nysed.gov/assessment/nysELLat/.

Serving

Our sheltered English Immersion (SEI) program provides two types of support to every student classified as an ELL:

1. Direct ELL instruction will be provided by a certified ELL teacher based upon the student's level of proficiency. The Head of School, Director of Students Support, (in Year 2, the Director of Curriculum and Instruction), and teachers will establish individualized schedules for each ELL student to ensure that ELL instruction is delivered appropriately. Direct ELL instruction will be provided in small groups or individually, and may take place in or outside of the general education classroom. The courses will be taught by a licensed ELL teacher.
2. Sheltered Content Instruction will be provided by general education teachers who will adapt content lessons to the student's level of proficiency while maintaining a focus on assisting the student in improving their English language growth. SCI will occur in the general education classroom and ELL teachers may at times push into the class to co-teach and provide additional support in language acquisition. General education teachers providing SCI instruction will have the appropriate licensure. ELL teachers will assist classroom teachers in integrating English Language Proficiency Standards into the content instruction and to help content teachers identify

ways students at all levels of English development can be supported in content areas. ELL teachers will also track the growth of students' English language development.

Assessing and Monitoring Progress

All ELLs will take the NYELLAT assessment to measure English language development. All ELLs will take the rest of the assessments – NWEA-MAP, NYS Examinations – that their classmates are required to take, which will give us growth scores and absolute achievement that we can measure longitudinally. We will strive to have all ELL students reclassified as expeditiously as possible and make the determination using NYELLAT scores, contributions from classroom teachers, and additional evidence of academic progress.

Beyond the strategies that our instructional staff will provide to all students, there will be time that will target English language instruction. Buffalo Collegiate will use proven methods, including increased time for language arts and mathematics instruction for ELL students. Some of these examples for ELL students include:

- Systemic use of “turn and talk” and other cooperative learning strategies
- Writing and grammar instruction
- Independent reading focused on student Lexile level
- Reading and textual analysis strategies
- Phonics, decoding, and fluency groups during tutoring
- Small group tutoring to meet student academic and developmental needs
- Books on tape
- Labeling items and color-coding in classrooms and school in English and native languages
- Word Walls to reinforce academic vocabulary
- Culturally relevant materials
- Scaffolded instruction
- Extended time for literacy instruction, including reading and writing
- Consistent class structure throughout content areas
- Structured and supportive culture driving high expectations and consistent discipline/focus
- Highly skilled instructors who utilize various teaching strategies and techniques
- Incorporation of native language, when appropriate, to clarify words or concepts
- Phonics, decoding, and fluency instruction during tutoring
- Peer to peer tutoring with students who can demonstrate advanced English skills
- Pre-teaching academic vocabulary

Buffalo Collegiate will use the Common Core and New York State English Language standards to drive language acquisition and continuously monitor ELL proficiency in reading, listening, speaking, and writing. Teachers will use the data to guide differentiated instruction. For students who are not progressing through the English language levels, teachers may incorporate the following instructional strategies:

- Small group tutoring sessions or workshops focused on development of vocabulary, verbal, and comprehension skills
- Small groups to decrease affective filter to target specific areas of growth
- Increasing collaborative time to increase interaction in English
- Pre-teaching content vocabulary and concepts
- Echo and choral reading
- Providing opportunities for development at home
- Increased technological usage to develop literacy support

Staffing

In Year 1, our English Language Learner teacher, through the support of the Instructional Leadership Team, and specifically the Director of Student Support, will provide daily small group instruction for our English Language Learners. By Year 5, we will have three full-time ELL teachers to meet our projected enrollment of 54 ELL students in grade 4-9. It is the responsibility of the Director of Student Support to plan and execute full staff professional development on best practices for working with English Language Learners, meet with and ensure consistent communication with all families of students receiving ELL services, work with the Dean of Operations to ensure that all communication that goes home to families is in the home language, and to execute all ELL-specific testing and progress monitoring.

Figure 7.8: Anticipated English Language Learner Population and Projected Staffing Needs

OPERATIONAL YEAR (GRADES)	ENROLLMENT	# OF ELL STUDENTS	# OF ELL STUDENTS
	Total enrollment	15%	15%
YEAR 1 (4-5)	120	18	1 ELL Teacher
YEAR 2 (4-6)	180	27	2 ELL Teachers
YEAR 3 (4-7)	240	36	2 ELL Teachers
YEAR 4 (4-8)	300	45	3 ELL Teachers
YEAR 5 (4-9)	360	54	3 ELL Teachers

Staff Development

Ensuring that all staff are trained in best practices for educating English Language Learners is a priority at Buffalo Collegiate. At Beginning of Year PD, all staff receive training on strategies for working with English Language Learners including: increased opportunities for discourse and discussion, sentence starters, verbal prompting, visuals, increased wait time after asking questions, front-loading unfamiliar vocabulary, and strategic seating in partner pairs. Throughout the school year, the Director of Student Support, in coordination with the ELL teachers, will lead trainings for teachers, observe and provide feedback on implementation of best practices in classrooms, and provide the team with data about the academic progress of English Language Learners.

Identification

It is essential that our team knows who our English Language Learners are as soon as possible at the beginning of the school year so we can begin to provide targeted academic supports as early as possible. Our Director of Student Support in Year 1 and an ELL teacher in Years 2 and beyond is responsible for working with the Operations Team to identify any families who indicated on the Student Enrollment form that their child is an English Language Learner.

Assessment

A Buffalo Collegiate student who is new to the country or who is attending a public school in Buffalo for the first time is administered a Home Language Survey. If the family identifies that a language other than English is spoken at home, the student is given the NYSITEL to determine his or her proficiency in English. If a student qualifies for ELL services based on their NYSITEL score, the parent is immediately notified and ELL services begin.

In addition to assessments that all Buffalo Collegiate students take, including exit tickets, weekly mastery

quizzes, trimester interim exams, and the New York State Exams, students who receive ELL services also take the NYSESLAT exam at the end of each school year. The NYSESLAT assesses students' proficiency in reading, writing, and speaking in English. After the NYSESLAT is administered, all students receive a score of Entering, Emerging, Transitioning, Expanding, or Commanding.

Services Provided

The level of support that students who qualify for ELL services receive depends on their proficiency in English as determined by their NYSESLAT score. Students who score in the Entering range receive intensive services including daily small group ELL instruction, phonics instruction, differentiated materials in all classes, some materials translated into the home language, Saturday School instruction, and additional tutoring. Students who score in the Expanding range receive fewer services, such as one to two periods per day of push-in support. The level of support and degree to which students receive scaffolded materials or differentiated instruction is determined by the ELL teacher and DSS in conjunction with grade level teachers.

Evaluation of Services Provided

Yearly effectiveness of ELL services is determined by growth on the NYSESLAT; however, formative assessments are used throughout the year to determine progress towards goals in reading, speaking, listening, and writing. Progress in reading is measured by NWEA MAP Reading Assessments, along with interim assessments, and weekly classroom assessments. Progress in writing is measured by scores on end-of-unit process-based writing in the collection of essays in their ELA and Social Innovation courses, as well as on interim assessments at the end of each six-week cycle. Progress in speaking is determined by growth on practice NYSESLAT assessments administered by the ELL teacher during ELL pull-out groups every six weeks.

The Director of Student Support is responsible for desegregating sub-group data for all English Language Learners at the end of each six-week instructional cycle and reporting that data out to the team at Data Days. The DSS, in conjunction with the ELL teachers, leads data-driven sessions during Friday Professional Development throughout the year to train teachers in best-practices to address any instructional gaps that exist among English Language Learners. The DSS serves as the instructional coach for ELL teachers and provides weekly lesson plan feedback, live coaching, written observation feedback, and weekly coaching meetings.

Communication with Parents

At Buffalo Collegiate, we believe that parents are our partners. We are committed to ensuring that all families can access and understand all forms of home-school communication throughout the school year. As we anticipate that there will be several different languages spoken by our families and students at Buffalo Collegiate, including Spanish, Arabic, Vietnamese, and Karen, among many other (recent reports have the total number of languages spoken in Buffalo Public Schools at 85²), all written communication will be sent home in the home language so parents can engage in the partnership effectively. We have begun partnerships with the International Institute, which has provided us guidance on the appropriate budget for a school our size and the probably translation costs, as well as other organizations like Jewish Family Services, Journey's End, and Jericho Road. These organizations will assist us around recruitment and ongoing services to our students and families through translators who will be available at all family events to ensure that parents who do not speak English are able to communicate effectively with any teachers who do not speak their native language.

² Rey, Jay. "85 languages spoken in Buffalo schools as 'New Americans' enter classrooms." *The Buffalo News*. N.p., 27 Nov. 2016. Web. 28 Feb. 2017.

d. Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and talented students.*

Buffalo Collegiate believes all students need to be within an environment that constantly challenges them to meet high expectations, regardless of their ability level. We will provide an educational environment that supports the need of all students, including students who are more accelerated or have been identified as gifted and talented. We will use assessment data from the tests administered at orientation and from the NWEA MAP assessment given at the beginning of the year to determine which students are more advanced in prior knowledge and skills coming into fourth grade (or grade at which they enter). By identifying this group of students early in their tenure at Buffalo Collegiate, we can ensure that we are providing them more challenging work to continue to accelerate their skills and knowledge.

Our teachers will always be tasked with meeting the needs of these learners, which will be evident through requirements within the trimester action plans and weekly planning designs. Teachers will work collaboratively at weekly grade level meetings to incorporate strategies for challenging students reflecting on the strategies.

Students identified as gifted and advanced will receive accelerated work and extension activities during the FOCUS block. In a similar way to the manner that teachers will design mini-lessons that target gaps for students who are not mastering a particular skill, teachers will design tailored assignments that will allow these students to nurture and push their education to promote engagement and growth for all learners. The work is designed to be addressed during the FOCUS time, and is not additional requirements for homework. Activities and mini-lessons will develop critical thinking and problem solving skills so students can engage in broader topics, which may include research into a particular scientific element that is engaging to that child, or further exploration into a variety of cultures of particular intrigue. Students will also be challenged to read books that are slightly above their reading level so that they push their limits of experience and text complexity.

In addition to teacher support and responsiveness, our course continuum also provides an avenue to accelerated courses for students who are performing at higher levels. For example, we will offer Living Environment and Algebra I to students in eighth grade with the alignment to the New York State Regents Exam. Our high school student will have access to Advanced Placement courses beginning in the 10th grade, which will allow students to begin earning college credit for high school courses.

Request 8ad: Instructional Leadership

(a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
- The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school’s educational philosophy and mission; and,
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students’ academic performance.

Instructional leadership at Buffalo Collegiate is critical to accomplishing our mission. We promise the students and families of Buffalo Collegiate a rigorous curriculum and high-quality instruction as a pathway to college access and persistence, and our Instructional Leadership Team (“ILT”) is critical to fulfilling that promise.

The Head of School owns the vision for all curriculum and instruction at Buffalo Collegiate and works directly with all members of the ILT to ensure consistent and high-quality implementation of that vision. Coaching and support for the ILT takes the form of weekly individualized coaching meetings in which the Head of School and ILT member look at data, engage in targeted walk-throughs of classrooms, practice upcoming professional development sessions, and co-review lesson plans. The ILT also meets once per week for professional development sessions facilitated by the Head of School in which the team norms on school-wide development, hones their instructional vision, and/or shares best practices for coaching and developing teachers.

Buffalo Collegiate plans to grow its ILT deliberately over time, developing our talent and leadership pipeline from within our staff to the greatest degree possible. This method of talent development has been proven to work at high-performing urban schools such as Edward Brooke Charter Schools and BES schools Boston Preparatory Charter Public School in Boston, South Bronx Classical Charter Schools in NYC, RePublic Schools in Nashville, TN, and Freedom Preparatory Charter Schools in Memphis.

Figure 8.1 demonstrates the list of roles and their corresponding responsibilities for the leadership team, as well as the years they will be added to the school ILT.

Figure 8.1: Buffalo Collegiate Instructional Leadership

Instructional Leader	Year Added	Instructional Role Description
Head of School	Y0	<p>The Head of School sets the vision and oversees curriculum, instruction, student culture, and adult culture for various grade levels through the slow growth process until hiring an Academy Director who will assume many of the roles and responsibilities. The Head of School directly manages the Director(s) of Curriculum and Instruction (until Academy Directors assume those responsibilities within the role), the Director of Student Support, the Dean(s) of Culture, and the Director of Operations. The Head of School will be the permanent owner of:</p> <ul style="list-style-type: none"> • School-Wide Priorities and Goals • Adult Culture Vision • Leadership Development and Coaching • Annual Calendar • Staff Communication

		<ul style="list-style-type: none"> Fund Development (until Director of Talent and Development is hired) State and Authorizer Reporting
Academy Directors	Lower (4-6): Y3; Middle (7-9): Y5; Upper (10-12): Y8	Once the Academic Director is established for each Academy (in Y3, Y5, and Y8), they will assume ownership of Academy culture, staffing, family partnerships, and discipline. These will include the management of the following: Non-PE electives; Family Meetings; Staffing (assumed by the Academy Directors); Academic Expectations; Student Culture Vision; Professional Development (assumed by the Academy Directors); Parent Orientation; Family Commitment Meetings; Family Events; Parent Communication; Daily Schedule; Promotion and Retention
Director of Curriculum and Instruction	Y0/Y3 (part-time, full-time Y4)/Y5 (part-time, full-time Y6)	The Director(s) of Curriculum and Instruction coaches all teachers and owns the development and implementation of curriculum and assessment with strong support by the Head of School starting in Year 2 (Year 1 is owned by the HoS). The second DCI will be added in Year 4 to hasten the transition to the high school program and ensure the proactive planning mechanisms are in place to start the high school program with a solid design and human capital foundation.
Director of Student Support	Y1 (associate added part-time in Y5-7, and full-time in Y8)	The Director of Student Support coaches the social worker, ESL teachers, Teaching Fellows, and all special education teachers. The DSS also provides training and support to the entire teaching staff to ensure the appropriate strategies are planned and executed in support of all learners. The Dean of Student Support is responsible for special education and ESL compliance, as well several school-wide academic systems such as homework, student organization, testing, Saturday Academy, and Summer Academy.
Director of Operations	Y1	The Director of Operations oversees many elements of the school's program, including the financial management, vendor relationships, facilities, enrollment, and compliance. The Director of Operations will ensure: facility upkeep, including technology; supplies for the school, including furniture, curricular orders, staff and teacher requests; financial monitoring, reporting, and contracted services; creation and monitoring of vendor services; monitoring systems for supplies, finances, and supplies; coordinating recruitment and enrollment with the HoS.
Dean of Culture	Y2/Y5	The Dean(s) of Culture coaches all Physical Education teachers, co-coaches all grade-level chairs, and is responsible for executing on the school wide student culture vision. The Dean of Culture is responsible for strong student investment and school-wide rituals and traditions, as well as being the point person on family relationship building for
Grade Level Leaders	Y2	Grade Level Leaders are full-time teachers who have the additional leadership responsibility of creating invested, ambitious student and adult cultures on their grade teams. Grade Level Leaders work closely with the Dean of School Culture to plan meetings and ensure grade-wide consistency in academic and behavioral expectations. They are responsible for the grade level response to data and leads these conversations in coordination with the Directors of Curriculum and Instruction prior to giving way to the Academy Directors.
Department Heads	Y3	Department Heads are full-time teachers who have the additional leadership responsibility of providing lesson plan feedback and instructional coaching to teachers in their content area. Department Heads work closely with the Director(s) Curriculum and Instruction and the Head of School to ensure rigorous curriculum and high-quality instruction across contents.

Instructional Leader Selection

Instructional leaders come to Buffalo Collegiate either directly from an outside organization or as internal promotions to ensure that we either have people with the expertise already demonstrated or high-capacity internal individuals who represent the growth mindset and mission-fit necessary to take on a leadership position at Buffalo Collegiate. Regardless of previous position, instructional leaders at Buffalo Collegiate must demonstrate a past record of strong and measurable student achievement results, the ability to collaborate and work well on a team, professionalism and a commitment to excellence, detail-orientation, and the ability to communicate effectively and drive a team to results.

Leaders that have previously worked as teachers or in other roles at Buffalo Collegiate will be selected based on student achievement results, as well as informed by data from peer, family, and student survey results, and finalized through a formal interview process conducted by the Head of School. Leaders from outside the organization will be recruited through online job postings, Building Excellent School's extensive national talent database, Teach For America alumni networks, the National Alliance of Public Charter Schools, and independent charter schools and CMOs (The New Teacher Project and the Relay Graduate School of Education are proposing expansion to Buffalo in partnership with the local district). All applicants to leadership positions at Buffalo Collegiate will submit a resume (outside applicants will, at this point, participate in a phone screening and conduct an online interview with HireVue), teach a demo lesson, demonstrate the ability to coach a teacher and identify the highest leverage action step effectively, and practice planning and executing a professional development session for a team of teachers. Additionally, there will be other elements of prioritization and team skills that will be tested in the interview continuum. The interview process for instructional leadership positions at Buffalo Collegiate is both extensive and rigorous because we believe in the power of strong leaders to develop teachers who drive exceptional academic outcomes.

Monitor Effectiveness of Academic Program

At Buffalo Collegiate, we measure results of our design and programmatic execution. We will collect data at the daily, weekly, unit, and yearly levels to monitor the success of our academic program. Daily, teachers track student responses on exit tickets and create action plans to address misconceptions or misunderstandings that result from weekly mastery quizzes with their instructional leadership coach and evaluate the effectiveness of that week's instructional design and execution. Each week, teachers submit a data-driven plan to their instructional lead (in Year 1, the Head of School will serve in that capacity; starting in Year 2, the Director of Curriculum and Instruction will operate in that capacity until, as each Academy approaches or reaches full growth, the DCI of that Academy will give way within the staffing structure to Academy Director, who will assume leadership of their respective Academy) which details a standards and question level analysis of the weekly quiz, in addition to the sub-group analyses and corresponding action plan for the following week. The Head of School reviews data driven plans with Director(s) of Curriculum and Instruction and department chairs to ensure alignment as coaches and collaborators review plans with teachers.

After each six-week instructional cycle, students take a standards-based interim assessment in all courses and teachers have a full day of Data Day during which they reflect on the data in content teams, work with leadership to create an instructional action plan based on the results, and plan interventions and individualized supports for struggling students. On Data Days, the ILT meets to analyze school-wide data and create an action plan for supporting teachers and subject areas that are not meeting the Buffalo Collegiate bar for academic excellence. Any teachers who are struggling receive additional coaching and support for the next instructional cycle, and the ILT priorities coaching and support for classrooms struggling with overall achievement.

In the final two weeks of June, teachers will spend time with leadership evaluating the effectiveness of curriculum and instruction, revising materials for the next instructional year, and re-norming on student work expectations. There will be four days set aside at the end of the school year to engage in structured reflection about the school year, with school achievement serving as the bedrock for all conversation and insight. We will have ample evident of student growth and achievement, as well as survey feedback from teachers, parents, and students, which

should provide a holistic vantage point for the evaluation of our school culture and impact.

(b) Teacher Support and Supervision

Describe the school’s approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

At Buffalo Collegiate, high-quality instruction is core to our mission. Through the resources of time, staffing, and budget, we invest heavily in individualized and whole staff professional development throughout the school year because we believe that high-quality instruction is a primary driver of student achievement. Our annual calendar contains 30 whole-staff professional development days in addition to 36 half-day Friday PDs, and at least one hour of weekly individualized coaching. Overall, teachers at Buffalo Collegiate receive over 375 hours of professional development each year. Professional development is always aligned to our mission and focuses on rigorous curriculum, high-quality instruction, or an invested, ambitious school community.

Professional development takes place at the individual level through weekly observations and feedback, weekly coaching meetings, and weekly lesson plan feedback.

At Buffalo Collegiate, every teacher has a coach and receives at least one hour of individualized coaching weekly, including at least 30 minutes of weekly observations and live coaching and a 30-minute weekly meeting to debrief prioritized areas of growth. In Year 1, the Head of School co-coaches all teachers along with the Director of Curriculum and Instruction. In Year 2 and beyond, the Director of Curriculum and Instruction will take the lead, which will then transition to Academy Directors as they are brought on (see below), and with the assistance of department and grade level chairs.

Figure 8.2 Full Scale Coaching Loads

	Primary Coach	Systems Ownership
Head of School	Coach until delegated Academy Directors <ul style="list-style-type: none"> • DCI (4-6) • DCI (6-7) • DCI (10-11) • Dean(s) of Culture (Yrs 2, 4, 6, and 7) • Perseverance Project (Yrs 5-7; Upper Academy Director will assume ownership in Y8) Permanent Coach <ul style="list-style-type: none"> • Director of Operations • Academy Directors (4-6, 7-9, 10-12) • Director of Student Supports • Director of Talent and Development 	Owned until delegated to Academy Directors <ul style="list-style-type: none"> • Advisory • Electives • Family Meetings • Staffing (assumed by the Academy Directors) • Academic Expectations • Student Culture Vision • Professional Development (assumed by the Academy Directors) • Parent Orientation • Family Commitment Meetings • Family Events • Daily Schedule • Parent Communication • Promotion and Retention¹ Permanent Owner

¹ At different points of the charter, the Head of School will be in charge of these systems. As the school grows, the Head of School will delegate the responsibility to Academy Directors, including Student Culture, Parent Communication, Professional Development, and all the other elements captured in the list assumed by the Academy Director.

		<ul style="list-style-type: none"> • School-Wide Priorities and Goals • Adult Culture Vision • Leadership Development and Coaching • Annual Calendar • Staff Communication • Fund Development (until Director of Talent and Development is hired) • State and Authorizer Reporting
Director of Operations	<ul style="list-style-type: none"> • Operations Fellow(s) • Back office provider 	<ul style="list-style-type: none"> • Enrollment • Family Handbook • Procurement • Budgeting • Alternative Schedules
Director of Curriculum and Instruction	<ul style="list-style-type: none"> • Teachers in Academy they are assigned • Role eventually is replaced by Academy Directors 	<ul style="list-style-type: none"> • ELA • Math • Science • SS • Electives beyond PE
Academy Directors	<ul style="list-style-type: none"> • Teachers and staff within a single Academy (Lower: 4-6, hired Y4; Middle: 7-9, hired Y6; Upper: 10-12, hired Y8) • Dean of Culture 	<ul style="list-style-type: none"> • Advisory • Electives • Family Meetings • Staffing (assumed by the Academy Directors) • Academic Expectations • Student Culture Vision • Professional Development (assumed by the Academy Directors) • Parent Orientation • Family Commitment Meetings • Family Events • Parent Communication • Daily Schedule • Promotion and Retention²
Director of Student Support (Hired in Y1, will expand to have a part-time Associate Director in Y5 that will become full-time in Y8).	<ul style="list-style-type: none"> • ESL Teachers • Teaching Fellows • Special Education Teachers 	<ul style="list-style-type: none"> • SPED Compliance • Related Services • Counseling • ELL Compliance • Field Trips • Saturday Academy • Summer Academy • Student Organization • Homework System • 9th grade transition program • Testing
Dean of Culture	<ul style="list-style-type: none"> • Social Worker/School Psychologist • PE Teachers 	<ul style="list-style-type: none"> • Discipline and Incentives System • Student Investment • Advisory System

² At different points of the charter, the Head of School will be in charge of these systems. As the school grows, the Head of School will delegate the responsibility to Academy Directors, including Student Culture, Parent Communication, Professional Development, and all the other elements captured in the list.

	<ul style="list-style-type: none"> • Rituals and Traditions • Attendance • Suspensions • Behavior Intervention • Student Orientation • Breakfast/Lunch/Snack • Transitions
--	---

Instructional coaches support teachers in achieving daily high-quality instruction through weekly written feedback using the Buffalo Collegiate’s Instructional Rubric³ as a guide, and live, in the moment feedback through jump in modeling, whisper coaching, or nonverbal coaching. Both live coaching and written feedback are tracked in a tracker that is accessible by the teacher, the coach, and the Head of School at all times and all feedback is aligned to one of the core domains of instruction as defined by the Buffalo Collegiate Instructional Rubric.

During weekly coaching meetings, the teacher and the coach review observation feedback from the week, practice implementing the next steps, and review lesson plan feedback before teachers finalize their lessons for the upcoming week. Individualized coaching meetings are a high-impact lever for teacher development.

Figure 8.3: Sample Coaching Meeting Agenda

Time	Agenda Item	Mission Alignment	Details
2 min	Follow up on last week’s action items.	Invested, ambitious school community	Teacher and coach mark all action items/next steps from last meeting as complete or incomplete.
10 min	Lesson Observation Feedback	High Quality Instruction	Teacher and coach review observation feedback from the week (2min) and practice implementing feedback (8min).
15 min	Lesson Plan Feedback	Rigorous Curriculum	Teacher has pre-reviewed lesson plan feedback from the week and comes prepared with questions and ideas for coach before finalizing lesson by 1:30pm Friday.
3 min	Recap of next steps	Invested, ambitious school community	Teacher restates and writes down all next steps from coaching meeting.

In addition to weekly observations and debriefs, all teachers receive lesson plan feedback on each lesson they teach. Lesson plan feedback ensures that a high bar for rigorous curriculum is maintained every day, in every course at Buffalo Collegiate and that every lesson has been vetted by at least once experienced educator before it is delivered to students.

Figure 8.4: Lesson Planning and Feedback Cycle

Monday	Tuesday	Wednesday	Thursday	Friday
Teachers submit lesson plans and annotated classwork for next week’s lessons to their instructional		Coaches send lesson plans with feedback to teachers by 8pm.	Teachers pre-review feedback and meet with coaches 1:1 to review lesson plan feedback and	Teachers post finalized lesson plans on Google Drive folder for their grade and subject area with

³ The Buffalo Collegiate Instructional Rubric is adapted from the Achievement First Essentials Rubric and the TNTP Core Teaching Rubric.

coach by 8pm.			practice lesson execution.	feedback implemented.
---------------	--	--	----------------------------	-----------------------

(c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- An overview of the frequency and format of professional development;
- Who will be responsible for leading and providing professional development;
- How the school will identify professional development topics;
- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,
- The process for evaluating the efficacy of the professional development program.

All professional development that staff receives falls into one of four categories based on our mission: (1) rigorous curriculum, (2) high-quality instruction, (3) invested and ambitious school community, and (4) strategic decision-making based on data-informed decisions. Before the school year starts, Buffalo Collegiate runs seventeen days of whole staff professional development (PD) in July and August. Each Friday, staff engages in whole staff PD from 2:00pm-4:00pm around the same four categories established in summer professional development. This alignment ensures structure and rationale are clearly established, and eliminates the misalignment that can often be witnessed in professional development initiatives. In addition, nine whole-day staff professional development days are planned throughout the school year for data reflection, analysis, and action planning, as well as four additional days at the end of the year to springboard reflection and planning for the following year.

Academy Design

To effectively grow our staff, support our student culture, and continue to partner with parents, we have designed an Academy structure (Lower: grades 4-6; Middle: grades 7-9; Upper: grades 10-12) that will grow leadership positions and responsibilities over time. Once an Academy is either through full-growth (i.e. Lower Academy in Y3) or in its third year and in the first year of its full three-grade-span existence (i.e. Middle Academy Y5, Upper Academy Y8), the Academy Directors will assume responsibility of the academic program, staffing, culture, and parental engagement for their respective Academy. Each Academy will also have a full-time Dean of Culture whom they will manage at full growth of the Academy. Additionally, the Academy Directors will manage the Grade Level Leads and Department Chairs to effectively coordinate professional development for the teaching staff.

Summer Professional Development and Onboarding

Summer Professional Development and Onboarding at Buffalo Collegiate includes seventeen days of whole-staff professional development designed to: build community amongst the team; establish clear expectations, norms, and working relationships; onboard all team members in year one, and new team members after Year 1; norm on the vision for high-quality instruction, lesson planning, lesson execution, classroom management and school-wide systems and routines; and lay the foundation for a strong school year. During these days, staff members are expected to be at school from 8:00am-4:00pm and receive development on topics such as expectations for professionalism, taxonomy practice, lesson planning, and systems norming.

Figure 8.5: Sample August PD Topics

Rigorous Curriculum	High-Quality Instruction	Invested, Ambitious School Community
Backwards planning from assessments	100%	Arrival/Dismissal
Unit unpacking	Strong Voice	Breakfast/Lunch
Lesson planning	Precise Directions	Breaks
Intervention planning	Positive Narration	Transitions
NYS Common Core Standards	Serving SPED/ELL Students	Classroom Systems
Intellectual Preparation Protocol	Deliberate Practice Protocol	Student Organization

Friday Professional Development

Each Friday, students are dismissed from school at 1:30pm from Middle School and 1:50 from high school so staff can meet for professional development from 2:00-4:00pm. Each week, teachers have three sessions: (1) Grade Team Meetings or Whole Staff Culture Conversations, (2) Deliberate Practice, and (3) Intellectual Preparation.

During Whole Grade Team Meetings, teachers meet with the other teachers who teach their same grade to build a strong adult culture, action plan around individual student needs, norm on student habits, and create aligned grade-wide pushes to build an invested, ambitious school community. Grade team meetings are run by the Head of School in Year 1, and by Grade Level Leaders with input from the Dean of Culture in Year 2 and beyond.

In Deliberate Practice, teachers practice taxonomy skills as drills and scrimmages in small groups and receive feedback from their peers and leaders to ensure high-quality instruction in every class, every day. Deliberate Practice topics are aligned to the Buffalo Collegiate Instructional Rubric by instructional cycle. In Instructional Cycle 1, the team prioritizes the Focus row of the rubric and Deliberate Practice sessions include strong voice, precise directions, narration, and classroom climate. In Instructional Cycle 2, the team prioritizes the Rigor row and Deliberate Practice sessions include lesson rigor, pacing, and ratio. In Instructional Cycle 3, the focus shifts to the Thinking row and sessions include whole class CFUs, cold call, and habits of discussion. In Instructional Cycle 4, the team focuses on Feedback and sessions include urgency, hunt do not fish, body position, show call, and effectiveness of feedback. Instructional Cycle 5 is centered around Investment and sessions are on classroom climate, 100% effort, and student voice. During Instructional Cycle 6, teachers shift to reflection on their classroom practices and sessions are differentiated by teacher need.

Deliberate Practice sessions are always differentiated by teacher skill, with some teachers working in mixed groups of veteran and newer teachers, others working in veteran-only groups to push each other’s instructional skills, and some teachers working one on one or in small groups with a member of the Leadership Team. Some teachers may work on drills of isolated skills such as using nonverbal to correct minor student misbehaviors, while other groups might scrimmage and practice integrating multiple skills.

In Intellectual Preparation, teachers bring their pre-annotated copies of student classwork for all lessons for the next week, work with teammates to norm on instructional responses and the best way to address misconceptions, and implement content-wide pushes from the Head of School, Academy Directors, Directors of Curriculum and Instruction, or Department Chair. Intellectual Preparation ensures alignment across grade and content teams.

Friday Professional Development sessions push teachers to exemplify our belief that we work hard and get better fast.

Figure 8.6: Friday PD Schedule

Time	Session	Mission Alignment	Details
2:00-2:10pm	Opening	Invested, Ambitious School Community	Top 5 moments of the week, announcements, team wins
2:10-2:45pm	Grade Team Meetings	Invested, Ambitious School Community	Led by HoS (Year 1), GLLs & ADs (Year 2+). Focus on adult culture and student culture. Norming and alignment.
2:45-3:15pm	Deliberate Practice	High-quality instruction	Led by HoS, ADs + DCIs. Taxonomy Focus; small groups for extra at-bats
3:15-3:55pm	Intellectual Preparation	Rigorous Curriculum	Led by HoS (Year 1), DCIs & Department Chairs (Year 2/3+), ADs in charge as they are added. Work in content teams to intellectually prep & practice the next week's lessons
3:55-4:00pm	Closing	Invested, Ambitious School Community	Shout outs, we believe

Data Days

Nine times per year, following each of the Interim Assessment Cycles, and when we returning from breaks and need to prioritize to start well culturally and instructionally, the whole school meets for a full day of professional development. The professional development days following Interim Assessment Cycles will be Data Days during which teachers work in grade teams, content teams, and individually to analyze trends from Interim Assessments, mastery assessments, and NWEA MAP testing. Prior to Data Day, all teachers have graded their assessments and analyzed their data by subgroup (ELL, SPED, gender, advisory), by standard, and by question type. Teachers have also drafted instructional responses. During Data Day, the Head of School leads a whole school session with an overview of data from all grades and contents, teachers work in content teams to identify trends, and in grade teams to action plan around individual students. As the school grows, Academy Directors will own these days for their respective Academies. Teachers also meet with their instructional coach to review their instructional responses and finalize next steps and goals for the next instructional cycle.

Figure 8.7: Sample Data Day Agenda

Time	Session	Details
8:00-8:30am	Data Day Opening	Whole school overview of data; led by HOS
8:30-10:00am	Content Team Analysis	Data analysis in content teams. Action planning around content specific next steps.
10:00-10:15am	Break	
10:15-11:45am	Grade Team Analysis	Data analysis in grade teams. Action planning around students receiving Academic and Behavior RTI interventions.
11:45-12:30pm	Working Lunch	Share out of content and grade team takeaways
12:30-4:00pm	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.

(d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,
- A description of the school’s process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Teacher Supervision and Evaluation System

In addition to at least one hour of weekly individualized coaching and two hours of whole staff professional development each Friday, all teachers will be formally evaluated semi-annually on their overall instructional strengths and areas of growth, contributions to the team, and impact on student academic performance. In December, all teachers self-evaluate on each domain of the Buffalo Collegiate Instructional Rubric (Figure 8.7) and complete a peer-survey about each of their peers on their grade team and department team (Figure 8.8) which assesses overall contributions to the team, adherence to group norms and core values, and leadership qualities. In January, all teachers meet with their instructional coach to discuss their self-evaluations on the Instructional Rubric, their coach’s formal ratings on each domain of the Instructional Rubric, the results of their peer surveys, and overall student absolute performance and growth on Interim Assessments. After mid-year reviews, teachers work with their coach to create individualized growth plans with clear goals for improvement by end-of-year evaluations. The end-of-year evaluation process closely mirrors the mid-year evaluation process. Teachers submit a self-reflection on their performance on the Buffalo Collegiate Instructional Rubric to their coach and complete peer surveys in early May. In June, all teachers meet with their coaches to discuss end of year Instructional Rubric scores, peer survey results, and overall absolute student performance and student growth in their subject area. In years 1 and 2, all mid-year and end-of-year evaluations are conducted with the Head of School and the teacher’s instructional coach. In years three and beyond, teacher evaluations are conducted solely by the Academy Director(s) (and the Director(s) of Curriculum and Instruction prior to that), with support and coaching from the Head of School on a case-by-case basis.

Figure 8.8: Buffalo Collegiate Instructional Rubric⁴

RIGOR: Are students grappling with content aligned to the College Ready Bar?

FOCUS: Are students focused on the work of the lesson from start to finish?

INVESTMENT: Would students stay if they had the choice to leave?

THINKING: Are students doing the heavy lifting? Does instruction unleash the intellect of scholars?

FEEDBACK: Are students rapidly improving the quality of their work based on clear, actionable feedback?

RIGOR of TASK / CONTENT: Are students grappling with content aligned to the College Ready Bar?				
5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
<p><i>All Level 4 descriptors and...</i></p> <ul style="list-style-type: none"> - The top five students in the class are clearly challenged by the content pitch. - Students show excitement when 	<p>College Ready Bar</p> <ul style="list-style-type: none"> - The ENTIRE lesson focuses on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP and never lower than the bar set by the 	<p>College Ready Bar</p> <ul style="list-style-type: none"> - MOST of the lesson focuses on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP and never lower than the bar set by 	<p>College Ready Bar</p> <ul style="list-style-type: none"> - SOME of the lesson focuses on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP and never lower than the bar set by 	<p>College Ready Bar</p> <ul style="list-style-type: none"> - The lesson DOES NOT adequately focus on content that advances students toward grade-level standards (pitched at/above Common Core and/or AP). The bar is set lower than the AF S+S.

⁴ As adopted from the Achievement First “Essentials of Instruction.”

<p>the rigor level is increased and/or students actively seek out additional challenge.</p> <p>- Students sound like writers, scientists, mathematicians, historians, artists, etc.; they use the technical vocabulary and lens of viewing problems appropriate to the discipline.</p>	<p>AF S+S).</p> <p>- The central question/task is pitched to the college ready bar and designed to maximize thinking and discourse.</p> <p><u>Student Outcomes</u></p> <p>- ALL or ALMOST ALL oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).</p> <p><u>Time Spent in Rigorous Tasks</u></p> <p>- Students engage in frequent higher order thinking – beyond basic remembering (Bloom) or recall and reproduction (Webb).</p> <p>- Students spend almost all of class time on the most rigorous tasks and questions. The big question drives the class with scaffolding provided when necessary.</p> <p><u>Differentiation</u></p> <p>- Differentiation is leveraged so that ALL or ALMOST ALL students are challenged (e.g., extension activities, individual focus areas,</p>	<p>the AF S+S).</p> <p>- The central question/task is pitched to the college ready bar and clearly drives the lesson.</p> <p><u>Student Outcomes</u></p> <p>- MOST oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).</p> <p><u>Time Spent in Rigorous Tasks</u></p> <p>-Students engage in ample higher order thinking – beyond basic remembering (Bloom) or recall and reproduction (Webb).</p> <p>- Students spend most of class time on the most rigorous tasks and questions. The big question does drive the class, but there may be too much scaffolding (or not enough) at times.</p> <p><u>Differentiation</u></p> <p>- Differentiation is leveraged so that MOST students are challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different students).</p>	<p>the AF S+S).</p> <p>- The central question/task is pitched to the college ready bar but is not clearly driving the lesson.</p> <p><u>Student Outcomes</u></p> <p>- SOME oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).</p> <p><u>Time Spent in Rigorous Tasks</u></p> <p>- Students engage in some higher order thinking – though the focus is mostly on basic remembering (Bloom) or recall and reproduction (Webb).</p> <p>- Students spend some of class time on the most rigorous tasks and questions.</p> <p><u>Differentiation</u></p> <p>- Differentiation is leveraged so that SOME students are challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different</p>	<p>- The central question/task is NOT pitched to the college ready bar.</p> <p><u>Student Outcomes</u></p> <p>- FEW oral and written responses are top-quality (meet stated criteria and often include many of the following: accurate answer, clear logic, strong evidence, standard grammar, complete sentences, clear, and demonstrate best effort).</p> <p><u>Time Spent in Rigorous Tasks</u></p> <p>- Students rarely engage in higher order thinking – focusing instead on basic remembering (Bloom) or recall and reproduction (Webb).</p> <p>- Students spend little to no class time on the most rigorous tasks and questions.</p> <p><u>Differentiation</u></p> <p>- Differentiation is not leveraged, resulting in FEW or NO students being challenged (e.g., extension activities, individual focus areas, changing independent v. partner v. small group for different students).</p>
--	--	---	--	--

	<p>changing independent v. partner v. small group for different students)</p> <p>- When appropriate, students generate more than two arguable answers or solution pathways to the focus question.</p> <p><u>Word and World Knowledge</u> - ALL or ALMOST ALL scholars appropriately and accurately use domain- specific vocabulary and reference strong background knowledge on the topic.</p>	<p>- When appropriate, students generate two arguable answers or solution pathways to the focus question.</p> <p><u>Word and World Knowledge</u> - MOST scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic.</p>	<p>students).</p> <p>- Students generate only one answer or solution pathway to the focus question (when more than one is appropriate).</p> <p><u>Word and World Knowledge</u> - SOME scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic.</p>	<p>- Students generate unclear answers or solution pathways to the focus question.</p> <p><u>Word and World Knowledge</u> - FEW scholars appropriately and accurately use domain-specific vocabulary and reference strong background knowledge on the topic.</p>
--	---	---	---	---

FOCUS: Are students focused on the work of the lesson from start to finish?

5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
<p><i>All Level 4 descriptors and ...</i></p> <p>- Students demonstrate a sense of ownership of behavioral expectations and intellectual effort by self-correcting and cueing each other to fix behavior.</p> <p>- Students immediately and politely insist that other students demonstrate habits of effective discussion, when applicable.</p> <p>- Students assume responsibility for transitions, routines, and procedures and ALL</p>	<p><u>On Task</u> - Off-task behavior has no material impact on the classroom climate or the learning of others.</p> <p>- ALL (or ALL but ONE) students follow directions the first time they are stated.</p> <p>- ALL (or ALL but ONE) students fix their behavior immediately and in a professional manner when corrected.</p> <p><u>Tight Routines</u> - ALL (or ALL but ONE) students execute efficient and clear transitions, routines, and procedures according to the routine Vision of</p>	<p><u>On Task</u> - Off-task behavior is minor and has a minimal effect on the classroom climate or learning of others.</p> <p>- ALMOST ALL students follow directions the first time they are stated.</p> <p>- ALMOST ALL students fix their behavior immediately and in a professional manner when corrected.</p> <p><u>Tight Routines</u> - ALMOST ALL students execute efficient and clear transitions, routines, and procedures according to the routine Vision of</p>	<p><u>On Task</u> - Off-task behavior moderately affects the classroom climate and the learning of others.</p> <p>- MOST students follow directions the first time they are stated.</p> <p>- MOST students fix their behavior immediately and in a professional manner when corrected.</p> <p><u>Tight Routines</u> - MOST students execute transitions, routines, and procedures according to the routine Vision of Excellence (VOE) by adhering to expected speed,</p>	<p><u>On Task</u> - Off-task behavior significantly affects the classroom climate and the learning of others.</p> <p>- SOME, FEW or NO students follow directions the first time they are stated.</p> <p>- SOME, FEW or NO students fix their behavior immediately and in a professional manner when corrected.</p> <p><u>Tight Routines</u> - SOME, FEW, or NO students execute transitions, routines, and procedures according to the routine Vision of Excellence (VOE) by adhering to expected</p>

<p>students execute them in an orderly and efficient manner, requiring no direction or narration from the teacher.</p> <p>- ALL or ALMOST ALL students demonstrate a palpable sense of urgency in starting and completing both routines and academic work, by assessing their own understanding of the task and asking questions immediately if confused.</p>	<p>Excellence (VOE) by adhering to expected speed, route, and volume level.</p> <p>Scholar Habits</p> <p>- ALL (or ALL but ONE) students meet the school's Vision of Excellence (VOE) for foundational habits by speaking in loud and proud voices, sitting in active learning positions, tracking the speaker, raising confident hands, speaking in complete sentences, listening actively, participating in whole-group or partner discussions, and completing instructional activities.</p> <p>Urgency</p> <p>- ALL (or ALL but ONE) students sustain their focus during the entire learning activity, adjusting their pace, if necessary, to complete the activity within the designated amount of time.</p> <p>- ALL (or ALL but ONE) students who finish a task early "assign themselves" quality work to leverage extra time.</p>	<p>Excellence (VOE) by adhering to expected speed, route, and volume level.</p> <p>Scholar Habits</p> <p>- ALMOST ALL students meet the school's Vision of Excellence (VOE) for foundational habits by speaking in loud and proud voices, sitting in active learning positions, tracking the speaker, raising confident hands, speaking in complete sentences, listening actively, participating in whole-group or partner discussions, and completing instructional activities.</p> <p>Urgency</p> <p>- ALMOST ALL students sustain their focus during the entire learning activity, adjusting their pace, if necessary, to complete the activity within the designated amount of time.</p> <p>- ALMOST ALL students who finish a task early "assign themselves" quality work to leverage extra time.</p>	<p>route, and volume level.</p> <p>Scholar Habits</p> <p>- MOST students meet the school's Vision of Excellence (VOE) for foundational habits by speaking in loud and proud voices, sitting in active learning positions, tracking the speaker, raising confident hands, speaking in complete sentences, listening actively, participating in whole-group or partner discussions, and completing instructional activities.</p> <p>Urgency</p> <p>- MOST students sustain their focus during the entire learning activity, adjusting their pace, if necessary, to complete the activity within the designated amount of time.</p> <p>- MOST students who finish a task early "assign themselves" quality work to leverage extra time.</p>	<p>speed, route, and volume level.</p> <p>Scholar Habits</p> <p>- SOME, FEW or NO students meet the school's Vision of Excellence (VOE) for foundational habits by speaking in loud and proud voices, sitting in active learning positions, tracking the speaker, raising confident hands, speaking in complete sentences, listening actively, participating in whole-group or partner discussions, and completing instructional activities.</p> <p>Urgency</p> <p>- SOME, FEW, or NO students sustain their focus during the entire learning activity, adjusting their pace, if necessary, to complete the activity within the designated amount of time.</p> <p>- SOME, FEW, or NO students who finish a task early "assign themselves" quality work to leverage extra time.</p>
---	--	--	--	--

INVESTMENT: Would students stay if they had the choice to leave?				
5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
<p><i>All Level 4 descriptors and...</i></p> <p>- Students create as well as</p>	<p>Joy</p> <p>- The tone of the class is very positive. ALL or ALMOST ALL students</p>	<p>Joy</p> <p>- The tone of the class is positive. MOST students project</p>	<p>Joy</p> <p>- The tone of the class is neutral. MANY students do not</p>	<p>Joy</p> <p>- The tone of the class is negative. Several students appear</p>

<p>participate in the joyful rigor.</p> <ul style="list-style-type: none"> - Students authentically celebrate each other and name the values and contributions each other bring. - Students fully own classroom rituals and character goals and play active leadership roles in the classroom in ways that reflect a deep commitment to their teacher, each other, and their learning. -There is a palpable zest for learning. 	<p>project happiness and enthusiasm in facial expressions and body language.</p> <ul style="list-style-type: none"> - There is more than one moment of joy, wonder, or laughter. <p><u>Curiosity & Challenge</u></p> <ul style="list-style-type: none"> - ALL or ALMOST ALL students demonstrate motivation to answer questions and solve problems. (Evidence includes extending the conversation, taking strong notes, searching sources for evidence, raising hands to engage, staying on topic during partner and small group discussions, actively tracking and nodding). - ALL or ALMOST ALL students demonstrate a willingness to take risks by sharing their thinking even when they're not sure that they're right (this sounds like: "I'm not sure, but my best thinking is..." or "I'll take a stab here..." OR a teacher or student celebration of a risk taken). <p><u>Respect & Care</u></p> <ul style="list-style-type: none"> - ALL students respond respectfully to the teacher and each other. - There are MANY moments where students encourage each other to take risks (e.g., giving snaps and 	<p>happiness and enthusiasm in facial expressions and body language</p> <ul style="list-style-type: none"> - There are one or more moments of joy, wonder, or laughter. <p><u>Curiosity & Challenge</u></p> <ul style="list-style-type: none"> - MOST students demonstrate motivation to answer questions and solve problems. (Evidence includes extending the conversation, taking strong notes, searching sources for evidence, raising hands to engage, staying on topic during partner and small group discussions, actively tracking and nodding). - MOST students demonstrate a willingness to take risks by sharing their thinking even when they're not sure that they're right (this sounds like: "I'm not sure, but my best thinking is ..." or "I'll take a stab here ..." OR a teacher or student celebration of a risk taken). <p><u>Respect & Care</u></p> <ul style="list-style-type: none"> - ALMOST ALL students respond respectfully to the teacher and each other. - There SOME moments where students encourage 	<p>appear happy or enthusiastic in facial expressions and body language</p> <ul style="list-style-type: none"> - Some students appear bored. <p><u>Curiosity & Challenge</u></p> <ul style="list-style-type: none"> - SOME students demonstrate motivation to answer questions and solve problems. (Evidence includes extending the conversation, taking strong notes, searching sources for evidence, raising hands to engage, staying on topic during partner and small group discussions, actively tracking and nodding). - SOME students demonstrate a willingness to take risks by sharing their thinking even when they're not sure that they're right (this sounds like: "I'm not sure, but my best thinking is ..." or "I'll take a stab here ..." OR a teacher or student celebration of a risk taken). <p><u>Respect & Care</u></p> <ul style="list-style-type: none"> - MOST students respond respectfully to the teacher and each other. - There are FEW to NO moments where students encourage 	<p>overtly bored, unhappy, or angry in facial expressions and body language.</p> <ul style="list-style-type: none"> - Many students appear bored. There are NO moments of joy or wonder. <p><u>Curiosity & Challenge</u></p> <ul style="list-style-type: none"> - FEW or NO students demonstrate motivation to answer questions and solve problems. (Evidence includes extending the conversation, taking strong notes, searching sources for evidence, raising hands to engage, staying on topic during partner and small group discussions, actively tracking and nodding). - FEW or NO students demonstrate a willingness to take risks by sharing their thinking even when they're not sure that they're right (this sounds like: "I'm not sure, but my best thinking is ..." or "I'll take a stab here ..." OR a teacher or student celebration of a risk taken). <p><u>Respect & Care</u></p> <ul style="list-style-type: none"> - SOME, FEW, or NO students respond respectfully to the teacher and/or each other. - Students discourage each other from taking
---	---	--	--	---

	smiling at each other without prompting).	each other to take risks (e.g., giving snaps and smiling at each other without prompting).	each other to take risks (e.g., with snaps and smiles).	risks (e.g., rolling eyes or snickering in response to mistakes or comments).
--	---	--	---	---

THINKING: Are scholars doing the heavy lifting? Does instruction unleash the intellect of scholars?				
5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
<p><i>All Level 4 descriptors</i></p> <ul style="list-style-type: none"> - The class functions effectively with student facilitation. The teacher could step away, and the students could lead the class and push deep thinking on their peers (prompting each other to 'stretch it,' 'prove it,' and/or explain their logic). - Students actively revise their own thinking in light of other students' responses and annotate and jot down new ideas without prompting. - Students actively push back when the teacher or another student is over-scaffolding. This looks like students saying the following: "I've got this. Wait. Let me 	<p>Heavy Lifting</p> <ul style="list-style-type: none"> - Students complete ALL or ALMOST ALL of the cognitive work during the lesson (at least 80% of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - ALL or ALMOST ALL discourse activities are student-to-student interaction v. student-to-teacher-to-student interactions. - ALL or ALMOST ALL students are prepared to answer the question when cold called, turning and talking, or writing. <p>Evidence</p> <ul style="list-style-type: none"> - ALL or ALMOST ALL students provide meaningful evidence to support their thinking in discussion and in writing ($\geq 80\%$). This may occur after teacher prompts, but the majority of scholars do so unprompted. - ALL or ALMOST ALL students explain the logic of their thinking (how evidence 	<p>Heavy Lifting</p> <ul style="list-style-type: none"> - Students complete MOST of the cognitive work during the lesson (at least 60% of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - MOST discourse activities are student-to-student interaction v. student-to-teacher-to-student interactions. - MOST students are prepared to answer the question when cold called, turning and talking, or writing. <p>Evidence</p> <ul style="list-style-type: none"> - MOST students provide meaningful evidence to support their thinking in discussion and in writing ($\geq 60\%$ of time). This may occur after teacher prompts. - MOST students explain the logic of their thinking (how evidence supports the claim). This may occur after teacher prompts. <p>Discourse</p> <ul style="list-style-type: none"> - Discourse engages MOST of the class (e.g. 	<p>Heavy Lifting</p> <ul style="list-style-type: none"> - Students complete SOME of the cognitive work during the lesson (at least 40% of the time), by reading, writing, discussing, analyzing, computing, or problem solving, but the teacher completes more of it. - SOME discourse activities are student-to-student interaction v. student-to-teacher-to-student interactions. - SOME students are prepared to answer the question when cold called, turning and talking, or writing. <p>Evidence</p> <ul style="list-style-type: none"> - SOME students provide meaningful evidence to support their thinking in discussion and in writing ($\geq 40\%$ of time). This may occur after teacher prompts. - SOME students explain the logic of their thinking (how evidence supports the 	<p>Heavy Lifting</p> <ul style="list-style-type: none"> - Students complete LITTLE of the cognitive work during the lesson (less than 40% of the time), by reading, writing, discussing, analyzing, computing, or problem solving. - FEW or NO discourse activities are student-to-student interaction v. student-to-teacher-to-student. - FEW or NO students are prepared to answer the question when cold called, turning and talking, or writing. <p>Evidence</p> <ul style="list-style-type: none"> - FEW or NO students provide meaningful evidence to support their thinking ($< 40\%$ of time), even if teacher prompts. - FEW or NO students explain the logic of their thinking, even if teacher prompts. <p>Discourse</p> <ul style="list-style-type: none"> - Discourse engages only a FEW students in the class (e.g. speaking,

<p>try.” or “Let’s give Andre a chance. He can do this.”</p> <p>- Students make natural connections to previously learned topics or other subjects to answer the focus question/master the objective.</p>	<p>supports the claim). This may occur after teacher prompts.</p> <p>Discourse</p> <p>- Discourse engages the ENTIRE class (e.g. speaking, note-taking, active listening, etc.).</p> <p>- ALL or ALMOST ALL students evaluate and build on their peers’ thinking.</p> <p>- When appropriate, students FREQUENTLY answer ‘stretch it’ questions (e.g., how, why, more precise, tell me more, apply in different context).</p> <p>-Discourse results in thinking that is FULLY coherent, insightful, and precise/accurate.</p> <p>- Discourse fully underscores ALL of the key points of the lesson.</p>	<p>speaking, note-taking, active listening, etc.).</p> <p>- MOST students evaluate and build on their peers’ thinking.</p> <p>- When appropriate, students OFTEN answer ‘stretch it’ questions (e.g., how, why, more precise, tell me more, apply in different context).</p> <p>- Discourse results in thinking that is MOSTLY coherent and precise/accurate.</p> <p>- Discourse fully underscores MOST of the key points of the lesson.</p>	<p>claim). This may occur after teacher prompts.</p> <p>Discourse</p> <p>- Discourse engages SOME of the class (e.g. speaking, note-taking, active listening, etc.).</p> <p>- SOME students evaluate and build on their peers’ thinking.</p> <p>- When appropriate, students SOMETIMES answer ‘stretch it’ questions (e.g., how, why, more precise, tell me more, apply in different context).</p> <p>- Discourse results in thinking that is SOMEWHAT coherent and precise/accurate.</p> <p>- Discourse fully underscores SOME key points of the lesson.</p>	<p>note-taking, active listening, etc.).</p> <p>- FEW or NO students evaluate and build on their peers’ thinking.</p> <p>- Students RARELY answer ‘stretch it’ questions (e.g., how, why, more precise, tell me more, apply in different context).</p> <p>- Discourse results in thinking that is incoherent and imprecise/inaccurate.</p> <p>- Discourse fails to underscore key points of the lesson.</p>
---	---	--	--	---

FEEDBACK: Are students rapidly improving the quality of their work based on clear, actionable feedback?				
5. EXEMPLARY	4. STRONG	3. SOLID	2. EMERGENT	1. INEFFECTIVE
<p><i>All level 4 descriptors and...</i></p> <p>- Students independently check and fix their work based on previous feedback they’ve received.</p> <p>- Students use effective, economized language to give oral and written feedback to each</p>	<p>Aggressive Monitoring</p> <p>- Especially during the central written tasks of the lesson, ALL or ALMOST ALL students receive clear, actionable feedback on work quality OR several students have extended conferences with the teacher based on areas of need.</p>	<p>Aggressive Monitoring</p> <p>- Especially during the central written tasks of the lesson, MOST students receive clear, actionable feedback on work quality OR a few students have extended conferences with the teacher based on areas of need.</p>	<p>Aggressive Monitoring</p> <p>–Especially during the central written tasks of the lesson, SOME students receive feedback on work quality OR one or two students have extended conferences with the teacher based on areas of need.</p>	<p>Aggressive Monitoring</p> <p>- Especially during the central written tasks of the lesson, NO or FEW of students receive feedback on work quality during independent work OR no students have extended conferences with the teacher based on their areas of need.</p> <p>- NO or FEW students respond matter-of-</p>

<p>other.</p> <p>- Students effectively track their own progress and focus their work based on that data.</p>	<p>- ALL or ALMOST ALL students respond matter-of-factly or positively to teacher correction and fix work immediately to meet the Criteria for Success.</p> <p><u>Student Evaluation</u> -ALL or ALMOST ALL students refer to clear criteria and evidence when evaluating their work or the work of other students.</p> <p>- Students have FREQUENT opportunities to evaluate their own work or the work of others.</p> <p>- ALL or ALMOST ALL students respond matter-of-factly or positively to peer feedback and immediately improve their work based on feedback given.</p> <p><u>Progress Monitoring</u> - Students have MANY opportunities to debrief common misunderstandings or to practice tricky problem-types or tasks (individually + whole group) based on previous or current areas of difficulty.</p> <p>- ALL or ALMOST ALL students know / can articulate what they are working on with regard to a critical grade level</p>	<p>- MOST students respond matter-of-factly or positively to teacher correction and fix work immediately to meet the Criteria for Success.</p> <p><u>Student Evaluation</u> -MOST students refer to clear criteria and evidence when evaluating their work or the work of other students.</p> <p>- Students have MANY opportunities to evaluate their own work or the work of others.</p> <p>- MOST students respond matter-of-factly or positively to peer feedback and immediately improve their work based on feedback given.</p> <p><u>Progress Monitoring</u> - Students have SOME opportunities to debrief common misunderstandings or to practice tricky problem-types or tasks (individually + whole group) based on previous or current areas of difficulty.</p> <p>- MOST students know / can articulate what they are working on with regard to a critical grade level standard.</p>	<p>- SOME students respond matter-of-factly or positively to teacher correction and fix work immediately to meet the Criteria for Success.</p> <p><u>Student Evaluation</u> - SOME students refer to clear criteria and evidence when evaluating their work or the work of other students.</p> <p>- Students have SOME opportunities to evaluate their own work or the work of others.</p> <p>- SOME students respond matter-of-factly or positively to peer feedback and immediately improve their work based on feedback given.</p> <p><u>Progress Monitoring</u> - Students have FEW opportunities to debrief common misunderstandings or to practice tricky problem-types or tasks (individually + whole group) based on previous or current areas of difficulty.</p> <p>- SOME students know / can articulate what they are working on with regard to a critical grade level standard.</p>	<p>factly or positively to teacher correction and fix work immediately to meet the Criteria for Success.</p> <p><u>Student Evaluation</u> -NO or FEW students refer to clear criteria and evidence when evaluating their work or the work of other students</p> <p>- Students have NO or FEW opportunities to evaluate their own work or the work of others.</p> <p>- NO or FEW students respond matter-of-factly or positively to peer feedback and immediately improve their work based on feedback given.</p> <p><u>Progress Monitoring</u> - Students have NO opportunities to debrief common misunderstandings or to practice tricky problem-types or tasks (individually + whole group) based on previous or current areas of difficulty.</p> <p>- NO or FEW students know / can articulate what they are working on with regard to a critical grade level standard.</p>
---	---	---	---	--

	standard.			
--	-----------	--	--	--

Figure 8.9: Peer Survey Questions

Question	Response choices
How respectful is this teacher of other teachers and school staff?	Extremely respectful, very respectful, somewhat respectful, slightly respectful, not at all respectful, N/A - I do not have sufficient evidence to respond
How respectful is this teacher of students and their families?	Extremely respectful, very respectful, somewhat respectful, slightly respectful, not at all respectful, N/A - I do not have sufficient evidence to respond
Other teachers and staff members turn to this teacher for help and problem-solving.	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
How often does this teacher actively work to make our school a more positive and joyful place to work?	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
Does this teacher work to raise the overall level of student achievement in the grade/school not just the achievement of the scholars in their class/subject?	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
How often does this teacher volunteer and take on school/team projects and activities (e.g. field trips parent nights etc.)?	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
Does this teacher follow through on his/her commitments and responsibilities and do quality work on time?	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
I like having this teacher in our meetings because he/she contributes actively without dominating the discussion, really listens to the views expressed by me and others and provides great comments.	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
If there is an important issue or concern this teacher doesn't ignore it but rather raises the issue in a positive productive and problem-solving way.	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
This teacher reinforces school or team expectations and decisions (holds students to the common academic standards and champions behavior expectations established by the grade/school).	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond
This teacher is on time for the school day,	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient

classes, duties, meetings and for picking up students.	evidence to respond
How open is this teacher to receiving feedback?	Extremely open, very open, somewhat open, slightly open, not at all open, N/A - I do not have sufficient evidence to respond
How helpful is the feedback this teacher has given to you?	Extremely helpful, very helpful, somewhat helpful, slightly helpful, not at all helpful, N/A - I do not have sufficient evidence to respond
This teacher is a positive role model for other teachers.	Strongly agree, agree, neutral, disagree, strongly disagree, N/A - I do not have sufficient evidence to respond
How frequently is this teacher perceived as a leader in the school (even if he/she doesn't have a formal leadership role?)	Always, usually, sometimes, rarely, never, N/A - I do not have sufficient evidence to respond

Request 9: School Culture and Discipline

This response should provide reviewers with a clear sense of how the school will develop and maintain a strong school culture, including a description of any school-wide approaches to behavior management (i.e. Positive Behavioral Intervention and Supports, strict no-excuses). This narrative description should align with the specific discipline policies outlined below.

At Buffalo Collegiate, our culture is the foundation for academic achievement and leadership development. From the moment that a person walks into our building, whether a student, staff member, parent, Trustee, or visitor, the Buffalo Collegiate **PRIDE** culture will be evident from the appearance of the building (college pennants, inspirational quotes, **PRIDE** Core Values posted and personalized), to the warm interactions with students and staff, to the schoolwide systems focused on our shared values and ambitious goals.

We will create a school that ensures the focus necessary to achieve by creating ambitious goals and structures, all provided within a goal-oriented and achievement-based culture. Our students will respond to our high expectations which will be clearly articulated, consistently upheld, and properly supported. Students will learn about the Buffalo Collegiate culture prior to enrollment through our outreach in the community and Home Visits after they choose to enroll, and as it is explicitly taught in our Student Orientation at the start of every school year.

At the heart of our culture and therefore our work is the belief that our students have the intellectual and leadership capacity to be highly successful college graduates who will bring about a positive impact in their communities and our city. Through a focus on our **PRIDE** values, we will teach and students will develop the character attributes, behaviors, and habits necessary to thrive in college and career. Our structured, predictable learning environment will be consistent across classes to allow students to engage in their learning to excel academically. Our culture ensures that predictability essential in the early grades is balanced by the necessary autonomy older students need to develop long-term independence.

We will continue to uphold our community expectations and our commitment to ensuring that our students are supported in meeting high expectations and making continuous behavioral improvements as valued members of our school community through the continuum shown in **Figure 9b.1**.

Comprehensively, our positive, achievement-oriented school community includes a number of design elements.

Core **PRIDE** Values

Our Buffalo Collegiate **PRIDE** Core Values of Perseverance, Respect, Integrity, Discipline, and Empathy are the character traits we believe will lead to ambitious, self-driven college students with the ethical compass needed to be strong, inclusive leaders. We will teach the **PRIDE** Core Values just as we would a math lesson, and we will model, reinforce, and develop the characteristics necessary for our students to build academic success and access life's opportunities.

Our **PRIDE** Core Values are explicitly taught to students during Student Orientation and to parents during Parent Orientation. In the Lower (grades 4-6) and Middle (grades 7-9) Academies, teachers use the **PRIDE** Core Values daily in their lessons and students receive frequent individual and whole class feedback on the values so they come to internalize them and see their role in their daily work and actions. As students progress into the Upper (grades 10-12) Academy, the **PRIDE** Core Values take on continued significance through student-led Community Meetings, and the evolution of our Social Innovation program that makes

our values real through student-led initiatives in the community that strategically and collaboratively address issues that require innovative solutions.

Buffalo Collegiate’s public spaces and conversations will be rooted in our **PRIDE** Core Values, with “Courage Above All” as Courage “is the quality that guarantees all others.”

We believe that our **PRIDE** Core Values are essential traits for long-term success; for those traits to be exhibited, our students and staff will commit to “Courage Above All.” That rallying cry is borne out of the ethos expressed two noted leaders whose words inform us:

- **Maya Angelou:** “Courage is the most important of all the virtues, because without courage you can't practice any other virtue consistently. You can practice any virtue erratically, but nothing consistently without courage.”¹
- **Winston Churchill:** “Courage is rightly esteemed the first of human qualities... because it is the quality which guarantees all others.”²

With courage that will come from a transformative education provided within an ambitious and supportive school community, we will embrace, honor, teach, and assess **PRIDE** Core Values at all grade levels:

Courage: To act thoughtfully, morally, and fiercely (resolutely) in the face of adversity.

- **Perseverance: We will tenaciously pursue our dreams and goals.**

Students set their sights on meaningful goals and progress towards them every day. Enduring hardship is not the same as fighting to achieve a life-goal. They often look the same and have the same kind of tenacity, but by turning the strength of endurance into the will to achieve, students learn to prevail.

- **Respect: We will maintain a constant sense of dignity, and treat others as we wish to be treated.**

We live within a community that supports one another, regardless of the difficulties that surround us. By establishing a foundation of respect for self and others, students see value in all those around them. Students are taught that to be cool is to love yourself, and to be kind to others.

- **Integrity: We will tell the truth and remain true to our moral principles.**

Honesty is the cornerstone of our character.

- **Discipline: We will have supreme focus and optimism and avoid distractions and negativity.**

To achieve, we set our sights on meaningful goals and set goals that will steadily drive achievement.

- **Empathy: We will seek to understand the lives of others and create shared experiences that allow us to connect, understand others, and share the journey. We uplift our community.**

Our world clamors for understanding. Buffalo Collegiate demonstrates the ways that we can be firm in our beliefs and supportive to those around us. Empathy ensures that we care about learning to know our neighbors, and through that effort, relationships are strengthened and communities formed.

We are committed to exhibiting, developing, and recognizing our **PRIDE** Core Values in all members of our school community. They are always expected of our adults, and we will inform the hiring and evaluation process because adults will be expected to embrace and live out these values before we teach and expect them from our students. These values will frame our work as we help our students develop

¹ Maya Angelou, Voices Education Project. Web. 09 Mar. 2017.

² Manchester, William, 1922-2004. *The Last Lion, Winston Spencer Churchill*. Boston: Little, Brown, 1983/2012. Print.

the character traits necessary to excel in college and emerge as the next generation of ethical leaders.

To teach the **PRIDE** Core Values to our students, it is necessary to articulate what each looks like in action within our community. **Figure 9a.1** outlines what these values look like in action at Buffalo Collegiate.

Figure 9a.1: PRIDE Values and Actions

Core Values Examples	PRIDE Core Value
I take risks in class; even if I do not know the material, I know that I must push myself to grow, learn, and be okay making educated mistakes.	Perseverance
When I am held accountable and given a consequence, I use it as an opportunity to grow.	Perseverance
Even if my work is challenging, I believe that my effort is worth it and I will improve over time if I commit to my learning.	Perseverance
I know everyone in my class and respect their opinions even if we do not agree.	Respect
I honor all places in the school. I am good to everyone in our community and make them feel a part of our school.	Respect
I work well with my teammates when engaging in group work.	Respect
I am honest, even if telling the truth comes with a consequence.	Integrity
I do what is right, particularly when no one is supervising me.	Integrity
I do my own work at school and at home, and I support others in that example.	Integrity
I hold myself accountable to accomplish my work and responsibilities after school without an adult having to tell me.	Discipline
I am efficient with my time. I understand that every moment counts, so I ensure that I focus when I am in class and hurry back when I need to step out.	Discipline
I am attentive and engaged in class.	Discipline
I am loud and proud when I give an answer in class.	Discipline
If one of my classmates is struggling with their work or with a personal problem, I am eager and willing to help them.	Empathy
When I see one of my classmates do well - either on an assignment or in action - I compliment and support them.	Empathy
I am an advocate for all members of my school community.	Empathy
I am engaged in volunteering efforts around my community and encourage others to do so as well.	Empathy

PRIDE Points Class System

Buffalo Collegiate students are held accountable to our **PRIDE** Core Values, and we reward and acknowledge teamwork and collective commitment to **PRIDE** (Perseverance, Respect, Integrity, Discipline, and Empathy) Core Values. At the end of each class period in the Lower (grades 4-6) and Middle (grades 7-9) Academies, the teacher gives the class feedback based on how well students worked as a team to

uphold these values. For each value that 100% of the class upheld throughout the period, the class gets a **PRIDE** point.³ Each section can earn five points per period (ELA I, ELA II, Math I, Math II, Science, Social Studies, Electives, FOCUS), totaling a possible 40 points per day. Points are publicly tracked in the classroom and teachers provide opportunities for students to reflect on what they are individually doing to contribute to the score and how the class can ensure that they collectively secure all the **PRIDE** points.

At the end of each day, the Operations team will take the point totals and update a tracker that hangs in the hallway for each grade, broken down by advisory. Each week, we will honor the advisory that has earned the most **PRIDE** points. We will start doing this by grade level, and eventually transition to honoring the top three advisories within a given Academy. Weekly recognitions will transition into monthly advisory competitions to earn dress down days, pizza for lunch, or extended recess. **PRIDE** points help students internalize the importance of teamwork, supporting their peers, setting short-term and long term goals, and collaboration based in shared values.

Upper Academy Badge System⁴

As students progress into the Upper Academy (grades 10-12), Buffalo Collegiate will create a system where students earn visible markers (“Badges”). The Badges can be earned through the completion or exhibition of our **PRIDE** Core Values and through academic, character, and community accomplishments. Some Badges will be easier to obtain than others; some will be awarded rarely and difficult to earn. Badges will be honored at Community Meetings where staff and students will celebrate individual and team accomplishments. Badges will be tracked by student and shared with families to show the cultural contributions and honors students have received. Over a student’s time in the Upper Academy, they will have many opportunities to demonstrate and be recognized for their community leadership.

Advisories

Developing enduring, supportive relationships with adults and students is an essential part of our culture and complements our high expectations and values-based community. Every day students have a morning and afternoon advisory that enables them to check in with at least one adult every morning, get organized for the day as they hand in their homework for all classes, eat breakfast, engage in mindfulness exercises, and do 10 minutes of DEAR. In the Lower (grades 4-6) and Middle (grades 7-9) Academies, there will be at least two teachers per advisory to lead students in organization, individual and whole class goals, community building, and reflection on issues in the class, school, or the broader community. Family communication will flow from the advisory structure; advisors will be responsible for weekly written updates and semi-monthly verbal communication with families.

Every Friday we will use advisories to promote discussions in Social Innovation (primarily focused on Civics and Ethics in the Lower and Middle Academies as students discuss real world situations to develop awareness and ethical examinations of leaders and events), as well as extended opportunities for DEAR and mindfulness exercises. These three pillars of the Friday advisory session will run in complement to the Community Meetings that will take place for grade levels (and eventually grow into Academy Community meetings). During this time, students will organize their desks and any instructional materials, ensure that the physical space of the homeroom is neat, reflect on their weekly achievement and contributing actions and behaviors, and engage in productive discussions about academic habits and goal-setting.

Habit of Reflection and Goal-Setting

³ This system is modeled after several BES Network Schools, specifically Excel Academy Charter Schools, one of the highest performing urban charter school networks in the country. They use an elaborate system with a database to track classroom behaviors, homework completion and socially acceptable acts within the school.

⁴ The Badge system is an iteration of the system at Valor Collegiate Academy in Nashville, TN.

For students to be successful in college and career, they must develop a self-awareness that allows them to monitor their thoughts, actions, attitudes, and habits and align them with their goals and values. While there are elements of our students' lives that are out of their control, there are many pieces that are within their control. We will establish high expectations, extensive supports, and frequent opportunities for our students to see how their effort and attitudes can cultivate the habits that will lead to short- and long-term achievement and life-long success.

Our system of weekly mastery quizzes, frequent unit assessments, cyclical trimester assessments, and comprehensive end-of-the-year exams will work in complement with our behavior management system so students can regularly engage in personal reflection about their ownership of their achievement.

The continuum for student assessment creates a foundation to promote intrinsic motivation for students over time. The celebration and acknowledgment incorporated into the continuum will promote student mastery and student growth, and will serve as a public incentive for students who have achieved to continue to do so, and an invitation to other students to monitor their behaviors that prevent achievement and adjust course. As these levers drive student ownership of their achievement, adults constantly examine data and reflect 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. The continuum in **Figure 9a.2: Development of Intrinsic Motivation via Data Reflection and Praise** establishes the system necessary to utilize mastery quizzes and unit assessments to lead to changes in student behaviors and attitudes to impact overall achievement.

Figure 9a.2: Development of Intrinsic Motivation via Data Reflection and Praise



Students will be led through this process weekly to reflect on their achievement, monitor behaviors and actions, and develop goals for upcoming weeks. These manageable chunks of weekly achievement, behavior monitoring, and reflection will ultimately drive behavioral changes for long-term success.

Community Meetings

During our weekly Community Meetings, students and advisories are publicly rewarded for their accomplishments during the week. Community Meetings create rituals of recognition that establish a positive culture of growth, achievement, and acknowledgment that drives our students' academic discipline and ambition. At Community Meetings, students receive awards from their teachers for demonstrating **PRIDE** Core Values, academic achievement and growth, and meeting their ambitious goals.

Each week, one character award is given out for each **PRIDE** Core Value (Perseverance, Respect, Integrity, Discipline, and Empathy) at each grade level (in Y3 the Lower Academy will conduct these by Academy), and one trophy is awarded to the homeroom with the most **PRIDE** Points for that week. At the end of each year, the advisory with the most **PRIDE** Points will be honored as the “winners” of that trophy.⁵

Students are also honored for academic achievement and growth. All academic awards are recognized with a certificate that students bring home to share with their families. For academic achievement and **PRIDE** Core Value recognitions, students will have a visible object or symbol for them to display on their desk or within the classroom for the week following their recognition.

These weekly opportunities to celebrate achievement and culture are essential drivers of long-term excellence and success. Through the community created within and among advisories, students begin to support each other and own the culture that will help them achieve and grow.

House Systems

A further component of culture will be the creation of four multi-grade houses. When students transition into the Middle Academy in 7th grade, they will be selected into one of four houses. Drawn from a model at Boston Prep, these houses will embody the values of our school. Through this structure, students will be given opportunities to develop culture as the school grows. The ritualized induction into houses will be an annual ceremony; we will divide by houses during whole-school Community Meetings. We will use houses to stimulate competition among the houses at orientation and throughout the course of the year (i.e. clothing drives) to development of community ownership for identified social need. It will build alignment between grades and the opportunity for continued mentoring within the student community.

Our houses will drive several other cultural rituals, including:

- **Community Drives:** School community-wide competitions to raise money, goods, or services for local causes.
- **Voices in the Community:** Student-led portions of Community Meetings, as well as the use of performance, readings, or shout-outs to other exemplary members of our student community.
- **Voices of Advocates:** In concert with the Civics portion of our Social Innovation program, students attend community meetings and events within our city and state to learn and engage in elements of our greater community.
- **Bridge Builders:** Led by the Dean of Culture and advisory teachers, houses select students to help mentor and resolve issues that exist within the student body. Students are responsible for their own houses and operate on a schoolwide council for conflict resolution. They demonstrate empathy and see all potential negative outcomes of conflict as impactful and harmful to the rest of our school community.
- **Leadership Academy:** In Year 3, as the Middle Academy begins, we will create the Buffalo Collegiate Leadership Academy, an active Student Government responsible for organizing school-wide activities and advocating to leadership on behalf of the student body.⁶

⁵ This system was used very effectively to drive culture at BES school Boston Preparatory Charter Public School where Lead Founder Brian Pawloski spent five weeks for the first of his two BES Fellowship residencies. The culture has had a tremendous impact on their achievement results: 100% of their high school graduates have been accepted into 4-year colleges in four out of five graduating cohorts, and 80% of their students are on track to graduating from their respective 4-year institutions. It is also integral to the culture at Democracy Prep in Harlem, another high-performing BES Network School.

⁶ Elements of these culture building initiatives were derived from the successful charter application written by BES Fellow Graham Browne, Lead Founder of Forte Prep Charter School.

Mindfulness

Mindfulness will be a key component of our school culture. Increasing scientific evidence demonstrates the “the positive effects of mindfulness training on mental health and well-being—at the level of the brain as well as at the level of behavior—grows steadily more well-established: It improves attention, reduces stress, and results in better emotional regulation and an improved capacity for compassion and empathy.”⁷ Mindfulness has proven to be effective “for children and adolescents with aggression, ADHD, or mental-health problems like anxiety.”⁸ Our students, many of whom will grow up with the complications and stressors associated with living in poverty, will need additional guidance in self-management. Our structures, systems, consistency, and joyful community will establish the culture for students to thrive, and daily mindfulness will help to complement a student’s sense of safety and self-management. Twice per day, students and teachers will engage in mindfulness exercises to develop focus, better emotional regulation, compassion, and engagement.⁹ Research shows that teachers practicing mindfulness activities in their schools also reported the following: 77% were more satisfied with their jobs; 82% reported that they could better connect with students; and 80% reported that they could deliver instruction with more ease.¹⁰

Social Innovation¹¹

Social Innovation provides a program within which our students apply ethical leadership to complex problems that require empathy, focus, and collaboration as together they work towards effective resolutions. Reflection and a commitment to serving others will further shape our students’ capacity, willingness, and drive to excel academically.

As students matriculate into the Middle Academy in 7th grade, they will be challenged to examine and experience the **PRIDE** Core Values in more depth as they explore the meaning and impact of these virtues. Advisory will continue to be the time for teachers and students to discuss and reflect upon their growth within these areas. Across Academies, the Middle Academy develop student leadership and voice in the Lower Academy as they assist in transition and acclimation for students in the Lower Academy to Buffalo Collegiate and those new to the school in 7th, 8th, and 9th grades. In 10th grade, students engage in immersion opportunities that take them beyond the school for more in-depth experiences and exposure to societal issues that beg for solutions to complex problems through values-based leadership.

The transition to the Upper Academy aligns with our goal of creating leaders to serve beyond the walls of our school as staff move from being the leaders of the ethical discourse and experience and transition increased leadership to their advisories, ensuring students are owning their voice and taking responsibility for their own impact. Because of their earlier experiences at Buffalo Collegiate, students will extend their impact to communities by identifying issues that plague larger communities and delve deeper into Social Innovation and Entrepreneurship. With an eye towards innovation, students will persevere towards a goal that will have a demonstrable benefit to their chosen community. This service-minded project will provide a capstone component to the ethical continuum that will enable our students to develop the self-efficacy as change-agents in whatever communities they choose to become a part. Our students will grapple with basic truths that they will be forced to confront as citizens of a city where most children live in poverty, yet speak and act with the hope and resilience of leaders who will identify issues and find collective, values-based solutions. As a final piece, students will reflect upon the **PRIDE** Core Values of the school,

⁷ Davis, Lauren Cassani. "When Mindfulness Meets the Classroom." *The Atlantic*. 31 Aug. 2015. Web. 09 Mar. 2017.

⁸ Ibid.

⁹ According to "Research on Mindfulness in Education" *Mindful Schools*. Web. 09 Mar. 2017, teachers observed 76-89% improvement in their students in the areas of focus, emotional regulation, compassion and engagement.

¹⁰ Ibid.

¹¹ This section on Social Innovation is also captured in **R-05**.

their evolution as leaders as contextualized by their Social Innovation Initiative, and write a capstone essay as they prepare for their lives in college. The ability to synthesize their academic experience alongside their ethical leadership development will further prepare students to become leaders of their generation. A Buffalo Collegiate student will graduate with ownership and efficacy to achieve academic excellence and to impact the world in a significant way as they persevere on their own journey.

In 6th, 9th, and 12th grades, students will present an oral defense of their Civic Awareness and Ethical Growth by writing a paper and addressing a panel of teachers, communicating that they are prepared to make the transition from academy to academy, or are prepared for the transition to college. This will be a requirement for promotion between academies. **Figure 5.10** captures one piece of this with the 9th Grade Ethics Code. Again, borrowing from the work that BES school Boston Prep has created within their Ethics program, we will create a Senior Capstone at Buffalo Collegiate that brings our community of young leaders together in groups to present the depth and breadth of their Civic awareness/engagement, Ethical Code, and ability or demonstration to impact change. This will give our students the chance to write, reflect, and share their own personal journeys as they encounter the perspective of others. The Senior Capstone, the third and final such transition projects, will serve as both a culmination of their years at Buffalo Collegiate, but also as a springboard to their lives as college students and active, engaged alumni.

Leadership development is central to our mission, which clearly states that we “educate students in grade 4 through 12 to graduate from the college of their choice” and create an educational opportunity that gives our students the foundation to “serve as our next generation of leaders.” We aim to marry academic achievement to a character foundation that together will allow our students to build personal success and serve their communities through disciplined, values-based leadership. Rooted in Robert Greenleaf’s work on Servant Leadership, Lead Founder Brian Pawloski and the Founding Board of Trustees believe that this concept of service-based leadership is an essential framework in which our students must engage.

Character education will be a constant point of discussion and reflection with our students as we use our **PRIDE** Core Values to frame our work with them and their work with one another and as we celebrate and name their contributions to the community. Beyond the simple acknowledgement and discussion of these values and character traits, we will connect these values to our mandate for academic rigor that together allows our students to feel both a sense of belonging at the school *and* the belief that they are “doing work that is challenging, rigorous, and meaningful.”¹²

Personal Board of Trustees

As one of the parting elements of the 12th grade capstone project, pending graduates will create a project that requires they select 5-7 people who they will select to sit on their “Personal Board of Trustees.” Like the process that Buffalo Collegiate used to identify its Founding Team, seniors will identify a list of 15 or more potential candidates, provide a rationale for each, and then engage in a process that leads them to select 5-7 individual whom they believe share their core values and life vision and who will serve them best moving forward in their pursuit of college and career achievement. Students will be required to articulate how the team creates a balanced perspective that will hold them accountable to their goals, support them throughout challenges, and push them to grow as learners and leaders.

Dress Code

Our team-oriented approach comes with the understanding that elements of uniformity are important for culture. We will require and enforce a uniform policy for every day of the school’s academic calendar, to include college visits and other associated field trips. We believe that professionalism, unity, and pride

¹² Tough, Paul. "How Kids Learn Resilience." *The Atlantic*. Atlantic Media Company, 16 May 2016. Web. 05 Mar. 2017.

come from representing Buffalo Collegiate in our appearance. Funds within our budget allow us to support families unable to afford a uniform or cannot afford a replacement over the course of a year.

As outlined in [R-09d – Dress Code Policy](#), we see the dress code as an opportunity to honor students' matriculation through grade levels, with each grade level receiving a new uniform element as they earn their way to the next grade level and complete the following year's orientation.

Design and Address the Details

We know that students will be more successful within an intentionally designed culture that stresses consistency and predictability. As such, teachers commit to the Buffalo Collegiate methods for curricular design, instructional strategies, and classroom structures and systems to create a culture and environment of order and respect in which our students can focus on academic achievement.

We are clear about the expectations we have for our students and reinforce those expectations as often as possible by citing the expectation (whether it is in violation or support of the expectation) and acknowledging positive behaviors in a consistent way to maximize learning time.

To maximize learning time, teachers and school leaders constantly commit to key daily details, including:

- Completing CommonBlackboard configuration for the next day at the end of the day
- Laying out breakfast and/or brainwork folders in the morning prior to student arrival
- Ensuring all materials are prepared for students to pick up prior to student arrival to class
- Emptying pencil sharpener reservoir at the end of the day
- Working with Operations Team to ensure that all supplies (e.g. hand sanitizer, tissues, pencils, highlighters, loose leaf paper) are full and organized at the end of each day
- Ensuring that teacher space is neat, resourced, and organized¹³

Establishing Trust throughout our Community

Students will respond more positively within a school community that honors their families and connects to the community beyond our school walls. Buffalo Collegiate will cultivate and connect to the power of our families and their desire to find a school that will support the hopes and dreams they have for their children. Families will choose us as a school not only keep their children safe and cared for, but to ensure avenues for academic success and life's opportunities and access not available to enough children in Buffalo, and particularly unavailable to children growing up on the East Side of our city.

Therefore, we have designed intentional and ritualistic strategies to authentically partner with our families in pursuit of their child's educational achievement. Our program will feature:

- **Family Involvement:** A commitment to learning cannot stop when students are dismissed. We will collaborate and coordinate with our families to ensure that families are clear about student expectations beyond the school day and help to reinforce their continued progress through reading and homework effort.
- **Home Visits:** After the April lottery that will identify the students admitted and the subsequent

¹³ Examples of designing and enforcing the details is evident at many schools in the BES Network of Schools, and was particularly evident at Liberty Collegiate Charter School in Nashville, TN. There are also online resources like "Maximizing the Efficiency and Structure of Your Classroom" from *Teaching as Leadership*: www.teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch3_2011.pdf.

waitlist, the Head of School will visit every new student's family to lay the foundation for our ongoing relationship between the school and the family. It will provide an opportunity to review our expectations at Buffalo Collegiate, as well as what families and students should expect from us. We will articulate our school mission and vision, as well as the expectations, policies, and components of family involvement. Families will be invited (but not required) to sign the **Buffalo Collegiate Contract of Excellence** during Home Visits. If a family does not speak English, we will secure a translator from our staff or a local community-based organization.

- **Buffalo Collegiate Contract of Excellence:** To establish a relationship founded on clear expectations, leadership will introduce the **Contract of Excellence** at Home Visits so students, parents, and staff understand our respective responsibilities to one another in pursuit of our mission. This contract outlines expectations of student behavior, detailed in our Code of Conduct.
- **University Nights:** We will host monthly University Nights throughout the year to support families in connecting with the academic and cultural elements of Buffalo Collegiate (University Nights are captured in **R-06** in the yearly calendar). University Nights will serve as a key cultural lever for families, staff, and students to unite around academic achievement within an environment that is not evaluative (i.e. Achievement Conferences); it will inform and assist families as they support their child(ren)'s learning. University Nights will also reinforce our celebration of diversity unified by our belief in the mission.
- **Coffee Talks:** One morning per month, the Head of School will host a Coffee Talk to welcome families in to meet with the school leader for relationship-building or to ask questions pertaining to the school. This will be another element of our culture that welcomes our families within our school building and provides opportunity for partnership.
- **Frequent Communication:** We will communicate with parents on a regular basis to ensure engagement and clarity. Throughout our conversations with the community during our planning of the last months, one of the most significant pieces of feedback we heard was that schools are not in touch with families until it is too late to address behavioral or academic issues. To develop a consistent system of communication, we commit to the following, with all materials translated as needed to meet the languages of our families):
 - Weekly behavior and achievement reports sent home
 - Frequent positive phone calls home to share student accomplishments
 - Semi-monthly phone calls from student advisors to discuss academic progress and character growth
 - Monthly newsletters celebrating achievement and communicating school-wide information
- **Achievement Conferences:** At the conclusion of each trimester, we will host families for a conference to discuss each student's progress. Meetings will focus on student achievement, as well as behaviors that have contributed to the achievement. From each conversation, families will have a clear understanding of their child(ren)'s strengths and areas for growth, and will partner with the school to support any action plans that need to be instituted. Conferences are mandatory for the first trimester (**R-06** provides dates for the Achievement Conferences).¹⁴

¹⁴ The bulk of this framework is common to many BES Schools throughout the country. The organizational structure of this portion was mirrored after the successful charter application of Graham Browne's Forte Prep submission in 2016. Mr. Browne is a former BES Fellow.

Request 9b: Discipline Policy (general education)

Discipline Policy (for general education students);

Our Philosophy

At Buffalo Collegiate, discipline is associated with focus rather than with punishment. For anyone to excel, they must develop the skills and habits that continue to support a path to excellence and achievement. Our school culture will support the mission of the school, which is to provide the academic program, individualized support, and ambitious expectations for all our students to thrive in four-year colleges of their choice and evolve into the ethical leaders our community, city, state, and nation need. Our discipline system will be meticulously designed prior to the start of the school so that leaders can articulate and lead teachers in developing the mindsets and skills necessary to execute the systems that will support school culture within classrooms and throughout our larger school community. Leaders, teachers, and staff will practice and norm systems and techniques to drive discipline and culture prior to the start of the year, and continue to hone expectation and implementation throughout the entirety of the year to prevent waning execution and expectation throughout the year.

Culture will be at the forefront of our hiring process to ensure that all staff members are mission-aligned and passionate about exemplifying the values necessary to build a community of learners and achievers. We will create positive adult and student culture by focusing on:

1. Establishing and maintaining high expectations
2. Holding all members of the community accountable to our high expectations
3. Supporting all members of the community as they develop ownership and execution of our vision
4. Creating ritualized authentic joy that comes from a diverse group of people working together in pursuit and accomplishment of a shared goal.

Our vision will guide our actions; our systems will ensure that our mission becomes a reality for our students and families; our rituals and routines will reinforce what we believe.

A unified and positive school culture is established from the moment that a student applies to our school, continues throughout enrollment and orientation, and is exemplified in all that we do throughout a student's life at our school, which will include their years enrolled and as an alumnus. The Board of Trustees, the owners and caretakers of the charter, will maintain high expectations for academic achievement and school culture and will hold the Head of School accountable to ensuring that those high expectations are the bedrock for every decision and action.

The Head of School will be charged with hiring and enculturating the staff. There will be extensive Professional Development around cultural norming and expectations to ensure that we are all working in unison to establish a culture of high expectations for student achievement and behavioral characteristics that correspond to that success. Beyond running Professional Development, the Head of School will lead weekly grade-level Community Meetings, host monthly "PRIDE Parents" Coffee and Pastry meetings for parents to meet with the Head of School, and ensure high-rates of parental attendance and interaction at University Nights, report card conferences, and communicate through weekly progress reports.

The beginning of our year will emphasize teaching the expectations and systems of the school so that our students are oriented to our mission, expectations, core values, routines, and systems. Slowly, we will give students more responsibility, yet we will continue to monitor and reinforce staff execution so that there is continual adherence to all elements of our school culture.

We will have a three-tier behavior management system, the first designed to be quite intense and rigorous as we establish the culture and climate necessary for our students when they enter in the Lower Academy (grades 4-6). Although expectations will remain high, we will change the language in the Middle (grades 7-9) and Upper Academies (grades 10-12) and focus the discussion around professional behaviors. This evolution will allow us to develop the focus on the habits our students need to exhibit that will engender a student-owned culture of peers who help to drive school-wide achievement.

At Buffalo Collegiate, everything is earned. We recognize that the culture of our school is a complex system of expectations, structures, engagement, positive and negative consequences, consistent execution, and relationship building. Our discipline and incentive systems is balanced with rewards and consequences and helps students to internalize the core values upon which our school culture is based. We believe in a predictable, consistent, structured school culture in which students can thrive academically. As such, we have a clear discipline and incentives systems that holds high students to high expectations and supports them as they internalize the academic and social habits that will lead to success in high school and college.

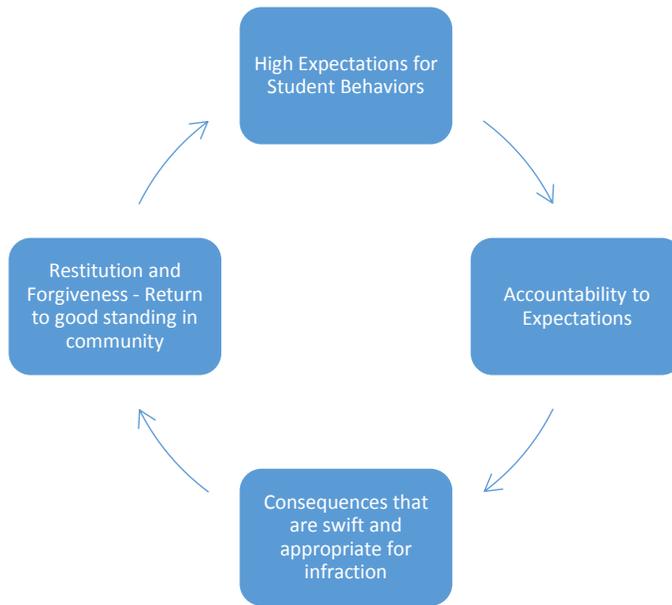
We also believe in the importance of developing independent, self-directed leaders who can moderate their own behaviors in pursuit of personal aspirations. Consequently, we have an evolving system of behavior management that is drawn from the models of some of the highest performing urban schools across the nation.

The discipline system will be broken up accordingly:

- In the Lower Academy (grades 4-6), students use a weekly Paycheck System to monitor their behaviors. Teachers and the Instructional Leadership team will use the Paycheck System to analyze individual and class-wide trends. This will allow incentives around Academy-wide normed expectations that are simple yet effective for teachers, students, and parents to understand.
- In the Middle (grades 7-9) and Upper Academies (grades 10-12), we will adopt the Edward Brooke Charter Schools model of “professional” and “unprofessional” behavior to transition the conversation to that of college and career behaviors. As an additional element of scaffolding, students in the Upper Academy will be accountable for owning their consequence and given additional flexibility of how to serve the consequence by having a window of freedom and choice.

We will continue to uphold our community expectations and our commitment to ensuring that our students are supported in meeting high expectations and making continuous behavioral improvements as valued members of our school community through the continuum shown here in [Figure 9b.1](#).

Figure 9b.1: Behavior Expectations Continuum



Individual Scholar Dollar Paycheck System

At Buffalo Collegiate, students are held accountable for meeting school-wide expectations and upholding core values through a scholar dollar paycheck system. Students earn \$20 scholar dollars for every day that they attend school, earn merits (or +\$2 scholar dollars) for demonstrating core values and demerits (or -\$2 scholar dollars) for failing to uphold school values. Each week, as part of Achievement Packets distributed every Friday, students receive a scholar dollar paycheck that details all merits and demerits earned for the week, as well as a breakdown of all merits and demerits in each core value category. Scholar dollar paychecks need to be signed by parents weekly. Within the scope of Monday advisory, students will determine the connection between their behaviors, academic achievement from the previous week’s mastery quizzes, and set goals based on their scholar dollar paychecks. If weekly scholar dollar paychecks are not returned signed by Monday morning, students receive a Monday lunch detention.¹

Figure 9b.2: Merits and Demerits by Core Value

Core Value	Example Merits	Example Demerits
Perseverance	<ul style="list-style-type: none"> • Tenacity through a challenging lesson • Taking a risk • Leadership • Resilience 	<ul style="list-style-type: none"> • Giving up during a lesson • Low effort • Disengagement • Late to school
Respect	<ul style="list-style-type: none"> • Teamwork • Kindness • Organization and helping for 	<ul style="list-style-type: none"> • Disrespect to peer • Disrespect to teacher • Disrespect to property

¹ The Paycheck system is modeled after highly successful charter schools within the Uncommon Schools Network of Schools.

Integrity	<ul style="list-style-type: none"> • Honesty, particularly in the face of consequence • Respectful, honest feedback 	<ul style="list-style-type: none"> • Forgery • Cheating/Plagiarism • Lack of ownership
Discipline	<ul style="list-style-type: none"> • Intellectual curiosity • Mastery on assessments • Growth on assessments • 100% Homework Completion 	<ul style="list-style-type: none"> • Missing/ incomplete assignment • Not following directions • Unprepared for class • Talking during silent time
Empathy	<ul style="list-style-type: none"> • Acknowledging and helping someone in need • Cultural curiosity 	<ul style="list-style-type: none"> • Disparagement of a person with a difference

Merits and demerits are tracked through an online platform, such as Kickboard, and data from this platform is analyzed by the Head of School and Dean of Culture during weekly meetings, and are the source for Grade Level Team conversations at weekly professional development. During the weekly meetings between the Head of School and Dean of Culture, they will analyze behavior data on the individual student, class, and teacher level. At the individual student level, the Head of School and Dean of Culture note any students who are consistently receiving low scholar dollar paychecks. The Dean of Culture works closely with Grade Level Leaders to plan weekly grade team meetings and ensure consistency and accountability with Behavior RTI. The Dean of Culture provides guidance to the Grade Level Chair to check in with the grade team about the effectiveness and consistency in implementation of behavior plans with the grade team. At the class level, the Head of School and Dean of Culture cross-reference paycheck averages with student achievement results and make a plan to support any teacher who has not yet mastered classroom management. As part of the Buffalo Collegiate, teachers commit to a 3:1 positive to negative ratio in their classrooms. The Head of School and Dean of Culture analyze paycheck data at the teacher level to make a plan to support teachers in protecting our positive school culture.

Middle Academy (grades 7-9) and Upper Academy (grades 10-12)

To develop a continuum of behavioral development that will provide a foundation for our students to become self-directed learners and leaders, we will transition our behavioral management systems to reflect that intention. We will use the proven behavioral management design² that develops students’ sense of professional and unprofessional behaviors. This change in language directs them to the behaviors of highly successful, career-oriented leaders, and it will enable them to start to have conversations within our school community and beyond in regards to the kinds of behaviors that will engender lifelong habits of excellence.

In the Middle Academy (7-9), we will use language of Professional, Neutral, and Unprofessional to describe student choices and behavior. During a class period, teachers will fluidly move students from one category to the next as the choices they make demonstrate. If they are making professional choices, they will move to professional. If they are making unprofessional choices, they will move to unprofessional. By explicitly showing students the impression they are making, they will begin to internalize making the right choices. Students in Grades 7 to 9 will earn a detention after receiving their third unprofessional assignment in one day. Students will be notified of their detention after receiving the community violation, automatic detention, or three “unprofessionals.” Students will be expected to serve detentions during lunch on the day following the incident. Students who receive a second detention for a given day will automatically be assigned Friday detention for their repeated choices. A failure to serve an assigned detention consequence will result in further disciplinary measures.

² Our professional/unprofessional system is an iteration of the discipline system at Edward Brooke Charter Schools in Boston, MA. Brooke’s student culture and history of achievement have led us to follow their discipline guidelines in the Middle and Upper Academies at Buffalo Collegiate.

Teachers will use an in-class behavior sheet to track professionalism and conduct. If a student commits one of the infractions below, the student may receive an “unprofessional,” an automatic detention, and/or may lose school privilege, including but not limited to: loss of social lunch privileges; missing school events, trips, or activities (including dances). Additionally, a meeting between the student, his or her parent or guardian, and the student’s Advisor, Dean of Culture, or Head of School may be required to discuss the student’s conduct and outline a plan for improvement. Students that earn three detentions in one week will earn escalating consequences, including ICR or ISS. Infractions include, but are not limited to, the following:

- Disrespecting a faculty, staff, or other member of school community;
- Disrespecting a fellow student;
- Destruction of school property;
- Disruption of class;
- Speaking out of turn;
- Inappropriate contact;
- Chewing gum;
- Arriving late to school or class;
- Inappropriate language;
- Being unprepared for class;
- Horse-playing in class, school, or during a school-sponsored activity;
- Failing to produce a signed progress report or report card the day after distribution;
- Being out of uniform;
- Other behaviors deemed inappropriate by school staff;
- Unauthorized use of staff telephones; or
- Use of headphones, cell phones, or any type of music device.

Students in the **Upper Academy** (grades 10-12) who do not meet expectations for behavior will earn between one and three demerits. As students receive a total of four demerits, they will be required to serve a 50-minute detention from 7:00-7:50 in the morning within two days of the infraction (they will be tasked with either 50 minutes of silently working or 7:00-7:15 of that plus an additional service to the Lower Academy from 7:15-7:45am) or one-hour detention after dismissal. Both options need to be selected and fulfilled within two days of the infraction. Students who do not serve their detention within two school days will face in-school suspension. Demerits reset back to zero at the beginning of each week. Infractions include, but are not limited to, the following:

- Disrespecting a faculty, staff, or other member of school community;
- Disrespecting a fellow student;
- Destruction of school property;
- Disruption of class;
- Speaking out of turn;
- Inappropriate contact;
- Chewing gum;
- Arriving late to school or class;
- Inappropriate language;
- Being unprepared for class;
- Horse-playing in class, school, or during a school-sponsored activity;
- Being out of uniform
- Other behaviors deemed inappropriate by school staff;
- Unauthorized use of staff telephones; or
- Use of headphones, cell phones, or any type of music device.

Communication to Parents, Students, and Staff

During Parent Orientation, all parents learn how the scholar dollar system functions, how to analyze weekly dollar paychecks and reflect on behavior with their child, the consequences and rewards that students earn based on their scholar dollar paychecks, and the expectations for parent signatures and verification of receipt of the weekly paycheck. Each Monday, signed scholar dollar paychecks are checked by advisors, and the families of any students who are missing a signed paycheck receive a text or email that the signed paycheck is missing. The student will also have a lunch detention that day for not bringing in their signed paycheck.

During three weeks of Summer Professional Development, teachers are trained on the Buffalo Collegiate behavior management system and best practices for assigning merits and demerits. Teachers spend ample time practicing assigning rewards and consequences during professional development during Summer Professional Development and throughout the school year to ensure that our team is normed and students experience consistency from classroom to classroom.

Expectations for student behavior and how the Buffalo Collegiate school-wide behavior system functions are explicitly taught to students during Student Orientation in August. During orientation, students learn school wide systems such as breakfast and lunch routines, break procedures, expectations for tracking, passing papers, listening to peers, homework and classwork effort and completion, posture and professionalism, and teamwork and collaboration with peers. Students also internalize the PRIDE core values of Buffalo Collegiate, learn about the different merits and demerits that can be earned, and earn practice merits and demerits so they are prepared on the first day of academic instruction. Students also learn to track their own behavior, analyze scholar dollar paychecks, and set short term and long term goals to develop the character skills needed to thrive in high school.

Rewards and Consequences

At Buffalo Collegiate, everything is earned. Students who work hard and demonstrate the PRIDE values of Buffalo Collegiate earn rewards, and students who make choices that are in conflict with our core values earn consequences.

Each Friday, all students have the opportunity to purchase items from the Buffalo Collegiate school store with their scholar dollars during lunch. Students can purchase items like sock and shoe passes, special lunches with teachers and staff, monthly pancake breakfasts, college shirt days, school supplies, and Buffalo Collegiate clothing. The Scholar Dollar Store is owned by the Dean of Culture. Each Friday, any students who have earned \$100 scholar dollars or more for the week are allowed to wear a Buffalo Collegiate or college t-shirt to school instead of their uniform polo shirt. In addition, each month, all students who have an average of \$85 scholar dollars or more for the month are invited to a fun after-school event led by the Dean of Culture. Students who have averaged \$85 or better throughout the year will gain access to an end-of-the-year field trip. Students are updated on their progress towards all the end-of-the-year field trip metrics weekly in their Achievement Packets.

Every day during lunch, students who ended the previous day with fewer than \$15 scholar dollars serve lunch detention. Students who have lunch detention eat lunch in a silent section of the cafeteria and reflect on their behavior for the previous day and set goals for themselves for the next day.³

Any students who earn fewer than \$75 scholar dollars for the culture week (Friday-Thursday) earn Friday Extension, or after school detention on Fridays from 1:30-3:00pm. Friday extension is managed by a member of the Leadership Team, and during this time, students complete a reflection, and once they are finished, they work on homework or read silently.

³ This simple consequence has been very successful at North Star's Network of schools in Newark, NJ.

Homework Club

At Buffalo Collegiate, we take academics seriously and hold our students accountable to demonstrating full effort on all assignments and celebrate and reward students who show the determination needed for them to be successful in high school and college. Students who have missing homework or who did not show full effort on their classwork attend Homework Club during which they re-do assignments and work on the next night's homework if they complete the work they missed. The Homework Club system encourages students to develop strong academic habits around homework and classwork completion and leads to students internalizing that everything is earned.

Consequences

At Buffalo Collegiate, we take major disruptions of learning time and breaches of a positive school culture very seriously. Depending on the severity of the culture breach, we have clear consequences that are consistently applied to any student to ensure fairness and consistency in the discipline policy.

Figure 9b.3: Behavior Consequences

Consequence	Description
Detention	Students who end the day with fewer than \$15 scholar dollars serve lunch detention the following day. During lunch detention, student lose their social lunch privilege and eat lunch in a silent section of the cafeteria. Overseen by the Head of School in Year 1 and by the Dean of Culture in Years 2+.
Friday Extension	Students who end the culture week (Friday-Thursday) with fewer than \$85 scholar dollars serve Friday Extension from 1:30-3:00pm. These students are dismissed one hour later than their peers and spend the time reflecting on their behavior, completing weekend homework assignments, or reading silently. Friday Extension is overseen by the Dean of Culture.
Dean's Referral	Students who cause significant disruptions in class or who earn more than 5 demerits in one class period earn a Dean's Referral. Students are sent to the Send Out Room where they reflect on their behavior, conference with the Dean of Culture or Behavior Interventionist. Parents are notified of all Dean's Referrals.
In Class Reflection (ICR)	Students who earn In Class Reflection lose their social privileges for the day. These students sit at a desk that is removed from their peers for the entirety of the day. They have access to all of the same content and materials as their peers, but do not engage in group work, projects, or discussions. Students have a tracker that is filled out by each teacher at the end of the period to note their behavior in class. Students who do not demonstrate appropriate behavior during ICR may earn a second day of ICR the following day. All students who earn ICR must prepare an apology for their class.
In School Suspension (ISS)	Students who earn In School Suspension do not attend their core classes, and instead receive alternative education from a special educator. Students spend the day in the Send Out Room completing their classwork, catching up on assignments to improve their course grades, and reflecting on their behavior. All students who earn ISS must prepare an apology for their class and all parents must come into the school for a meeting with the Dean of Culture.
Out of School Suspension (OSS)	Students who earn Out of School Suspension do not attend school for the duration of their suspension. All students who earn OSS must prepare an apology for their class and all parents must come into the school for a meeting with the Head of School.

We believe in consistency, fairness, and proactive family communication in the assigning of consequences at Buffalo Collegiate. As a result, we have developed the below consequence matrix to ensure that in the case of an egregious misbehavior, all students are treated fairly and consistently and able to serve the appropriate consequence then re-integrate into our positive school community seamlessly.

Figure 9b.4: Consequence Matrix

Offense	Consequence
Language	
<i>Low-level curses</i> or crude exclamations/phrases (not directed at someone)	Dean's Referral (alternative: dean pull-out and reset)
<i>Low-level curses</i> or crude exclamations/phrases (directed at someone)	Dean's Referral + detention
<i>High-level curses articulated visually: (not directed at someone- i.e. in surprise, or in pain, including Spanish and all other languages)</i>	Dean's Referral + detention
<i>High-level curses articulated visually: (directed at someone- or about someone as conveyed to another scholar or staff member)</i>	ISS - 1 day
<i>High-level curses articulated verbally: (not directed at someone- i.e. in surprise, or in pain, including Spanish and all other languages)</i>	ISS - 1 day
<i>High-level curses articulated verbally: (directed at someone- or about someone as conveyed to another scholar or staff member)</i>	OSS - 1 day
Physical Contact (Fighting)	
<i>Play fighting</i> (intent not aggressive)	Dean's Referral + detention
<i>Attempted fighting</i> (like swinging without connecting, or attempting to shove, getting in someone's face etc.)	ISS - 1 day
<i>Minimal aggressive physical contact</i> with another student in an aggressive manner or in a frustrating response (i.e. shoving)	OSS - 1 day
<i>Major aggressive physical contact</i> with another student (i.e. punching and connecting))	OSS - 2 day
<i>Major aggressive physical contact escalating to a fight</i> with another student (multiple back-and-forths, or a back-and-forth that requires aggressive intervention to break-up)	OSS - 3 day
<i>Aggressive physical contact with an adult</i> (i.e. shove, push past, trying to walk through teacher)	OSS - 5 day + meeting with Principal/Superintendent
<i>Major aggressive physical contact with an adult</i> (i.e. punching, kicking)	10 day + Disciplinary hearing
Bullying/Threatening	
<i>Intentional mocking or derision</i> (tone, words, actions or ideas intended to hurt)	Dean's Referral

Intentional mocking or derision of an adult (tone, words, actions or ideas intended to hurt)	Dean's Referral + detention
Low-level name calling of scholar, written or spoken (fat, ugly etc.)	Dean's Referral + detention
High-level name calling of scholar, written or spoken	OSS - 1 day + apology (or mediation)
High-level name calling of teacher , written or spoken	OSS - 2 day + apology (or mediation)
Hate Speech , written or spoken homophobic or racial slur (not directed at someone)	Dean's Referral + detention + project
Hate Speech , written or spoken homophobic or racial slur (directed at someone)	ISS - 1 day + apology + project
Low-level cyber-bullying (going out of one's way to be rude, disrespectful, or otherwise purposefully negative via text, facebook, email, skype, etc.)	Dean's Referral + detention
High-level cyber-bullying (repeated or extreme instances of going out of one's way to be malicious via text, facebook, email, skype, etc.)	ISS - 1 day
Threatening low-level harm to scholar (includes threats of low-level actions like pinching or pushing, as well as vague yet aggressive statements like, "See what happens" or "I'll make you wish you hadn't done that" or damage to property)	ISS - 1 day
Threatening low-level harm to scholar (includes threats of low-level actions like pinching or pushing, as well as vague yet aggressive statements like, "See what happens" or "I'll make you wish you hadn't done that" or damage to property)	OSS - 1 day
Threatening serious harm to another scholar	OSS - 1 day
Threatening serious harm to an adult	OSS - 3 days
Threatening to kill teacher	OSS - 3 days + disciplinary hearing/meeting with Head of School or Principal
Threatening to cause mass harm (blow up school, "kill everyone", etc.)	OSS - 5 days + disciplinary hearing/meeting with Head of School or Principal
Sexually Physical Contact	
Kissing or actions like kissing (hickies) at or around school	ISS - 1 day
Prolonged kissing ("making out") at or around school	OSS - 1 day
Sexually physical contact outside of clothes at or around school	OSS - 2 day
Sexually physical contact outside of clothes at or around school	OSS - 3 day
Repeated Low-Level Behaviors	
3 strikes in referral room or detention	ICR + extended detention
Repeated insubordination with school leadership (scholar has been removed, given one-on-one attention from leadership, three strikes and continues still)	OSS - 1 day
2+ Dean's referrals in a day	Extended detention
3+ Dean's referrals in a day	ISS - 1 day

4+ Dean's referrals in a week	ICR + extended extension (1/2 hr for every referral above 4)
Theft	
Low-level theft (pen, pencil, IR journal etc.) and admits to the theft	ICR + extended detention
High-level theft (cell phone, jacket, music device, jewelry, etc.) and admits to the theft (item recovered)	OSS - 1 day
High-level theft (cell phone, jacket, ipod, jewelry, etc.) and admits to the theft (item not recovered)	OSS - 2 day
High-level theft (cell phone, jacket, ipod, jewelry, etc.) and does not admit to the theft (item not recovered)	OSS - 2 day
Graffiti	
Non-permanent graffiti (can be easily erased and does not include vulgar language)	Extended detention
Permanent graffiti (does not include vulgar language)	ISS - 1 day
Permanent vulgar graffiti	OSS - 1 day
Permanent hate speech graffiti	OSS - 2 day
Contraband	
Non-threatening contraband at school (stink bombs, poppers (not the narcotics), etc.)	ISS - 1 day
Dangerous contraband at school (smoke bombs, fire crackers, etc.)	OSS - 1 day
Using non-threatening contraband at school	OSS - 1 day
Using dangerous contraband at school	OSS - 2 day
Throwing Items	
Playfully throwing items at another student (with no intent to hurt)	Dean's Referral
Aggressively throwing items at another student (does not hit or hurt student)	ICR + extended detention
Aggressively throwing items at another student (does hit and/or hurt student)	ISS - 1 day
Playfully throwing items at a teacher (with no intent to hurt)	ICR + extended detention
Aggressively throwing items at a teacher (does not hit or hurt teacher)	OSS - 1 day
Aggressively throwing items at a teacher (does hit or hurt teacher)	OSS - 2-3 days (depending on magnitude)
Weapon-Like Items	
Drawing violent imagery , including guns and bullets	Dean's Referral (alternative: Counselor's referral)
Non-realistic gun or weapon to school (water gun, paper gun etc.)	Dean's Referral + project
Pointing non-realistic gun at another scholar (water gun, paper gun, hands made to look like gun etc.)	ICR + extended detention
Realistic toy gun at school	OSS - 1 day + project

Drawing violent imagery of others (scholars or staff members) in varying states of peril	OSS - 2 day + psych evaluation
Drugs or Alcohol	
Any drugs or alcohol on school premises	Expulsion/Disciplinary Hearing
Selling or trading any drugs or alcohol on school premises	
Buying any drugs or alcohol on school premises	
Using any drugs or alcohol on school premises, even if brought by others	
Attending school intoxicated by any drugs or alcohol	
Weapons	
Bringing a weapon to school	Expulsion/Disciplinary Hearing
Showing a weapon to others at or around school	
Selling or buying a weapon at or around school	
Using a weapon as a threat to anyone at or around school (or to anyone from our school off school premises)	
Having an item that could be used as a weapon at school (without intention to use it as a weapon; unknowingly)	OSS - 1 day + project

Suspension

For specific behaviors outlined in [Figure 9b.4](#) students will receive more severe consequences. [Figure 9b.4](#) outlines the minimum and maximum consequences for each more severe infraction. The Head of School will make the ultimate decision on severe infractions with the assistance of the Dean of Culture. For all severe infractions the Head of School in Years 1 and 2 and the Dean of Culture in all years that follow will contact parent(s)/guardian(s) to inform them of the situation and most will require that at least one parent comes in for a conference with the Head of School and/or Dean of Culture. Our goal is to maximize student time spent in class, but to preserve our desired culture and to ensure that we have created a safe environment in which all students can learn, we must suspend students from school for behaviors that jeopardize the learning environment for their peers.

Parent(s)/guardian(s) will be informed of a student’s suspension the day of the incident or decision via a phone call. The student will also have a conference with the Dean of Culture to explain the suspension and rationale for the consequence. The student’s teachers will provide work for that student to complete by the end of the day. For longer suspensions, a shared folder will be created in the office where teachers may leave homework materials for parents to pick-up, receive via email, or to go home with another student. If a student misses a test or quiz they will be allowed to come in before or after school to make up the test. We will ensure that students are given ample time to make up the work and that they do not fall behind in class due to suspensions.

For suspensions that are longer than three days, Buffalo Collegiate will provide a tutor for no less than two hours a day, four days a week, to assist the suspended student with classwork. If the infraction warrants the student’s removal from the school property, tutoring will be provided off-site at a library or community center.

Consequences

In the case that student has committed an offense which is grounds for expulsion, the Head of School will forward to the hearing officer and the superintendent’s office the appropriate misconduct report. The student will be suspended for up to ten (10) school days pending an expulsion hearing conducted by an independent hearing officer. During the 10-day period we will continue to provide the student with make-up work and educational supports. If the student is expelled we will work with the family and other potential public schools options to

find the student another school. **Figure 9b.4** outlines the severe misbehaviors that will merit an expulsion. We will ensure consistency with regards to severe infractions and work to assign the same consequences for similar behaviors.

Behavior Improvement Course⁴

We believe that students must learn good behavior in order to be successful in life. During our extended middle and high school, students are forming the habits and character that will influence the decisions they make related to their jobs and careers as well as those related to their families and within the larger community. We realize that when students enter sixth grade they are still forming those habits and learning what behaviors lead to success. At Buffalo Collegiate we set a high bar for behavior expectations and when students struggle to meet our expectations we rely on support structures to help them become successful.

One of those support structures is the Behavior Improvement Course. We will offer the course to students twice each year, in January and July. As we reach full enrollment we will offer the class four times per year, separating middle and high school students. Students will be required to attend the course in January if they have committed any infractions from **Figure 9b.4** that require the consequence, or if they have received 20 detentions before the end of Trimester 2. The course will be held one Saturday per month for the remainder of the school year from 9:00am to 1:00pm. During the course students will complete reflection exercises and lessons that teach character development and successful habit formation. At the end of the course students will make a final presentation summarizing what they have learned and how they plan to change their behavior moving forward.

The summer course will be for students who do not attend the spring course and have either committed an infraction requiring the course from **Figure 9b.4** or they have received 30 or more detentions as of the end of the year. The course will be designed by our Dean of Culture with the assistance of the Head of School. The Dean of Culture, Dean of Student Support, and Head of School will co-facilitate the two courses in the first two years. The time in the course will allow students to grow and learn new habits and receive additional support and counseling from the Dean of Culture, Dean of Student Support, and Head of School. As the school grows, the Dean of Culture will take full ownership of the course.

Failure to complete the required discipline courses may result in the student failing promotion to the next grade level. The rationale is simple: Students need to have formed the appropriate habits and behavior to be successful at each grade level. If a student does not have the behavioral skills in place to move on to the seventh grade, that student will most likely struggle academically and behaviorally. We believe that we need to provide students with behavioral supports to ensure that they do not become distractions in the class to themselves or to others. At Buffalo Collegiate, we firmly believe that attitudes and behaviors lead to success or failure, and we will create thorough supports to cultivate the attitudes and behaviors that will lead to long-term achievement.

Parents will be educated regarding these policies at the beginning of the school year. Throughout the year, parents will receive a phone call every time that a student earns a detention and we will clearly communicate to parents when students are accumulating enough detentions resulting in the behavior course.

⁴ The Behavior Improvement Course is modeled after the work of former BES Fellow and Legacy College Prep's Lead Founder Summer Schneider who authored a successful charter application to SUNY in 2016.

Request 9c: Special Education Policy

(c) Special Education Policy (in conformity with the federal individuals with Disabilities Act (“IDEA”) and regulations;

Special Education Policy

Buffalo Collegiate Charter School (“Buffalo Collegiate”) will ensure that we make all necessary accommodations to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding discipline of students with disabilities. We will also make every effort to work in collaboration with the CSE for Buffalo Public Schools. We will work hard to establish a strong and thorough relationship with Buffalo Public Schools to ensure we are receiving and providing as many coordinated services as our students need to meet their IEP or 504 Plans.

At the start of each school year our Director of Student Support will conduct Functional Behavioral Assessments on any student who is at risk for behavioral issues and may need a behavior intervention plan. For a student who is identified as needing additional support, our Director of Student Support will write a Behavioral Intervention Plan (BIP). For any student who has a BIP, the consequence system will be modified to support the student in accordance with the plan. Each student will have an individualized set of supports designed around the issues with which that student is struggling. The Director of Student Support will give training to each teacher who works with the child directly so that the plan can be implemented throughout the school. Student BIPs will be outlined in the student database to make information easily accessible to teachers and staff on an ongoing basis. The Director of Student Support, with the assistance of other licensed special education, will be responsible for the creation of the BIPs for individual students. The Director of Student Support will also be responsible for the training of teachers in using and following the BIPs. Updates to student BIPs will be shared as needed throughout the year at Friday professional development sessions. If at any point during the year the BIP seems to be ineffective or the student poses a potential threat to self or others then the CSE will be notified immediately.

For disciplinary infractions that merit a short-term suspension, a student with a disability will be removed from their traditional school setting and placed on an in-school suspension. Director of Student Support, special education teachers, and other teachers and staff will ensure that the student is given the work from classes for those days, and the additional support to complete the assignments throughout the day.

For disciplinary infractions that merit a long-term suspension that would exceed ten (10) school days, school personnel will determine whether or not the behavior was a manifestation of the child’s disability, or if the infraction was a result of the student not receiving the appropriate supports outlined in the IEP. If it is determined that the behavior was not a manifestation of the disability and was receiving the supports outlined in the IEP, then the school may move forward with the disciplinary action as outlined in the Student Code of Conduct. During this time period, the school will still provide the student with the same educational services, including access to missed work, and supports to catch up from the days missed. The student will also receive support from the Dean of Culture and Director of Student Support to ensure that the behavior does not happen again. The Director of Student Support will work with the CSE in notifying and communicating with parents the reason for the suspension.

If it is found that the infraction was a manifestation of the child’s disability then the Director of Student Support, with the support of the Head of School and other Learning Specialists, will conduct a functional behavioral assessment. We will work in collaboration with the Buffalo Public School CSE to ensure that there is an existence of a BIP that supports the individual student and make all reviews and modifications necessary to support the student so that the behavior does not reoccur.

If the disciplinary infraction warrants expulsion, then the Head of School will request that the Director of Student Support work with the CSE to form a committee to determine that the student's actions were not a direct result of the student's disability. The school will then hold a hearing where the Director of Student Support, Head of School, parents of the student, representation from the CSE, and a general education instructor will all be present. If it is proven that the infraction was not a manifestation of the student's disability or a result of the appropriate services not being provided by the school, then the student may be expelled.

Parents will have the opportunity to file a complaint and request a public hearing if they disagree with any decision made by the school regarding a suspension or expulsion. The CSE will arrange for the hearing and the Director of Student Support will coordinate all communication with the CSE.

Request 9d: Dress Code

At Buffalo Collegiate, we believe that in order to provide a culture that uplifts the achievement of every student, we must build a community of unified vision and common values, which supports and challenges students as they grow. Part of demonstrating that we are a team is the cohesion we display through our uniforms, and the way that we demonstrate our growing maturity within that community is to provide ritualized changes to that uniform over time.

Buffalo Collegiate enforces a dress policy to show respect for our appearance, demonstrate cohesion as a community, and establish a sense of equality and focus on academic excellence. Additionally, our uniform expectations will give our younger students, and then our maturing young men and women in the upper grades, a sense of pride and professionalism and a daily visual reminder of our focus on academic success and college preparation, as well as our focus on our professional aspirations for all members of our school community.

Our dress code is strictly enforced. Students not in school uniform will remain in the front office or Dean's office until they can get in proper dress code. The dress code is in effect anytime students are in the school building before or during the school day. We will keep a supply of uniform items in the school to support students and families struggling to meet this expectation. During after-school events, students may be out of uniform only with the permission of a coach or teacher. After school clubs that do not require a change in uniform (i.e. Model UN) will retain the uniform expectations.

Uniform issues that can be fixed at school will be fixed as soon as possible so that students can get to class. This could include students removing undershirts, inappropriate jewelry, unacceptable socks (if wearing a skirt), hoodies, or non-uniform sweaters/sweatshirts. To the greatest degree possible, Buffalo Collegiate will have extra uniform shoes, shirts, and pants in a student's size, and students will be able to borrow the clothes for the day. Students will receive a detention for arriving at school without an appropriate uniform shirt or pants/shirt or shoes regardless of whether the school has extra supplies.

1. Shirts and outerwear

- a. Students must wear unaltered school shirts each day. Regulation Buffalo Collegiate school shirts are blue or yellow polos with a visible Buffalo Collegiate logo. In the Lower Academy (grades 4-6), polos are worn every day. In the Middle and Upper Academies (7-9 and 10-12, respectively), polos may only be worn on "dress down days." In the Middle and Upper Academies, young men must wear ties every day. As a part of the introduction to Middle Academy, the Upper Academy will engage our young men in a "tie ceremony" to welcome them to another stage of their gentlemanly evolution. Button down shirts are to be worn each day at the Middle and Upper Academy. Young women can wear ties, but may choose to simply wear a white, blue, or yellow approved button down.
- b. Students may wear any solid colored undershirt, provided the undershirt is a crew neck and the sleeves of the under shirt are not visible at any time. If a student wears an under shirt with visible sleeves or turtlenecks, the undershirt must be solid black, grey, or white. Students will be required to remove undershirts that are out of uniform.
- c. Approved School sweatshirts bearing the Buffalo Collegiate logo may only be worn over the top of the school shirt (not draped over shoulders or tied around waist), and the collar of the school shirt must be completely visible.
- d. Coats, non-school sweatshirts, or any other outerwear are not permitted to be worn in school

or taken anywhere in the building at any time and must be left in the locker all day. We will respect and allow all outerwear aligned to religious beliefs and medical needs.

2. Pants and skirts

- a. Students must wear dress pants or dress skirts. Shorts, capri pants, spandex material, and corduroys are not permitted.
- b. All pants and skirts must be light-khaki, gray, or black in color.
- c. No pockets, loops, or straps on pants or skirts can be below the hip level. Rubber bands are not permitted around pants.
- d. Pants must hang straight down from the thigh; skinny pants, joggers, pants that are tight in the calf, and pants that go in at the ankle are not permitted (including joggers). Pants must not be too baggy or too tight nor torn or frayed. Other clothing must not be visible under pants.
- e. Skirts must be knee length or longer. Skorts are not allowed. If a student is wearing a skirt, socks or tights must be solid black, grey, or white.
- f. If a student chooses to wear a belt, the belt must be solid black.
- g. Belts are required on pants. Belts may be solid brown or black.

3. Shoes

- a. Dress shoes or all black shoes are required. Shoelaces must be of solid color. Shoes are acceptable only if they cover more than half of the top of the foot and don't have more than a 1" heel. Visible logos must be entirely black.
- b. Flip-flops, stilettos, stacks, platform shoes, moccasins, and sandals (shoes with exposed toes) are not permitted.
- c. Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

4. Jewelry and makeup

- a. All necklaces must be tucked inside the shirt.
- b. No distracting makeup is permitted.
- c. Perfume and scented lotion are not permitted out of respect for members of the community with allergies.
- d. Sweatbands or distracting wrist wear are prohibited.

5. Head Coverings

- a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside a building at any time, except where mandated by legitimate religious requirements or with a medical note.
- b. Headband width should be no more than 4"

6. Distracting Clothing or Appearance

- a. No clothing, jewelry, or accessory that is determined by any teacher or staff member to distract from the learning process is permitted.

- b. No designs of and kind are permitted to be in the hair or on the face. This includes a prohibition of any distracting or unprofessional hair styles.

7. Uniform Progression

- a. Given our academy structure across grades 4-12, we will provide ongoing delineations in uniform so students can see their personal progress and take pride in their growing maturation within our school community. Our uniform progression is outlined below.

Additional Progression of Uniforms earned by Grade Level	
LOWER ACADEMY	
4 th grade	Earn their blue Buffalo Collegiate polo at the end of Orientation
5 th grade	1 st class: Earn their blue Buffalo Collegiate polo at the end of Orientation; 2 nd class: Buffalo Collegiate custom socks upon graduating from 4 th grade and successfully attending orientation for 5 th grade
6 th grade	Earn their gold Buffalo Collegiate polo upon graduating 5 th grade and successfully attending orientation for 6 th grade
MIDDLE ACADEMY	
7 th grade	Earn their Buffalo Collegiate ties upon graduating 6 th grade (and defending their Social Innovation presentation) and successfully attending orientation for 7 th grade; tie ceremony conducted by Upper Academy leaders
8 th grade	Buffalo Collegiate Leather Portfolio Folder
9 th grade	Earn their Buffalo Collegiate cardigan upon graduating from 8 th grade and successfully attending orientation for 9 th grade
UPPER ACADEMY	
10 th grade	Earn their Buffalo Collegiate bow ties upon graduating from 9 th grade and successfully attending orientation for 10 th grade
11 th grade	Earn their Buffalo Collegiate sport coat with a Buffalo Collegiate upon graduating from 10 th grade and successfully attending orientation for 11 th grade; ceremony is led by seniors
12 th grade	Earn the ability to wear either Buffalo Collegiate dress uniform (dress shirts, ties with Buffalo Collegiate insignia) or to wear business formal attire (no less than dress pants, shirt, tie for young men; no less than dress pants/skirt with dress shirt for girls) that is of their choosing to continue to expand their ability to display professionalism when they graduate from Buffalo Collegiate.

Request 10: School Management and Leadership

(a) Organizational Chart

Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Figure 10.1: Organizational Chart – Year 1

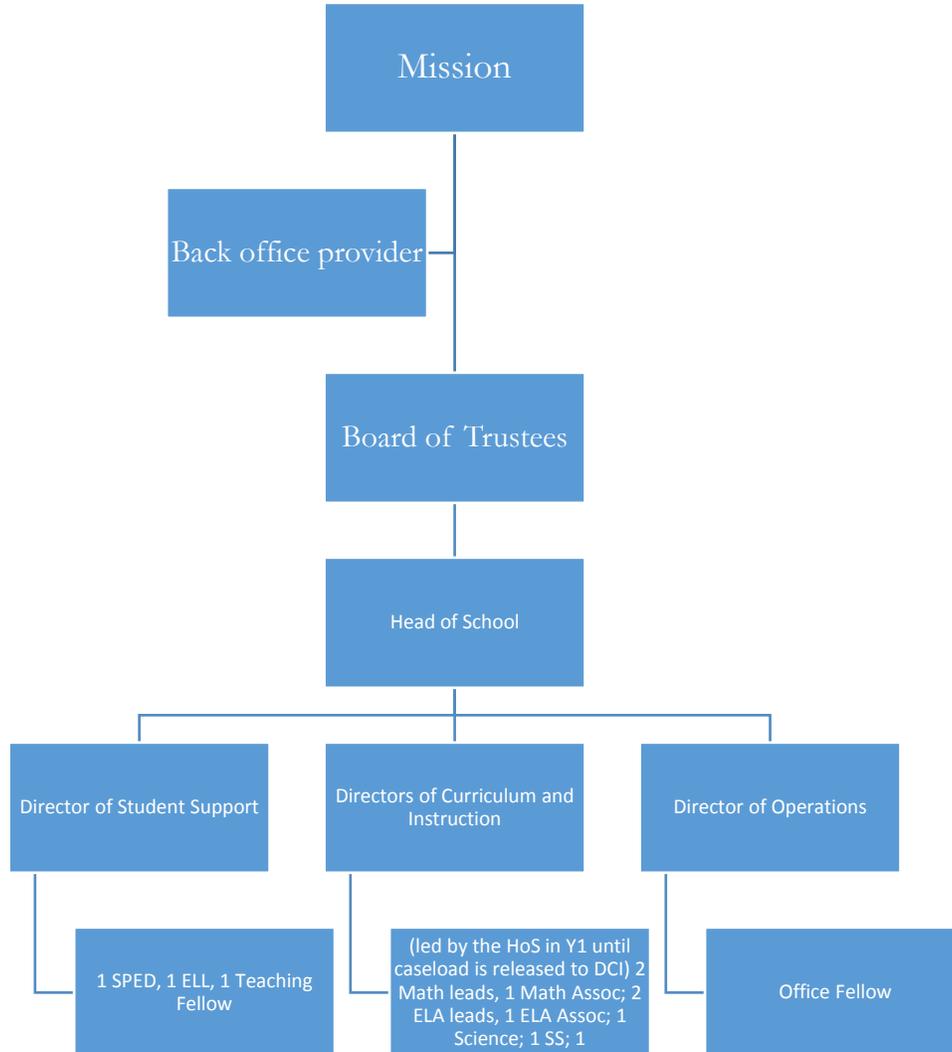
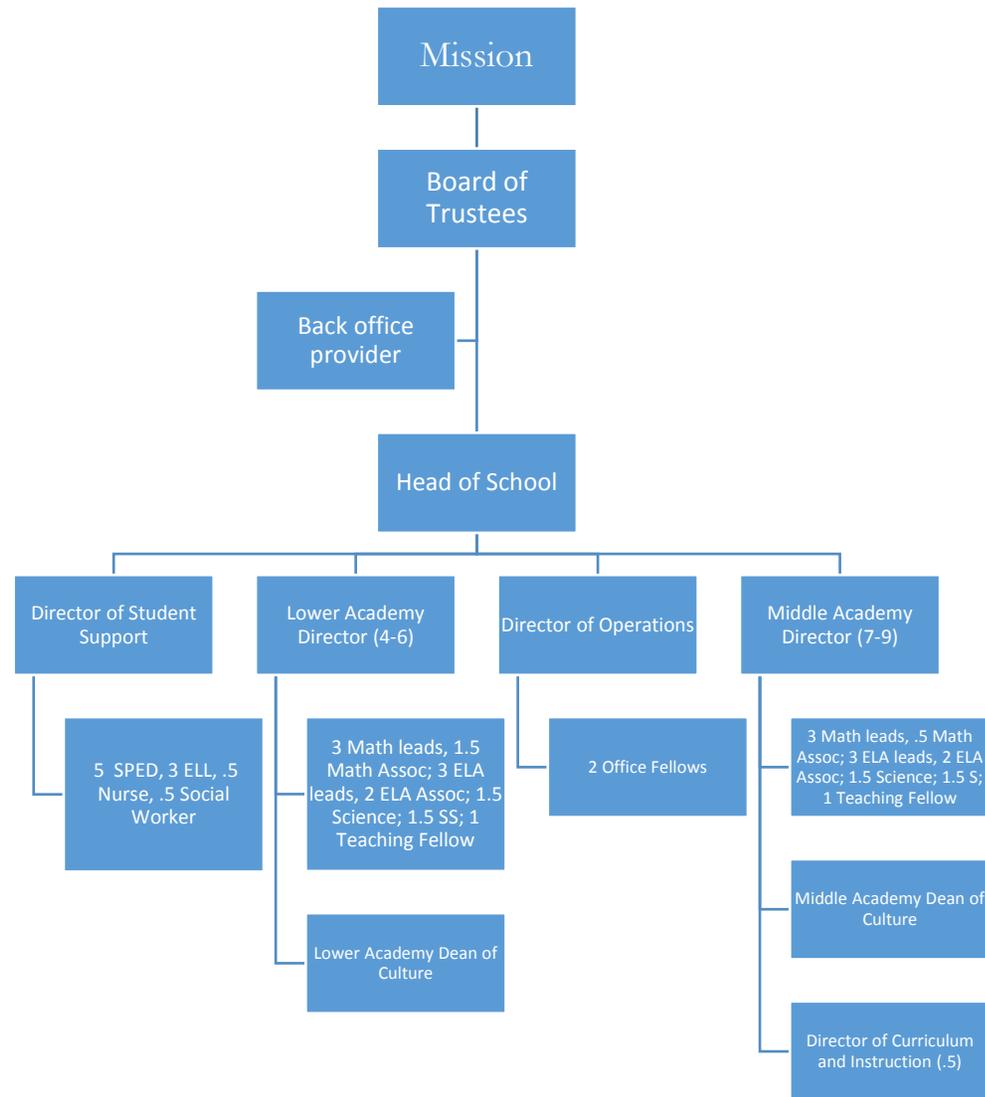


Figure 10.2: Organizational Chart – Year 5



(b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.

At Buffalo Collegiate Charter School (“Buffalo Collegiate”), our mission drives all of our decisions and programs, including the manner by which we have created organizational charts over time.

No idea can be appropriately executed without the support of a strong staff that has the mission focus and capacity to deliver on the design. The Board of Trustees will be granted the charter to open Buffalo Collegiate, and will govern the management of the organization. The Head of School, who will be hired by the Board of Trustees, will be managed and evaluated by the Board.

Buffalo Collegiate intends to hire Brian Pawloski as the Founding Head of School. Mr. Pawloski’s background, dedication to the mission, and experiences demonstrate that he has the capacity and will to fulfill the rigors of the position. The qualifications and job expectations for the Head of School at Buffalo Collegiate are included below and featured in the [R-11 Personnel](#) section and captured below.

Head of School Qualifications

- Master’s Degree preferred, Bachelor’s Degree required, and a minimum of 3 years of teaching experience, instructional expertise with meeting the needs of similar student populations in urban areas
- New York State teaching certification and Administrative credentials will be favorably considered and not required
- Demonstrated classroom success on both internal and national assessments
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Training or relevant experience in school management
- Experience having led teachers required
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
- Critical thinker, problem solver, committed to realizing the school’s mission and success

Head of School Job Expectations

The Head of School must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily school leadership, including all instructional, operational, and financial components
- Work with the Board of Trustees and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train, and evaluate high quality staff¹
- Lead high quality professional development for teachers and support staff²
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and ELL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and ELL Program
- Build and sustain a school culture based on the school's PRIDE values
- Model and hold others accountable to the PRIDE Core Values
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Engage in professional growth opportunities
- Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement
- Serve as the school's primary spokesperson
- Ensure that the school follows all applicable District policies and State and Federal laws

Brian Pawloski has 15 years of experience in urban education, which have included five years as a teacher, four years as a coach and developer of teachers, and four years as a member of the school leadership team (two as Dean of Students and two as Chief Information Officer). The jobs provided a deep understanding of school design and execution and enabled Mr. Pawloski to gain access to the Building Excellent Schools Fellowship. He was selected for this program based on his passion for the students in Buffalo and his belief that there were school models nationally that could finally bring an excellent college preparatory education to the students and families he aimed to serve. Mr. Pawloski has thoroughly appreciated the opportunity to learn and grow alongside some of the best prospective school leaders in the country. As a BES Fellow, Mr. Pawloski is learning how to develop and train a Board of Trustees, manage a charter school's financial model, develop operational, cultural, and academic systems for a new quality charter school, and grow as a leader through hours of practice in public speaking, community engagement, and problem solving. The BES Fellowship includes over 500 hours of intense charter school and leadership training. From the start of the BES Fellowship in August 2016, the Fellows have visited over 40 of the highest performing urban charter schools, which has already included a 5-week residency at Boston Preparatory Charter School. in the nation and will complete a leadership residency in a high-performing urban charter middle/high school. Fellows receive training, coaching and support on Board development during all phases of the design and start-up process, and Follow-on Support during the first three years of the charter.

Mr. Pawloski's passion for the mission and vision of Buffalo Collegiate has been infectious, and his hope and determination has driven the work in applying to open the school. His resolve to achieve high results for students

¹ Some aspects of this responsibility, and particularly supervision of staff, will be delegated over time with the expansion of administrative roles in response to school growth and needs.

² This responsibility will be increasingly shared and delegated to other roles with the expansion of administrative roles in response to school growth and needs.

in Buffalo is evident, and we believe he will provide the leadership necessary for to drive our school to meet our mission of providing an excellent education for all children.

At the time of chartering, the Board will revisit this intent, finalize clear expectations for the Head of School, and hire the Head of School. See [R-13 Governance](#) for more details and an example of the Head of School evaluation tool. The Head of School will manage the day-to-day execution of the school and the management of all staff members working at the school.

In Year 1, the majority of staff members will directly report to the Head of School to ensure that the school starts strong. The only variance to that will be the ELL and SPED teachers, who will report to the Director of Student Support and the Office Fellow, who will report to the Director of Operations. The rest of the staff will report directly to the Head of School as the Director of Curriculum and Instruction works in lockstep to ensure that the vision for academic rigor and instructional excellence is established.

Our decision to start with two grade levels in Year 1 comes in part from our belief that our Year 0 planning year is a commodity that cannot be wasted. We have seen some schools experience “growing pains” in Year 2 of their charter as they double in staff and student enrollment. We hope to mitigate some of those evolutionary issues by planning extensively for enculturation and academic excellence within Year 0 so we can start strong and earn the benefits of a strong start with two grade levels of teachers and students. We also recognize the challenge of enrollment in non-traditional grades and opening two grades better protects our budgetary needs and academic goals.

In Year 2 of operation, the Head of School will transfer the primary management duties of the teaching staff to the Director of Curriculum, but will transition to more a support and management role of the four key positions on the Instructional Leadership Team in Year 2, which will include the Director of Student Support (Y1), Director of Operations (Y1), Director of Curriculum and Instruction (Y0), and Dean of Culture (Y2). The Dean of Culture, who will be either a promoted teacher from Year 1 or a new hire, will work with the Head of School in a similar fashion to the mentoring provided to the Director of Curriculum and Instruction in Year 1. The Dean of Culture works in lockstep with the Head of School to ensure that the vision for student cultural excellence is established and owned by the Dean of Culture in Years 3 and beyond.

A significant shift in leadership structure will start in Y3 when the first Academy Director for the school is hired to serve as the leader of the Lower Academy (grades 4-6). At this point, the Head of School will shift focus to developing capacity among the rising leaders of the Middle Academy while now managing leadership in the Lower Academy through the coaching of the Lower Academy Director. In Y5, the Middle Academy (grades 7-9) will bring on a Director as the Head of School manages both Academy Directors and now proactively begins to cultivate the .5 Director of Curriculum and Instruction for development of the Upper Academy (grade 10-12), set to begin in Y6. The DCI in this role will develop a rigorous curriculum aligned to NYS CCSS and AP courses, manage the Social Innovation instructor as they co-develop a thorough internal and external plan for the pending course in grades 10-12, and carry a course load of two classes a day.

Following the leadership development model witnessed at Brooke Charter Schools in Boston, MA, we will be intentional with the way that we mentor our leadership team and develop our pipeline of leadership talent from within the organization. All Office Fellows will directly report to the Director of Operations to support the logistical and operational side of the school. All special education, ELL teachers, and social workers will directly report to the Director of Student Support because they are in additional support positions for students.

Teachers will be evaluated based on the Achievement First Instructional Rubric (contained in [R-08](#)) and the Professional Core Values Rubric ([Figure 10.3](#)) from the Noble Network. The Achievement First rubric will be the source for frequent instructional feedback. All staff members working with student behavior will report to a Dean of Culture because they will be assisting in monitoring student behavior and strategizing for ways to better support students culturally. Throughout the entirety of the model, the Director of Operations, Academy Directors, Director

of Talent and Development (added in Y6), Directors of Curriculum and Instruction, Director of Student Support reports to the Head of School.

Buffalo Collegiate firmly believes that leadership development is crucial to retaining teachers and maintaining positive adult culture. The creation of multiple leadership and management positions allows the Head of School to delegate tasks and develop other staff members as leaders to ensure that the school consistently has a strong pipeline for school leadership. By intentionally establishing this at the start of our work, the Head of School will create a Leadership Team to provide support to all staff members and students.

In addition to the Achievement First Instructional Rubric, Buffalo Collegiate’s staff will be evaluated twice per year based on the Professional Core Values Rubric³, once in November and then again in May. Staff members will receive the rubric during professional development over the summer so that expectations are clear and consistent from day one. See **Figure 10.3** for the Professional Core Values Rubric that will be used in evaluations. The Head of School will schedule a meeting with each staff member to go over the core value evaluations. At least 24 hours in advance, the Head of School will email each staff member their scores and an agenda for the meeting. Staff members will be able to internalize the scores and come up with questions or concerns prior to the meeting.

Figure 10.3: Professional Core Values Performance Tool – Teacher and Staff Evaluation Rubric

Results					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Ambitious and Feasible Goals	Unconcerned with goals; puts forth little effort to set goals or track them	Goals are often unreasonable and/or not grounded in data Goals usually lack ambition or are overly ambitious	Goals are usually reasonable and suitable for majority of students - grounded in data Goals are sometimes overly ambitious or not ambitious enough	Goals are reasonable and suitable for majority of students - grounded in data Goals are ambitious and feasible	Goals are reasonable and suitable for majority of students - grounded in data Goals exude high expectations, and detailed plans support their feasibility Serves as a model for others
Tracking	Does not post data No evidence of data	Data is tracked and/or posted occasionally Results don't reliably predict student performance	Data is tracked and/or posted on at least bi-weekly intervals Results usually predict future student performance	Data is tracked and/or posted on at least bi-weekly intervals Results accurately predict future student performance	Data is tracked and/or posted on at least bi-weekly intervals Results accurately predict future student performance Tracking tools and templates define the standard

³ The Professional Core Values Rubric is utilized at the Noble Network of schools in Chicago, IL. Mike Milkie, the Lead Founder of Noble Network, wrote a Letter of Support for Buffalo Collegiate. He is a Buffalo native and has offered his insights to Lead Founder Brian Pawloski. He has been integral to the vision of Buffalo Collegiate.

Self-reflection	No effort to use data or outputs to self-reflect	Sometimes accurately reflects on outputs	Regularly and accurately reflects on outputs Uses reflection as a tool for improvement, needs guidance at times	Regularly and accurately reflects on outputs Self-initiates reflection as a tool for improvement	Constantly and accurately uses outputs a tool for self-reflection Self-initiates reflection on a continuous basis; has an insatiable desire to improve outputs that is infectious in others
Efficiency					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Time-saving choices aligned to priorities	Decisions and choices do not save time Over-analysis or lack of alignment to priorities causes inefficiencies	Decisions and choices sometimes save time Over-analysis sometimes causes inefficiencies Priorities sometimes aligned to output goals	Decisions and choices often save time Often avoids over-analysis Priorities aligned to output goals	Decisions and choices consistently save time Analysis appropriate for decision-making Priorities consistently aligned to output goals	Decisions and choices consistently save time; develops systems which make others more efficient Analysis appropriate for decision-making Priorities consistently aligned to output goals
Multiple Paths	Not solution-oriented Not open to hearing about new ideas or solutions for a problem	Single-solution oriented Rarely considers multiple paths to solution or implications for others before settling on the most efficient and effective solution	Open to various solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Sometimes considers implications for others	Open to various solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Seeks out others' feedback on solution paths and consistently considers impact on others	Open to various solutions for a problem Thinks of multiple paths to a problem before settling on the most efficient and effective Seeks out others' feedback on solution paths Provides others with relevant feedback that assists them in efficiently determining the most effective solution
Follow Through					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary

Do what we say we'll do and Thoughtful and specific about outcomes	Does not complete task or tasks Consistently overpromises and under delivers	Usually completes assigned or promised tasks by promised date (no more than 5 misses per semester) Task is always completed, even if late Sometimes overpromises	Regularly completes assigned or promised tasks by promised or due date (no more than 2 misses per trimester) Completes all of task Rarely overpromises	Regularly and thoroughly completes assigned or promised tasks by promised or due date Double checks task for completeness - self-reflects before submission Delivers on promises	Thoroughly completes every tasks commitment Volunteers new tasks that support others Reviews all outputs before submission, ensures completion, anticipates questions in advance Reliability serves as a model
Timeliness	Fails to respond within 2 business days or doesn't meet assigned deadlines more than 4 times per trimester Late to meetings/work more than 4 times per trimester	Usually responds within 2 business days or within set deadline (no more than 4 misses per trimester) Late to meetings/work no more than 4 times per trimester	Responds within 2 business days or within set deadline (no more than 2 misses per trimester) Sometimes needs to request additional time to meet deadlines	Responds within 2 business days or within set deadline Rarely needs to request additional time	Often responds far before deadlines Rarely needs to request additional time Motivates others to meet deadlines
Own Mistakes	Does not admit to making mistakes Doesn't recognize when unable to meet deadline or promise, and doesn't make an attempt to remedy the situation	Usually admits mistakes Sometimes recognizes when unable to meet deadline or promise and makes attempt to remedy	Admits mistakes Recognizes when unable to meet deadline or promise and remedies the situation Remedy rarely as good as initially promised outcome	Admits mistakes Recognizes when unable to meet deadline or promise and remedies situation Remedy sometimes as good as initially promised	Admits mistakes Develops and executes new solution to remedy mistake in a timely manner Goes above and beyond to make remedies impactful
Innovation					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Seeks constant improvement	Closed to new ideas Does not seek out opportunities for improvement	Occasionally seeks out opportunities for improvement and feedback	Usually seeks out opportunities for improvement and feedback Attempts to use a variety of resources for improvement	Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement	Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement Serves as a resource for others to improve

Takes Risks, yet demonstrates sensibility	Does not attempt to try new things or Does not show sensibility when planning or executing new ideas	Occasionally tries new things (strategies, techniques, etc.) Innovates without considering all implications, seeks feedback when implications will significantly impact others	Tries new things (strategies, techniques, etc.); innovations often useful Usually anticipates implications of innovations, seeks feedback when implications will significantly impact others	Regularly innovates in an effective manner (strategies and techniques, etc.) Anticipates implications of innovation	Innovations cause others to perform at a higher level Assists others in process of sensible innovation and communicates thoroughly Anticipates others in process of sensible innovation
Fails well	Lets "failures" get in the way of success Focuses on the negative instead of looking for ways to improve next time	Sometimes lets "failures" get in the way of success Sometimes focuses on the negative and sometimes learns from mistakes	Rarely lets "failures" get in the way of success Rarely focuses on the negative and usually learns from mistakes Sometimes needs guidance in reflecting on mistakes	Focuses on the positive and learns from mistakes; does not repeat them Self-initiates reflection on mistakes	Learns from mistakes; does not repeat them Self-initiates reflection on mistakes Shares mistakes with others and provides insight
Team Support					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Respect	Shows regular signs of disrespect to team members Does not value team members	Shows occasional signs of disrespect to team members Sometimes puts down the team or does not value others' expertise	Usually respectful of team members Values others' expertise	Honors others and makes them feel significant Values others' expertise Frequently praises work of others	Honors others and makes them feel significant Values others' expertise Praises frequently, serves as model for others Works with others in development of respect for all members of the team

					Offers or agrees to assist team members
Service	Avoids opportunities to serve team members	Occasionally offers or agrees to assist team members	Usually offers or agrees to assist team members in limited ways	Offers or agrees to assist team members Serves team members in a variety of ways	Serves team members in a variety of ways Facilitates service among other team members
Humility	Does not understand personal limitations Focuses on themselves instead of the greater team; boastful Takes credit whenever possible	Occasionally understands personal limitations Occasionally focuses on themselves instead of the greater team Occasionally takes credit for action that significantly involved other team members	Usually understands personal limitations Usually focuses on the team instead of self Quick to give credit to others	Understands personal limitations Focuses on the team instead of themselves	Understands personal limitations Focuses on the team instead of themselves Leads others by example; motivates others to improve their humility
Celebration	Negativity brings others' down	Sometimes celebrates the team Sometimes shows negativity that brings others' down	Usually celebrates the team Rarely shows negativity	Seeks out ways to celebrate the team in an authentic, sincere manner Positivity makes others feel valued and honored	Celebrates the team Positivity makes others feel valued and honored Motivates others to increase their positivity
Communication					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Timeliness	Does not share pertinent information in advance or once known	Occasionally shares pertinent information in advance or once known	Regularly shares pertinent information in advance or once known	Shares pertinent information as soon as possible	Shares pertinent information as soon as possible Causes others to improve their timeliness

Clarity and Specificity	<p>Communication is unclear and confusing</p> <p>Communication is not specific or detailed with appropriate or adequate information</p>	<p>Communication is sometimes unclear and confusing</p> <p>Communication is sometimes not specific or detailed. Does not often allow action to be taken by receiving team member.</p>	<p>Communication is usually clear, anticipating questions in advance</p> <p>Communication is usually specific enough to be actionable</p>	<p>Communication is clear, anticipating relevant questions in advance</p> <p>Communication informs others' decisions and actions without further iteration</p>	<p>Communication is clear, anticipating relevant questions in advance</p> <p>Communication informs others' actions and serves as a model for others to improve clarity and specificity</p>
Candor and honesty	<p>Communication is dishonest and/or not forthcoming</p>	<p>Communication is honest, but not always forthcoming</p>	<p>Communication is both honest and forthcoming</p>	<p>Communication is both honest and forthcoming, while being self-reflective</p>	<p>Communication is honest and forthcoming</p> <p>Serves as a model for others to improve candor and honesty in communication</p>
Audience	<p>Message not appropriately tailored to audience</p>	<p>Message occasionally tailored to audience, but irrelevant info often included</p>	<p>Message often tailored to audience with relevant information</p>	<p>Message consistently tailored to audience with relevant information</p> <p>Motivates/inspires others to perform</p>	<p>Tailors message to audience with relevant and insightful information</p> <p>Motivates/inspires others to perform</p> <p>Effectively teaches others to use a variety of effective communication techniques</p>

The evaluation system for staff will be reviewed and evaluated each year by the Head of School to ensure that it effectively captures the metrics that contribute to staff-wide growth. If necessary, the evaluation system will be revised. Using the extensive BES Network of schools, we will have access to other tools if we find that ours needs revision. The personnel policies will then be updated, with approval from the Board of Trustees.

Leadership Team Meetings

The Leadership Team will consist of a group of staff members who report directly to the Head of School. In almost all cases, this person will be a director. The only exceptions will be the inclusion of select Grade Level Leads. All major decisions that do not require Board approval will be discussed and decided upon during weekly Leadership Team meetings. At the weekly meetings, the Head of School will look to the Leadership Team for insights and their thoughts on the predetermined agenda with required pre-work. Buffalo Collegiate looks to actively cultivate a Leadership Team that provides candid thoughts and debate. Similar to the construct of our Founding Board, Buffalo Collegiate places a strong value on a team dynamic built around trust and well-informed debate.

While the Head of School will have final say over decisions and be accountable for the choices made, the

Leadership Team will have an opportunity to offer their honest perspectives prior to the decisions.

Grade Level Leads and Content Chairs

As an added way to develop internal capacity among the teaching staff, the Head of School will promote two teachers to Grade Level Leads in Year 2 to provide another layer of leadership, mentoring, and accountability within the 4th and 5th grades. If we find that there is a teacher who will loop with their students to 6th grade, we will consider having a Grade Level Lead for the 6th grade in Year 2 as well.

These teachers will have additional duties that will take up one 50-minute planning period per day to observe and give feedback to their team in collaboration with the Head of School. The teachers who are identified and selected for these positions will be responsible for facilitating monthly meetings between the entire grade level and for working in collaboration with the Director of Curriculum and Instruction on teacher development, and the Dean of Culture on student culture at their grade level.

In Year 3, the Head of School will appoint one teacher as the head of each content area. The Content Chairs will work with the Director of Curriculum and Instruction and Academy Directors as hired to vet curriculum and provide additional content-specific coaching to complement other coaching efforts. The goal is to create a path to leadership opportunity and development for teachers to gain valuable experience and provide another structure to give all teachers a voice in the decision making at the school. For their increased leadership, the Grade Level Leads and Content Chairs will receive an extra stipend in that year for the additional responsibilities related to the position.

Request 11: Personnel

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

Figure 11.1 demonstrates the proposed staffing plan at Buffalo Collegiate Charter School (“Buffalo Collegiate”) for Years 1-8. Following Figure 11.1 is the narrative and rationale for the positions added by year through and including Year 8, the year at which Buffalo Collegiate will reach full capacity.

Figure 11.1: Staffing Plan, Year 1-8

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Head of School	1	1	1	1	1	1	1	1	1
Director of Student Support	0	0.5	1	1	1	1.5	1.5	1.5	2
Academy Director	0	0	0	1	1	2	2	2	3
Director of Curriculum & Instruction	0.5	1	1	0.25	1	0.5	1	1	0
Dean of Culture	0	0	0.5	1	1.5	2	2	2.5	3
Director of Operations	.5	1	1	1	1	1	1	1	1
Operations Fellows	0	1	1	1	2	2	3	3	3
Math Lead Teachers	0	2	3	4	4.5	6	6	7	7
Math Associate Teachers	0	1	1	2	2	2.5	3	3	3
ELA Lead Teacher	0	2	3	4	5	5.5	6	6.5	7
ELA Associate	0	1	1	1.75	2	2	3	3	3
Science Teachers	0	1	2	2	2.5	3	4	4	5
Social Studies Teachers	0	1	2	2	3	3	4	4	5
Enrichment Teachers	0	1	1.5	2	2.5	3	3	3	4
Teaching Fellows	0	1	1	2	2	2	4	5	5
Sped Teachers	0	1.5	2	3	4	5	5	6	7
ELL Teachers	0	1	2	2	2	3	3	4	4
School Psychologist/Social Worker	0	.5	.5	.5	0.5	.5	1	1	1
Director of Talent and Development	0	0	0	0	0	0	1	1	1
Social Innovation	0	0	0	0	0	0	1	1	1
College Counselor	0	0	0	0	0	0	1	2	2
Foreign Language	0	0	0	0	0	1	1	2	2
Nurse	0	0.25	0.25	0.25	0.25	0.5	0.5	0.5	0.5
Total # of Staff	2	17.25	24.75	31.75	38.75	47.5	58.5	65.5	70.5
Change in Staff Count	1.5	15.75	7.5	7	7	8.75	11	7	5

Year 0: To ensure a successful opening, in our planning year (Year 0), Buffalo Collegiate will employ three positions, one which will be full-time (Head of School) and two others that will be part-time (Director of Curriculum and Instruction and Director of Operations). We go into depth with each decision in more detail below.

We will hire a Head of School who will lead and be responsible for all start-up activities and who will report directly to the Board of Trustees. We intend that individual to be Lead Founder Brian Pawloski. The Head of School will then either hire an additional part-time staff member who will help for a portion of the year, whether that is from January to June, or 20 hours a week starting in the beginning of the 2017-18 Year 0 planning year. The Director of Operations will also have a similar construct with his or her contract. As often as possible, Buffalo Collegiate will not hire staff in the middle of the school year because we do not like the message it sends about educators joining our team while having to leave their own students. We want to ensure that all students receive a coherent and consistent education, regardless of the school they attend. We will keep this in our minds as we engage in the hiring process and determine ways to execute our design.

The Head of School will own all elements of the school design, including curricular planning, facilities acquisition, student recruitment, and staffing.

We will hire a back-office provider (potentially edTec, a national back-office provider who has supported several BES schools) to ensure the financial management in the early years of the school operation prior to it becoming feasible to hire someone to oversee finance full-time.

Year 1: In Year 1, we will serve a maximum of 120 students in grades 4 and 5. Buffalo Collegiate will be led and managed by the Head of School (HoS), who will ensure that all instructional, operational, and financial elements of the school are executed with fidelity to the mission and vision. There will be a full-time leadership team consisting of Director of Operations (DO), Director of Curriculum and Instruction (DCI), and a part-time role of Director of Student Support (the DSS will be part-time in administration, and manage a part-time ELL and SPED caseload in Year 1; full transition to leadership team will occur in Year 2). The DSS will be licensed to support English Language Learners and students with special needs. S/he will spend half of their time coordinating the overall SPED and ELL program, and the other half providing direct instructional services in alignment with students' IEP needs. There will be an additional teacher to support our special education population in the implementation of the IEP requirements, as well as one additional ELL teacher to provide intensive language interventions for our immigrant and refugee students.

An Operations Fellow will be hired to support the DO with various responsibilities including but not limited to, administrative/receptionist responsibilities. Two full-time ELA Lead Teachers and two full-time Math LEAD Teachers will be hired in Year 1 to support that vision. One ELA and one math teacher will teach the 4th grade cohort (instructing ELA I/II and Math I/II to each 4th grade cohort), while another two teachers will support the 5th grade ELA and math classes (instructing ELA I/II and Math I/II to each 5th grade cohort). A pair of Associate Teachers, one in ELA and one in math, will co-teach all ELA II and all Math II classes in 4th and 5th grades to ensure that we have the resources to successfully differentiate, remediate, and accelerate. We will hire one science, one social studies, and one specials teacher to teach all grade levels (120 students).

We will hire one Teaching Fellow to support a teacher development pipeline and develop school capacity as coverage for any absent teachers will come from within the staff. We will also hire a nurse in a .25 capacity (approximately 10 hours per week), and we will look to partner with Persistence Preparatory Charter School, a proposed K-8 school designed by BES Fellow Joelle Formato. This potential partnership

could result in co-location, which could allow for splitting the costs of a nurse and having the nurse in-house 20 hours per week. We will also hire a .5 Social Worker, and they will remain as a part-time worker through Y5. We are hopeful that some of the connections that we have established in the community will hasten partnerships with community organizations that could partner with us to provide services in complement to our part-time Social Worker.¹

We will hire a back-office provider (potentially edTec, a national back-office provider who has supported several BES schools) to ensure the financial management in the early years of the school operation prior to it becoming feasible to hire someone to oversee finance full-time.

Year 2: In Year 2, we will serve a maximum of 180 students in grades 4 through 6. The leadership team will expand by 1.0, with the DSS becoming full-time and the Dean of Culture being hired as a .5 Dean of the Lower Academy (grades 4-6) and .5 staff member (currently categorized as an enrichment teacher).

The growing school enrollment (a 50% increase from 120 to 180 students) will be reflective of the rates of Buffalo Public Schools, and the DSS will oversee the entire program for SPED and ELL. We will hire an additional SPED and ELL teacher to support our increased enrollment. We will hire a new lead teacher for ELA and Math for 6th grade, as well as an additional science and additional social studies teacher for 6th grade. Unlike in Year 1 when there will be an ELA and Math Associate Teacher partnered in ELA II and Math II to have flexible groupings, the 6th grade science teacher will co-teach 6th grade Math II, and the 6th grade social studies teacher will co-teach 6th grade ELA II, and thus continuing to provide in 6th grade appropriate staffing for students' differentiated and individual needs. As we gradually increase our enrollment, we will prioritize this structure throughout the expansion.

Year 3: In Year 3, we will serve a maximum of 240 students in grades 4 through 7. The leadership team will change significantly in Year 3 as the Academy Director of the Lower Academy (grades 4-6) is hired to lead those grades. The Academy Director will be responsible for staffing, academic achievement, professional development, discipline, and parent engagement for the Lower Academy. He/she will report to the Head of School, and will oversee the management of all teachers, Grade Level Leads, and the Dean of Culture (now full-time for the Lower Academy). A DCI will be hired in a .25 capacity (they will serve as .75 associate teacher – currently listed with ELA) to assist with the design of the 7th grade curriculum. We will add an additional SPED teacher to support our increased projected enrollment. We will hire a new Lead Teacher in ELA and in Math for 7th grade (60 students in their total portfolio that they will teach twice per day), as well as an additional ELA (.75 projected opposite the .25 DCI role) and math instructor who will oversee co-teaching ELA II and Math II, respectively, for the 6th and 7th grades (120 students in their total portfolio). The science and social studies teachers hired in Year 2 will now be fully engaged in social studies and science curricula for 6th and 7th grades (120 students in their total portfolio). Year 3 also marks the addition of a 2nd enrichment/specials teacher to support the 4-7 grade spans.

Year 4: In Year 4, we will serve a maximum of 300 students in grades 4 through 8. The leadership team will add a full-time DCI in the Middle Academy (which grows to grades 7-8 in the year prior to its full growth) and a part-time Dean of Culture for the Middle Academy (the other .5 component of that position is captured as a .5 Math teacher). We will add a fourth SPED teacher in Year 4. We will hire a new Lead Teacher in ELA and in Math for 8th grade, as well as a science and social studies teacher for 8th grade. Just as in Year 2, the 8th grade science teacher will co-teach 8th grade Math II, and the 8th grade social studies teacher will co-teach 8th grade ELA II. Enrichment will add a .5 teacher, who in the model will be split with the Social Studies department. As we approach our high school program, we do not believe we will need

¹ Horizon Health CEO Anne Constantino, who has written a Letter of Support in [R-15e](#), has told Lead Founder Brian Pawloski that she will organize a meeting with health and service agencies to determine what resources they can provide the school to support students and families.

to have the same two-teacher model in all of our ELA II and Math II courses. A second Operations Fellow will be added to assist in the growing enrollment of the school.

Year 5: In Year 5, we will serve a maximum of 360 students in grades 4 through 9 and it will be our first year of the high school. In addition to the Head of School and the Academy Director of the Lower Academy, we will add the Academy Director of the Middle Academy (grades 7-9). They will be supported by a .5 Director of Curriculum and Instruction who will also be a .5 ELA Lead Teacher (constituting 5.5 Lead ELA Teachers). As DCI, they will also work proactively plan elements of the Upper Academy's curricular design to lay the foundation for the rigorous Advanced Placement program. A second full-time Dean of Culture will be hired for the Middle Academy and report to the Academy Director. We will hire a sixth full-time Math Lead Teacher to lead the Common Core Algebra course. Science and Enrichment will now have 3 full-time positions. A fifth special education teacher will be added, and a third ELL teacher will also be included in the Y5 budget. We will also hire our first foreign language instructor to support the first year of our foreign language program. Our nurse will move from .25 to .5 in Y5. Finally, we will add our first college counselor to begin the college access curriculum and support for our ninth grade.

Year 6: In Year 6, we will serve a maximum of 420 students in grades 4 through 10. We grow several programs In Year 6, including our Perseverance Project (we hire our first college counselor), Social Innovation (first Social Innovation teacher), and a doubling of our Teaching Fellows (we add two more in Y6 for a total of 4 throughout the building) to account for potential maternity and paternity issues, as well as ensuring that we have a consistent teacher development pipeline in our building.

We add one teacher to Associate Math and ELA, respectively, as well as to the Science and Social Studies departments. The DCI in the Upper Academy becomes a full-time position, and we add another Operations Fellow to have approximately one per Academy. In Year 5 we will also hire our new Director of Talent and Development to aid in the talent and funding pipelines. Finally, the Social Worker becomes a full-time position.

Year 7: In Year 7, we will serve a maximum of 480 students in grades 4 through 11. We add our third Dean of Culture in a part-time capacity (in the model, they currently are half-time in an ELA Lead Teacher position). A seventh Lead Math Teacher will be hired, as well as an additional teacher in SPED and ELL. The Teaching Fellows expand by one to five in the school, and the Perseverance Project bolsters its staff by adding a second college counselor to support our first class of seniors through the application and financial aid phase, as well as the impending college transition. Foreign Language also adds another teacher to support its growing program. Many of these new positions will gear their focus on the necessary supports for ACT and SAT preparation.

Year 8: In Year 8, we will serve a maximum of 540 students in grades 4 through 12 and we will be at full grade growth. The Upper Academy will add its Academy Director, as well as its full-time Dean of Culture. ELA will have 7 full-time Lead Teachers (up .5 from the previous year), and science, social studies, enrichment, and SPED all add an additional teacher in each department to support the growing enrollment and the continued evolution of AP courses, Regents courses, and electives.

There will be a new science and social studies teacher hired in Year 8, which will be the year that Buffalo Collegiate will reach maximum grade span (4-12) and full capacity. The science and social studies teachers will be added to provide addition expertise and flexibility necessary to meet the demands of the AP program in those two departments.

(b) Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Head of School (Administrator)

The Head of School is directly accountable to the Board of Trustees for the academic success, mission advancement, financial stability, and organizational health of Buffalo Collegiate. The Head of School will oversee the Dean(s) of Culture, Director of Curriculum and Instruction(s), Director of Operations, Director of Student Support, and all instructional staff. The Head of School will oversee the Academy Directors as hired, and the roles of Deans of Culture and DCIs will report to the Academy Director at that point, along with all teachers within that Academy. We will hire a back-office provider (potentially edTec, a national back office provider who has supported several BES schools) to ensure the financial management in the early years of the school operation prior to it becoming feasible to hire someone to oversee finance full-time.

The Head of School will report directly to the Board of Trustees and will provide ongoing reports to the New York State, SUNY, and other bodies to which Buffalo Collegiate is accountable.

Qualifications

- Master's Degree preferred, Bachelor's Degree required, and a minimum of 3 years of teaching experience, instructional expertise with meeting the needs of similar student populations in urban areas
- New York State teaching certification and Administrative credentials will be favorably considered and not required
- Demonstrated classroom success on both internal and national assessments
- Knowledge of applicable education laws and regulatory compliance
- Knowledge of school finance, budgetary planning, and accounting principles
- Training or relevant experience in school management
- Experience having led teachers required
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Reflective leader, able to recognize strengths and weaknesses and proactively works to address weaknesses
- Strong communicator capable of effectively addressing various stakeholders within the Los Angeles community
- Critical thinker, problem solver, committed to realizing the school's mission and success

Job Expectations

The Head of School must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily school leadership, including all instructional, operational, and financial

components

- Work with the Board of Trustees and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development work as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Recruit, hire, supervise, train, and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and ELL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and ELL Program
- Build and sustain a school culture based on the school's PRIDE values
- Model and hold others accountable to the PRIDE Core Values
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
- Ensure the physical and emotional safety of all students and employees
- Develop internal and external goals
- Engage in professional growth opportunities
- Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement
- Serve as the school's primary spokesperson
- Ensure that the school follows all applicable District policies and State and Federal laws

Academy Director (Administrator)

The Academy Director is directly accountable for the academic and cultural success of an academy, which at full growth will include Lower (grades 4-6), Middle (grades 7-9), and Upper (grades 10-12). Academy Directors will be responsible for staffing, professional development, culture and discipline, and family partnerships. The Academy Director will manage the Dean of Culture and all teachers for their grade levels (as well as at least one Teaching Fellow). Academy Directors will serve on the Instructional Leadership team and oversee the Grade Level Leads, Department Chairs, Electives, and Advisory for their grade levels.

Qualifications

- Bachelor's Degree required; Master's or advanced degree preferred
- Highly Qualified as defined by No Child Left Behind

- NY teacher license preferred
- Administrative credential favorably considered
- Knowledge regarding New York State Standards including Common Core
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Strong commitment to the mission and vision of Buffalo Collegiate
- Professional demeanor

Job Expectations

The Academy Director must be prepared to successfully carry out many different tasks, including, but not limited to the following:

- Provide daily school leadership, including all instructional, operational, and financial components within the Academy
- Assist the Head of School with recruitment, hiring, supervising, training, and evaluating direct reports
- Assist with student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Lead or support facilitation of professional development for teachers and support staff at the middle school
- Communicate effectively with the Head of School and collaborate on major decisions
- Create structures for and oversee meaningful parental involvement
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and ELL students, evaluating the effectiveness of Special Education and ELL programs.
- Monitor implementation of IEPs and 504 Plans, working closely with the Director and Associate Director of Student Support
- Build and sustain a school culture based on the academy's core values
- Develop internal and external goals for the middle school
- Engage in professional growth opportunities
- Evaluate academy's performance on multiple measures and adjust programs accordingly to maximize achievement

Director of Curriculum and Instruction (Administrator)

The Director of Curriculum and Instruction (DCI) will be responsible for providing leadership to teachers and staff as it relates to curriculum design, instructional execution, assessment development, and data

analysis. The first DCI will start during Year 0 and will work closely with the Head of School to establish the curricular and instructional bar for rigor. The DCI will be developed by the Head of School to effectively perform observations, individualized and whole-group PDs, and vet curriculum and assessments so that all elements meet the vision of Buffalo Collegiate. The DCI is responsible for overseeing and supporting teachers, informing the Head of School's evaluation of teachers, and reports directly to the Head of School. An ideal candidate will have at least 5 years of instructional knowledge and success. A second DCI will be added to the leadership team in Year 4 to prepare for the transition to a high school college preparatory program. Each DCI position will be hired by and report directly to the Head of School. The DCI of grades 4-8 will transition to the role of Principal in Year 5, while the DCI for grades 9-12 will transition to the High School Principal in Year 7.

Qualifications

- NYS teaching credential, highly qualified according to ESEA, and demonstrated expertise
- Administrative credential favorably considered
- Knowledge regarding New York State P-12 Common Core Standards
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Bachelor's Degree required; Master's or advanced degree preferred

Job Expectations

- Commit to the mission and vision of the school
- Mediate and manage conflicting demands of the teaching staff
- Be highly organized and self-sufficient
- Differentiate training and action plans for teachers with varying degrees of expertise and performance
- Set and monitor the teaching schedule for the core faculty
- Develop school systems and structures that maximize student learning
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard
- Monitor the grading policy
- Design the school's academic standards, benchmark assessments, and curriculum
- Coordinate the administration of the NWEA, NYS 3-8 Assessments, Regents, ACT/SAT, and other state and national norm-referenced tests
- Coordinate rigorous mastery assessment cycle that is aligned to Common Core standards and

is inclusive of interim assessments

- Implement and run professional development for teachers
- Make weekly reports to the Head of School regarding academic and school culture data, as well as the professional development progress of staff
- Model and hold others accountable to the PRIDE Core Values

Dean of Culture (Administrator)

The Dean of Culture will model how to build strong, mutually respectful relationships with students and families and support teachers to do the same. This position requires an educator who is creative and inspiring, and possesses adult leadership experience, energy, optimism, tremendous organizational abilities and a talent for creating a structured, consistent, warm and supportive environment for students and staff. We will not hire a Dean of Culture until Year 2. If possible, we will try to grow that person internally in Year 1. We will hire an additional .5 Dean of Culture in Year 4 and grow this to a full-time position in Year 5. We hire a third .5 position in Year 7 and grow that role to a full-time position in Year 8. The Dean of Culture will be hired by and report directly to the Head of School until Year 3 when the role will report to the appropriate Academy Director.

Qualifications

- New York State teaching certification and Administrative credentials will be favorably considered and not required
- Exemplary instructional and classroom management skills
- Proven track record of meeting high standards for student achievement
- High level of personal organization and planning
- Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker
- Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback
- Team player; maturity, humility, strong work ethic, follow-through, sense of humor, and “roll-up-my-sleeves” attitude
- Strong belief in the Buffalo Collegiate mission and educational model
- A bachelor’s degree; master’s degree preferred
- At least 3 years of urban teaching experience with a record of high student achievement

Job Expectations

- Own the school’s character development program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Lead recognition assemblies, family workshops, family and community service events and other school-wide culture-building activities
- Partner with parents and families to build authentic school-wide community

- Coordinate and implement a school-wide behavior management system with meaningful incentives and consequences
- Work closely and effectively with children who have behavior challenges and their families; partner with teachers and other school staff to execute individualized behavior interventions when needed
- Facilitate staff trainings on student-teacher relationships, classroom management, family partnership, and school culture
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive
- Accurately monitor and analyze daily student attendance, homework, and discipline records; create new systems and structures to proactively address school's areas of need
- Support teachers in building meaningful relationships with students and families
- Model and hold others accountable to the PRIDE Core Values

Director of Student Support (Certificated)

The Director of Student Support will be responsible for maintenance of records for students with special needs, oversight of the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by the IEP. The Director of Student Support also is responsible for coordinating and managing the ELL program, ensuring oversight, compliance, and execution of a high-level language program that will support the needs of our students identified in need of language supports. The Director of Student Support also provides direct special education services to students as needed. The Director of Student Support is hired by and reports to the Head of School and works closely with the Academy Director(s), Director(s) of Curriculum and Instruction, and Dean(s) of Culture.

Qualifications

- ESSA Highly Qualified
- Bachelor's Degree required; Master's Degree preferred
- NY State Certified Special Education teacher
- TESOL certified for work with English Language Learners
- Experience working with students with special needs
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Success working with students with special needs
- Belief that all students can learn at the highest academic levels

Job Expectations

- Serve as the point of contact for all matters involving special education due process

- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Train and lead teachers in professional developments regarding special education and Student Success Team procedures
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
- Ensure compliance with all Federal and District SPED regulations regarding parent/guardian consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Maintain up-to-date manifestation records
- Provide data analysis for all manifestation meetings
- Assist with interviewing of special education teachers and related service professionals
- Provide direct student services as needed
- Model and hold others accountable to the PRIDE Core Values

Director of Operations (Classified)

The Director of Operations will manage day-to-day operations for Buffalo Collegiate with responsibility in the areas of human resources, student data, compliance, vendors, and working closely with a back-office provider. The Director of Operations will manage the Operations Fellow, and with support of other members of the staff, will ensure the execution of daily systems, including homework pick-up, food distribution, and attendance. The Director of Operations is hired by and will report to the Head of School and will work to support the school's mission and culture of achievement.

Qualifications

- 3-5 years of experience in operations, human resources, and/or administration
- Excellent project management, organizational, and budgeting skills
- Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required
- Extraordinary attention to detail
- Results-oriented team player who is dedicated to getting the job done
- Initiative and leadership skills
- Excellent ability in multi-tasking

- Bachelor's Degree required
- Experience in non-profit/education field a plus
- Unquestioned integrity and commitment to Buffalo Collegiate's mission

Job Expectations

- Ensure all human resource tools, practices, and policies are updated and consistent with legal requirements
- Work closely with back-office provider
- Coordinate federal forms, checks, payroll and benefits for Buffalo Collegiate staff
- Maintain an organized, highly detail-oriented account of all invoices, receipts, and transactions.
- Manage student and financial data for all reporting entities and requirements, including but not limited to: ESEA; Special Education; the Federal School Lunch Program
- Manage information technology systems to ensure complete and up-to-date data
- Ensure compliance with all requirements of Buffalo Public Schools and the SUNY Charter Schools Institute
- Develop and maintain relationships with the school's banking partners and vendors
- Coordinate the food services for the school
- Prepare (but not sign) vendor checks
- Manage all members of the school's operations team
- Manage federal programs, including the application, management, and reporting on the use of public funds
- Execute the daily duties around food distribution, attendance systems, homework collection, and parental notification
- Serve as a full-time and engaged member of Buffalo Collegiate's staff, including accompanying students on field trips, assisting with student recruitment and enrollment and enrichment activities, and working with other staff members to ensure fulfillment of Buffalo Collegiate's mission
- Model and hold others accountable to the PRIDE Core Values

Operations Fellow (Classified)

S/he assists the Director of Operations in implementing the systems and structures in place for the day-to-day running of the school. The Operations Fellow provides secretarial support to the Director of Operations, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested. The Operations Fellow is hired by the Head of School and reports directly to the Director of Operations (once hired).

Qualifications

- High school diploma required; some college credits preferred

- Commitment to upholding and implementing Buffalo Collegiate’s mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Initiative and strong work ethic
- Professional demeanor and strong interpersonal skills; ability to manage multiple priorities at one
- Detail-orientation
- Strong verbal and written skills

Job Expectations

- Support Director of Operations in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
- Maintain non-instructional supplies
- Assist in student recruitment and enrollment
- Create a welcoming front office environment for students and families
- Monitor petty cash receipts and documentation
- Coordinate the food services for the school
- Monitor the front desk and main school phone line
- Manage student file system
- Complete other tasks and duties as required by the Director of Operations and Head of School
- Assist the Director of Operations in maintaining school’s student information system
- Assist with school-wide projects
- Model and hold others accountable to the PRIDE Core Values

Lead Teachers (Certificated)

Through their belief in student potential and daily commitment to their own personal growth, our lead teachers will ensure the success of the academic program and student achievement. Lead teachers are hired by and will report to the Head of School until Year 3 when the first Academy Director is hired, who will assume this responsibility. Lead teachers will be hired by the Head of School until there is a named Academy Director for the grades to which that teacher is applying, at which point the Academy Director will take over this role. Lead Teachers will own an entire grade level of work in ELA and Math from grades 4-8 and co-teach with associate ELA and Math teachers in ELA II/Math II to prioritize flexible groupings to meet the needs of students.

Qualifications

- Bachelor’s Degree
- ESEA Highly Qualified
- New York State teaching credential highly qualified according to ESEA

- Two years of urban teaching experience preferred
- Highly professional
- Willingness to engage in personal and community professional development; participates and commits to frequent dialogue in order to be self-reflective with regard to teaching practices
- Diligent in planning and within instructional execution
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

Job Expectations

- Teach at least four classes daily
- Teach one FOCUS period daily
- Plan, implement, and execute engaging and rigorous standards-based lessons daily to ensure that all students master the required content
- Lead two advisory sessions and participate in weekly community meetings
- Work as a collaborative teaching team through co-taught classrooms and a comprehensive team-wide approach to flexible groupings
- Model and hold others accountable to the PRIDE Core Values
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Director of Curriculum and Instruction
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents and documents conversations
- Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety. In line with OSHA recommendations, all teachers have a thirty-minute duty-free lunch every day that may not occur at the same time as student lunch.

Associate Teachers (Certificated)

Through their belief in student potential and daily commitment to their own personal growth, our teachers will ensure the success of the academic program and student achievement. Associate teachers will be employed in proximate grade levels (4/5, 6/7) to ensure that there are two teachers in every Math and ELA II classroom to promote the flexible groupings necessary to close achievement gaps. Associate teachers are hired by and will report to the Head of School until Year 3 when the first Academy Director is hired and assumes that responsibility. All Associate Teachers will be hired by Academy Directors as

named for those grades.

Qualifications

- Bachelor's Degree
- ESEA Highly Qualified
- New York State teaching credential highly qualified according to ESEA
- Two years of urban teaching experience preferred
- Highly professional
- Willingness to engage in personal and community professional development; participates and commits to frequent dialogue in order to be self-reflective with regard to teaching practices
- Diligent in planning and within instructional execution
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

Job Expectations

- Teach at least four classes daily
- Teach one FOCUS period daily
- Plan, implement, and execute engaging and rigorous standards-based lessons daily to ensure that all students master the required content
- Lead two advisory sessions and participate in weekly community meetings
- Work as a collaborative teaching team through co-taught classrooms and a comprehensive team-wide approach to flexible groupings
- Model and hold others accountable to the PRIDE Core Values
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Director of Curriculum and Instruction
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents and documents conversations
- Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety. In line with OSHA recommendations, all teachers have a thirty-minute duty-free lunch every day that may not occur at the same time as student lunch.

Teaching Fellow (Certificated)

The Teaching Fellow position is an intentional effort to develop an internal pipeline of dedicated teachers looking to gain experience working within a rigorous, ambitious school culture. Teaching Fellows will be strongly missioned-aligned to Buffalo Collegiate core beliefs, and they will be flexible teaching professionals prepared to assist the school execution as they earn valuable development in their own career. The Fellows will be provided a mentor teacher who will help guide them and serve as their co-teacher when the Fellows services are not required elsewhere throughout the building. The Teacher Fellow will also provide an in-house substitute teacher on the occasion that coverage is required. This will allow for the seamless transition of cultural, behavioral, and academic expectations so students do not fall off-pace with their learning. The Teaching Fellow is hired by the Head of School and reports directly to the Head of School in Year 1 and to the Director of Curriculum and Instruction until the Academy Director is hired, who will then take over that responsibility.

Qualifications

- Bachelor's Degree
- ESEA Highly Qualified
- New York State teaching credential highly qualified according to ESEA or working towards certification
- Organized, timely, and flexible to meet the needs of the school
- Two years of urban teaching experience preferred
- Highly professional (organized, timely, reliable)
- Willingness to engage in personal and community professional development; participates and commits to frequent dialogue in order to be self-reflective with regard to teaching practices
- Diligent in instructional execution and implementation of co-teaching/sub plans
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement
- Ability to work collaboratively and with multiple teachers at once

Job Expectations

- Prepared to teach one elective course per day
- Supervise and contribute to advisory and supervision daily
- Assist with school-wide projects
- Work as a collaborative teaching team through co-taught classrooms and a comprehensive team-wide approach to flexible groupings
- Model and hold others accountable to the PRIDE Core Values

- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Head of School and Director of Curriculum and Instruction
- Work alongside lead teachers to provide flexible groupings throughout the school day and in FOCUS to support the needs of multiple groups of students and individuals
- Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety. In line with OSHA recommendations, all teachers have a thirty-minute duty-free lunch every day that may not occur at the same time as student lunch.
- Steps in for any lead teachers or co-teachers when they are absent

College Counselor/College Seminar Instructor (Certificated)

Buffalo Collegiate will establish the Perseverance Project, a college preparation program that provides access to the development of skills, knowledge, and mindsets necessary to be successful in college. The Perseverance Project will be highly integrated with the families as they will also be charged with developing the family capacity for the preparation and transition, including financial aid and college applications. The College Counselor will teach a class within the Upper Academy that scaffolds student and family understanding of the process. For the first two year (Y6 and Y7 of school operations), the College Counselor will report directly to the Head of School. In Years 8 and beyond, the College Counselor will report to the Academy Director.

Qualifications

- Strong commitment to the mission and vision of Buffalo Collegiate
- Successful manager of a classroom who has used structure, incentives, and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Organized with high capacity for managing multiple tasks at the same time
- Basic understanding of data analysis
- Minimum two years of urban teaching preferred
- Professional demeanor
- NY teacher license or counselor license is preferred
- Experience with the college application process and counseling students on applying and selecting colleges.
- Experience counseling young adults

- Connections or ability to form connections with local colleges and universities
- Ability to collaborate with general education teachers and advisors on counseling students about college selection process

Responsibilities

- Teach college seminar classes daily
- Plan, implement, and execute engaging and rigorous daily lessons to ensure that all students are prepared for the college application process and have the support necessary to enroll in college or explore a different career option after high school
- Organize and create a scope and sequence for the college seminar course that includes students researching college options, applying to college, selecting a college, and then learning basic lessons like financial literacy.
- Reinforce school-wide rules and expectations
- Collaborate with the Head of School/Academy Director/Director of Curriculum and Instruction/Dean of Culture through weekly check-ins on the college enrollment process.
- Provide counseling to students on selecting the college that is their best fit based on acceptance and support for the student once they are enrolled in the college
- Communicate frequently with advisors about college application process
- Research colleges and universities to identify which schools are the best fit for specific students. Utilize and form relationships with other schools to collaborate on strategies for getting students into college.

Social Worker (certificated)

Buffalo Collegiate recognizes the needs of our students, which will be heightened within the communities we aim to serve due to the high rates of poverty. Buffalo Collegiate will ensure that we always maintain high academic and behavioral expectations for our students, and in support of those expectations we will create a system of support for our students to ensure that they have connections to external organizations that can provide assistance for a variety of socio-emotional or health needs. The Social Worker will be hired by the Head of School and report directly to Director of Student Support. S/he will work in conjunction with the Dean of Culture and Grade Level Leaders to coordinate supports for students and families.

Qualifications

- Strong commitment to the mission and vision of Buffalo Collegiate
- Bachelor's degree required; master's degree preferred
- Strong belief in that a solid structure, with positive incentives, and high expectations will drive student success
- Ability to work with a variety of learning abilities, including those with special needs and low skill level
- Demonstrated ability to work well in a team, especially with parents and community members

- Analytical problem solver
- Basic understanding of data analysis
- Minimum two years of work in an urban setting
- Licensed Master Social Worker or Licensed Clinical Social Worker
- Strong communication and public speaking skills

Responsibilities

- Providing counseling services for students who have been referred.
- Analyzing attendance data with the support of the Academy Director or Grade Level Leads
- Creating strategic plans for how to tackle attendance issues for individual students
- Facilitate conversations about poor attendance with students and their families
- Develop monthly parent workshops for families on various topics related to helping their students be successful
- Work collaboratively with the Dean of Student Support to ensure that students with special needs and English Language Learners needs are being met by the school programming

Teacher Leadership Roles (Certificated)

We anticipate hiring highly skilled teachers who are leaders inside and outside of the classroom. Our teacher leadership roles create a hybrid leadership model in which strong teachers stay in the classroom and are given opportunities to contribute as leaders to the school culture and the school curriculum. We reserve the right to restructure these positions as the school grows to scale in line with the organization's development to afford increased autonomy and commensurate compensation.

Grade Level Leaders

The Grade Level Leaders will function as managers of the culture of their grade level team and leads in response to grade level academic data. Each grade will have a Grade Level Leader resulting in nine Grade Level Leaders when the school grows to capacity. As classroom teachers, Grade Level Leaders will receive an annual stipend for their additional responsibilities.

Role Expectations

- Analyze grade level culture and academic data
- Develop action plans, in concert with the grade level team, to address culture and academic trends at the grade level
- Facilitate interdisciplinary planning and horizontal articulation of grade-level curriculum
- Meet weekly with grade-level teachers to provide support
- Work with school leadership to assist in the prioritization of teacher, student, and school development

Department Chairs

The Department Chairs will provide content expertise and oversee the development of their subject area

across the grade span. Department chairs for each subject will be established once there are at least three teachers in place for that subject. As classroom teachers, Department Chairs will receive an annual stipend for their additional responsibilities.

Role Expectations

- Review and support the development and refinement of unit plans
- Ensure sound vertical alignment across the grade levels within the department
- Ensure that unit plans align with scope and sequence
- Lead content level meetings and content planning sessions
- Analyze content data across the school from diagnostics and interim assessments
- Work with school leadership to assist in the prioritization of teacher, student, and school development

Director of Talent and Development (Classified)

Buffalo Collegiate will establish the Director of Talent and Development by Year 5 to lead the recruitment of human capital and secure funding streams beyond public dollars. The Director of Talent and Development will report to the Head of School and work alongside Academy Directors to develop and execute a rigorous and thorough staffing pipeline and processes.

Qualifications

- Commitment to uphold and execute upon the mission of Buffalo Collegiate
- Strong relationships with community partners and talent pipelines
- Strong public speaking and presentation skills
- Strong organization skills
- Prior development experience, with a track record of success
- Ability to work as a member of a team
- Bachelors Degree required

Responsibilities

- Ability to bring in donations more than 3x individual salary
- Collaborate with Board of Trustees Development Committee on communication with donors and fundraising initiatives
- Attend recruiting fairs and other talent scouting events
- Maintain consistent communication with donors and talent pipeline organizations

(c) Staff Recruitment and Retention

***NOTE:** If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these*

questions in full in the proposal.

Describe plans to recruit and retain staff, particularly high quality teachers including:

- *The processes and policies to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

Teacher Recruitment and Hiring

For Buffalo Collegiate to achieve our ambitious mission, we will establish a rigorous and proactive system of hiring to guarantee our students receive teachers in every classroom who believe in their potential, who work with the **PRIDE** Values necessary to lead our students to achieve high rates of success, and who have the necessary content knowledge to propel student achievement. Our staff will operate with individual accountability and community-wide support of one another as we pursue the vision established in this charter.

While there will be many priorities that develop as the school is founded and opened, there are no priorities that are more important the short- and long-term excellence of Buffalo Collegiate that surpass the human capital pipeline. To ensure that we have a talented and committed group of adults Buffalo Collegiate's search for the best educators will constitute a national search, partnering with local (University at Buffalo, Buffalo State, and Canisius College), regional (SUNY Geneseo, Binghamton), and national universities (University of Notre Dame, Howard University), as well as other teaching and mentoring programs including Teach For America and City Year. The national connections established with Building Excellent Schools and through Lead Founder and proposed Head of School Brian Pawloski has already generated several conversations with teachers in high-performing schools (KIPP Nashville and Uncommon's Excellence Girls in Brooklyn) who, as displaced natives who were born and raised in Buffalo, are interested in moving back to our city to be a part of a transformative charter school.

The hiring process will be thorough and rigorous, meeting the minimum standards of determining licensure and background checks, and moving onto far more comprehensive analysis of mission fit, content knowledge, growth mindset (for both students and their own professional capacity), and willingness to work within the context of a committed, selfless team. Positions will be made available on the school website, as well as through other job boards of reputable organizations (i.e. Teach For America Alumni Blasts; BES Newsletters). Once resumes are submitted alongside a questionnaire, candidates will commence the hiring process. Technology platforms such as HireVue will be used as screening tools for professionalism and basic pedagogical concepts prior to bringing candidates in for an interview. Candidates will then progress to the next stage of the interview process, which is a phone interview.

Candidates who demonstrate potential fit after HireVue and phone interviews will be invited to Buffalo Collegiate for in-person interviews. General tours of the school (when it is in operation) will frame the day and be followed by a feedback session about what the candidate observed. Each candidate will give a sample lesson, working from an assigned objective provided to them. The candidate will be recorded and given an opportunity to review the recording of their demo lesson prior to a debrief conversation. Within the debrief conversation, the candidates will be pushed on 2 to 3 areas of growth from the lesson and given an opportunity to adjust planning as a result of the feedback and to reteach the lesson in response to that feedback. The HoS, informed by additional leadership team members, will make all teaching hiring decisions until Academy Director is hired for the grade levels to which the teacher is applying. If the candidate demonstrates the growth mindset necessary to be successful at Buffalo Collegiate, they will be provided further analytical exercises to gain more perspective into their strategic thinking, and the strongest candidates will be provided a job offer, contingent upon verification of background checks,

qualified status, and licensure associated with their position. Teachers and staff will be given competitive salaries and benefits, with the understanding that some elements like the New York State Teacher Retirement System is not something that Buffalo Collegiate can afford due to the fluctuating costs for the school and the uncertainty surrounding charter school funding in New York State. We will provide a competitive retirement package with a matching 403B that increases dependent upon years served.

Teacher Retention

Our teachers are the lifeblood of our ability to achieve our mission and vision, establish the relationships with students and families, and execute on the curriculum and instruction that needs to be at world-class levels. That will require persistent and creative recruitment mechanisms, effective hiring practices, and strategic retention systems so that we retain the teachers who will impact student achievement and staff culture.

In partnership with the Head of School and Director of Curriculum and Instruction and Academy Directors as hired and with the input of Department Chairs as identified, the leadership team will create curricula and assessments that allow our teachers to have a foundational understanding of the pacing and quality of materials necessary to push our students to achieve in pursuit of our mission. We will use the partnership established through the BES Fellowship to coordinate and integrate proven curricula from highly successful institutions including BES schools Excel Academy and Boston Prep², along with that from Brooke Schools which we have actively studied through the BES Fellowship and which provides access to its curriculum through its dissemination project.

As we continue to develop our plans and aligned assessments, we will organize our long-term, unit, and daily plans into an instructional warehouse that provides easy access to our present and future educators. Similar to the design at Uncommon Schools, we will work to have a significant portion of the design pre-created so Buffalo Collegiate teachers can, whenever possible, focus on the intellectual preparation necessary to effectively execute a lesson rather than pulling its various elements together. This will provide additional space for teachers to use their knowledge of student progress and gaps to further adjust instruction for the malleable groupings within differentiated instruction.

Professionals who are intent at improvement yearn for professional development tailored to their own personal growth. Over the course of the school year, our teachers will have over 30 cycles of observation and feedback geared towards their professional growth and their overarching impact on student achievement and school culture. We will develop our teachers to become leaders within their grade levels and departments, and we will aim to develop our leadership pipeline from within. As demonstrated at high-performing schools including BES schools Excel Academy in Boston, MA and Freedom Prep in Memphis, TN, along with the Brooke Schools in Boston, a strong leadership development pipeline is an effective way to maintain a seamless development of organizational culture.

The pursuit of our mission will be bolstered by the intentional way we develop culture among our adults and students. Educators yearn to be within a school that has lofty ambitions, systems that support the pursuit of those goals, and opportunities to make meaningful connections as everyone is battling together to achieve. One of the simple elements that we will institute is a common practice we have seen at schools throughout the country. We will feature a daily advisory that breeds cohesion, community, and accountability every year. At Buffalo Collegiate, we will “double down” on advisory by having a morning and afternoon session to promote organization and culture building. This will build consistent and deep relationships between students and adults. The advisory design will change over the course of the three academies, and will be broken down accordingly:

² A Letter of Support from Chief Academic Officer Eileen Callahan is included in [Response 15e](#).

- In the Lower Academy (grades 4-6), the advisory structure will keep students with the same teacher for two advisory periods per day. The advisors will change each year in the Lower Academy, but given the staffing capacity and flexibility, there will be two advisors in each class in the Lower Academy to support the transition to a college preparatory environment and support the systems that will expedite the acclimation process.
- The Middle Academy (grades 7-9) will have teachers loop with the students for 7th and 8th grades. This two-year loop will allow for more consistency over a two-year period between adults and students. There will be 9th grade advisors who are static and serve as the bridge to high school.
- The Upper Academy (grades 10-12) will retain the same advisors throughout the three years. This will allow for deeper relationships as students transition to discerning young men and women who need additional guidance on taking the next step within college and career decisions. By establishing a relationship that can grow and be cultivated over the course of three years, the advisor will be able to work with the students and families to engage in all elements of the Perseverance Project and serve as an additional mentor in preparation for the impending college transition.

Request 11d: Personnel Policies

Submit a copy of the proposed school's personnel policies.

Hiring Practices

Employment Checks

To ensure that all staff members at Buffalo Collegiate Charter School (“Buffalo Collegiate”) are of the highest quality, we will conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment.

Equal Opportunity Employment

Buffalo Collegiate is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions at Buffalo Collegiate are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Employment Classifications

All employees of Buffalo Collegiate will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- **Full-Time Employees:** Full time employees are those who are scheduled to work the full- academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the school’s benefits program.
- **Part-Time Employees:** Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the school’s benefits program.
- **Exempt:** Buffalo Collegiate will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- **Non-exempt:** Buffalo Collegiate will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non- exempt are eligible to receive overtime pay.
- **Consultant:** Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- **Temporary Employee:** Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School’s benefits program.

Employment at Will

An employee’s relationship with Buffalo Collegiate is an employment “at will.” Employees of the School are considered “at will,” and therefore either the employee or the School may terminate the employment

relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Head of School has authority to enter any agreement for employment for any specified period of time and any such agreement must be in writing.

Criminal Background Checks

As a condition of employment, Buffalo Collegiate requires all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subjects to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the building around students. In compliance with the New York State Charter School Act and federal and state laws and regulations, no employee will be exempt from criminal background checks or fingerprinting.

Schedules and Compensation

Work Day

Buffalo Collegiate employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the school's mission. Unless otherwise agree upon with the Head of School, all staff must arrive at school at least thirty (30) minutes prior to the start of Advisory. Staff must remain at school until at least thirty (30) minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Pay Schedule

Employees will be paid bi-monthly, with paychecks issued every two weeks on Friday. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

Holidays and Vacation Time

Except for personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. All staff engage in extensive summer professional development before the start of the school year. Administrators and staff work year-round, and will receive two weeks of paid vacation during the summer.

In general, Buffalo Collegiate observes all BPS paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Buffalo Collegiate Yearly Calendar.

School Closings

Buffalo Collegiate follows the same school-closing policy as BPS. Therefore, if the local school district makes an announcement regarding the delay of opening, closing, or early dismissal of students, Buffalo Collegiate will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Head of School and could impact holidays or professional development days.

Performance Review and Evaluation

We believe that to constantly improve as a school, staff member of Buffalo Collegiate must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Performance reviews may take place any number of times during the year, and may be in the form of a

scheduled meeting or more informal talks during the school-day. Performance reviews may be utilized as tools to improve employee performance regarding management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, one between October and January and another between February and May. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. The Professional Core Values Rubric will be used to evaluate staff members and the average score from both evaluations will be used in consideration for the staff members' bonus. (See [R-10 School Management and Leadership](#) for an example of the rubric that will be used for all staff member evaluations). Performance evaluations may be used to determine professional development opportunities, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions.

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, the Head of School will also be involved in the preparation of performance evaluations.

Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Head of School will be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand.

Once this meeting takes place, a written response shall be prepared by the Head of School within five (5) business days, and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Board Chair of the Buffalo Collegiate Charter School Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Trustees, through the Board Chair, will hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of the Board of Trustees shall be final.

Benefits

We want all the employees of Buffalo Collegiate to be happy and healthy. To that end we offer a competitive benefits package.

Health Insurance

We will provide our staff with a competitive health benefits package. We reserve the right to amend or terminate this program or to increase employer premium contributions.

Dental Insurance

The Head of School may select a dental insurance plan that the School may offer.

Life Insurance

The Head of School may select a life insurance policy that the School may offer.

Disability Insurance

Buffalo Collegiate carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any

employee wishing to claim disability pay must file the appropriate reports and forms with the Head of School. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 403B

Upon determination by the Board of Trustees, Buffalo Collegiate will develop a matching program for a 403B. The goal of the program is to encourage staff to consider a well-designed financial plan that will provide financial security and ensures that personal financial goals are met. Eligible employee contributions to a 403B will be matched up to 3% in Year 1, 4% in Year 2, 5% in Year 3, and caps at 6% in Year 5.

The Director of Operations will authorize the matching from school funds and is responsible for the administration, interpretation and approval for this program. Employees are eligible for the program if they are an active full-time or part-time employee, and if they agree to participate in the program.

Domestic Partner Policy

Buffalo Collegiate offers domestic partner health coverage along with individual and family plans. The cost of this plan is the same as the family plan.

Workers' Compensation Policy

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation

Buffalo Collegiate contributes to the Unemployment Compensation Plan administered by the State of New York.

Continued Education Assistance (contingent upon securing additional funding through fundraising; not a part of the initial budget projections)

Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. Limited tuition reimbursement may be available to full-time employees who have been employed at Buffalo Collegiate for a minimum of one year. Applicants are required to maintain their status at the School through completion of the courses to be eligible for tuition reimbursement.

Such payments may be for tuition or professional development costs, but will not cover the cost of any fees, books, or any other non-tuition, course-related cost.

Time Away from Work

Every individual employee has been hired to positively contribute to Buffalo Collegiate. We operate a small school, with a small staff, which makes attendance of every staff member every day that much more important. We recognize that there are times throughout the year when employees must miss work.

Sick/Personal Days

Every full-time employee is entitled to six (6) paid sick/personal days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the Director of Operations with as much advanced notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the leadership team to find a substitute teacher or temporary help. Sick/personal days will not roll over from year to year.

Jury Duty

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Head of School immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 work days) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy

Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused sick/personal days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild.

Military Leave

The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Adoption Leaves of Absence

Buffalo Collegiate complies with the federal Family and Medical Leave Act (FMLA). Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to ten (10) weeks.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to ten (10) weeks. If the employee is disabled due to pregnancy for longer than ten (10) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to ten (10) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

Returns from Leave

If an employee returns to work at or before the scheduled expiration of a leave of absence and within ten (10) weeks, he or she is entitled to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave.

If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Staff Conduct with Students

No staff member, or other adult, is advised to be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to recognize the potential risk that could occur and place themselves in a situation where no malfeasance could be insinuated or alleged.

No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School. Faculty and staff members are not allowed to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair or the police prior to transporting a student in a personal vehicle.

Staff should not be on-line friends (or the equivalent) with students at the school on social networking sites (such as Facebook) until the students have graduated from high school. Staff should also have profiles that are kept private from current students to the extent possible.

Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation or disability. Staff should not engage in any inappropriate or sustained physical contact with students.

Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police or Department of Child and Family Services, and inappropriate behavior by parents.

Violation of these policies regarding conduct with students could result in dismissal.

Workplace Safety and Environment

Email and Internet

The School's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communication are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transaction, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download, or print pornographic or sexually explicit materials, derogatory, racial, or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Telephone Policy

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only. Staff must return all phone calls within two business days of receiving them. Classroom phones or cell phones should never be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance.

Drug and Alcohol Policy

Buffalo Collegiate prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or

controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge.

Use of Tobacco

Employees may not use any tobacco products on school grounds, anywhere off school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violations of this policy may result in disciplinary action.

Dress Code

Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees every day. Teachers should follow the student dress code requirements of skirt length being to the knee to maintain professionalism. Gentlemen are expected to be in shirt and tie daily. There may be occasions when there are dress down days that are earned by house, class, or cohort. In that event, teachers may wear the school polo, Buffalo Collegiate attire, or college shirts with business casual pants or skirts.

Moral and Ethical Expectations

Every employee must carry themselves as a role-model for students at all time. All employees of Buffalo Collegiate are expected to behave in a consistently moral and ethical manner and exemplify the PRIDE values.

Personal Property

Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

Equipment and Facility Responsibilities

Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom. Teachers are also responsible for their classroom's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Storage closets should never be left open. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters.

During non-working hours, all facilities will be equipped with a burglar system and a Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code if that person causes false alarms.

Record Retention

All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Head of School or Director of Operations.

Outside Employment

Helping students achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue

must not conflict in any way with staff responsibility within the school. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data

It is the responsibility of the employee to notify the Director of Operations or the Head of School of any change(s) in personal data that may have an impact on future employment verification.

Dispute Resolution

It is the policy of Buffalo Collegiate to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjects to discrimination or retaliation or be panelized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Head of School where both employees are present. The resolution of the Head of School shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Buffalo Collegiate.

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
- 3) The Head of School will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final.
- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.

- 6) At their own expense, employees may seek outside guidance to articulate a complaint as clearly as possible.

Harassment Policy

Buffalo Collegiate expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state, or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes. Sexual harassment is considered to be:

- 1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment,
- 2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
- 3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The Head of School and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Head of School. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If Buffalo Collegiate determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

Buffalo Collegiate prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement

Buffalo Collegiate admits students of any race, color, gender, religion, disability and national origin. Buffalo Collegiate does not discriminate on the basis of race, color, gender, religion, disability and national origin in administration of its policies and programs.

Non-Discrimination Policy

Buffalo Collegiate works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of Buffalo Collegiate will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Head of School and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall

provide information and assistance on filing and pursuing the complaint.

Specifically, no persons within Buffalo Collegiate shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment.
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally protected classification.
- A Buffalo Collegiate employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the management team.

It is the policy of Buffalo Collegiate Charter School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay.

Immigration Law Compliance

Buffalo Collegiate does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities

Qualified individuals with a disability may make a request for reasonable accommodation to the Head of School. On receipt of an accommodation request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Buffalo Collegiate might make to help overcome those limitations. Buffalo Collegiate may request medical certification from the individual's doctor to verify the disability and the precise nature of the limitation.

Workplace Searches

To safeguard the safety and property of our employees, students and Buffalo Collegiate, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regards to items brought onto the school premises. It is considered part of each employee's job at Buffalo Collegiate to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action

Buffalo Collegiate expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge.

Most performance problems will be addressed using progressive discipline, which may include an oral warning, written warning, a probation period, and discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

Conflict of Interest

Is it Buffalo Collegiate policy that employees and others acting on Buffalo Collegiate behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Buffalo Collegiate activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

Gifts

All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts form that entity over time, the suitability of the gift given your position at Buffalo Collegiate, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the first can withstand public scrutiny without damaging Buffalo Collegiate's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting gifts with a value of \$50 or less. The acceptance of any gifts above \$50 must be approved by the Head of School. This policy applies to all employees.

Employees should not offer a gift to any visiting elected official that exceeds \$50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Buffalo Collegiate has no party affiliation and is an apolitical organization.

Purchasing and Contracts

Buffalo Collegiate employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- Board members, employees or person related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
- Board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation.

Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or Board Chair so that alternate arrangements can be made for the management of the transaction.

Nepotism and Personal Relationships in the Workplace

Buffalo Collegiate permits employment within the Buffalo Collegiate community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisory relationship will continue, Buffalo Collegiate may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited to: hiring, promotion, transfer or termination.

Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

Non-Solicitation and Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, Buffalo Collegiate has established the following rules:

- During periods of an employee's workday when he/she is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Buffalo Collegiate business.
- During periods in another employee's workday when he/she is engaged in or required to be performing his/her work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Buffalo Collegiate business.
- Distribution of literature of any kind unrelated to Buffalo Collegiate business may not be made in public areas of the school, classrooms or other working areas at any time.
- Persons not employed by Buffalo Collegiate are not permitted to solicit or distribute literature on school premises at any time.

Response 12a: Partner Organizations

(a) Partner Information

- *Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:*
 - *The name of the partner organization(s);*
 - *The name, address, phone number, and e-mail of a contact person;*
 - *A description of the nature and purpose of the relationship;*
 - *Any contract or monetary arrangements; and,*
 - *Names of proposed school board members affiliated with the organization(s).*

- *Explain the due diligence process used to select the partner(s), and its role in the development of this proposal.*

Response is not applicable.

Response 12b: Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be at or below fair market value.

Response is not applicable.

Response 13(ac): Governance

(a) Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

Upon charter authorization, Buffalo Collegiate Charter School ("Buffalo Collegiate") school will be governed by a Board of Trustees. All members of the founding team will transition onto the Governing Board. The charter will be granted to the Board and the Board will be accountable for: ensuring that Buffalo Collegiate produces strong academic results; remains in full compliance with all state, federal, and local laws; and executes on strong fiscal practices and is a good steward of all public monies received. The Board sets policy and oversees fiscal, regulatory, and academic health, and delegates all day-to-day management to the Head of School. The Board sets the compensation for, hires, supports, and annually evaluates the Head of School, and the Head of School is the only staff member who reports to the Board. The Head of School reports formally to the Board in public meetings that are held in accordance with Open Meeting Law.

All Board members are trained in and fully understand their legal duties of care, loyalty, and obedience to the school. All Board members will bring the requisite combined skills to oversee a public charter school, including but not limited to, law, finance, education, not-for-profit management, technology, HR, fund development, policy, and community outreach.

Founding Team members were selected through a rigorous process that involved multiple in-person and telephone meetings with the Lead Founder and Proposed Head of School Brian Pawloski, along with either a meeting with the Director of Board Governance from Building Excellent Schools or a phone interview with Founder and Chief Executive Officer of Building Excellent Schools Linda Brown. Each candidate was given thoughtful consideration of individual professional competencies, personal commitment to the mission of Buffalo Collegiate, and the overall capacity for strong governance. Over 140 candidates were considered for nine seats on the Buffalo Collegiate Founding Team.

Buffalo Collegiate demonstrates a deep commitment to personal and professional diversity and to our entire Buffalo Community. Our Founding Team reflects that commitment. Six of our nine Founding Team members were raised in Buffalo, two additional board members grew up in a suburb of the city, and three attended Buffalo Public Schools. Additionally, six of our team members are people of color. One team member is a native of Somalia and has come to Buffalo by way of an education in England. Founding Team members have expertise in education, community engagement, strategic planning, technology, finance, facilities, law, marketing, PK-16 school pipeline, nonprofit management, fundraising, and human resources.

To date, the Buffalo Collegiate Founding Team has received extensive training on board governance, including all board policies such as the By-Laws, Code of Ethics, and Complaint Policy. In addition, through our relationship with Building Excellent Schools, the Founding Team has been exposed to multiple examples of best practices from high-performing charter schools across the country and specific resources such as sample school leader evaluation tools, sample dashboards, meeting agendas, and board structures

(including board committees). If we are authorized, our Board of Trustees will continue to work closely with Building Excellent Schools and the BES Director of Board Governance to ensure effective governance and strong school oversight. Building Excellent Schools will provide post-authorization support with the transition from a Founding Board to a Governing Board including providing resources, exemplars of best practices from high-performing charter school boards across the country, and trainings on governance. Building Excellent Schools will also facilitate a full day committee action planning retreat shortly after authorization to help the board organize its work, by committees, and clearly identify tasks that must be done in order to ensure a successful school opening in August of 2018.

The roles and responsibilities of the Governing Board include:

- Determining the school’s mission and purpose
- Selecting the School Leader
- Evaluating the School Leader’s performance
- Ensuring effective organizational planning
- Ensuring adequate resources
- Participating, as appropriate, in the complaint and discipline process
- Managing resources effectively
- Approving major policies and evaluating their effectiveness regularly
- Monitoring the school’s academic programming and results
- Enhancing the school’s public image
- Self-evaluating board performance

Qualifications to serve on the Governing Board include:

- Belief in charter schools and in the mission of Buffalo Collegiate Charter School
- Belief that all children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in the governing process
- Expertise in law, real estate, financial management, governance, marketing, development, advocacy, community organizing /outreach, education, or strategic planning
- Willingness to use personal and professional networks on behalf of the school
- A deep commitment to improving the quality of education for children in Buffalo

Selecting the School Leader

Upon authorization, we intend to hire Brian Pawloski to serve as the Founding Head of School for Buffalo Collegiate. Mr. Pawloski has spent his entire career in education working in several locations in the U.S., and has spent the last seven years working in a public charter school in Buffalo. He is deeply committed to the students and families of Buffalo, and has the requisite experience and leadership capabilities necessary to successfully execute on Buffalo Collegiate’s mission and vision and produce strong academic results.

The qualifications for the Head of School position are provided below and referenced in [Response 11b- Qualifications and Responsibilities](#).

Responsibilities

- Set the vision and oversee curriculum, instruction, student culture, and adult culture, including all School-Wide Priorities and Goals, Academic Expectations, Student Culture Vision, Adult Culture

Vision, Development and Coaching, Annual Calendar, Staffing, Schedule, Staff Communication, Parent Academy, Family Commitment Meetings, Family Events, Parent Communication, Promotion and Retention

- Directly manage the Director(s) of Curriculum and Instruction, the Director of Student Support, the Dean of Culture, and the Director of Operations, and Academy Directors as hired (some roles delegated in management to the Academy Director position)
- Own leadership development, teacher coaching, parent communication, and school-wide academic achievement
- Serve as external face of the school and be the senior executive responsible for the organizational and academic success of the school
- Work with the Board of Trustees and its Committees to ensure academic, financial, and organizational success
- Work with the Board of Trustees to conduct fundraising and development as needed
- Provide timely reports to the Board and all external entities as required
- Clearly articulate and lead the academic, operational, and organizational vision of the school
- Recruit, hire, supervise, and evaluate all employees of the school, delegating supervision and evaluation to other positions over time as hired, i.e. to the Academy Directors
- Ensure the school follows all applicable District policies and State and Federal laws
- Oversee the short- and long-term financial health of the organization and ensure that the resources are in place to actualize the mission and vision
- Establish and oversee the relationship between the Back-office Provider and the Director of Operations

Qualifications

- Strong commitment to the mission and vision of Buffalo Collegiate
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence in the face of difficult opposition and challenges
- Results-driven leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced public speaker
- Well-developed technical and persuasive writer
- Previous management experience
- Personal and professional integrity
- Strong background in urban education
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
- Masters level degree preferred

Mr. Pawloski brings years of experience working in education throughout the country, and has worked with some of the most established groups in school reform, including the Alliance for Catholic Education, Teach For America, The New Teacher Project, and is currently a Fellow with Building Excellent Schools. He has worked in curriculum development, coached teachers, led professional development, led school-wide academic and cultural strategy, managed school-wide behavioral interventions, and created and

monitored the effectiveness of school-wide systems, routines, and procedures. Mr. Pawloski is part of the competitive and nationally recognized Building Excellent Schools Fellowship. Through the BES Fellowship, Mr. Pawloski has received extensive training on school design, operational and academic leadership, financial planning and management, organizational structure, accountability, and the relationship between governance and management.

At the first Organizational Meeting after authorization, the Board of Trustees will finalize the Head of School job description and hire the Head of School.

Monitoring School Performance

The Buffalo Collegiate Board of Trustees will delegate the day-to-day management of school operations to the Head of School and will provide oversight through monthly board meetings and monthly committee meetings. The Board will monitor academic achievement, legal compliance, and fiscal responsibility of the school. In compliance with New York State Open Meetings Law, the Board of Trustees will meet at least twelve times per year. In accordance with **§104** of the Open Meetings Law, we will post the date and location of all meetings in advance, and in accordance with **§106** of the Open Meetings Law, we will record and make publicly available all minutes and meeting notes. At Board meetings, the Head of School will give an update, a representative from the Academic Achievement, Finance, Development, and Governance Committees will present, and the Board will review, consider, and adopt policies and consider requests and concerns from the broader school community. At these meetings, a majority vote will constitute action by the Board, and the Board may not act unless a quorum is present.

At Committee meetings, Board members will review monthly dashboards which present objective updates on key performance indicators that have been previously agreed upon by the board as measures of success. Monthly reports include, at a minimum: enrollment, attendance, discipline, compliance, budget vs. actual report with projections for the operating and capital budget, balance sheet, statement of cash flows, cash flow projections as needed, federal grant reports as needed, Head of School update, NWEA scores (when available) and summary of Interim Assessment outcomes (when administered). Other data that the Board might review includes: family and peer survey data, programmatic audits, and evaluations of key personnel. **Figure 13.1** details sample dashboards.

Figure 13.1 Dashboard Overview

Buffalo Collegiate Dashboard Overview				
Indicator	Measure	Target	Current Status	Code
Enrollment	Students Currently Enrolled	120		
	Waitlist			
Finance	Days of cash on hand	30 days		
	Net surplus or deficit compared to budget	Within \$25,000		
	Days after month-end for financial statement preparation	21 days		
Fund Development	New individual donors	100 this year		
	New foundations or corporations	10 this year		

	Total non-governmental revenue	\$600,000 this year		
Human Resources	Performance evaluations completed on time	90%		
	Staff meeting or exceeding goals in core job functions	95%		
Board of Trustees	Attendance at board meetings	75%		
	New board members joining	6 this year		
	Head of School evaluation completed on time	Yes		

Figure 13.2 Culture Dashboard

School Culture Dashboard																
Category	Group	Goal	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June			
Attendance	SCHOOL															
	4															
	5															
	6															
	7															
	8															
	9	95% ADA														
	SCHOOL	<10 tardies														
	4	<4 tardies/day														
	5	<4 tardies/day														
	6	<4 tardies/day														
	7	<4 tardies/day														
8	<4 tardies/day															
9	<4 tardies/day															
Enrollment	SCHOOL	360														
	4	60														
	5	60														
	6	60														
	7	60														
	8	60														
9	60															
Withdrawals	SCHOOL	Total Attrition <5%														
	4	# lost														
	5	# lost														
	6	# lost														
	7	# lost														
	8	# lost														
9	# lost															
Behavior	SCHOOL	360														
	4															
	5															
	6															
	7															
	8															
	9															
	SCHOOL	% of students earning \$85 or higher														
	4															
	5															
	6															
	7															
8																
9																
Staff	2:1 Merit:Demerit Ratio; goal 50%															
Staff	2:1 Merit:Demirt Ratio; goal 50%															
Detentions	SCHOOL	# of Detentions Earned/Day. Goal <10 students per grade														
	4															
	5															
	6															

Figure 13.3: Academic Dashboard

Academic Dashboard														
Category	Group	Goal	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Attendance	SCHOOL	>80% Completed												
	4													
	5													
	6													
	7													
	8													
	9													
Accelerated Reader	SCHOOL	>80% on target to reach goal												
	4													
	5													
	6													
	7													
	8													
	9													
Accelerated Reader	SCHOOL	Average of 4 books read per month by each student												
	4													
	5													
	6													
	7													
	8													
	9													
GPA	SCHOOL	>30% of students have >3.33												
	4													
	5													
	6													
	7													
	8													
	9													
GPA	Trimester													
	SCHOOL	<20% of students have <2.33												
	4													
	5													
	6													
	7													
	8													
9														
Course Grades	Group	Goal												
	SCHOOL													

Figure 13.4 Interim Assessment Dashboard

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
5th grade ALL Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
6th grade ALL Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
7th grade ALL Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
8th grade ALL Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
5th grade SPED Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
6th grade SPED Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
7th grade SPED Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Interim Assessments								
Grade	Subject	Data Level	IA 1	IA 2	IA 3	IA 4	IA 5	
8th grade SPED Students	Literature	Goal						
		School Actual						
	Writing	Goal						
		School Actual						
	Social Studies	Goal						
		School Actual						
Math	Goal							
	School Actual							
Science	Goal							
	School Actual							

Figure 13.5 Operations Dashboard

Operations Dashboard													
Category	Group	Goal	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Budget	Ops Team	5 for Variance from Forecast (1-5 scale)											
OPS Scorecard	Ops Team	Systems and Processes Score >4											
		Facility Score >4											
		Data Audit Score >4											
		Team Culture Score >4											
Staff Attendance	Staff	97% Attendance											

Evaluating the School Leader

The Buffalo Collegiate Board of Trustees will evaluate the Head of School on Academic Achievement, Business, Operations, and Compliance. **Figure 13.6** is a sample Head of School evaluation tool.

Figure 13.6 Sample Head of School Evaluation¹

Review Area	Primary Responsibility	Measurement Criteria	Areas of Strength	Areas of Weakness
Academic Programs				
Student Conduct	Oversee development of school culture and student adherence to the Student Code of Conduct	Behavioral and disciplinary systems in place with clear and consistent rewards and consequences to respond effectively to student behavior. Clear decline can be seen over the course of the year in the number of demerits and suspensions accrued by students.		
Staff	Acquire and retain outstanding faculty members.	Start school year 100% staffed. Retain strong teachers for the full school year. Identify staffing needs for FY [Insert next year]. Recruit and hire 90% of staff for [Insert next year] by July 31 st of [Insert next year]. Positive feedback obtained from staff survey.		
Professional Development	Provide quality professional development.	All teachers have developed professional goals for each trimester in conjunction with Head of School. Professional Development is thoughtful, responsive, and improves student achievement. Each teacher's classroom performance has been evaluated three times by the Head of School or Dean of Instruction (if applicable)		
Core Educational Program	Oversee design and implementation of the core educational component of school design.	Core educational component of school design in place at start of school year.		

¹ The sample Head of School evaluation was adopted from the successful charter application from Legacy College Prep, which was founded by former BES Fellow Summer Schneider.

Character Education Program	Oversee design and implementation of the character education component of school design.	Character education component of school design in place by start of school year.		
Student Supports	Oversee implementation of data driven tutoring programs.	FOCUS and re-teach blocks are driven by current student data.		
Elective Course Programs	Oversee design and implementation of elective programs.	Electives programs in place as the start of the school year.		
National Testing	All students take the NWEA MAP in the fall and spring.	Scores exist for all students and are disaggregated on racial/ethnic/language and socioeconomic lines		
State Testing	All students take the PARCC exam in the spring.	Average student scores on the PARCC will surpass city averages in all subjects.		
Business, Operations, Compliance				
Positive Environment for Learning	Provide Buffalo Collegiate students with a positive environment in which to learn.	School building reflective of school values and standards.		
Long Term Facility Planning	Work with CSSS to locate, secure, finance, renovate/construct, and move into a long-term facility.	Plan in place for financing of long-term facility. Plan in place to occupy a long-term facility by year 5 of operation.		
Enrollment	School has waiting list.	School's waiting list exceeds 10% of school population.		

Attendance	Student attendance rate is high.	Average student attendance is 97% (3% unexcused absences).		
Parents Satisfaction	Oversee implementation of annual parent satisfaction survey. Achieve high parental satisfaction.	90% return rate on the parent survey 80% of parents report that they are “satisfied” or “extremely satisfied” with their child’s academic and personal development.		
Parents Participation	Achieve high parent participation.	75% of parents attend a school-sponsored event during the course of a year.		
Community Educational Partner	Oversee dissemination of best practices.	Disseminate best practices to other schools and educational		
Compliance	School complies with all relevant federal, state, and city guidelines.	School receives no citations for federal, state, or city noncompliance.		
Board and Head of School Communication				
Governance Board	Head of School works well with Board.	Head of School attends all board meetings and presents all requested information to the board in a timely manner.		

(b) Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Number of trustees;*
- *Officer positions;*
- *Ex-officio members (voting and non-voting);*
- *Standing committees or committees with the full authority of the board (if any);*
- *Delegation of authority to any committees, officers, employees or contractors;*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Frequency of board and committee meetings;*
- *Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development.*

Buffalo Collegiate will be governed by a Board of Trustees between seven and fifteen members, including four Board Officers: Board Chair, Vice Chair, Treasurer, and Secretary. All Board Officers will be members of and elected by the Buffalo Collegiate Charter School Board of Trustees. As defined in the by-laws, all Board Officers will serve a one-year term of office, renewable for three consecutive terms by approval of a majority vote of the Board. Board Officers commit to upholding all responsibilities of members of the Buffalo Collegiate Board of Trustees, along with the additional responsibilities as defined in the job qualifications and responsibilities of their elected roles. Job descriptions for committees are presented below.

Board Chair: The Board Chair is the senior volunteer leader of Buffalo Collegiate who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an ex officio member of all committees of the organization. The Board Chair oversees implementation of board and school policies and ensures that appropriate administrative practices are established and maintained.

Responsibilities

- Works with the Head of School, other board officers, and committee chairs to develop the agendas for Board of Trustees meetings, and presides at these meetings.
- In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
- Sets the example for other Board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- Works with the Board of Trustees and paid and volunteer leadership, in accordance with the charter school's bylaws and mission, to establish and maintain systems for:
 - Planning the organization's human and financial resources and setting priorities for future development.
 - Reviewing operational effectiveness and setting priorities for future development.
 - Ensuring the legal and ethical standard.

- Hiring and evaluating the school's Head of School.
- Developing and maintaining an effective board culture.
- Developing an effective pipeline of future leaders of the Board.
- In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently. Note: In the early years of the school, the Board Chair will also serve as Governance Committee Chair to ensure that the vision for board culture and effective governance is effectively implemented. In future years, this Committee might be chaired by the Board Vice Chair.
- Works with the Head of School and other Board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
- Communicates effectively with and supports the Head of School in his/her job as manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.
- Works with the Committee Chairs and the Head of School to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Works to ensure effective and efficient communication between committees and the Board.
- Creates a safe environment for decision-making by inviting participation, encouraging varying points of view, and stimulating a frank exchange of ideas to provide shared decision making.
- Communicates with the Board effectively so that the board information system focuses on decision-making, stimulates participation, and supports an appropriate balance of responsibility between board and staff.
- Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write a newspaper editorial, or thank a major donor.

Qualifications

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- Strong leadership skills to inspire a shared vision for the school and for the Board's work.
- Stimulated by a commitment to the mission, the Chair should guide the Board toward articulating and committing to a commonly held perception of the future of the School.
- Strong network of relationships within the greater community to leverage resources for the organization.
- Strong shared vision with staff about school mission and goals for student achievement.
- Strong facilitation and communication skills and an understanding of group process.
- Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.
- Decisiveness to tackle and resolve difficult issues and to keep the business of the Board moving.
- An ability and willingness to support, encourage and develop a strong, entrepreneurial school leader.
- Strong organizational skills.

Vice Chair: The Vice Chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the

Chair including sharing responsibilities as appropriate.

Responsibilities

- In Chair's absence:
 - Presides at meetings of Board of Trustees
 - Serves as ex officio member of standing committees
- Sets an example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- Works with the Chair to assist in developing the agendas for Board of Trustees meetings.
- Advises the Chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- Assists the Chair by serving as liaison for communication with Committee Chairs as needed.
- Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- Represents the board in the community, especially at events at which the chair cannot attend.
- Other duties as delegated by the Chair.

Qualifications

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- Strong leadership and collaborative skills to support the Chair and to offer alternative proposals in the interest of best serving the organization.
- Strong facilitation and communication skills and an understanding of group process.
- Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.
- Decisiveness to tackle and resolve difficult issues and to keep the business of the board moving.
- Strong organizational skills.

Treasurer: Provides direction for the financial management of the school and facilitates the board in meeting its financial oversight responsibilities.

Responsibilities

- Chair of the Finance Committee.
- Provides direction for the oversight of the school's record keeping and accounting policies.
- Ensures the presentation of timely and meaningful financial reports to the board to ensure that full board completely understands the financial picture.
- Ensures the development of annual budget and its submission to the Board for its approval.
- Leads the monitoring of budget implementation.
- Oversees development and board review of financial policies and procedures. With the Finance

Committee, monitors the adherence to financial policies and procedures adopted by the Board.

- Develops and monitors any investment policies adopted by the Board.
- Ensures that assets are protected and invested according to board policy.
- Leads the board in assuring compliance with federal, state and other financial reporting requirements.
- Presents the recommendation of the auditor to the Board for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
- Takes responsibility for the design of an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Qualifications

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.
- A strong understanding of the record keeping, accounting systems, financial reports and financial policies and procedures of the organization.
- Ability to focus on both the short-term and long-term financial health of the organization.

Secretary: Provides direction for the keeping of legal documents including minutes of all Board meetings.

Responsibilities

- Certify and keep at the principal office of the corporation the original, or a copy of the bylaws amended or otherwise altered to date.
- Keep at the principal office of the corporation or at such a place as the Board may determine a book of minutes of all meetings of the Directors. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- Present for approval by the Board copies of all minutes of meetings of the board.
- Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
- In general, serves as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
- In general, perform all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation or bylaws, or which may be assigned to him or her from time to time by the Board of Trustees

Qualifications:

- Commitment to and energy to support the charter school's mission, goals, and values.
- An understanding of the distinctions between governance and management.

- An understanding of the required record keeping and the laws of the jurisdiction (city, state) in which the organization operates.
- A capacity for attention to detail.

Buffalo Collegiate Board of Trustees Committees

All Buffalo Collegiate Board of Trustee members will serve on at least one of our four committees. The four committees are: Governance Committee, Finance Committee, Academic Achievement, and Development. In accordance with **§104 of Open Meeting Law**, all meeting dates and times will be publicly posted at least one week prior to any meeting and in accordance with **§106** minutes will be taken and posted after all meetings. Job descriptions for committees are presented below.

Governance Committee: The Governance Committee is convened by and reports to the Board of Trustees. The purpose of the Committee is to build and maintain an effective board for the charter school. The Committee will establish and drive a continuous improvement process to help the Board and individual Trustees become more valuable as strategic assets of the charter school, contributing to long-term success.

Appointments and Composition: The Governance Committee will be chaired by the Board Chair. All committee members will be members of the Board of Trustees. Members will be appointed annually in accordance with the Bylaws.

Responsibilities: Review the structure and size of the Board and the Board committees. Periodically, review with the Board the appropriate skills and characteristics required on the Board in keeping with the strategic direction of the charter school. Identify and consider candidates for Board membership. On behalf of the Board, assess alignment with the school's mission and vision and the skills and experience of prospective Board members. Present strong candidates to the full Board for consideration. Review the institutional and other affiliations of Board members and Board candidates for possible conflicts of interest. Investigate any potential conflict of interest involving a Board member and make a recommendation to the Board for resolution. Keep up to date on developments in the charter school governance field. Annually review and assess the charter school governance practices of the Board and recommend any proposed changes to the Board for approval. Plan Board education including new member orientation, education of Board members, and Board retreats. Plan training and education of the Board related to governance roles and responsibilities and with respect to bridging Board knowledge gaps. Conduct assessment/evaluation of the Board, the Chair, individual Directors, including each Director's self-assessment, and Board meetings/sessions. Evaluate and monitor governance structures and processes, including policy development and processes for Board monitoring/oversight of operations. Identify leadership development opportunities for existing and potential Board members to maximize member's contributions.

Finance Committee: The Finance Committee is convened by and reports to the Board of Directors. It has responsibility for: working with the Head of School to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; and recommending to the Board appropriate policies for the management of the organization's assets. The Finance Committee is assisted by the Head of School.

Appointments and Composition: The members of the Finance Committee shall be the Treasurer of the Board who shall serve as chair, the Board Chair who shall serve as an *ex-officio* member, together with other Board members appointed by the Chair with the advice and consent of the Board in accordance with the Bylaws.

Responsibilities: Review, and recommend to the Board for approval, an annual budget for the charter school in collaboration with the school leader and the back-office provider. Also in collaboration with the school leader, review, and recommend to the Board for approval and annually revise, a three-year financial forecast and long-range financial plans based on the forecast. Review grant proposals when required by funders, and when necessary, recommend action by the Board. Review all non-budgeted expenditures over a set dollar amount to be determined by the Board of Trustees and recommend action to the Board. Annually submit objectives as part of the planning and budgeting process. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees. Arrange for an annual audit with submission of same to the Board. Report to the Board of Trustees at regular meetings of the Board in a manner determined by the Board.

Academic Achievement Committee: The Academic Achievement Committee is convened by and reports to the Board of Trustees. The Committee has primary responsibility for working with the Head of School to define academic achievement, ensure that all Board members know the charter promises made to the community and the authorizer, and to devise clear and consistent measures to monitor enrollment, student demographics, and achievement of academic outcomes.

Appointments and Composition: Appointments of the chair and members of the Academic Achievement Committee shall be made annually by the Chair of the Board with the advice and consent of the Board and the school leader and in accordance with the Bylaws. The chair of this committee shall be a member of the Board of Trustees. Members of this committee shall be members of the Board of Trustees, subject to the conditions stated in the Bylaws. Additional committee members may be appointed and need not be members of the Board of Trustees. It is anticipated that given the nature of this committee it may be beneficial to have outside academic leaders on the committee.

Responsibilities: Define and continue to refine what academic achievement means for our charter school. Ensure that all Board members understand the key charter promises we have made to our community and to our authorizer. Work with the school leadership to devise clear and consistent ways to measure progress towards stated goals. Work with school leadership to set annual academic achievement goals, to be presented to and approved by the full Board. Work with school leadership to share with the Board annual successes, barriers to reaching academic achievement, and strategies to overcome these barriers. Arrange for Board training on issues related to academic oversight and academic achievement, as needed. Annually submit objectives as part of the planning and budgeting process. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Trustees. Report to the Board of Trustees at regular meetings of the board in a manner determined by the Board.

Development Committee: The Development Committee is convened by and reports to the Board of Directors. The role of the Development Committee is to ensure that the organization's total development program is in concert with the organization's strategic direction and needs. The Committee serves as the mechanism by which board members and other volunteers are involved in the fundraising process.

Appointments and Composition: Appointments of the Chair and members of the Development Committee shall be made annually by the Chair of the Board with the advice and consent of the Board and the Head of School. The Chair of this Committee shall be a member of the Board of Trustees. Members of the Committee shall be members of the Board of Trustees. Additional committee members may be appointed and need not be members of the Board of Trustees. Given the nature of this Committee, it may be beneficial to have volunteers from the community who have access to resources and/or people and organizations with resources that can benefit the school and/or other skills that can strengthen the effectiveness of the Development Committee.

Responsibilities: The Development Committee is charged with focusing the organization and its board on fundraising. This includes constant attention to: the strength of the mission and case for support; the organization’s accountability; the resources required to carry out the mission; plans for cultivating and soliciting the needed private funds; engaging board, staff, and volunteers in fundraising activities; and cultivation and stewardship of the organization’s friends, supporters, and donors. Specifically, the Development Committee:

- Works with the staff to develop the organization’s fundraising plan.
- Ensures that the case for support is strong, current, and based on the organization’s mission and goals; and distinguishes the organization from others in the field.
- Develops policies, plans, procedures, and schedules for board involvement in fundraising.
- Helps educate Board members about the organization’s plans and the resources needed to realize those plans.

For voting purposes, the Board will consist of an odd number of trustees. Trustees will bring varied skill sets including legal, education, finance/accounting, human resources, marketing/PR, strategic planning, facilities, and community outreach. The Head of School will attend all Board meetings, be the only staff member who reports to the Board, and will participate as an *ex officio*, non-voting member of the Board. The Board of Trustees will meet a minimum of once per month, and more frequently if needed. All meetings will be held in full compliance with New York State Open Meeting Law.

Ongoing board reflection and development will be crucial to the academic success, fiscal responsibility, and legal compliance of Buffalo Collegiate. We have had training and development through weekly updates and readings, monthly meetings, and a full-day Board retreat. Our Board development will continue to be supported through Building Excellent Schools, and specifically through its Director of Board Governance, who will lead us through our first strategic planning retreat immediately post-authorization. Each Trustee will be given a Board manual that includes materials including, but not limited to, Bylaws, Conflict of Interest Policy, our Accountability Plan, a description of officer positions, and a description of committees. Our Board will participate in any state offered Board trainings, as well as receive financial training from our back-office provider. All new Trustees will take part in a New Trustee Orientation. This orientation will ensure all new Trustees are familiar with our mission, school history, Bylaws, distinction between the duties of governance and management, and the monthly dashboards and financials used by the Board to provide academic and financial oversight. All new Trustees will also review and sign our Conflict of Interest Policy.²

The Governance Committee will ensure ongoing board development including reflections, an annual self-assessment, the examination of best practices from other high-performing boards, and external review and feedback. **Figure 13.7** outlines a sample Board Accountability Dashboard that the Buffalo Collegiate Board of Trustees will use if we are authorized to monitor the board’s functioning.

Figure 13.7 Board Accountability Dashboard

Date: _____
Board as a Whole Results: _____ out of _____ (**% Dashboard Indicators Met**)
Attendance Results: _____ out of _____ (**% Dashboard Indicators Met**)
Committee Work Results: _____ out of _____ (**% Dashboard Indicators Met**)

² All details regarding ongoing training for the board are informed by our work with Building Excellent Schools.

BOARD AS A WHOLE

Annual Board Calendar Posted and All Meetings Announced According to Public Meeting Law

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Board Agenda Reviewed and Agreed to by Board Chair and School Leader; Board Agenda has Leaders per Item, Times, Open Comment

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Board Materials E-mailed One (1) Week Pre-Meeting

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Meeting Starts on Time, Uses Time Designation for All Board Items, Ends on Time

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Meeting Begins with Board Consent Decree and Approval of Minutes; Minutes Placed into Record

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Meeting Includes Formal and Written Committee Reports and School Leader Management Report

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Meeting Includes Board Votes as Appropriate, Following Robert's Rules of Order

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Meeting has Full Attendance and Consistent Quorum

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Board Members and Officers Have Signed Job Responsibilities on File

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Minutes are written and included in consent packet, approved by board, amended as needed, and publicly posted

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Board Manual Complete, Up-to-date, and on Site

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Board Orientation Materials Complete, Up-to-date, and Process Readily Available; New Board Members Oriented

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

--	--	--	--	--	--	--	--	--	--	--	--

Board Policies Updated, Approved, and Available in Manual, including all Conflict of Interest Statements

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Governmental Reporting Requirements On Schedule, completed as Needed, and Timely

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Legal Requirements per Leader’s Hiring/Support/Evaluation in Place

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

COMMITTEE WORK

All Committees have Clear Descriptions with Specific Responsibilities and Duties

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Board Members Assigned to and Actively Working in Committee and all Committees have elected Chairs

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Committees have Sufficient Capacity in Board and Non-Board Members to Execute Responsibilities

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Committees Have Scheduled Meetings Monthly or Quarterly as Appropriate

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

All Committees have Work Plans with Smart Goals and Reporting Templates

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Finance Committee completes Monthly Financial Review of Projected and Actuals, Annual Budget, Makes Recommendations to Board

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Governance Committee Leads Annual Board Self-Evaluation, Conducts Quarterly Board Initiatives, Makes Recommendations to Board

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Development Committee completes Review of Development Needs, Leads Fundraising Efforts, Ensures Full Board Involvement

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

Academic Achievement Committee completes Quarterly Review of Academic Goals, Makes Report to Board

Aug 1	Sept 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	April 1	May 1	June 1	July 1

SUMMATIVE FINDINGS

August 2018

November 2018

February 2019

May 2019

(c) Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

Parents and school staff will participate in the governance of Buffalo Collegiate both formally and informally. All Buffalo Collegiate Board of Trustee Meetings will be open to the public, and all meeting dates, times, and locations will be publicly posted and clearly communicated to all key stakeholders. At the end of each meeting, there will be a time for public comments and any parents, staff members, teachers, or community members are welcome to speak at that time. All comments will be recorded in the minutes and publicly posted.

In addition, parents and school staff have the opportunity to give feedback through formal surveys, the results of which will be reviewed by the board and be part of the Head of School’s formal yearly evaluation. Two times each year, parents will be given the Buffalo Collegiate Parent Satisfaction Survey. The results of this survey will be formally reviewed by the board as part of the Head of School’s annual evaluation. In addition, the Head of School and all Directors and Deans will participate in a yearly 360 Review Process in

which all members of the school team have the opportunity to give anonymous feedback to the Leadership Team. Results from The New Teacher Project's Insight Survey will also be used for analysis of school culture. The Board of Trustees will review all 360 feedback for the Head of School and will set goals with the Head of School during the formal evaluation process. The Head of School will formally review 360 feedback for all Directors and Deans and set yearly performance goals with them.

As necessary, the school will engage with parents, community members, and other stakeholders to host input groups, information sessions, or open forums at which community input will be solicited and considered.

13d. By-Laws

Provide a draft of the proposed education corporation's governing by-laws.

Buffalo Collegiate Charter School Draft By-laws

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Buffalo Collegiate Charter School (hereinafter "The Corporation").

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the "Charter School") to ensure academic success for students in grades 4-12 in the Buffalo community. We prepare our students for success in selective high schools and colleges.

ARTICLE II

Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (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.

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities. The Head of School will be an advisory, non-voting member of the Board (ex-officio).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board and delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation's nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: 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 perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2018), at least two Trustees who will serve

a two-year term (ending in Spring 2019), and at least three Trustees will serve a three-year term (ending in Spring 2020).¹

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the higher degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. Shall ensure that all participation in Board work is bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at 375 Summer Street, Buffalo, New York 14213 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 12 regular monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may

¹ All members of the inaugural Founding Board intend to serve for the full term of the charter, which will represent two consecutive terms of service.

be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone conference.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting.
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.
10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matters which imperil the public safety if disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations that are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office, which will be the school site once the school has opened.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: 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.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the

Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. To study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b. To present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. To recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. To provide orientation and ongoing governance development to Trustees;
- e. To oversee a Trustee assessment process to ensure optimum performance; and
- f. To recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty 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.
2. 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 Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter of Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated

by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall execute the standard of care described in Article VII Section 2, and shall consider among other relevant considerations the long and short term needs of the Corporation 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 3: 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 Corporations, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspections and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relations to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5: 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 VIII

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at The Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's on financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officers to the Board for Board review and vote. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities, or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

Self-Dealing Transactions

The Board Members shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). 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 Corporation, if the transaction (a) is approved or authorized by the Board in good faith 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 benefitted by the program.

ARTICLE XII

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. 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 adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shown that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction

if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provisions of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

Amendment

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the law of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are not in full force and effect.

Secretary

Date: _____

Response 13e: Code of Ethics

Provide a draft of the proposed education corporation's code of ethics.

Buffalo Collegiate Charter School

Code of Ethics Policy - DRAFT

The Board of Trustees (the “Board”) and senior staff of Buffalo Collegiate Charter School (“Buffalo Collegiate”) must: conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflicts of interest, between their personal interests and those of Buffalo Collegiate; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Buffalo Collegiate Board has adopted the following procedures memorialized in the Code of Ethics to govern Buffalo Collegiate decision-making processes. Moreover, Board members, experts, advisors, and Buffalo Collegiate staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of a single external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial decisions whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or contribute to any political campaign.
- Trustees, officer, and employees will exercise the highest degree of care not to disclose confidential information, including but not limited to:
 - Student records
 - Financial information
 - Personnel records and/or personally identifiable information and/or sensitive personal information
 - Proprietary information
 - Payroll records
- Trustees, officers, and employees will adhere to all rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty or representing the schools in any capacity
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules

Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board any and all prospective or actual conflicts of interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of a prospective or actual Interest may be

made orally or in writing. A Board member has a conflict of interest if the Board member or, to the Board member's knowledge, the Board member's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner or senior position with, any entity or person with which Buffalo Collegiate is considering a transaction. Unless the Board requests their presence with complete transparency and acknowledgement of the prospective or actual conflict of interest, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. Under no circumstances shall Board members vote on transactions in which they have a financial interest. The nature of the actual or prospective Conflict of Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, Board members shall disclose close friendships with (a) any person with whom Buffalo Collegiate is considering a transaction, and (b) any person who has a significant position in an entity with which Buffalo Collegiate is considering a transaction.

2. Buffalo Collegiate staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School if there is any real or perceived conflict of interest. Unless it is determined that there is not conflict of interest, the staff member shall recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Buffalo Collegiate below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Buffalo Collegiate is considering a transaction, and (b) any person who has a significant position in an entity with which Buffalo Collegiate is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expenses associated with Buffalo Collegiate-related travel, meals, or other professional activity from actual or potential suppliers of Buffalo Collegiate. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary values worth \$75 or more from actual or potential suppliers of services or good for Buffalo Collegiate, except (a) gifts presented to Buffalo Collegiate where the recipient is representing Buffalo Collegiate and thereafter presents the gift to Buffalo Collegiate, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Buffalo Collegiate duties. In general, all board and staff members should make every effort to decline gifts on behalf of Buffalo Collegiate, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Buffalo Collegiate.
4. Additional Conflict of Interest Provisions for all Trustees, Officers, and Employees
 - a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§ 800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers, and employees shall comply with such laws.

- b. No trustee, officer or employee shall:
 - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, services, loans, travel, entertainment, hospitality, things or promises, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
 - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
 - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of a set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school. Each will be required to read and agree to comply fully with the Code of Ethics by signing an acknowledgement to this effect which shall be maintained by the Secretary of the Board of Trustees.

Request 13f: Complaint Policy

Provide a draft of the proposed school's complaint policy.

The complaint policy must include procedures for handling complaints including from staff, parents, employees and contractors.

Complaint Policy and Procedures of Buffalo Collegiate - DRAFT

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to pupils or staff, and teacher vacancies or missed assignments. This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. Buffalo Collegiate Charter School shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Department of Education, and the mission, charter, and philosophy of Buffalo Collegiate.

In addition, Buffalo Collegiate maintains that this policy will serve as a uniform complaint procedure for investigating complaints of: (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

Buffalo Collegiate encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Parent/Guardian, Employee, Individual, or Organization Concerns

Concerns raised by parents/guardians, employees, individuals, or organizations should be resolved as quickly as possible. Therefore, all parties are urged to fill out a complaint form and discuss their concerns directly with the school's leadership team when concerns surface.

Complaint forms are available at the main office and will be forwarded to the Head of School. The Head of School will seek the assistance of other managers, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. To aid in a timely investigation, monitoring, and logging of complaints, it is important that Buffalo Collegiate distribute the complaint policy and complaint form to staff via the staff

handbook, to parents/guardians via the family handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Head of School shall provide a copy of the disposition to the Board of Trustees and/or Charter School Institute if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. A complaint about problems beyond the authority of the Buffalo Collegiate Head of School shall be forwarded to the Board of Trustees in a timely manner, but not to exceed ten (10) working days for resolution. Nonetheless, the school will maintain a complaint log when complaints are received.

Procedures

Complainants or scholar of complainant shall not be subject to retaliation as a result of the filing of a complaint. Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

- **Step 1: Filing the Complaint**

Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Head of School and/or appropriate management member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate management member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one. If the complaint is about the Head of School, the complainant should proceed directly to the Board in filing the complaint.

- **Step 2: Investigation of the Complaint**

Head of School and/or appropriate management member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint. Should the complaint be about the Head of School, and the complaint brought to the Board, these steps will be conducted by the Board.

- **Step 3: Response and Final Decision**

Head of School and/or appropriate management member(s) shall remedy a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received. The Head of School or appropriate management member, or Board Chair if complaint addresses the Head of School, shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy of the complaint log in the teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law.

The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

Buffalo Collegiate has provided the above as a procedure for resolving complaints brought by Buffalo Collegiate parents/guardians/staff/school community. However, Buffalo Collegiate understands that any individual or group may bring a complaint to the Board of Trustees of the Buffalo Collegiate alleging a violation of the provisions of Article of Education Law (i.e. the New York State Charter Schools Act), the school's charter or any other provision of law relating to the management or operations of the charter school.

If a complaint is not able to be brought to resolution by the Buffalo Collegiate management, then the complainant(s) has/have the right to bring the complaints to the Board of Trustees during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision that had been rendered by the Buffalo Collegiate management.

Complaints received at least five business days in advance of a Board meeting will be addressed at the next Board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled Board meeting. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board of Trustees, as necessary, shall direct the Head of School and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

Request 14f: District and School Relations

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Since being accepted to the Fellowship with Building Excellent Schools, Mr. Pawloski has had an opportunity to observe the Buffalo Public Schools Board Meetings, as well as introduce himself and the BES opportunity within a conversation with Dr. Kriner Cash, current Superintendent of Buffalo Public Schools and former Superintendent of Memphis Schools where BES has several schools, including Freedom Preparatory Charter School and Memphis Rise Academy Charter School.

Buffalo Collegiate has had additional correspondence with administration at Buffalo Public Schools, which includes the Letters of Support from Buffalo Public Schools Board Member Larry Quinn and the Chairperson for Special Education at Buffalo Public Schools, Dr. Jennifer Jones. We have also met with the representatives of Buffalo Public Schools or attended meetings in which they spoke. Those meetings are captured in [Figure 14.1](#) and details the dated correspondence of contact with the local school districts and provides notes on the responses.

Figure 14.1: Correspondence with Buffalo Public Schools

DATE	Individual or Event	Key Takeaways
June 2016	Dr. Kriner Cash	Lead Founder Brian Pawloski introduced himself to Dr. Cash at a Teach For America event where Dr. Cash was the keynote speaker. Discussed opportunity with opportunity with Building Excellent Schools.
9/21/2016	SAY YES - year in review	Community forum with Say YES and Buffalo Public Schools; David Rust discussed successes and pathways forward for organization; Dr. Cash discussed New Education Bargain and move towards Community Schools.
9/23/2016	Lorenda Chisholm Director of School Review Buffalo Public Schools	Former principal of Erie 1 BOCES alternative school. Stressed importance of establishing school with strong positive culture and clear structure/expectations so students are celebrated and have consistency. Organized Saturday mentoring session at Bennett HS for boys of color to receive guidance on career, college, and challenges they might encounter.
9/23/2016	Jim Sampson Former Chairman of the School Board Buffalo Public Schools Founder board member West Buffalo Charter School	Has had extensive involvement in Buffalo Public Schools and charter school sector. Inclined to support high-performing charter schools due to political infighting that has occurred within Buffalo Public School Board from both sides of the aisle.
9/23/2016	Dr. Jennifer Jones Chairperson, Committee on Special Education Buffalo Public Schools	Experienced educator within charter and public schools. Reinforced importance of establishing unified adult culture at start of school experience, then monitoring that and coaching teachers to exemplify that culture with students.

10/18/2016	Larry Quinn Board Member Buffalo Public Schools	Believes there needs to be investment in high-performing charter schools to provide multiple options for families.
12/1/2016	Daniel Robertson SAY YES - Scholar Mentoring Supervisor	Very invested in city; connected to several things beyond his role at Say Yes, including fostering relationship with My Brother's Keeper and helping to develop Gamechangers at Belle Center; interested in supporting mission of Buffalo Collegiate in more formal way if possible.
11/2/2016	Susanna Schenk Lead Teacher Gifted and Talented Program Olmsted School	Shared expertise with enrichment program at Olmsted, provided Schoolwide Enrichment Model resources to examine potential of applying technology and science guidance to Buffalo Collegiate. As we craft enrichment program, we will use Schoolwide Enrichment Model out of University of Connecticut to guide some of our thinking to stimulate collaboration, creativity, and community.
12/2/2016	Sam Radford President District Parent Coordinating Council	Optimistic about leadership of Dr. Kriner Cash and New Education Bargain to establish community schools. Despite that, still strong believer in benefit of charter schools. Elaborated on District Parent Coordinating Council's recent work to create network of parents to leverage skills and collective impact by creating parent council within each school that can then coalesce to create collective impact. Mr. Radford's approach to intentional parent engagement through structured design for asset mapping is tool and system we will implement at Buffalo Collegiate. We will benefit greatly from understanding families and leveraging extensive community connections to support the mission.
2/1 – Present	Darren Brown Chief of Staff Buffalo Public Schools	Ongoing email exchange in effort to get a meeting with Dr. Cash and/or his staff to discuss the New Education Bargain and the potential for two new, high-performing charter schools.
(pending) 3/29/2017	Dr. Kriner Cash Superintendent Buffalo Public Schools	Buffalo Collegiate has a meeting scheduled with Dr. Cash and Darren Brown to discuss Buffalo Collegiate's mission and vision, the vision for Buffalo Public Schools, and the potential for partnerships between the organizations.

Figure 14.2 captures the email exchange between Dr. Cash's office with Chief of Staff Darren Brown and representatives of Buffalo Collegiate Charter School and Persistence Preparatory Academy Charter School, whose Lead Founder Joelle Formato is also a BES Fellow. The original introduction was made by Katie Campos, Executive Director at Teach For America*Buffalo (where Ms. Formato and Mr. Pawloski serve on the Alumni Council for Teach For America), and Founding Board Member at Buffalo Collegiate.

Figure 14.2: Email correspondence with Buffalo Public Schools

Correspondence with Darren Brown, Chief of Staff for Dr. Kriner Cash, Superintendent for Buffalo Public Schools
<p>Thanks for responding so quickly Brian. I will ask Linda to schedule the meeting on Dr. Cash's calendar. - DJB</p> <p>Educationally yours;</p>

Darren J. Brown
Chief of Staff / District Clerk
Buffalo Public Schools

"Putting Children and Families First to Ensure HIGH Academic Achievement for ALL"

Darren,

March 29th at 11am is perfect. We will see you then. Thank you for taking the time to coordinate the meeting.

Have a great week.

Best,
Brian

Brian Pawloski | Fellow | Building Excellent Schools | 716.713.2162 | www.buildingexcellentschools.org



Joelle;

How about March 29th or the 30th at 11am? - DJB

Educationally yours;

Darren J. Brown
Chief of Staff / District Clerk
Buffalo Public Schools

"Putting Children and Families First to Ensure HIGH Academic Achievement for ALL"

Brian;

Greetings. I want to see if we can squeeze a meeting in on Dr. Cash's calendar in the next two weeks. We are deep in budget season. If not, I will set up a meeting with both you and Joelle to discuss the great things that are happening in BPS. - DJB

Educationally yours;

Darren J. Brown
Chief of Staff / District Clerk
Buffalo Public Schools

"Putting Children and Families First to Ensure HIGH Academic Achievement for ALL"

From: Brian Pawloski [bpawloski@buildingexcellentschools.org]
Sent: Monday, February 27, 2017 8:35 PM
To: Brown, Darren; [REDACTED] Joelle Formato
Subject: RE: Response to introduction e-mail...

Good Evening, Darren,

I hope this finds you well. Joelle and I are in town for two more weeks prior to our next BES rotation, and we were wondering if you personally had time to get together to talk about some points of intersection for our proposed schools and the pathway forward for the district. If you have any times available, we would love to get together.

Have a wonderful week.

Best,
Brian

Brian Pawloski | Fellow | Building Excellent Schools | 716.713.2162 | www.buildingexcellentschools.org



From: Brown, Darren [[mailto:\[REDACTED\]](mailto:[REDACTED])]
Sent: Monday, February 6, 2017 7:26 PM
To: [REDACTED] Joelle Formato [REDACTED]; Brian Pawloski
<bpawloski@buildingexcellentschools.org>
Subject: Response to introduction e-mail...

Good Evening, Darren,

I hope this finds you well. Joelle and I are in town for two more weeks prior to our next BES rotation, and we were wondering if you personally had time to get together to talk about some points of intersection for our proposed schools and the pathway forward for the district. If you have any times available, we would love to get together.

Have a wonderful week.

Best,
Brian

Brian Pawloski | Fellow | Building Excellent Schools | 716.713.2162 | www.buildingexcellentschools.org



Darren,

Thank you for taking the time to respond. As Joelle shared, we have an incredible opportunity through the Building Excellent Schools Fellowship to be immersed in some of the highest performing charter schools in the country as we prepare our applications for Persistence Preparatory and Buffalo Collegiate.

In addition to the access to these schools, we also receive extensive guidance around two elements that I believe will set our schools up for tremendous success:

1. The cultivation of authentic relationships with families, community leaders, and organizations to generate feedback and relationships as we ensure that our schools utilize national best practices *and* the specific needs, hopes, and assets of our city.
2. The creation of our founding board of trustees, which has been an invaluable part of the process as we engage leaders from throughout our city to join our team.

Please let us know if there is a time when we can get together to hear more about your work and share other elements of our experience.

Have a wonderful day.

Best,
Brian

Brian Pawloski | Fellow | Building Excellent Schools | 716.713.2162 | www.buildingexcellentschools.org



Good Evening Darren,

Thank you so much for getting back to us. We completely understand that Dr. Cash's schedule is incredibly busy, and appreciate your willingness to step in and learn more about our school designs and visions.

The Building Excellent Schools fellowship has afforded Brian and I the distinct privilege of travelling the country over the past six months to observe and analyze over 35 high-performing, urban charter schools. We have also both just returned from five-week residences (Brian at Boston Prep, and myself at Purpose Prep in Nashville) during which we were able to work alongside school leaders to better understand the day-to-day execution of the schools.

Our designs are informed by both Boston Prep & Purpose Prep, as well as many of the other schools we have visited. Our community outreach here in Buffalo has helped us marry the best practices we have seen around the country with the unique needs of the Buffalo community, particularly the East Side. You can learn more

about the Building Excellent Schools organization on their [website](#). We both also have school websites that detail a bit more of our individual school designs:

Persistence Prep: www.persistenceprep.org

Buffalo Collegiate: www.buffalocollegiate.org

If your schedule allows it, we are happy to meet with you to further share about the vision for the schools and our work thus far. We are looking forward to working alongside Buffalo Public Schools to continue to improve the quality of education for all of our students.

Please let us know if you have any questions or would like to schedule a meeting. Looking forward to hearing from you soon.

Best,

Joelle

Joelle Formato | Fellow | Building Excellent Schools | [REDACTED] | www.buildingexcellentschools.org



From: Brown, Darren [[mailto:\[REDACTED\]](mailto:[REDACTED])]

Sent: Monday, February 6, 2017 7:26 PM

To: [REDACTED] Joelle Formato <[REDACTED]>; Brian Pawloski <bpawloski@buildingexcellentschools.org>

Subject: Response to introduction e-mail...

Brian and Joelle (and Katie of course);

Greetings. Thanks for reaching out to Dr. Cash to discuss the district and his vision for the district. I understand from Katie's e-mail that you are working with the community to propose two public charter schools which will be located on the east side of Buffalo.

As you can imagine at this time, Dr. Cash's schedule is extremely tight - budget season is upon us. However, is there a particular model that you are structuring the proposed charter schools after?

Also, Is there a link where I can learn more about building excellent schools? I appreciate your willingness to structure dynamic schools in the east side of Buffalo - and trust Katie's thoughts on your vision and passion.

Thanks - DJB

Educationally yours;

Darren J. Brown
Chief of Staff / District Clerk
Buffalo Public Schools

[REDACTED]

"Putting Children and Families First to Ensure HIGH Academic Achievement for ALL"

From: Campos, Katie [mailto:[REDACTED]]
Sent: Wednesday, February 1, 2017 8:06 AM
To: [REDACTED]
Cc: [REDACTED]; Joelle Formato
[REDACTED]; Brian Pawloski <bpawloski@buildingexcellentschools.org>
Subject: Building Excellent Schools -- proposed charter school in Buffalo

Dear Dr. Cash,

I hope you're doing really well!

I'm reaching out to introduce you to Joelle Formato and Brian Pawloski, two TFA alum and current fellows with Building Excellent Schools who are working with the community to propose two public charter schools which will be located on the east side of Buffalo.

I have been working closely with Joelle and Brian since we launched the TFA partnership in 2014 – I've seen their vision and passion for developing a community oriented, high performing school for Buffalo's students.

They want to work with you, and with the City of Buffalo, to develop a school that is truly responsive to our needs and is part of the larger school system. For that reason, I am connecting you all here in hopes that you can find time to meet in the next few weeks. They would benefit from hearing your vision for Buffalo, and also learning from your experience as an executive and systems leader.

I've cc'd Brian and Joelle here, and would be happy to join any meeting you all have, as you think helpful.

Thank you again, and I hope to see you soon!

Katie

Good Morning Dr. Cash,

We hope this email finds you well. We have had the opportunity to meet you briefly at the Teach For America luncheon last year, and at that time we had just been accepted into the Building Excellent Schools Fellowship. As two people who share your belief in the capacity of our students in Buffalo, we are humbled by the opportunity to be part of the solution in improving Buffalo's schools.

Through a fellowship with Building Excellent Schools, Brian and I have been diligently working to found Buffalo Collegiate (4-12) and Persistence Preparatory (K-8), two excellent new charter schools for the East Side of Buffalo. The Fellowship has been a tremendous opportunity to listen and learn from community leaders as we honed our visions for our schools and thoughtfully reflected on how our schools can authentically complement the larger community.

The teams at Persistence Prep and Buffalo Collegiate have continued working hard as we drive toward our mission of preparing all students for success within four-year colleges and a life of leadership.

We are reaching out on behalf of both Buffalo Collegiate and Persistence Prep. We would love the opportunity to speak with you about Buffalo's education landscape, and the ways in which we may be able to work together in service of our students and families.

Thank you in advance for your consideration. We look forward to speaking more with you soon.

Best,

Joelle Formato and Brian Pawloski

Through our experience within the Buffalo education sector, we know that there are frequent divisions across public and charter lines, as well as between charter schools. Little effort or traction has been made since the inception of the charter school movement to establish sustained partnerships that add to the achievement of our students. Dr. Cash has expressed his desire to establish relationships with the charter community to the benefit of the children, because, as he said at a meeting at the beginning of his tenure, "All students in Buffalo are his students."¹ Buffalo Collegiate believes that there are assets as opportunities within our community for partnership and collaboration. Instead of viewing every other charter and Buffalo Public School as a competitor, we need to foster a sustainable relationship that will continue to develop our teachers to share instructional practices and collaborate on community relationships for the long-term benefit of our communities.

The lack of student achievement is a city-wide mandate that needs to be addressed; as demonstrated in [Figure 14.3](#) the options currently available as traditional middle schools in Buffalo have significantly lower percentages of students scoring proficient and advanced on the state assessments when compared to the performance of students from across the state and in criterion-based schools.

Figure 14.3: State v. District ELA and Math Proficiency Rates 2015-16²

2015-2016 Buffalo ELA & Math Data ³				
	NYS 3-8 ELA PROFICIENCY	BUFFALO 3-8 ELA PROFICIENCY	NYS 3-8 MATH PROFICIENCY	BUFFALO 3-8 MATH PROFICIENCY
OVERALL	38%	16%	39%	16%
WHITE	46%	34%	50%	34%
BLACK	26%	11%	23%	9%
HISPANIC	27%	11%	26%	10%
ENL	4%	3%	11%	5%
SPED	8%	1%	12%	3%
Low SES	27%	12%	28%	13%

New York State has an average of 38% of students scoring proficient and advanced in English Language Arts (ELA), and 39% of students in grades 3 through 8 scoring proficient and advanced in Mathematics. Within Buffalo, students are 22 and 23% their peers across the state on the ELA and Math tests, respectively.

¹ A quote from Dr. Kriner Cash at a meeting with local charter leaders, an event that was hosted by Western New York Maritime and put on by the Center for Educational Initiatives.

² This chart can also be found in [R-01 Community Need](#).

³ "NYSED Data Site." *NYSED Data Site*. New York State Department of Education, n.d. Web. 23 May 2016. <<http://data.nysed.gov/>>.

As shown in [Figure 14.4](#), only the criterion-based schools (City Honors and Olmsted) outperformed the state averages.

Figure 14.4: 2015-16 Buffalo ELA and Math State Testing Data⁴

	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Frank Sedita	8%	4%	92%	79%
Herman Badillo	4%	3%	95%	97%
Futures Academy	6%	6%	94%	93%
Bennett Park Montessori	13%	5%	78%	82%
Buffalo Elementary Science and Technology	13%	11%	92%	90%
Dr. Charles Drew	7%	5%	92%	90%
Hamlin Park	7%	4%	92%	96%
BUILD Academy	2%	3%	91%	99%
Harvey Austin	5%	7%	92%	95%
Harriet Ross Tubman	6%	5%	93%	88%
Average of Selected Schools on East and West Side	7%	5%	91%	91%
	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Olmsted	76%	85%	32%	39%
City Honors	60%	58%	50%	66%
Average of Criterion-based Schools	68%	72%	41%	53%

As an educational community, we must examine the stark reality that no public schools – charter or traditional district – are establishing a high bar for student achievement in the ways that communities throughout the nation are experiencing. At Buffalo Collegiate, we recognize that we are a choice and a piece of the entire educational puzzle that must improve drastically to impact the breadth and depth of need, and to be a proof point in our city of what is possible for all students when provided with a strong school design, mission-driven leadership, and an accountable, achievement-oriented team.

As discussed in [R-01 Community Need](#), local public schools are not preparing students to graduate from high school and therefore are not preparing them to excel in college. [Figure 14.5](#) demonstrates graduation and dropout rates, as well SAT scores, demographic data, and Advanced Regents diplomas. The most recent data reflects that a student who enrolls in a traditional Buffalo Public School, which constitutes 51.6% of the students who were enrolled in the 2012 graduating cohort this past year, had a 1% chance to graduate from high school with an

⁴ This chart can also be found in [R-01 Community Need](#).

Advanced Regents diploma. Those same students had a 50% of graduating from high school in four years. A student who attended a criterion-based school saw their graduation rate jump from 50% to 88%. The likelihood for criterion-based students to graduate with an Advanced Regents diploma skyrocketed, too, with a leap from a rate of 1% to 27% in those schools. Even charter schools, which had comparable graduation rates (86%) to the criterion-based schools, had significantly lower rate of Advanced Regents diplomas than criterion-based public schools (9% to 27%, respectively). [Figure 14.5](#) shows the comparison of this data.

Figure 14.5: High School Graduation Rates in Buffalo Public School and Buffalo Public Charter Schools⁵

High School	Designation	ENROLL	GRAD%	REG ADV DES %	SAT COMBINED ⁶	DROPOUT %	Poverty	Minority	Combined
CITY HONORS SCH-F MASTEN PK	Criterion	123	98%	90%	1747	0%	32%	39%	71%
LEONARDO DA VINCI HIGH SCHOOL	Criterion	97	96%	30%	1305	2%	64%	61%	125%
TAPESTRY CHARTER SCHOOL	Charter	76	95%	9%	1166	4%	65%	70%	135%
BUFFALO ACAD-SCI CHARTER SCHOOL	Charter	55	95%	18%	1193	4%	88%	83%	171%
FREDERICK OLMSTED #156	Criterion	57	93%	33%	1399	5%	50%	66%	116%
WESTERN NY MARITIME CHARTER SCHOOL	Charter	68	88%	21%	1152	3%	86%	69%	155%
EMERSON SCHOOL OF HOSPITALITY	Criterion	108	84%	0%	1129	2%	81%	82%	163%
BUFFALO ACADEMY-VIS & PERF ARTS	Charter	135	84%	3%	1212	10%	66%	81%	147%
HUTCHINSON CENTRAL TECH HIGH SCHOOL	Criterion	274	84%	11%	1335	4%	72%	70%	142%
MCKINLEY VOC HIGH SCHOOL	Traditional Public	214	81%	0%	1097	8%	83%	87%	170%
ORACLE CHARTER SCHOOL	Charter	87	80%	3%	1010	8%	95%	92%	187%
MIDDLE EARLY COLLEGE HIGH SCHOOL	Criterion	70	74%	0%	1063	3%	77%	90%	167%
HEALTH SCIENCES	Charter	102	71%	2%	-	6%	42%	96%	138%

⁵ Northeast Charter Schools Network, Annual Charter School Survey. 2016.

⁶ Bizjournals.com. *Buffalo Business First*, 10 June 2015. Web. 23 Feb. 2017.

CHARTER SCHOOL									
INTER PREP SCH-GROVER CLEVELAND #187	Traditional Public	87	66%	2%	1021	15%	90%	90%	180%
BUFFALO CITY SCHOOL DISTRICT		2357	62%	8%	-	18%	82%	80%	162%
SOUTH PARK HIGH SCHOOL	Traditional Public	248	56%	1%	1091	25%	77%	53%	130%
BURGARD VOC HIGH SCHOOL	Traditional Public	127	52%	1%	-	29%	83%	93%	176%
MATH SCIENCE TECH PREP SCHOOL-SENECA	Traditional Public	99	48%	0%	1136	24%	87%	97%	184%
BENNETT HIGH SCHOOL	Traditional Public	117	46%	0%	1049	29%	83%	98%	181%
LAFAYETTE HIGH SCHOOL	Traditional Public	137	34%	0%	949	35%	89%	93%	182%
EAST HIGH SCHOOL	Traditional Public	96	34%	1%	995	33%	82%	96%	178%
RIVERSIDE INSTITUTE OF TECHNOLOGY	Traditional Public	212	32%	0%	-	35%	90%	89%	179%
High School	Designation	ENROLL	GRAD%	REG ADV DES %	SAT COMBINED	DROPOUT %	Poverty	Minority	Combined
Graduation Rates, Buffalo Public Traditional, Non-Criterion		1337	50%	1%	1048	26%	85%	88%	173%
Graduation Rates, Buffalo Public Criterion-based schools		729	88%	27%	1330	3%	63%	68%	131%
Graduation Rates, Buffalo Charter Schools		523	86%	9%	1147	6%	74%	82%	156%

Buffalo Collegiate is gaining traction within the community at the same time that Dr. Cash and the Buffalo Public Schools are unveiling its “Community Schools” Initiative - a portion of Dr. Cash’s “Six-Point Education Bargain” with families and students. The New Education Bargain has been marketed as a simple agreement between the district and the families it serves: “The District will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and collaboration of our students and parents.” Parents are expected to:

- Place a high premium on education
- Make sure your child goes to school and to all classes every day
- Make sure your child does his in-school work to the best of his ability and puts in additional study time (up to two hours each day) outside of school hours
- Make sure you and your child show respect for all teachers and staff

In exchange, Dr. Cash says that the Buffalo Public Schools will commit to the following six initiatives:

- Rigorous Early Elementary Education
- Strong Community Schools
- New Innovative High Schools
- Extended Learning Excellence for All Our Students
- Services for Our Neediest Children and Families
- New Relationships with Teachers⁷

The agreement between the district and the parents has some semblance to the agreement that Buffalo Collegiate will use with our families, however, there are two significant differences: We believe that we are responsible for elements like the timeliness of a student between classes, and we control the environment in the school that will lead to higher rates of respect for all of our community members; and the agreement that we have with our families begins with face to face conversation with families to demonstrate our responsibility to their children first and foremost. This step of taking initiative to build the relationship is not a part of New Education Bargain, and, perhaps when we demonstrate success with the practice, we can encourage others to embark upon that as a common practice. Already within Buffalo Public Schools there are principals like John Starkey⁸ who have taken the lead in this effort. Finding partners who are like-minded, regardless of their school, will benefit our entire community.

At Buffalo Collegiate, we will develop a strong sense of trust from our community and partnerships with the families who choose to enroll their children at Buffalo Collegiate. We understand that there have been many negative experiences that have undergirded the relationship between underserved communities and public schools for generations, and we must first establish ourselves as a school that executes upon a vision of high expectations and strong systems to support our collective ambition. Family partnerships will take on many forms, including:

- Authentic recruitment efforts that will go to the places in the community that are frequented by the families we want to serve and use strategies that demonstrate that we are a school that will educate all children in Buffalo (translated documents, clear communication around free, public, criterion-free school choice);
- Home visits (to take place April, May, and June following the lottery, and conducted by the Head of School and the Leadership Team);
- Weekly communication around behavior and achievement (most families who responded to our survey said that schools should be in communication at least one time per week);
- Bi-weekly phone calls from advisers; monthly access to the Head of School for an open breakfast and coffee for families;
- Monthly University Nights to reinforce the great work that our students and teachers are engaging in. In addition to all those strategies, we will hire a Social Worker, who will be responsible for working with families to ensure access to additional supports as needed so we are as proactive as possible in limiting the impact that external factors contribute to our retention.

Buffalo Collegiate prides itself on establishing a culture of respect among its adult staff, and we will demonstrate that respect through consistent development of our staff. While we cannot predict if our teaching staff will

⁷ Rey, Jay. "Cash's six-point 'bargain' proposes new deal for Buffalo students." *The Buffalo News*. N.p., 25 Jan. 2016. Web. 04 Mar. 2017.

⁸ Deutsch, Jillian. "Turnaround principal at Lafayette reaches out to West Side neighborhood." *The Buffalo News*. N.p., 03 Sept. 2016. Web. 04 Mar. 2017.

ultimately unionize (as many local charters have done), we can and will establish a clear and high bar for our teacher from the beginning to mitigate any confusion. A transparent leadership from the beginning will establish a strong adult culture focused on student achievement.

Buffalo Public Schools has maintained that extended learning time is essential for students to meet their potential, however, they are prevented from fully engaging in this through traditional means due to the limitations placed upon schools by the union workday requirements. Buffalo Public Schools is working to develop relationships with Community-Based Organizations to increase the amount of learning and mentoring for students. At Buffalo Collegiate, we will have extended time set into our daily and annual calendar, but we will also use the time we are allotted with extreme efficiency. As we establish our systems that maximize learning time, it may be an opportunity to share these practices with the district.

Finally, as a mechanism to promote our Core Values and expose our students to opportunities in the Buffalo community, Buffalo Collegiate is developing a Social Innovation program for the development of ethical leaders skilled in identifying issues and creating collaborative, coherent solutions. Utilizing partnerships at University at Buffalo with Professor Bob Neubert's Social Innovation program and MIT Launch's K-12 entrepreneurial curriculum, we will develop a continuum that supports our academic and cultural efforts. As Buffalo Public Schools engage in their innovative high school initiatives, there will be space to share ideas about the ways that those themes complement our foundational academic priorities.

Request 15: Student Demand, Community Support, Recruitment, and Retention

a. General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

As Buffalo Collegiate Charter School (“Buffalo Collegiate”) determined where we wanted to locate the proposed school, we primarily examined the lack of high-quality school options on the East Side of Buffalo. We will serve any student in Buffalo, and to this point we have put in great effort to ensure that we are located along public transportation for our students, and particularly once they enter the high school program when local school transportation will be less available to them. The most significant priority, however, is ensuring that we are within a community that does not have access to free, unfiltered college preparatory schools. We believe, as evidenced in the waitlist for other charter schools and through our community outreach, that the current demand for charter school options is evident throughout the city, and especially within the East Side.

According to data compiled by the Northeast Charter School Network in their Annual Charter School Survey, there were 3,922 students currently on waitlists for Buffalo charter schools.¹ There are 6,419 students currently enrolled in those same charter schools. Buffalo Public Schools serves 30,865 students in grades K-12. While some students counted on the waitlist total may be duplicates, it gives an estimate that the total number of seats is grossly insufficient for the number of families that are seeking better school choice for their children. The waitlist figure represents 61% more demand than seats which are currently available.

During the outreach we have done on behalf of Buffalo Collegiate, we have spoken with many leaders of charter schools in the City of Buffalo. Many of the most high-performing charter schools in Buffalo begin in kindergarten, so when families are placed on a waitlist to enter in later elementary, middle, or high school years, their chances of enrolling are minimal. Buffalo Collegiate will open in 4th and 5th grades in Year 1, and then enroll students at 4th grade as its standard starting point in to offer a seamless middle and high school education, which is a unique design in Buffalo. We have seen non-traditional starting points working successfully at Excel Academy in Boston, MA, and Republic Schools in Nashville, TN, as well as in multiple other schools, and we look to as well to capitalize on our access to their design and execution.

Of the charter schools in Buffalo, the overwhelming majority (73%) begin their enrollment in Kindergarten. Only four of the fifteen start later, and none of them start within the 4-6 grade range.

Figure 15.1: Charter School Waitlist and Prime Enrollment Year

Charter School	City	Year	Standard Entry Points	Total Waitlist
Aloma D. Johnson Fruit Belt Community Charter School	Buffalo	2015-16	Kindergarten	Not available
Buffalo Academy of Science Charter School	Buffalo	2015-16	7 th grade	164
Buffalo United Charter School	Buffalo	2015-16	Kindergarten	90
Charter School for Applied Technologies, The	Buffalo	2015-16	Kindergarten	975
Elmwood Village Charter School	Buffalo	2015-16	Kindergarten	600
Enterprise Charter School	Buffalo	2015-16	Kindergarten	234
Health Sciences Charter School	Buffalo	2015-16	9 th grade	Not available

¹ Northeast Charter Schools Network, Annual Charter School Survey. 2016. At the request of NESCN, we have removed specific names of the charter schools.

King Center Charter School	Buffalo	2015-16	Kindergarten	147
Oracle Charter School	Buffalo	2015-16	9 th grade	235
South Buffalo Charter School	Buffalo	2015-16	Kindergarten	292
Tapestry Charter School	Buffalo	2015-16	Kindergarten	1105
West Buffalo Charter School	Buffalo	2015-16	Kindergarten	45
Western New York Maritime Charter School	Buffalo	2015-16	7 th and 9 th grade	35
Westminster Community Charter School	Buffalo	2015-16	Kindergarten	Not available
Charter School of Inquiry	Buffalo	2015-16	Kindergarten	Not available

Two-thirds of charter schools in Buffalo have set their enrollment grade to be kindergarten. Only one school has an entry prior to high school. Families who do not get selected for the highly selective lotteries at charter schools like Tapestry, Charter School for Applied Technologies, and Elmwood Village are placed on waitlists in elementary school and have almost no option to enroll their children in a charter school until ninth grade.

If a family is unable to gain admittance for their child in kindergarten through the lottery, it becomes incredibly unlikely that they will have any options other than sending their children to a lower performing district school, which includes the following schools with their corresponding performance (also contained in the chart, the scores of the criterion-based schools, which are also highly competitive and very difficult for students within failing school to qualify for based upon testing criterion).

Figure 15.2: 2015-16 Buffalo ELA and Math - State Testing Data

	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Frank Sedita	8%	4%	92%	79%
Herman Badillo	4%	3%	95%	97%
Futures Academy	6%	6%	94%	93%
Bennett Park Montessori	13%	5%	78%	82%
Buffalo Elementary Science and Technology	13%	11%	92%	90%
Dr. Charles Drew	7%	5%	92%	90%
Hamlin Park	7%	4%	92%	96%
BUILD Academy	2%	3%	91%	99%
Harvey Austin	5%	7%	92%	95%
Harriet Ross Tubman	6%	5%	93%	88%
Average of Selected District Schools on East and West Side	7%	5%	91%	91%
	3-8 ELA Proficiency	3-8 Math Proficiency	2015-16 Poverty Rate	2015-16 Minority Rate
Olmsted	76%	85%	32%	39%
City Honors	60%	58%	50%	66%

Average of Criterion-based Schools	68%	72%	41%	53%
------------------------------------	-----	-----	-----	-----

Buffalo Collegiate will be an excellent school option for families who want their students to be in a high-performing school but were unable to gain access in early elementary and do not want to wait until 7th or 9th grade (other traditional entry points in the Buffalo charter school sector). We will provide a high-quality late elementary, middle, and high school program that provides high expectations and a strong system of support to gain access to and achieve excellence within college.²

b. Target Population Enrollment

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information, refer to the Guidance Handbook.

Explain how the proposed 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:

Enrollment Targets

Buffalo Collegiate will utilize every resource possible to ensure that we have met our enrollment targets. Using the enrollment calculator provided by the SUNY Charter School Institute, we can establish the enrollment targets for students with disabilities, ELLs, and FRPL students. **Figure 15.3** shows the targets for Year 1 when we have enrolled sixty students in both fourth and fifth grade.

Figure 15.3: Year 1 Enrollment Targets, 4th and 5th Grades

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Buffalo Public Schools	84.6%	11.9%	21.6%
Buffalo Collegiate Enrollment Totals	104	15	27

Figure 15.4 shows the enrollment targets for the five-year term of the charter, serving grades four through nine.

Figure 15.4: Year 5 Enrollment Targets, 4th through 9th Grades

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Buffalo Public Schools	83.2%	11.7%	20.7%

² Buffalo Collegiate has secured 40 Letters of Support from the greater Buffalo community citing the demand and support for our vision. Some of those letters include elected officials (Erie County Legislator Betty Jean Grant; Buffalo Public Schools Board Member Larry Quinn), community leaders (Child and Family Services President Francisco Vasquez; Matt Urban HOPE Center Executive Director Marlies Wesolowski), business leaders (Buffalo Niagara Medical Campus CEO Matt Enstice; Rand Capital CEO Pete Grum), and education (SAY YES Mentoring Supervisor Daniel Robertson; D’Youville College President Lorrie Clemo; University at Buffalo Assistant Vice Provost and Director of Academic Advisement Jaqueline Hollins).

Buffalo Collegiate Enrollment Totals	302	43	75
--------------------------------------	-----	----	----

Figure 15.5 shows enrollment targets for full enrollment in Year 8 with grades four through twelve.

Figure 15.5: Year 8 Enrollment Targets, 4th through 12th Grades

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Buffalo Public Schools	80%	11.3%	19.3%
Buffalo Collegiate Enrollment Totals	435	62	105

Through our efforts over the last seven months, we already have significant leads in regards to community partners who will assist us in recruitment efforts, either by providing us speaking opportunities at community forums, including church services (True Bethel Baptist, Friendship Baptist, Mt. Olive Baptist Church), block clubs (Hamlin Park Taxpayers Association), community events (YMCA, Father Belle Center, International Institute sponsored events), and political meetings (Masten District Monthly Stakeholders Breakfast). We will continue to expand our reach beyond these initial partnerships, however, it provides us an initial foundation for community outreach. The presence of Nekia Kemp, Arthur Hall, and Gary Damon, three Founding Board Members with extensive ties to Community-Based Organizations and the extensive network of churches within communities we aim to serve, have already begun to establish a network for Buffalo Collegiate that is very promising for our enrollment strategies.

We will host frequent and consistent information sessions at libraries and community centers on the East and West Sides of Buffalo to inform families and students of the upcoming opportunity at Buffalo Collegiate. We will use our Facebook page and website (www.buffalocollegiate.org) to advertise events we will be attending, recent news, and ongoing opportunities to engage with us in the community. Buffalo Collegiate’s recruitment team will, as appropriate, put up flyers in residence buildings, community centers, churches, and other places in the city frequented by prospective families, and ensure that these flyers are in languages accessible to local families. Additionally, we will conduct grassroots, door-to-door campaigns. For Letters of Support from local partners, please see **R-15e Evidence of Support**; for more detail on the extensive community outreach we have conducted throughout the last months, please see **R- 03 Proposal History**.

Within the City of Buffalo, there are pockets of the community that have developed an aversion to charter schools because some schools are perceived to have procedures in place that make it more difficult for students in poverty to attend a school (i.e. not offering Buffalo Public-coordinated transportation for students in grades K-8). At Buffalo Collegiate, we aim to provide an academic program that serves the needs of all students, especially the traditionally disenfranchised groups captured in the enrollment targets (FRL, LEP, and SWD). We will actively reach out and clarify to all families that there is no criterion to attend Buffalo Collegiate (within our outreach the past seven months, it has become evident that many families still need clarification that we are free, public, and open to all students). All of our correspondence and outreach will indicate that our school support students with special needs and ELLs.

We are also ensuring that all communication materials are printed in commonly spoken languages in Buffalo, including Spanish, Burmese, Arabic, Karen, and English to provide access to all families. Buffalo Collegiate will partner with other community organizations, such as Jericho Road, International Institute, and Journey’s End, to coordinate translation to access as many families as possible in an efficient manner. We are also very fortunate to have Juweria Dahir, a quadrilingual community planner of Somalian descent, on our Founding Board. She has

already used her skills and partnerships to assist Buffalo Collegiate in the translation of documents to get our information out to the Spanish, Burmese, and Arabic speaking communities.

We will continue to evaluate our enrollment strategies as we monitor the number of applications we have, being sure to break down applications by the specific disenfranchised sub-groups we aim to provide a rigorous, college preparatory education. While there are accountability metrics that we are held to by SUNY for enrollment, we will actively pursue our enrollment targets due to the spirit for which Buffalo Collegiate is founded.

Retention Targets

Judging by trends within high-performing charters throughout the nation, Buffalo Collegiate anticipates that there will be attrition in our student population due to family mobility and some families electing to move their children to a different school. We will work tirelessly to create a partnership with families and create a culture that has high expectations, strong supports, and consistent communication so that, to the greatest extent possible, we can retain all our students so that together we can achieve our mission.

We know that we will not fully control the mobility factor. We do know, however, that the majority of retention issues are pieces that we can control so long as we establish high expectations within a structured, consistent, supportive environment that values the families and students who choose Buffalo Collegiate. Consequently, Buffalo Collegiate will establish strategies to ensure that we hit our retention targets from year to year. **Figure 15.6** outlines our retention targets for Year 1 with only fourth and fifth grade enrolled.

Figure 15.6: Year 1 Retention Targets, 4th and 5th Grades

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Buffalo Public Schools	94.1%	94.3%	94.1%
Buffalo Collegiate Retention Totals	98	14	25

Figure 15.7 shows the retention targets for the five-year term of the charter, serving grades four through nine.

Figure 15.7: Year 5 Retention Targets, 4th through 9th Grades

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Buffalo Public Schools	94.5%	94.3%	94.0%
Buffalo Collegiate Retention Totals	286	40	71

Figure 15.8 shows retention targets for full enrollment in Year 8 with grades four through twelve.

Figure 15.8: Year 8 Retention Targets, 4th through 12th Grades

	Free and Reduced Price Lunch	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
--	------------------------------	-----------------------------------	----------------------------------

	(FRPL)		
Buffalo Public Schools	94.1%	93.0%	94.4%
Buffalo Collegiate Retention Totals	409	57	98

It is within our control to maintain high expectations for student retention, and we will start to do that by developing a strong sense of trust from our community and partnerships with the families who choose to enroll their children at Buffalo Collegiate. Family partnerships will take on many forms: Our initial outreach where we have listened more than we have spoken; recruitment efforts that will go to the places in the community that are frequented by the families we want to serve and use strategies that demonstrate that we are a school that will educate all children in Buffalo (translated documents, clear communication around free, public, criterion-free school choice); home visits (to take place April, May, and June following the lottery, and conducted by the Head of School and the Leadership Team); weekly communication around behavior and achievement (the vast majority of families who responded to our survey said that schools should be in communication at least one time a week); bi-monthly phone calls from advisers; monthly access to the Head of School for an open breakfast and coffee for families; and monthly University Nights to reinforce the great work that our students and teachers are engaging in. In addition to all of those strategies, we will hire a Social Worker in Year 4 (if not sooner if we can secure funds to support that or a partnership with a local organization that has secured its own funding), who will be responsible for working with families to ensure access to additional supports as needed so we are as proactive as possible in limiting the impact that external factors contribute to our retention.

“People Matter” is one of our four Core Beliefs, and within that is our belief that the parents of the City of Buffalo want what is best for their children; they simply need an opportunity to provide them with an excellent school option. Parents are a demonized group of stakeholders right now in the city, with a frequent refrain stating that they are simply apathetic to their children receiving a quality education. At Buffalo Collegiate, we believe that our families and their children want an excellent school, and that they can and will experience excellence if we do our job within the partnership by establishing an extensive support structure to show parents that we are the excellent school that we said we were going to be, and that their voice and partnership matters to their child(ren)’s success. By following through on our mission while ensuring that we have established clear and consistent pipeline for communication, we believe that we will maintain high levels of satisfaction, which in turn will lead to higher rates of retention through graduation from Buffalo Collegiate.

In the cases where students and families leave Buffalo Collegiate, we will ensure that we take advantage of the opportunity to hear their voices through surveys and conversations. Transfers will be tracked and reported to the board in the monthly enrollment report to guarantee transparency for our program. Through the data and anecdotal survey responses we receive, we will determine whether appropriate support systems were in place for those students, and we will formulate new strategies if there are opportunities for small or significant improvements.

(d) Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Buffalo Collegiate has worked extensively over the course of the past seven months to authentically engage the community and learn from the perspectives of families and community leaders who could help us create a school that melded the best practices that we have witnessed through the Building Excellent Schools Fellowship with the specific assets and needs of our city.

Buffalo Collegiate has had the distinct opportunity of connecting with people from many different sectors of the community, including: local elected officials; school board members from Buffalo Public Schools; charter school

teachers, leaders, and founders; leaders of local community centers; and a variety of non-profit organizations. In all meetings, we were met with support from the organizations with whom we spoke.

Figure 15d.1 is an example of the correspondence that was the standard written communication to inform the community about Buffalo Collegiate and make an introduction with the goal of securing a meeting: **Figure 15d.2** lists the meetings we have held, with dated correspondence, and the response and level of support from the organization.

Figure 15d.1: Sample Correspondence with Community Leaders

Dear (community leader),

I hope this finds you well. My name is Brian Pawloski, and I am currently a Fellow with Building Excellent Schools (BES), a national non-profit that recruits and trains school leaders to design, found, and sustain exceptional urban schools. This past summer I was accepted to the BES Fellowship, and I am leading the team that will found Buffalo Collegiate Charter School.

The Founding Team is currently working to open Buffalo Collegiate in August of 2018, and it will be a game changing public institution in our city that rivals the success of any school in this country. Our mission is simple and will be the foundation for all that we do: "With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grade 4 through 12 to graduate from the college of their choice and serve as our next generation of leaders."

I am in the process of networking across the city during the coming weeks to better understand the needs of our community, build a network of supporters, and lay the foundation for a founding board of directors.

Are you available to meet the week of September 19th? I would love to share more about my experiences and vision for Buffalo Collegiate and also learn from your work within our city.

I am eager to connect with community leaders to help create a school that defines excellence. If you would like to learn more about Building Excellent Schools, please visit the [website](#), and check out this link to our most recent [Annual Report](#).

Thanks in advance for taking the time to connect. I look forward to hearing from you.

Sincerely,

Brian Pawloski

Brian Pawloski | Founder | Buffalo Collegiate Charter School | 716.713.2162 | www.buffalocollegiate.org

Fellow | Building Excellent Schools | www.buildingexcellentschools.org

Figure 15d.2: Correspondence with Stakeholders and Community Organizations

DATE	Individual or Event	Key Takeaways
------	---------------------	---------------

9/13/2016 2/22/2017	Kevin Heffernan Advertising and Advocacy with Rise Collaborative and 19 Ideas	Wrote newspaper as founder of Rise Collaborative about trials of the East Side; interested in helping us connect with his network, also extremely interested in assisting us with Sneakers on the Ground campaign when we canvas neighborhoods to inform them about the school (http://www.risecollaborative.com/). Very interested in how we will accommodate needs of all learners, particularly students with learning disabilities.
9/14/2016	Amy Brackenridge Education Lead Computers for Children	Amy has considered writing her own charter, and is now Educational Lead for Computers for Children, "dedicated to enhancing the learning opportunities for schoolchildren by providing access to current computers and information technologies." Amy is very passionate with strong belief in our communities. Her work with Computers for Children is linked to her belief that tech-based jobs are going to be tremendous opportunities for our students to access. Pushing ourselves to design a 1 to 1 computer design at Buffalo Collegiate to enhance flexible groupings and access to Next-Gen Standards.
9/19/2016	Mark Glasgow Data Analyst Roswell Park Leader with Buffalo Urban League Young Professionals Communities of Giving Legacy Initiative (Emerging Philanthropists of Color)	Analyst by trade with focus on community impact. Works with Buffalo Urban League Young Professionals (BULYP). Invited us to attend BULYP education conference.
9/22/2016	Ann Levy Walden Program Officer - Education, Cullen Foundation	Coordinated support from Cullen Foundation to support board creation initiative and other elements of start-up phase.
9/23/2016	Jim Sampson Former Chairman of the School Board Buffalo Public Schools Founder board member West Buffalo Charter School	Has had extensive involvement in Buffalo Public Schools and charter school sector. Inclined to support high-performing charter schools due to political infighting that has occurred within Buffalo Public School Board from both sides of the aisle.
10/17/2016	Matt Enstice President and CEO Buffalo Niagara Medical Campus	Talked about gentrification and balance with economic renewal. Extensive conversation about connecting authentically to community. Made connection to Liesl Folks, Rev. Al Warner, Jon Williams, Tommy McClam, Jon Somers, Jamil Crews, and Danielle Shainbrown. Also had been founding board member of South Buffalo Charter School.
10/18/2016	Larry Quinn Board Member Buffalo Public Schools	Believes there needs to be investment in high-performing charter schools to provide multiple options for families.
10/19/2016	Jamil Crews President Buffalo Urban League of Young Professionals Director of Social Media Office of the Mayor	Jamil has established team of committed community leaders at BULYP that have organized several events, including William-Emslie YMCA Christmas Celebration and Education Conference at Buffalo State. His leadership there and within Mayor's office has promoted work that already exists in our community and a call for advocacy.

10/19/2016	Danielle Roberts Executive Director YMCA Buffalo	Vital community partner on East Side offers extensive supports to children and families after school, during holidays, and in summer to create community and complement work of schools.
10/26/2016	David Nasca CEO Evans Bank	Asked several questions about work on East Side, including our insights about Say Yes and their long-term potential impact. Investor and believer in their work, wants to support mission and vision of Buffalo Collegiate as we move forward. Curious about way we were going to connect with families and create strong, enduring partnerships. Impressed by home visits that we will make to every new family prior to first day of school.
10/26/2016	Darius Pridgen Council President City of Buffalo	Advocated for bridging of divide, which can only happen when education puts people on equal playing field. Eager to connect us with his True Bethel network, invited us to attend Sunday service.
10/26/2016	Ulysses Wingo Councilman City of Buffalo	Met with Councilman briefly and then had lengthier conversation with his legislative assistant, Frank Garland. Told us about potential building on Olympic Avenue and pointed us in direction of Masten Block Club Coalition, Hamlin Park Taxpayers Association, and breakfast at Delavan-Grider Center to learn more about the community.
10/26/2016	David Franczyk Councilman City of Buffalo	Shared that Schools 44 and 40 may become available; recommended speaking with Reverend Christopher (between Broadway and Sycamore, Crucial Center, and Field of Dreams Block Club.
10/27/2016	Dr. Ramone Alexander Director of Inclusivity and Community Building Nichols School	Board member at local charter, and former leader of Liberty Partnership at UB to provide additional academic supports to MS and HS students. Working now at affluent school to improve diversity and culture of institution. Also doing work with PUSH Buffalo to expand impact from West to East Side.
11/2/2016	Oswaldo Mestre Chief Service Officer & Director of Citizen Services City of Buffalo	Personal and professional focus on supporting community and ensuring next generation prepared for opportunities coming to Buffalo; stressed importance of data ("can't measure it, can't change it"); Urban Fellows Program and Vista Grant - 15 anti-poverty advocates working in city (same direction as "My Brother's Keeper"); President of Board at Father Belle Center; recommended speaking with Lucy Candelario, Pastor Gilleson, Edward Jackson (Friendship), Antone Diggs, Janice McKinney (CEO of True Bethel), Cas Rodriguez, Rita Hubbard Robinson (ECMC).
11/4/2016	Leah Halton-Pope Deputy Chief of Staff New York State Assemblywoman Crystal Peoples-Stokes	Did not agree that "college for all" was wise or achievable goal. Recommended we consider other trade-based tracks for students "not college material."

11/4/2016	Ben Hilligas Director Erie County Youth Bureau	Previously worked for Compass House, organization that supports and mentors children placed with Child and Family Services, and Say Yes as site supervisor. In current role works to coordinate complementary (mostly after school) organizations to support schools and youth in Erie County. Connected us to the following groups: True Way, Schiller Park (Pastor Virginia Williams); Partnership of Youth Justice; Otis Barker; Boys and Girls Club (Robert Lowery, Director of Programs); The Father Belle Center (Lucy Candelario); Urban League (CJ Banks); Community Action Organization (L. Nathan Hare and JoAnna Johnson); Northwest Buffalo Community Center (Larry Pernich); Futures Academy's Urban Studies Program (Dr. Henry Taylor); WEDI (Ben Bissell); PUSH Buffalo (John Washington); SUNY UB School of Social Work (Chris St. Vil).
11/11/2016	Steve Karnath Executive Director Broadway Fillmore Housing Services	Works as advocate in Broadway-Fillmore neighborhood to stabilize housing and provide support to businesses. Navigates complex political system at City Hall to get federal, state, and local funding to support neighborhood. Encouraged that there are two potential college preparatory charters focusing on neighborhood he serves.
11/28/2016	Pete Grum President Rand Capital	Venture capitalist interested in civic responsibility (donates extensively to Boy Scouts); interested in our work at Buffalo Collegiate; connected us to Clotilde Dedecker (President of Community Foundation) and Anne Constantino (CEO at Horizon Health).
11/29/2016	Amanda Myers Accountant Lumsden McCormick	Board prospecting conversation to determine interest as an accountant; running own business beyond accountant job, so not much time; moving suburbs with husband to raise children to give better school options.
12/1/2016	Daniel Robertson SAY YES - Scholar Mentoring Supervisor	Very invested in city; connected to several things beyond his role at Say Yes, including fostering relationship with My Brother's Keeper and helping to develop Gamechangers at Belle Center; interested in supporting mission of Buffalo Collegiate in more formal way if possible.
12/23/2016	YMCA William-Emslie Holiday Christmas Party	Holiday gathering put on by YMCA and supported by members of BULYP that had activities, games, and presents for families in need. Came to offer support and volunteer. Spoke with Buddy Campbell, President and CEO of Western New York YMCA, wants to offer support for our work on East Side.
12/28/2016	John Somers President/CEO Harmac	Created business on East Side that focuses on providing jobs to local citizens. Believes charter school within that community "would be outstanding."
12/28/2016	Bob Bennett Former New York State Regent	Gave perspective on navigating challenging political climate. Discussed benefits of applying to State Ed for charter and was very complimentary of new person in charge of charter authorization and oversight process.

12/29/2016	Clotilde Perez-Bode Dedecker President/CEO Community Foundation Buffalo	Focus on Community Foundation to invest in Buffalo Public Schools because they serve vast majority of students, resulting in commitment to Say Yes; Community Foundation focuses on four priorities: 1. Improve educational achievement for students living in low-income households; 2. Increase racial/ethnic equity; 3. Enhance and leverage significant natural resources; 4. Strengthen region as center for architecture, arts and culture.
12/29/2016	Duncan Kirkwood Western New York Advocacy Manager Northeast Charter Schools Network	By NECSN, over 3500 students currently on waitlists for public charters in Buffalo; vouchers most likely coming to country, and will have to see how it impacts NYS; invited to attend Advocacy Day in February; gave guidance on how to navigate question about Carl Paladino's racist remarks, coupled with his support of charters.
1/8/2017	Gasper Magallenes edTec	West Coast company looking to break into market on East Coast. Offered his support on budget.
1/10/2017	Rachel Gleishman Partner Strategic Growth The New Teacher Project	Had conversation about resources that TNTP has for burgeoning school leaders, talked about TNTP's potential partnership with Buffalo Public Schools and local charters. Very interested in starting to partner with evolving education scene.
1/18/2017	George Deveney VP New Site Development City Year	Met with George and Erin McIntosh about prospects of City Year expanding to Buffalo. Interested in connecting with some community leaders in network we developed throughout process of learning about our city and advocating for our community. The model, which costs about \$125,000/school, could provide additional mentoring supports for our school.
1/21/2017	Scott Donnelly United States Soccer Federation US U-18 Assistant Coach Technical Adviser	Started preliminary conversation about Buffalo's emerging US Soccer Federation team connected to national soccer program, and possible public education partnerships if program were to ramp up their efforts to establish a club team in Buffalo.
2/8/2017	Ryan Rish Professor University at Buffalo Department of Learning and Instruction	Professor Rish is currently doing action-research in suburban and urban schools utilizing geo-tracking/tagging applications on donated smartphones to engaged students in the collection of data (i.e. access to resources, violence in neighborhoods, water quality, public transportation) to then formulate responses through written communication, research, and advocacy. Potential partnership with the Civics portion of Social Innovation.
2/15/2017	John Mika and Robin Penberthy Teacher's Desk	The Teacher's Desk provides access to supplies for teachers in underserved schools. Schools must meet a certain threshold of FRL for teachers to qualify. Serves over 2,000 teachers a year and teachers receive \$1,000 in supplies per trip. John has offered to supply Buffalo Collegiate with white boards, desks, and other equipment necessary in start-up that will project to save on costs. Asked for a wish list from us so he could start to find materials.

2/22/2017 2/14/2017	International Institute and Refugee and Immigrant Roundtable	Met with Executive Director Eva Hassett, May Shogun, and Emily Brady to discuss our vision for serving the entire Buffalo community and not simply students on the East Side, which does not have the international population density that the West Side possesses. Expressed mutual interest in recruiting from the West Side, and sought guidance on budget and strategy to get more access to the international immigrant and refugee communities.
------------------------	--	--

Evidence of Community Impact and Partnership

To create an enduring quality public school that starts strong and exists for generations to come, Buffalo Collegiate has actively sought the wisdom and insights of the community to help guide us in the development of our program. We have spent time listening to political leaders, community advocates, families, and business leaders to gather diverse perspectives as we merge the best practices witnessed across the nation with the specific needs and resources of our community.

In the table below, Buffalo Collegiate presents evidence of conversations that we have had with the community that have improved or altered our design. **Figure 15d.3** also captures the community leaders and groups that we believe will provide partnership through program or student recruitment as we move forward with Buffalo Collegiate. Through this process we have captured some of the most significant aspirations and concerns from the community, while using the resources and passion within our city to further our mission.

Figure 15d.3: Program and Recruitment Partners

Date	Individual/ Organization	Comments/Summary	Impact on Design for Buffalo Collegiate
9/13/2016	Carly Battin Communications Manager BAK USA Former head of Elmwood Village Association (EVA)	As parent, getting concerned with where her daughter will go; as former head of EVA, importance of high-quality options for business owners; at BAK, interested in supporting education, particularly in inner-city; we are going to take tour of facility and meet with JP BAK and discuss partnership with company; to include computer materials or internship job exposure.	With developing impact of BAK and its priority on local education, committing to 1:1 model to assist teachers and students in adaptive learning programs to accelerate learning growth.
9/13/2016	Geoff Schutte Reading Invasion Teacher Parent in the city	Educator curious about structure of BES Fellowship. Concerned it was too rigid of a school environment and would possibly prevent relationships at school. While structure is essential at school, it is essential to create space for authentic teacher/student relationships. Buffalo Collegiate will have allotted advisory times each day with focus on relational activities; weekly community meetings allow for sharing of personal stories.	Conversation with Geoff impactful in two ways: (1) his development of Reading Invasion in city going to propel us to adopt language in design to describe DEAR program, while also giving us opportunity to host Reading Invasion event; (2) his question about structure at expense of relationships was additional point of community guidance to develop advisory system akin to "crew" in Expeditionary Learning.

9/15/2016	Divitta Alexander Lawyer Leader of Law Explorers Program	Established Law Explorers program this past year; serves as member of Board of Trustees for another charter school. Has two sons in city, did not feel there were great options to send them other than the one exam school. Wants to connect Law Explorers program to Buffalo Collegiate. Strong support for vision of school. Wants to see more options for people like her to send her children besides school that costs over 16K per year.	Will capitalize on Divitta's efforts to found Law Explorers program and use partnership with Eagle Scouts as source of career exposure for our students.
9/20/2016	Colleen Heidinger Director of Events and Programming, 43North	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER; initial conversation around role of 43North in education space, and how evolving vision for social innovation may fit well with their initiative to expand impact to public schools.	In partnership with Dan Greene, Colleen created initiative at 43North to bring Buffalo Public students into Innovation Center. Will utilize her program as foundational building blocks for partnership with University at Buffalo.
9/21/2016	John Koelmel Finance Consultant Venture Capitalist	Former banking executive who has shifted gears and worked as consultant for many of start-ups in 43North and Z80 Labs space. Very interested in supporting developing network for Buffalo Collegiate and providing guidance on board creation.	Influential business leader who prompted reflection on utilizing business community, particularly in entrepreneurial sector. Drove pursuit of aligned and scaffolded curriculum geared not only towards start-up, but social innovation.
9/23/2016	Alex Wright Proposed founder East Side Co-op	Native Buffalonian who went to Buffalo Prep and UB Law, became community advocate. Now leading efforts to alleviate food desert in poor, under-invested communities by creating co-op on East Side to bring fresh foods. Interested in school that incorporates an Afro-centric curriculum.	As we design cultural elements of school, ensuring we capitalize and celebrate cultures of our students. Judging by neighborhoods we are prioritizing to locate school; majority of students will be African-American.
10/18/2016	Katie Campos Executive Director Teach For America	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER - Prior to conversations about board service, we spoke about alumni network that was going to be present when we started Buffalo Collegiate in 2018, as well as alumni from outside of region who had communicated that they wanted to move back. Lack of high-performing charters prevented them from wanting to commit.	When determining talent pipeline, we will use extensive work that TFA Buffalo has done to identify ex-pats interested in moving back to Buffalo. Will also use professional development as resource in our design; as benefit of partnering with TFA, staff able to access PD opportunities. While may not apply to whole-staff PD opportunity, could allow for flexible options.

10/25/2016	Rasheed Wyatt Councilman City of Buffalo	Former parent of one of Mr. Pawloski's students and a supporter of initiative he co-led last year - "Make the Hood Look Good" which allowed juniors and seniors at former school to lead clean-up effort. As Councilman for University District, he is proponent of more high-quality options for families. Talked about experience he had taking high students on college trip and impact it had on their focus and behavior.	Was first community member to stress need to have yearly college trips to expand perspective and ambitions of our students. Buffalo Collegiate will establish ritualized yearly trip to expose students to opportunities within region and beyond.
10/27/2016	Sister Johnice Director Response to Love	Organization on East Side that provides English classes for New Americans, Soup Kitchen, Food Pantry, and Counseling for Veterans. Ensures dignity but insists upon responsibility of people they serve - will not perpetuate cycle of poverty, but will give bridge and skills to help get out of poverty and develop self-reliance. Connected us with Steve Roth, Associate Director of Buildings and properties for the Archdiocese of Buffalo.	Ensure school design focuses on end-game of creating educated, independent citizens prepared with skills and ambition to be successful beyond Buffalo Collegiate.
10/28/2016	Tasha Moore Program Coordinator Matt Urban HOPE Center	Role encompasses many elements, including after-school sessions for children and soup kitchen. Created soup kitchen dynamic and décor that looks like diner and restaurant so people can come and eat with dignity and joy in effort to develop community.	Through mindset and design of HOPE Center, Ms. Moore and team ensure families do not always feel they are living a life of poverty. Essential that design of our intentional culture exposes families and students to the world, celebrates them by not defining them as poor. We must ensure that our direct and indirect messaging acknowledges but does not dwell on poverty - must be place that preserves dignity and opportunity.
10/29/2016	Councilman Ulysses Wingo and Monica Wingo Buffalo State Buffalo Urban League Young Professionals Education Mini- Conference	Cultural Proficiency (beyond competency): Authentic in approach to learn and share in other cultures; action with competence; have understanding of racial micro-aggressions; all students want to learn, but you spark curiosity, connect to people; saying "I don't see color" just means that you don't see me.	Presentation offered compelling understanding of need for Cultural Proficiency and not Competency. Relates directly to Isolation Index because it insists upon authentic engagement with other cultures so there is shared learning and appreciation. Buffalo Collegiate will establish opportunities with staff, students, families, and larger community to share experiences that break down barriers that exist within larger community and nation.

10/29/2016	Dr. Jevon Hunter Buffalo State, Professor or Urban Schooling Endowed Chair on Urban Education	Radical Healing: What do you stand for and against, and how are you going to deconstruct and reconstruct the world? "Radical healing involves building the capacity of young people to act upon their own environment in order to create the type of communities in which they want to live." Develop community that is an "educational sanctuary" for "brother and sister" scholars. Four steps: 1. Do something w/young people to explain identity; 2. Urges them to examine power relationships; 3. Put them in positions as change agents; 4. Engage students in RADICAL HEALING.	Idea of Radical Healing has a strong connection to Social Innovation. Two could be seen as working hand in hand as we are aiming to provide our students with skills to harness their capacity to "act upon their own environment in order to create the type of communities in which they want to live." Four steps are also elements that will inform our Social Innovation design.
11/3/2016	Felicia Stanley Legislative Aide Council President Pridgen	Both of her children were in Buffalo Prep, which prepared them through summer and after school programming to excel. Stressed importance of high expectations and program to support students as they are challenged. Arranged for us to set up table at True Bethel to gain community feedback on charter.	Message we provide to students and families must be supported throughout entire design. We believe all students can go to college when given supports, so we must prioritize literacy and mathematics as foundational skills so students can access rigorous texts and challenging concepts throughout their years of study. We must maximize their time by creating analytical processes via data-based problem solving we are always aware of each student's most immediate and high-impact need.
11/3/2016	Nekia Kemp Executive Director Police Athletic League	BUFFALO COLLEGIATE FOUNDING BOARD MEMBER. Has been at helm of afterschool and summer initiatives to provide mentoring and ongoing support to complement Buffalo Public Schools. Is one of the point people with new Community Schools initiative.	Buffalo Collegiate will utilize Ms. Kemp's expertise and connections to seek out community partners for afterschool, weekend, and summer activities to boost school culture and overall academic and social impact.

11/4/2016	Rev. Al Warner Chaplain Buffalo Common Council	<p>“If we cannot educate a generation, we will not be able to change poverty; we have been through hopeless cycles for too many generations; being a white guy can be a struggle; need to build authentic and enduring relationships; you have to realize how to use the access you get to extend opportunities to others; give a voice to the voiceless. Keep a journal - any time we go into a cross cultural situation; develop an internal grid as you are exposed to key gatekeepers; what do they collectively provide the community”(i.e. True Bethel – mobile ministry; food truck, clothing truck...thousands of sneakers to students, computer lab with live links to workforce and mentors on the bus to work on resumes to submit to open jobs in the region); each gatekeeper has access to a different domain; formal and informal; it is ok to get to the personal, too; engage the mind and the spirit.”</p>	<p>Creation of yearly rituals in design to ensure we are regularly engaging community beyond start-up. It will be essential to become school community that is integrated into neighborhoods and city at-large. Buffalo Collegiate can communicate fierceness about the mission, but we must never forget to be humble and attentive to community.</p>
11/22/2016	Sam Magavern Co-Director Partnership for Public Good	<p>Extensive work within think tank to examine impact of poverty and educational outcomes within City of Buffalo (54% of Buffalo students are living in poverty); recommends contacting Helene Kramer (Charter School of Inquiry), Keith Frome (former HoS of King Center Charter), Jessica Bauer Walker, A. Cameron Airhart (work with immigrant community through Houghton College). Runs tour of Buffalo with Tommy McClam to orient new professionals to city to see beauty and blight.</p>	<p>As part of human capital pipeline, will access community organizations and leaders to introduce people from Buffalo and beyond to all uniqueness, opportunity, and need of our city.</p>
11/23/2016	Tommy McClam Deputy Director Open Buffalo	<p>Youth Pastor; formerly of Youth Build; spent 17 years with IRS but now focuses on mentoring, rehabbing houses, and partnering with public schools to mentor young men. Schools Assessment: stresses limits of teacher; needs to be better connection between school and families. In Chicago, he saw pride surrounding school that extended past families; family dinners; long hours, banquets for families at open houses; true anchor in community. Connected us with Paul Vukelic, Pastor Gilleson (Mt. Olive), Kenny Simmons (Cold Spring Bible</p>	<p>At Buffalo Collegiate, we will use Tommy McClam's guidance to do regular community outreach so that neighborhood feels we are their school. We will host dinners for families and neighborhood, and provide opportunities for students to give back to community through things like neighborhood clean-ups and "get out the vote" initiatives.</p>

		Church), and Crystal Rodriguez (Chief Diversity Officer).	
11/29/2016	Michael Ulbrich President Buffalo Manufacturing Works Michael Ulbrich	"Buffalo Manufacturing Works helps innovation-driven organizations excel by partnering with their internal manufacturing, engineering, and R&D teams to deliver better products, grow and compete." Interested in advocating for school focused on advanced manufacturing jobs. After discussing college route, interested to connect us to others, including Chris Shefflen, Howard Zemsky, Christina Orsi, Laura Quebral, Robert Shibley.	Create immersion opportunities through community organizations to give students project-based learning experiences that will help them focus their college search.
11/29/2016	Russell Bell YMCA William-Emslie	Influx of foster children that he works with at the YMCA; significant increase in Muslim and immigrant population on East Side; invited us to be part of YMCA Christmas party; happy to set up conversation with parents.	Importance of creating partnerships with complementary local organizations to streamline support they can offer schools. Can provide opportunities for teachers and staff to connect with local organizations, also ongoing resource to meet with families and learn from community.
11/30/2016	Francisco Vasquez President and CEO Child and Family Services Member Racial Equity Roundtable	Communicated issues with starting West Buffalo Charter - took multiple tries and facilities were very hard; most concerned with equity, politics that prevent progress, and investment and access to all; board – do not select based on constituencies but people who will advocate and represent the needs of communities; potentially partner with Leadership Buffalo or Communities of Giving Legacy Program; recommended speaking with: Buffalo Center for Arts and Technology; Eva Hassett at International Institute; Blythe Merrill at Oishei Foundation; Jody Lomeo at Kaleida; Cas Rodriguez at the Hispanic Heritage Council; Cynn timer Gaasch at YAWNY.	Acknowledged need to promote diversity in board recruitment and ultimately staff recruitment, cautioned against tokenism. Hiring process will develop high-capacity team, will require search for diverse talent is comprehensive and national.
12/1/2016	Pastor Dwayne Gilleson Mt. Olive Baptist Church	Wants to connect us to broader Concerned Clergy community; talked extensively of role as mentor and leader in community, and importance of expanding opportunities for our students so they can see beyond their neighborhoods.	Insisted upon exposure of our students to careers and places beyond their neighborhood. Buffalo Collegiate will establish program that expands range of student experience each year through college visits and junior college trip (either to Europe or South America) to expose them to more of the world to expand their

			vision for their future and understanding of others.
12/2/2016	Sam Radford President District Parent Coordinating Council	Optimistic about leadership of Dr. Kriner Cash and New Education Bargain to establish community schools. Despite that, still strong believer in benefit of charter schools. Elaborated on District Parent Coordinating Council's recent work to create network of parents to leverage skills and collective impact by creating parent council within each school that can then coalesce to create collective impact.	Mr. Radford's approach to intentional parent engagement through structured design for asset mapping is tool and system we will implement at Buffalo Collegiate. We will benefit greatly from understanding families and leveraging extensive community connections to support the mission.
12/19/2016	Cas Rodriguez President Hispanic Heritage Council	Recommended we read the Council of Great City Schools, which has extensive research on work with ELLs. Schools must consider celebration of different cultures to make school community unite. Cautioned against what he believed to be early and incorrect labeling of SPED students, which results in schools not engaging learners appropriately. Recommended speaking with Susan Bracci (Exec. Director of the WNY Character Council) and Miguel Santos (Deacon at Holy Cross Church).	As we design cultural elements of the school, ensuring we capitalize and celebrate cultures of our students. While we will probably serve more African-American students since Buffalo Collegiate will be on East Side, we must ensure all cultures within school are acknowledged and celebrated systematically, authentically, and ritualistically to develop the cultural fabric of our school and engage the greater Buffalo community.
12/20/2016	Cynn timer Gaasch and Naomi Pabon-Figueroa Executive Director and Director of Programs Young Audiences of Western New York	Offers extensive partnerships with schools who want to bring in teaching-artists. Wide variety of expertise, may be more cost effective option than having full-time enrichment person on staff. Residencies range from 5-12 sessions, include historical themes like Underground Railroad and African-American History in Buffalo. Used as PD for teachers to build team culture.	As we create budget and vision for complementary courses so our students can access varied artistic opportunities, consider outsourcing art programs in school, potentially consider YAWNY for unique family engagement opportunities.
12/21/2016	Anne Constantino CEO Horizon Health	Willing to offer consortium of people who will support medical and mental needs of our families; wants to sit down again once charter is approved and coordinate meeting with all vested community supports on East and West Side to develop a program.	Buffalo Collegiate will leverage network of community health organizations to provide support to students and families. While academics must always be at the forefront, we will ensure communication on access to external local programming to support health and mental needs of our families.

12/21/2016	Pastor George Nicholas Lincoln Memorial United Methodist Church Member of the Racial Equity Roundtable	His focus is on Criminal Justice, Economic Development, and Education; does a lot of work with empowering young black men; advises us of importance of cultural competency, value of not aligning with leaders of "Old Buffalo," complimented construction of our Founding Board; "Students should serve as the bridge to provide an education to adults...Our youth has the moral authority to be the voice of a new set of values for our city." Gave us permission to tell other members of Racial Equity Roundtable that we had met and we had his blessing that we were engaging in the community the right way.	Create structured opportunities within our school so students can develop their voice ("Courage Above All") and be moral authority within new world that provides opportunity beyond traditional race and economic lines. Buffalo Collegiate will create advisory system that grows student voice in small group settings so there is culture of community support and acceptance, which will increase confidence in their ability to be who they are and stand for something meaningful.
12/27/2016 3/7/2017	Tuona Batchelor Zoning Board Member Parent of charter school child	Discussed her own background, and work her mother did to ensure Tuona developed network and connections at young age; wants to do same thing for her son; talked about impending development in areas like Jefferson/Michigan (African-American Heritage Corridor), Broadway-Fillmore; as parent, big concerns around academic and support services, as well as mentally checked out teachers - wants higher bar set for families.	Ms. Batchelor reinforced importance for us to create ritualized networking campaigns so our students can be exposed to professional networks at early age. Drawing on her insight, Buffalo Collegiate will use Boston Prep model recently witnessed that provide alumni and current students with access to eight different panels of speakers (over 50 professionals in total) to learn about career paths and develop relationships that can further their college and career aspirations. This will take place 1-2 times/year.
12/28/2016	Lucy Candelario Executive Director Father Belle Center	"I think this school comes at the perfect time. Parents are seeing college as a possibility and there an enthusiasm that I haven't seen in quite some time." Is very eager to partner and support our mission - her job is to ensure that all children who are served by her center receive an excellent, transformative education. Wants us to consider gaps in education during breaks and summer vacation and opportunity to partner with organizations to support educational mission.	Buffalo Collegiate will utilize relationship with Father Belle Center to meet families and partner with West Side community. Feedback also ran counter to several within city that questioned the validity of mission of college preparatory for all students. Mrs. Candelario communicated families' ambition and hope that college was possible - and it is our opportunity to make that hope a reality.
1/13/2017	Bob Neubert Director Entrepreneurship Academic Programs & Clinical	Engaged in conversations about potential partnership between Professor Neubert and students around development of Buffalo Collegiate's Social Innovation program.	In partnership with Professor Neubert and MBA candidates, Buffalo Collegiate will develop aligned, scaffolded, comprehensive Social Innovation program that leverages needs and resources of community with skills

	Assistant Professor School of Management		and empathy our students will need to become strong, positive leaders.
1/28/2017	Massachusetts Institute of Technology LAUNCH Program	Accompanied three students from Boston Preparatory Charter School to first MIT Launch program aimed at day-long entrepreneurial experiences for high school students. Observed mentoring and design-thinking students engaged in to create solutions to four different social issues regarding Identity, Financial Literacy, Food Deserts, and Cyberbullying.	Buffalo Collegiate will work with MIT Launch as part of LaunchPad series to help them develop a K-12 entrepreneurial curriculum.
2/23/2017	Jeremy Besch Head of the Upper School The Park School	Private school that has done extensive work with providing opportunities for underserved students.	Wants to partner with us in the early years of the school to provide cultural proficiency training to teachers and potential partnerships that will allow our students to use their new science facilities.

To authentically engage families and communities so that we create a foundation and culture where we demonstrate our respect that the people and neighborhoods we serve are assets to our school, we established several meetings where we had an opportunity to listen, learn, and talk about our mission at Buffalo Collegiate. As a matter of reoccurring practice, we will communicate regularly with families, make them feel welcome and appreciated in the school, and will partner with them to set the most ambitious goals for students. As these are bedrock principles for Buffalo Collegiate, we are ensuring that families and community are an integral part of the school's foundation.

Figure 15d.4 demonstrates the community forums we have either hosted or attended to present and discuss our mission and garner further feedback on our vision from informed and concerned citizens. These were opportunities we sought for community input beyond the leaders and organizations we contacted. This open dialogue provided feedback from parents, grandparents, students, and concerned citizens. These conversations allowed us to introduce our school proposal, elicit comments, and make adjustments. The sessions, the description, and the takeaways are captured below.

Figure 15d.4: Program and Recruitment Partners

Date	Individual/Organization	Comments/Summary
9/21/2016	We Are Women Warriors Solidarity Coalition	Erie County Legislator Betty Jean Grant organized community dialogue prompted by recent shooting of young boy near school. Community conversation extended to many topics, including gentrification, drug addiction agencies, food deserts, need for "Europeans with John Brown blood" to step forward, and charge for people of East Side to take hold and lead within their own neighborhoods. Buffalo Collegiate was provided opportunity to speak to assembled guests and share experience of BES Fellow,

		our desire to learn from community gathered, and our mission to develop a high-achieving school for the benefit of all children and families.
11/1/2016	Stakeholder meeting with Crystal People-Stokes	Attended community meeting with representatives from Assemblywoman People-Stokes's office. Had opportunity to meet with community members. Grandfather of Buffalo Public School children was raising his grandson and moved him to suburbs to get better education. Was doing markedly better in suburbs because of increased expectations from school. Ms. Yaeger, counsel for Assemblywoman, connected us with Deputy Chief of Staff, Leah Halton-Pope for a future conversation.
11/3/2016	Urban League - Conversation on New York State Learning Standards	Community feedback forum to discuss revisions to Common Core-based NYS learning standards; community members, teachers, District Parent Coordinating Council; resources for parents, including new apps. The Urban League, through invitation of Vince Clark, gave us opportunity to share vision for Buffalo Collegiate.
11/28/2016	Broadway-Fillmore Neighborhood Services	Business leaders and community advocates at meeting to discuss development at Central Terminal, and other ways to impact neighborhood through investment in building rehabilitation and neighborhood stabilization. Attended by Steve Polowitz, local lawyer involved with several charter schools. Provided space to talk about experience in the Fellowship with BES and fundamental design of Buffalo Collegiate.
11/29/2016	Class: Rebuilding the City Reverend Al Warner with Darius Pridgen as Guest Speaker	Faith-based class on rebuilding of city. We were invited to attend to discuss Buffalo Collegiate and motivations for wanting to work on East Side and learn from the group gathered. Got some pushback on the fact that lead founder is white man going into black neighborhood, but was cautioned that we better engage community with humility if we sought support. Conversations covered impending school choice initiatives as result of election. A participant stated, "Families will do whatever they can to get hope in a school." Darius Pridgen, President of Common Council and Bishop at True Bethel, said on leadership, "You can't say you want to be more like Christ and only want the glory...You will be criticized, and that is what it takes to get the glory...Sometimes you have to take the black eye for what you believe in." Also reinforced that leadership requires transparency, humility, and respect. "If we are going to rebuild this city, it will be through respect. And respect leads to love."
12/1/2016	True Bethel Bible Study	Opportunity to connect with families and parishioners attending Bible study; received feedback via online and paper surveys that talked about need to support all students and offer weekly opportunities for teachers to interact and communicate with families.

12/20/2016	Betty Jean Grant Holiday Party	Volunteered at holiday party and helped to coordinate games, dinner, photos, and clean-up. Shared with parents, children, and community leaders vision for Buffalo Collegiate. They wanted to ensure we were aware that families are hungry for great options. They also wanted to be sure we were going to locate on East Side. Highly recommended finding someone who lived and worked on East Side who could help identify school facilities.
12/27/2016	Frank J. Merriweather Library Community and Family Feedback Forum	Community meeting to gain perspective and feedback from families, students, and community members about educational landscape. Had opportunity to share our vision for Buffalo Collegiate in library auditorium, but most of time was spent with Founding Board Member Nekia Kemp as we walked around library and engaged families and students to gather insights that were captured in surveys.
2/21/2017	Frank J. Merriweather Library Community and Family Feedback Forum	Community meeting to gain perspective and feedback from families, students, and community members about educational landscape. Had opportunity to share our vision for Buffalo Collegiate in library hallway. Time was spent engaging parents and children in conversations about their experiences and hopes for schools. Did not get many completed surveys, but was fruitful time spent.
2/26/2017	Friendship Baptist Church Sunday Celebration	Buffalo Collegiate's Lead Founder Brian Pawloski was invited by Founding Board Member Gary Damon to speak at the Sunday celebration of Reverend Jackson's anniversary at Friendship Baptist. Discussed the college preparatory focus and the need to uplift all communities in Buffalo so that the renaissance was widespread. Stayed afterwards to speak with several members of the congregation who were very interested in learning more and asked us to come back to discuss it in more depth. Distributed flyers to families who were interested in learning more. Celebration was also attended and supported by Founding Board Member Nekia Kemp.
3/2/2017	Hamlin Park Taxpayers Association	Founding Board Member Art Hall attended the monthly Block Club association to hear thoughts of our vision for our school and garner feedback from the very active community organization.
3/11/2017	Masten District Stakeholders Monthly Breakfast	Founding Board Member Arthur Hall has secured an opportunity for Buffalo Collegiate to present at the monthly meeting to continue to reach out the community, garner additional feedback, and present our mission and vision for our school.
3/11/2017	Charter School Recruitment Fair Hosted by Northeast Charter School Network	Buffalo Collegiate is invited to attend the Charter School Enrollment Fair and continue to reach out the community, garner additional feedback, and present our mission and vision for our school.

During the months that we conducted community outreach we were able to gain more substantial support from

organizations, stakeholders, and community members. Those organizations, stakeholders, and community members have written letters in support of Legacy College Prep. **Figure 15d.5** shows a list of those letters, and copies of the letters are in **R-15e Evidence of Support**.

Opposition

Although the overwhelming majority of conversations have been supportive about Buffalo Collegiate’s proposal, there have been conversations that we have had that have expressed the following concerns/opposition:

- **Charter schools are selective and simply kick out students they struggle to educate:** This is a perception of the charter school sector in Buffalo where some charter schools have had high rates of expulsion or coerced transfer. While we do not want to speak to the decisions and policies of schools with whom we have not worked directly, we know that our job is to create an educational environment with a rigorous bar for our students that comes with the corresponding supports that will lead to achievement. We cannot control the entire conversation throughout the city, but we can establish ourselves as a school that has high retention targets and works diligently to meet those metrics for all learners.
- **College is not for everyone:** In Buffalo, there is optimism that a new way of advanced manufacturing jobs may be coming as a result of partnerships with Solar City, and investment in projects like the Northland Corridor. Within several conversations, people brought up the fact that schools should be training students for jobs in line with advanced manufacturing rather than establish college as the goal. Our pushback has been simple: Students at City Honors or any of the suburban are not being placed on a course for advanced manufacturing. Those conversations are only occurring within urban schools who serve high rates of economically disadvantaged, minority students. At Buffalo Collegiate, we do not assume that the best our students can attain is a job within the city of Buffalo that does not require a college degree. Our mission is to provide them access and opportunity to become leaders in whatever profession and in whichever community they choose as adults. Anything short of that belief undersells their potential and is a reinforcement of the disenfranchisement they already face.
- **Buffalo does not have the human capital to support excellent schools:** The stigma in Buffalo and throughout portions of the country is that schools in Buffalo cannot recruit, retain, and develop talented educators who will serve our students to the fulfillment of our mission. We recognize the national shortage within the education profession, and we also acknowledge that our pipeline needs to be expansive, not only in scope of where and how we recruit, but also in the manner in which we hire so that we are certain we are hiring people who are mission fit, growth-oriented, and committed to the team.

Figure 15d.5: Letters of Support

Person	Organization
Paul Adler	Director of Leadership Development, Building Excellent Schools
Divitta Alexander	Principal, Divitta Alexander, PLLC; board member, Oracle Charter School
Russell Bell	Program Manager, William-Emslie Family Branch YMCA
Marylou Borowiak	President and CEO, Food Bank of WNY
Cesar Cabrera	Commissioner’s Regional Representative, NYS Department of Labor
Eileen Callahan	Chief Academic Officer, Boston Preparatory Charter School
Katie Campos	Executive Director, Teach For America*Buffalo
Laura and Tom Chestnut	Former colleague and former president of AAA of Buffalo; Buffalo residents

Lorrie Clemo	President, D'Youville College
Anne Constantino	CEO, Horizon Health
Matthew Enstice	President, CEO Buffalo Niagara Medical Campus
Russell Etzenhouser	Scout Executive, Greater Niagara Frontier Council, Boy Scouts of America
Noah Falck	Education Director, Just Buffalo Literary Center
Amy Friedman	West Buffalo Charter School Board member, former founder of Tapestry Charter School, former Chairperson of the Board and Buffalo ReformEd
Cynnie Gaasch	Executive Director, Young Audiences of Western New York
Gregg Gallson	Board member, Tapestry Charter School; consultant Chiampou Travis
Betty Jean Grant	Eric County Legislator
Pete Grum	President/CEO Rand Capital
Eva Hassett	Executive Director, International Institute of Buffalo
Sara Heidinger	President, Old 1st Ward Community Center
Jacqueline Hollins	Assistant Vice Provost and Director of Academic Advisement, University at Buffalo
Sam Hoyt	Regional President, Empire State Development
Mara Huber	Associate Dean, Undergraduate Research and Experiential Learning, University at Buffalo
Dr. Jennifer Jones	Committee on Special Education Chairperson, Buffalo Public Schools
Steve Karnath	Executive Director, Broadway-Fillmore Neighborhood Housing Services
Amanda Kelkenberg	CEO Childcare Resource Network
Duncan Kirkwood	Advocacy Manager, Northeast Charter School Network
Bart Kresse	Administrative Vice President, M&T Bank
Althea Luehrson	CEO, Leadership Buffalo
Florine Luhr	President, Cullen Foundation
Mike Milkie	Founder, CEO, and Superintendent, Noble Schools
Diane Morgante	Counselor, Health Sciences Charter School
Bob Neubert	Professor, Social Innovation and Entrepreneurship, University at Buffalo
Steve Poland	Managing Director, Z80 Labs
Larry Quinn	School Board Member, Buffalo Public Schools
Daniel Robertson	Mentoring Supervisor, SAY YES
Andre Sanders	Former student-athlete of Lead Founder Brian Pawloski
Michael Ulbrich	President, Buffalo Manufacturing Works
Francisco Vazquez	President, CEO Child and Family Services
Marlies Wesolowski	Executive Director, Matt Urban HOPE Center
Sue Walsh	Chief Academic Officer, Building Excellent Schools
Rev. Al Warner	Chaplain, Buffalo Common Council
Councilman Ulysses O. Wingo, Sr.	Council Member, City of Buffalo, Masten District

Jason Zwara

Policy Manager, Northeast Charter School Network; Adjunct Professor, Canisius College School of Education; board member, South Buffalo Charter School

Request 15c: Evidence of Student Demand

Describe and provide evidence of the demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school). If using waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

NOTE: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any specific evidence of community support also explicitly or implicitly demonstrates student demand.

In preparing the charter application, the Founding Team of Buffalo Collegiate has spent extensive time throughout the community gathering feedback and attending events to talk with families about our mission and vision, and to garner their input and support. The response has been overwhelmingly positive. There is ample evidence that suggests widespread community support, particularly in the zip codes 14211, 14212, and 14215. Through our interaction with families and community leaders, we were able to ascertain significant support for the vision of Buffalo Collegiate.

We have gathered 280 signatures of support from our online petition that we circulated through our network, as well as when we attended libraries (Frank J. Merriweather) and churches (True Bethel Baptist) that provided us internet access. The content of the petition request is found in [Figure 15c.1](#), and the corresponding 280 signatures are in [Figure 15c.2](#).

Figure 15c.1: Buffalo Collegiate Online Signature

Online Petition
<p>Buffalo, the "City of Light" and "City of Good Neighbors," has an opportunity.</p> <p>If we are truly a city of inspiration, innovation, and community pride, then we must ensure that our recent resurgence reaches all members of our city - especially our children.</p> <p>Throughout our country, children born into poverty are not given the same educational opportunities as children born into middle and upper class families.</p> <p>Buffalo has a chance to change that narrative for our nation and become a shining example of what is possible. At Buffalo Collegiate, we do not believe that poverty is destiny.</p> <p>Given the hopes and dreams of our students and their families, Buffalo Collegiate will work diligently and urgently to create a school that gives all students the education that they deserve and that will allow all children to access the college of their choice and become our next generation of leaders.</p> <p>Support our mission. Make history in Buffalo. Join us in building this new and powerful narrative.</p> <p>With unrelenting determination and a commitment to excellence, Buffalo Collegiate Charter School educates students in grades 4 through 12 to graduate from the college of their choice and serve as our next generation of leaders.</p>

Figure 15c.2: Buffalo Collegiate Online Petition Responses

Name	City	State	Postal Code
Joelle Formato	Buffalo	New York	14222
Lillian Selby	buffalo	New York	14209
jessica black	buffalo	New York	14216
Jennifer English	Buffalo	New York	14218
Jill Northway	Clarence	New York	14031
Jordan Hegyi	Orchard Park	New York	14127
Dejan Cooper	Buffalo	New York	14204
Matthew Caldiero	Buffalo	New York	14222
Maria Bond	East Aurora	New York	14052
Gregg Gallson	Buffalo	New York	14226
Jake Jung	Brooklyn	New York	11238
Marilyn Roach	Buffalo	New York	14203
Jane Chambers	Mayville	New York	14757
Amy Mazur	Tonawanda	New York	14150
Joseph Rutigliano	Geneseo	New York	14454
Eric Klapper	Buffalo	New York	14226
Kathleen Opera	Buffalo	New York	14224
David L. Roach Roach	Buffalo	New York	14203
Jillian Connors	New York	New York	10025
Nicole Conrad	Lancaster	New York	14086
Kevin Thompson	Buffalo	New York	14217

Molly Krombach	Buffalo	New York	14220
Jim Crowley	Orchard Park	New York	14127
Rhea Anna	Buffalo	New York	14222
Kevin Heffernan	Buffalo	New York	14222
Kaileen Gerevics	Buffalo	New York	14226
Taveem Gibson	Buffalo	New York	14215
Linda Ranahan	Buffalo	New York	14226
Brian Emerson	Buffalo	New York	14226
Jamel Perkins	Hamburg	New York	14075
Kathleen Fassel	East Amherst	New York	14051
Elizabeth Pleban	Buffalo	New York	14222
Jeff Pappalardo	Orchard Park	New York	14127
Cheryl Forell-Tomasulo	East Amherst	New York	14051
Robert Abrams	Buffalo	New York	14226
Samuel Insalaco	Buffalo	New York	14222
Jessie Back	Buffalo	New York	14222
Claudia Gerlach	Buffalo	New York	14221
Randy Gerlach	Buffalo	New York	14221
Tom Lewandowski	Buffalo	New York	14213
Eileen Hettich	Williamsville	New York	14221
MAUREEN PURCELL	Williamsville	New York	14221
Lauren Macpherson	Buffalo	New York	14216-2202
Dan Gigante	Buffalo	New York	14222

Carrie Calamel	Syracuse	New York	13221
Michael Roach	Buffalo	New York	14222
Laura Chestnut	Buffalo	New York	14222
Amy Roberts	Buffalo	New York	14209
Patricia Pitts	Buffalo	New York	14223
Ted Roach	Buffalo	New York	14222
Nekia Kemp	Buffalo	New York	14202
Eliza Roach	Buffalo	New York	14222
Steven Harvey	Getzville	New York	14068-1224
Ann LoTempio	Buffalo	New York	14216
Shannon Vogel	Hamburg	New York	14075
Christine MacLeod	Buffalo	New York	14223
Bernadette Gaffney	Buffalo	New York	14226
George Kloepfer	Buffalo	New York	14214
Latoya Young	Buffalo	New York	14221
Caroline Selby	New York	New York	10022
Tyler Spear	Buffalo	New York	14206
Lisa Newell	Grand Island	New York	14072
Jhanel Quarles	Buffalo	New York	14213
Chris Lawrence	Lockport	New York	14094
Mackenzie Hassan	Buffalo	New York	14217
Geoffrey Gallson	Buffalo	New York	14226
Tammy Tempfer	Buffalo	New York	14226

David Kostick Jr	Franklinville	New York	14737
Jim Basil	Buffalo	New York	14220
Michael Schroeder	ransomville	New York	14131
amy myszka	Buffalo	New York	14217
Alex Houghtaling	Buffalo	New York	14216
Amber Whiteside	Buffalo	New York	14213
Anne Constantino	Buffalo	New York	14221
Donald J. Will Will	North Tonawanda	New York	14120
Michelle Curto	Buffalo	New York	14223
Brenda Banach	Buffalo	New York	14215
Rachael Cohen	East Amherst	New York	14051
Brett Perla	Buffalo	New York	14222
Kelly Sirianno	Buffalo	New York	14202
Biagio Patti	East Amherst	New York	14051
erin haskell	Clarence Center	New York	14032
Megan Landreth	Buffalo	New York	14215
Mary Kroll	Buffalo	New York	14226
Joe Russell	Buffalo	New York	14222
Maddison Pisarski	Niagara Falls	New York	14304
Sara Root	East Aurora	New York	14052
Andrea Irish-Jones	Buffalo	New York	14217
Mariel Bard	Buffalo	New York	14223
Emma Pollina	North Tonawanda	New York	14120

Cuyler Hettich	Amherst	New York	14226
Meagan Walker	Buffalo	New York	14216
Jennifer Zimpfer	Buffalo	New York	14224
Alaina Garvey	Buffalo	New York	14216-2751
Marcia Rich	Buffalo	New York	14218
Jordyn Holka	Ransomville	New York	14131
Carolyn Morrow	Buffalo	New York	14215
Krista Grow	Buffalo	New York	14216
Janet Endres	Buffalo	New York	14228
Adina Pera	Buffalo	New York	14222
Tessa Lewis	Lewiston	New York	14092
Leslie Sanford	Buffalo	New York	14209
Jessica Carroll	Buffalo	New York	14226
Alessandro Renzi	Youngstown	New York	14174
Jason Zwara	Buffalo	New York	14216
Doug Ruhnke	New York	New York	11249
Barbara Payne	Buffalo	New York	14228
Jessica Witt	Brooklyn	New York	11238
Divitta Alexander	Buffalo	New York	14202
Mary Cooke	Buffalo	New York	14214
Naomi Pabon-Figueroa	Buffalo	New York	14207
Michelle Ritchie	Brooklyn	New York	11238
Moira Roberts	Buffalo	New York	14202

Brian Pleban	Buffalo	New York	14222
Andy Starr	Buffalo	New York	14218
Donna Hayles	Albany	New York	12204
Colleen E. Heidinger	Buffalo	New York	14203
Kelsey Hanks	Buffalo	New York	14203
Nancy Giamberardino	Buffalo	New York	14221
Theresa Donnelly	Buffalo	New York	14209
Dannerys Fuccillo	Baldwin	New York	11510
Joslyn Hansen	Brooklyn	New York	11237
Emily Marciniak	Buffalo	New York	14217
David Edwards	Buffalo	New York	14220
Shakur Bridges	Buffalo	New York	14211
Abdi Ahmed	Buffalo	New York	14207
Shareef Murray	Buffalo	New York	14213
Gary Marshall	Buffalo	New York	14212
Demaryus White	Buffalo	New York	14215
Anthony Halton	Buffalo	New York	14215
Khalid Ross	Buffalo	New York	14215
Christine Denham	Buffalo	New York	14222
Catherine Muskin	Seneca Falls	New York	13148
Joshy Pathiparampil	New York	New York	11201
WILLIAM KIRCHMYER	Buffalo	New York	14220
donna nowak	North Tonawanda	New York	14120

Sara Heidinger	Buffalo	New York	14204
LJ Norman	New York	New York	10010
Nancy Heidinger	Buffalo	New York	14220
Blake Walsh	Buffalo	New York	14222
Pete Grum	Buffalo	New York	14222
Emily Donnelly	Buffalo	New York	14221
Eliza Friedman	Buffalo	New York	14226
matt enstice	Buffalo	New York	14201
Lindsay Evans	Buffalo	New York	14216
kathryn hazel	East Amherst	New York	14051
Cynn timer Gaasch	Buffalo	New York	14203
Beth Potozniak	Buffalo	New York	14227
Alexandra McPherson	East Aurora	New York	14052
Sean T Heidinger	Buffalo	New York	14216
Katherine Ball	Buffalo	New York	14226
Katie Mazer	Buffalo	New York	14222
Christopher Montgomery	Rochester	New York	14620
Kelsey Tracewski	New York	New York	10014
Samantha Calabrese	Buffalo	New York	14216
Courtney Barrey	Buffalo	New York	14223
Lindsay Gallson	Buffalo	New York	14226
Natalie Tronolone	Hamburg	New York	14075
Cynetra Ferguson	Buffalo	New York	14215

Jane Lorenz	Buffalo	New York	14224
Rebecca Bala	Buffalo	New York	14227
Linda Syracuse	Buffalo	New York	14221
Joann Steinmetz	Buffalo	New York	14214
Jeff Pappalardo	Orchard Park	New York	14127
Lindsey Burgmaster	Buffalo	New York	14212
Gwen Baggs Ito	Buffalo	New York	14222
Jennifer Jones	Niagara Falls	New York	14304
Matthew Jennings	Brooklyn	New York	11238
Sheila Neff	Buffalo	New York	14226
Ariel Leavy	Buffalo	New York	14215
Jillian Suttell	Orchard Park	New York	14127
Jennifer Pitarresi	Niagara Falls	New York	14304
John Turner	Buffalo	New York	14216
Karen Miller	Buffalo	New York	14221
Cheryl Bednarski	Buffalo	New York	14223
Cortland Purks	Buffalo	New York	14214
Ann Seyboldt	Buffalo	New York	14214
Bryan McConnell	Buffalo	New York	14225
Adam Kamlet	Buffalo	New York	14221
Bart Kresse	Buffalo	New York	14216
Patrick Pidgeon	Buffalo	New York	14209
Michael Anastasia	Buffalo	New York	14213

Dennis BURNS	Buffalo	New York	14209
Matthew Heyd	Buffalo	New York	14209-1107
Linda Prout	Buffalo	New York	14226
Sean Keenan	East Amherst	New York	14051
Charles Chiampou	Buffalo	New York	14226
Nicole Ball	Buffalo	New York	14216
Jaylan snaith	Buffalo	New York	14203
Dea Denison	Eden	New York	14057

In addition to our support through community petitions, we have also gathered data on the waitlist numbers of local charter in Buffalo through the work of the Northeast Charter School Network. During the planning year before Buffalo Collegiate opens, we will continue our efforts to inform the community about our school to reach many of the families who but might be on one of the waitlists at the charter schools within the districts we propose. Also, we believe that the unique entry point at 4th grade may be a distinct advantage to recruiting once we get our mission and enrollment structure out there to the community. While 4th grade is not the traditional entry point at many charter schools in Buffalo, there are many who are on the waitlist for schools like Elmwood Village Charter School, Tapestry Charter School, and Charter School for Applied Technologies who cannot gain entrance because seats are mostly filled starting in kindergarten.

Figure 15c.3 provides a list of the local charter schools in Buffalo and the number of students on their current waitlist for entry. Families are aware that the standard school options are limited, and what does exist is not providing the education necessary to break generations of cyclical poverty. Throughout the city, the demand for change and choice is strong. As **Figure 15c.3: NECSN 2016 School Contact and Information Survey - Waitlist**¹ indicates, charter schools are still a sought-after opportunity for families seeking better school options – yet the demand outpaces the seats. In recent analysis of the charter school waitlist, the Northeast Charter School Network (NECSN) provided data that shows the demand is strong for more charter seats. Of the schools surveyed, Buffalo Collegiate has a grade level intersection with every single one (whether they are K-8, 7-12, or 9-12).

Figure 15c.3: NECSN 2016 School Contact and Information Survey – Waitlist Total

Charter School	City	Year	Total Waitlist
Waitlist for Buffalo Public Charter Schools	Buffalo	2015-16	3922

We have collected data in several other ways. We have captured community and parent feedback via paper surveys that gave us additional insight into the needs and vision that the community has for its

¹ Northeast Charter Schools Network, Annual Charter School Survey. 2016. Names of

schools. Those responses can be found in [Figure 15c.4](#). In addition, we have had an online survey that gave an online platform for feedback. These responses are captured below in [Figure 15c.5](#).

Request 15e: Evidence of Support

Submit examples, documents, etc. that provide evidence of support.

Letters of Support

To date, we have collected specific evidence of support for Buffalo Collegiate from a broad cross-section of our community. The letters of support come from elected officials, educators spanning K-12 and college, business leaders, community organizers, higher education, Buffalo Public Schools, faith leaders, and community centers. We believe that the support for our mission, design, and proposed Head of School Director demonstrate that major stakeholders and influencers are confident in our school's ability to deliver on its mission. The 42 Letters of Support on behalf of Buffalo Collegiate are outlined below. Attachments follow on subsequent pages.

Figure 15e1: Letters of Support

Person	Organization
Paul Adler	Director of Leadership Development, Building Excellent Schools
Divitta Alexander	Principal, Divitta Alexander, PLLC; board member, Oracle Charter School
Russell Bell	Program Manager, William-Emslie Family Branch YMCA
Marylou Borowiak	President and CEO, Food Bank of WNY
Cesar Cabrera	Commissioner's Regional Representative, NYS Department of Labor
Eileen Callahan	Chief Academic Officer, Boston Preparatory Charter School
Katie Campos	Executive Director, Teach For America*Buffalo
Laura and Tom Chestnut	Former colleague and former president of AAA of Buffalo; Buffalo residents
Lorrie Clemo	President, D'Youville College
Anne Constantino	CEO, Horizon Health
Matthew Enstice	President, CEO Buffalo Niagara Medical Campus
Russell Etzenhouser	Scout Executive, Greater Niagara Frontier Council, Boy Scouts of America
Noah Falck	Education Director, Just Buffalo Literary Center
Amy Friedman	West Buffalo Charter School Board member, former founder of Tapestry Charter School, former Chairperson of the Board and Buffalo ReformEd
Cynnie Gaasch	Executive Director, Young Audiences of Western New York
Gregg Gallson	Board member, Tapestry Charter School; consultant Chiampou Travis
Betty Jean Grant	Eric County Legislator
Pete Grum	President/CEO Rand Capital
Eva Hassett	Executive Director, International Institute of Buffalo
Sara Heidinger	President, Old 1st Ward Community Center
Jacqueline Hollins	Assistant Vice Provost and Director of Academic Advisement, University at Buffalo
Sam Hoyt	Regional President, Empire State Development
Mara Huber	Associate Dean, Undergraduate Research and Experiential Learning, University at Buffalo
Dr. Jennifer Jones	Committee on Special Education Chairperson, Buffalo Public Schools
Steve Karnath	Executive Director, Broadway-Fillmore Neighborhood Housing Services
Amanda Kelkenberg	CEO Childcare Resource Network

Duncan Kirkwood	Advocacy Manager, Northeast Charter School Network
Bart Kresse	Administrative Vice President, M&T Bank
Althea Luehrson	CEO, Leadership Buffalo
Florine Luhr	President, Cullen Foundation
Mike Milkie	Founder, CEO, and Superintendent, Noble Schools
Diane Morgante	Counselor, Health Sciences Charter School
Bob Neubert	Professor, Social Innovation and Entrepreneurship, University at Buffalo
Steve Poland	Managing Director, Z80 Labs
Larry Quinn	School Board Member, Buffalo Public Schools
Daniel Robertson	Mentoring Supervisor, SAY YES
Andre Sanders	Former student-athlete of Lead Founder Brian Pawloski
Michael Ulbrich	President, Buffalo Manufacturing Works
Francisco Vazquez	President, CEO Child and Family Services
Marlies Wesolowski	Executive Director, Matt Urban HOPE Center
Sue Walsh	Chief Academic Officer, Building Excellent Schools
Rev. Al Warner	Chaplain, Buffalo Common Council
Councilman Ulysses O. Wingo, Sr.	Council Member, City of Buffalo, Masten District
Jason Zwara	Policy Manager, Northeast Charter School Network; Adjunct Professor, Canisius College School of Education; board member, South Buffalo Charter School



March 9, 2017

To Whom It May Concern:

I am proud to support the application for Buffalo Collegiate Charter School, Buffalo, NY and the outstanding leadership of Brian Pawloski as lead founder and proposed Head of School.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Brian is a smart, determined, and thoroughly prepared school leader with instructional and teacher coaching experience, charter school training, and a leadership residency at several high performing BES schools. Brian brings a network of national and regional support, including that of high achieving BES elementary and middle schools at Cornerstone Prep in San Francisco, CA, Excel Academy Charter School in Boston, MA, and Liberty Collegiate in Nashville, TN. Brian's intellectual, leadership, and organizational capacity is outstanding, and his commitment to bring a high quality 4-12 school to Buffalo, NY is strong.

Brian is an inspirational leader with a clear vision for his founding team. He is thoughtful and focused in his design of Buffalo Collegiate. After successful completion of the Building Excellent Schools Fellowship, Brian will receive leadership coaching from BES in the form of Follow on Support (FOS). This development will take place throughout his proposed planning year and subsequent first two years of operation to ensure that he delivers high quality, rigorous, instruction to the students at Buffalo Collegiate. Leadership coaches at BES all have experience founding high performing charters of their own, and will lend significant resources and expertise to Brian's success. As his leadership coach, I will Brian engage in weekly coaching sessions, video analysis, on site visits, and document review to ensure the strong opening and sustainability of his school. Brian's openness and responsiveness to feedback in all current trainings position him to successfully deal with the challenges school leaders face in their founding year.

I am honored to work with Brian, and have total confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for Buffalo Collegiate will lead to strong student achievement for the children of Buffalo.

Respectfully,

Paul Adler

Paul Adler, Director, Leadership Development

[Redacted signature block]



Divitta Alexander
LAW OFFICES
Real Estate Community Development Contracts Small Business

January 25, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Re: Support of Buffalo Collegiate Charter School

To Whom It May Concern:

Please allow this correspondence to confirm my strong support for the above referenced charter school. It is a college preparatory school that will be located in the City of Buffalo and serve grades 4 through 12. As you are probably already aware, the Buffalo Public School District is primarily comprised of low-performing schools with below State average high school graduation rates, and low 4-year college on-time graduation rates. Students and families who (i) reside in the City, (ii) are unable to afford the cost of private schools, and (iii) are not lucky enough to be selected by lottery to fill the limited spaces in charter schools, have minimal quality education options. Buffalo Collegiate Charter School would increase the tuition-free quality education options for such students and families, thereby strengthening the City and its residents.

Having worked extensively with Brian Pawloski, the intended leader of Buffalo Collegiate Charter School, I am confident that the school will succeed under his leadership. I served as a member of the board of trustees at a local charter school while Mr. Pawloski was its Dean of Students. Through that experience, I witnessed first-hand his commitment to educating young people, his ability to effectively manage the many challenges that come with serving a high poverty student body, his sincere belief that educational opportunity is an anti-poverty tool that each student is entitled to, his ability to be firm with students yet ensure that they understand that he cares for them, his willingness to go above and beyond his job responsibilities to inspire students to achieve, and his effective leadership, organizational and management skills.

Students and families in the City of Buffalo deserve reasonable access to quality educational options. Currently, there is a severe shortage of such options. The large number of students on charter school waitlists demonstrates the community's desire to increase the supply of charter schools. Based on the strength of its business plan and proposed leadership, I believe that Buffalo Collegiate Charter School will help address the community's unmet need by supplying an additional high-performing education option - if given the opportunity. As such, I am hopeful that its application for a charter will be granted and that the school will be positioned to open for the 2018/2019 school year.

Very truly yours,

Divitta M. Alexander, Esq.
50 Fountain Plaza, Suite 1400-122
Buffalo, New York 14202

Phone: [REDACTED]
Email: [REDACTED]
Web: www.divittalaw.com



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 5 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in the Buffalo region with excellence and integrity.

My name is Russell Bell, and I am the Program Director of the William/Emslie Family YMCA Branch, of the Buffalo Niagara region. As a parent of three children attending a charter school in Buffalo, I recognize the critical importance of having high-quality educational options. I believe Buffalo Collegiate meets those standards, and it has dedicated an incredible amount of time developing those partnerships ensuring the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic excellence and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate bringing those opportunities to families and students alike. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's ever changing economy.

I also believe in the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is apparent. He has shared his vision for the school; he impressed me with both his passion for Buffalo and his experience in urban education. He deeply desires a need to partner with families ensuring that all participate in Buffalo's growth and development. William-Emslie YMCA hopes to work with the school as a partner providing after-school activities as we invest in the development and education of Buffalo youth.

Again, I extend my approval and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic excellence and high levels of support to allow students to achieve at those levels of success. I sincerely believe that Buffalo Collegiate approval for certification will provide the students and parents with academic success.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at 716.845.5440.

Sincerely,

Russell Bell
Program Director
William-Emslie Family Branch YMCA
585 William St. Buffalo, NY

WILLIAM-EMSLIE FAMILY YMCA
385 William Street, Buffalo NY 14206
P 716-845-5440 F 716-845-5443
YMCABN.org



Food Bank of WNY

Serving Cattaraugus, Chautauqua, Erie and Niagara Counties

FIGHTING HUNGER ONE DAY AT A TIME

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed college preparatory school for grades 5 through 12 for the students and families of Buffalo.

My name is Marylou Borowiak, and I am the President & CEO of the Food Bank of WNY, the largest emergency food provider in Western New York. The Food Bank of WNY provides food and services to 329 member agencies, including food pantries, soup kitchens, shelters, senior centers, after-school programs and group homes, throughout Cattaraugus, Chautauqua, Erie and Niagara Counties. We assist as many as 129,000 individuals in a month, including 45,000 children and more than 44,000 families.

Within our four-county service area, more than 64,300 children live in poverty. Access to quality, nutritious food is important for establishing a good foundation that has implications for a child's future physical and mental health, academic achievement, and economic productivity. During the elementary and secondary school years, hungry children may have difficulty learning, may be sick more often, and may be prone to behavioral problems. With the Food Bank's *Food for Kids Initiative*, we do our best to reduce childhood food insecurity and provide children with the food and resources to support growing bodies and strong minds.

I strongly believe that quality education is a prerequisite for long-term food security throughout an individual's life. I recognize the critical importance of offering high-quality educational options for students, their families and their neighborhoods in Buffalo. Buffalo Collegiate will provide a much-needed educational option for the children of Buffalo, especially those residing in high-poverty, underserved areas with limited access to many excellent educational opportunities.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that offers an academically rigorous and culturally supportive curriculum and enables students to earn their way to a career of their choice and live a life of opportunity and promise. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me directly at [REDACTED] or through email at [REDACTED]

Sincerely,

Marylou Borowiak
President & CEO

93 Holt Street
Buffalo, New York 14206

Phone: (716) 852-1305
Fax: (716) 852-7858
Email: info@foodbankwny.org

www.foodbankwny.org

[facebook.com/FoodBankWNY](https://www.facebook.com/FoodBankWNY)

[@FoodBankofWNY](https://twitter.com/FoodBankofWNY)





New York State Department of Labor
Andrew M. Cuomo, Governor
Roberta Reardon, Commissioner

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

As graduate of the public school system in New York State, I recognize the critical importance of having high-quality educational options for all students. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

We hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or email me at [REDACTED]. Thank you.

Sincerely,

César A. Cabrera, Ed.D.
Commissioner's Regional Representative
New York State Department of Labor
290 Main Street, Regional Office Room 209
Buffalo NY 14202

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I write this letter in strong support of Buffalo Collegiate Charter School, a proposed grade 4 through 12 college preparatory school for the students and families of Buffalo. The college preparatory mission of Buffalo Collegiate will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world and bring a quality educational opportunity to the families and students of Buffalo.

After teaching and leading at Boston Collegiate Charter School since its founding in 1998, I currently serve as Chief Academic Officer at Boston Preparatory Charter School, a 6 – 12 college preparatory charter school. Boston Prep, a school founded in 2005 through Building Excellent Schools, provides a high quality middle and high school option for families in the City of Boston. Boston Prep students have consistently achieved strong academic results on state assessments, college acceptance and now, college persistence.

Like Boston Prep, Buffalo Collegiate has the potential to bring high quality public education to students and families in Buffalo. Families deserve high quality, college preparatory middle and high school options and I'm certain that Buffalo Collegiate can bring this option, built on an academic model that has been proven to deliver great results over time.

Proposed school leader Brian Pawloski is currently a Fellow with Building Excellent Schools. I had the privilege of working closely with Brian for five weeks this winter when he spent a residency at our school. During this time, Mr. Pawloski was an extraordinary contributor, providing insight into the details of leading a high quality school program grounded in academic results for students, and was a strong contributor to various aspects of our school's overall program. His deep commitment to Buffalo, and to create, sustain and lead a college preparatory school for its students and families is clear. We look forward to remaining connected with Brian and sharing systems, structures, and lessons learned with Buffalo Collegiate.

Again, I would like to extend my support and recommendation for Buffalo Collegiate, a school that holds the promise of delivering high academic standards and college preparation for all students and families fortunate enough to enroll. However I can support Buffalo Collegiate being granted a charter, I will.

If you have any questions or concerns, please do not hesitate to contact me at

[REDACTED]
Sincerely,

Eileen Callahan
Chief Academic Officer
Boston Prep Charter School

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

February 1, 2017

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Katie Campos, and I am the Founding Executive Director of Teach For America Buffalo. Growing up in the City of Buffalo, it became clear to me at a very young age that the quality of education a child receives can dramatically alter their lives. Of the kids I grew up with, those who didn't get into City Honors didn't go to college. We had the same background, similar upbringing and extremely different opportunities based on where we went to school. I moved home to Buffalo after college to organize and empower parents in the city to be the best advocates for their children. I then worked for Governor Andrew M. Cuomo as his Assistant Secretary for Education.

Creating access to high quality education for all students is my passion and life's work. That is why I joined the Board of Governors of Buffalo Collegiate Charter School and why I am so committed to opening this school for Buffalo's children.

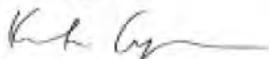
The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I strongly support the leadership of proposed Head of School, Brian Pawloski. I have worked closely with Brian for the past few years. He worked closely with me to launch Teach For America Buffalo in partnership with the community. I've seen Brian's commitment to excellence inside and outside the classroom in the classroom, on the courts and at school board meetings. His passion for our city and for our students is contagious, and it is because of him that so many are in support of Buffalo Collegiate.

Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,



Katie Campos
Executive Director
Teach For America Buffalo



AN AMERICAN CORPS PROGRAM

345 West Ferry Street, Buffalo, NY 14213 • P 716-479-4124 • www.teachforamerica.org

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

February 1, 2017

To Whom It May Concern,

I am writing this letter in support of Buffalo Collegiate Charter School. Buffalo Collegiate, a proposed 4th through 12th grade college preparatory school, will add a needed choice to Buffalo, a community that does not have enough high-performing middle schools or high schools.

We are residents of and property owners in Buffalo, NY. We believe it is critical that the young people in Buffalo are given the opportunity for a strong education both for the benefit of the students and for the other residents of the city. In reviewing the proposed plans for the school we were impressed with the focus on student ethics, and the long term view of student performance.

We also support the leadership of proposed Head of School, Brian Pawloski. I worked with Brian at Oracle Charter School in Buffalo. His interactions with the students and parents were even-handed and sincere. He was respected by the students because it was obvious that he was committed to them, whether it was taking on greeting carpooling parents rain or shine, or hosting his basketball team at his own house. Not only has Brian had good experience with the students as Dean of Students, Coach, and head of Student Activities, he was successful as the school's Information Officer in compiling and presenting the school's data to the administration, parents, and the board.

We hope that Buffalo Collegiate will be granted a charter and will open in 2018. We look forward to supporting Brian Pawloski and the school as they help to build the strong fabric needed to support Buffalo's renaissance.

Please feel free to contact us if you have any further questions.

Sincerely,



Laura and Tom Chestnut



February 1, 2017

State University of New York Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern:

I am extremely excited to support Buffalo Collegiate Charter School, a proposed 4-through 12 college preparatory school for the students and families of Buffalo. This much-needed school will serve students in our community that have limited access to excellent educational opportunity.

As president of D'Youville College, I am astutely aware of the importance of having high quality educational options available to families in our communities. Strong schools make strong communities. Many of the students we admit and graduate from D'Youville College have been educated in charter schools that focus on providing a strong foundation for success in college and life. We benefit from the superior teaching offered to our students in these schools. I believe Buffalo Collegiate proposes an approach to growth that ensures quality teaching and learning for its students.

I am equally enthusiastic about the academic expectations and rigor that will be offered at Buffalo Collegiate, in addition to the Advanced Placement courses they will be offering. This will allow students to be highly competitive for admission and higher financial aid in today's higher education environment.

The strategic vision of Buffalo Collegiate Charter places a strong emphasis on teacher and student engagement and the proven practices of Building Excellent Schools. Consequently, I have great confidence that Buffalo Collegiate will serve as a regional, state and national exemplar for our community. As President of D'Youville College, I pledge to lend my support to help facilitate policy issues and resources that affect this proposal, while setting the stage for future partnerships through our education department and Buffalo Collegiate.

In closing, I heartily support the Buffalo Collegiate Charter proposal and pledge to work with the administrators, faculty and staff to help identify and build partnerships and garner additional resources in subsequent years to make the school sustainable into the future.

If you have any questions or concerns, please feel free to reach me at [REDACTED] or call me at 716-829-7673.

Sincerely,

Lorrie A. Clemo
President



President/CEO
Anne D. Constantino
Executive VP/CFO
Erin E. Ryan
**For Appointments
and Information**
716-831-1800

Administrative Office

- 3020 Bailey Avenue
Buffalo, NY 14215
716-831-2700
- Bailey LaSalle**
3297 Bailey Avenue
Buffalo, NY 14215
716-833-3632
- Bellevue**
314 Ellison Street
Batavia, NY 14020
585-815-0247
- Boulevard**
1370 Niagara Falls Boulevard
Tonawanda, NY 14150
Addictions 716-832-3708
Mental Health 716-833-3702
- Broadway**
77 Broadway
Suite 100
Buffalo, NY 14203
716-834-6401
- East Amherst**
6495 Transit Road
Suite 800
East Amherst, NY 14081
716-418-8531
- Health Home Care
Coordination**
Erie County
11 Summit Street
Buffalo, NY 14209
716-508-7700
- Health Home Care
Coordination**
Niagara County
1750 Pine Avenue
Niagara Falls, NY 14301
716-285-0837
- Harriet Elmwood**
630 Harriet Avenue
Suite 350
Buffalo, NY 14207
716-831-1577
- Lockport**
637 Devoian Road
Lockport, NY 14094
716-433-2484
- Niagara Falls**
6520 Niagara Falls Boulevard
Niagara Falls, NY 14304
716-283-2009
- Orchard Park**
3340 Southwestern Boulevard
Suite 300
Orchard Park, NY 14127
716-662-8802
- Pine Avenue**
2400 Pine Avenue
Niagara Falls, NY 14301
716-505-1050
- Sanborn**
6321 Induscon Drive East
Sanborn, NY 14132
716-650-5550
- Tonawanda**
37 Niagara Street
Tonawanda, NY 14150
716-831-1860
- Union Laxson**
2563 Union Road
Suite 800
Cheektowaga, NY 14227
716-668-7622

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Anne Constantino, and I am the President and CEO of Horizon Health Services. Horizon Health Services is the largest and most comprehensive provider of outpatient mental health and substance use disorder services in Western New York. Our mission; "Recovery. Changing Lives. Saving Lives." is reflected in our everyday service to the community. Horizon Health Services has locations through Western New York, with a high presence on Buffalo's East Side. Our Bailey LaSalle clinic and our corporate offices are both located on Bailey Avenue.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. We hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [redacted] or call me at 716-831-2700.

Sincerely,

Anne D Constantino
Anne D. Constantino
President and CEO
Horizon Corporations





January 30, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Matt Enstice, and I am the President and CEO of Buffalo Niagara Medical Campus. I recognize the critical importance of having high-quality educational options in our city. Buffalo Collegiate has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. We hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [redacted] or call me at [redacted]

Sincerely,

Matthew K. Enstice
President and CEO
Buffalo Niagara Medical Campus

Buffalo Niagara Medical Campus, Inc.
Innovation Center at 640 Ellicott St., Buffalo, NY 14203
tel: 716.218.7157 fax: 716.218.7150 bnmc.org

Board Officers

- August H. Fatta, M.D.
Chair
- James R. Bittko
Vice Chair
- Anthony G. Marino
Vice Chair
- Edward F. Walsh, Jr.
Vice Chair
- William L. Jurek
Chair Emeritus
- Thomas R. Beecher, Jr.
Chair Emeritus
- Matthew K. Enstice
President & CEO

Directors

- Patricia Aiken
- Edward J. Baker, Jr.
- Frederick W. Borden III, Board
- Ruth D. Bryant
- Michael Cap, MD
- David Carlson
- Philip Calabrese
- Joseph J. Colino
- Joseph A. Friedman
- Arnie Goss
- Candace E. Johnson, MD
- Julie L. Lomax
- William J. Marano
- John C. Murray, MD
- Thomas B. Olson
- Honorable Mr. Dennis G. Bridger
- Veronica M. & Patricia
- Daniel J. Scott
- Mark J. Simon
- Edward Smith, M.D.
- Dennis Spital
- Robert S. Trapp, MD
- Jonathan White

Members

- American Neurological
- Buffalo Hearing & Speech Center
- Buffalo Medical Group, PC
- Center for Women & Palliative Care
- First 248 Neurological
- Rockwood-Hawthorn Medical Research Institute
- Riviera Health
- Shirley Center for Sight
- Wolcott Park Cancer Institute
- University at Buffalo
- USNY



BOY SCOUTS OF AMERICA

Empowering Young Men

The growth and development of Western New York's youth is the Greater Niagara Frontier Council's (GNFC) top priority. This is especially the case regarding children in our region who lack the opportunities and support that every young person should be given. As a result, these youth are at a disadvantage, often for the rest of their lives. How can an individual become a contributing member of his or her community and lead a fulfilling life, if he or she has not been given the proper chance to grow and develop as a person?

The GNFC, Boy Scouts of America (BSA) strives to ensure that every young person has been instilled with the morals and values that help them become well rounded, mentally and physically. But we cannot do it alone. The everyday development of our young people starts in schools. In Buffalo, the youth who reside in underserved communities on the East and West Sides often do not benefit from the academic or extracurricular resources that other Western New York youth have access to. This is a major problem, since youth spend the majority of their days and weeks in learning institutions.

Charter schools are highly influential in helping to make sure disadvantaged youth receive the attention and opportunities that they frequently miss out on. These institutions close socioeconomic gaps, and are able to take the time and effort to assist in the personal and academic development of at risk youth. This in turn allows these young people to realize their potential, and carve out a meaningful place in their community.

There is a new charter school that our council would like to see open in the future. This school will enrich the lives of youth from all backgrounds, and as a result, it will serve our communities as well. Brian Pawloski designing, founding, and leading Buffalo Collegiate Charter School, which focuses on grades 4-12. It will help positively shape the lives of countless youth across the city as it pursues its college preparatory mission.

We at the GNFC BSA applaud the goals of Mr. Pawloski, and share their vision for enhancing the lives of youth both academically and personally. Buffalo Collegiate Charter School will make a positive impact on our future leaders and our diverse, ever-improving community.

Sincerely,

Russell Etzenhouser
Scout Executive, Greater Niagara Frontier Council

2260 Genesee Street
Buffalo, NY 14225-3131
Phone 716-891-4073
Fax 716-891-4009

www.bsa.org

Prepared For Life





SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Noah Falck, and I am currently the Education Director of Just Buffalo Literary Center, a not-for-profit literary center that builds and strengthens communities through the literary arts. As someone who works with 1,500 students each year throughout the Western New York region, I understand that education is the foundation of success. It has never been more important for the young people of Buffalo to have access and opportunity to an excellent education. Buffalo Collegiate wants to make these opportunities a reality.

I want to also extend my support to the leadership of Brian Pawloski. His dedication and vision for the school and his understanding of the needs of the Buffalo community are clear. He is a passionate individual with many years of experience. I am excited to see the development of Buffalo Collegiate and offer our support in its growth.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school with a renewed, and energized focus on academics and creativity. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

Noah Falck
Education Director
Just Buffalo Literary Center

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed grade 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to enough excellent educational opportunities.

My name is Amy Friedman. I am a founder of Tapestry Charter School in Buffalo as well as a life-long community volunteer and activist. Currently, I serve on the board of West Buffalo Charter School. As someone who has been intimately involved in the education reform movement for several decades, I recognize the importance of quality school choice options for Buffalo's families. Buffalo Collegiate will provide another much needed opportunity for quality school choice for our community. Its founding team has dedicated an extraordinary amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

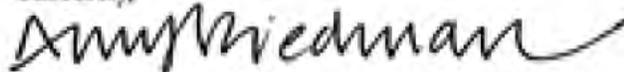
The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. I have known Brian for many years and have great faith in his ability to create and sustain a leading college preparatory school for the students of Buffalo. I am impressed by both his passion for our city and his immense experience in urban education. He understands the critical partnership that must be created with families to ensure every child's success and the role that child's success plays in the health of our city.

Buffalo is in need of another high-performing charter school that brings rigorous academic standards together with all the supports students need to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,



Amy Friedman



Young Audiences Western New York

March 10, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Re: Proposed Charter Schools

To Whom It May Concern:

On behalf of Young Audiences of Western New York, we are pleased to provide our support for Buffalo Collegiate, a proposed grade 4-12 charter school for the students of Buffalo.

Young Audiences is a dynamic provider of arts learning opportunities for young people. We present professional artists who engage young people in creative and engaging learning opportunities. For over 50 years, we have been the leading arts-in-education organization in Western New York. Our mission is to make the arts a part of young people's lives in order to enhance their development as creative and productive human beings. As members of the Buffalo community, we recognize the critical need within our city for high-quality educational options.

We strongly believe that Buffalo needs a school like Buffalo Collegiate to continue the growth of our city, and to ensure that everyone gets to take a part in our forward progress. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's economy. We also support Lead Founder and Proposed Head of School, Brian Pawloski, who has demonstrated his willingness and passion to ensure all students receive the high-quality education they so deserve.

Again, Young Audiences offers its strong support for the efforts of Buffalo Collegiate and its founding team.

Sincerely,

Cynnie Gaasch
Executive Director



SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in full support of Buffalo Collegiate Charter School, a proposed grade four through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Gregg Gallson, and I am a Consultant at Chiampon Travis ~~Bessy & Kerhsner~~, LLP, a full-service accounting and consulting firm outside of Buffalo, New York. In addition, I am a Trustee and serve on the finance and facilities committees at Tapestry Charter School, one of the oldest and largest charter schools in Buffalo. From my experience with Tapestry, I appreciate the importance and need for high-quality educational options. With my knowledge of Buffalo Collegiate, it meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

Recently, I had the honor of serving on the Executive Director Search Committee at Tapestry Charter School. Our international provided me the opportunity to review the background and experience of over 60 applicants and extensively interview the two highly-qualified finalists. Knowing Brian Pawloski, hearing his vision for the school and learning of his experiences - I can undoubtedly provide my full support for him as Head of School. Brian has extraordinary leadership abilities. His passion and enthusiasm are contagious. His charisma will garner the support of students, families, staff and stakeholders. He is fully committed to creating a sustainable leading college preparatory school in Buffalo. I hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

Gregg Gallson
Consultant and Charter School Board Member

ERIE COUNTY LEGISLATURE

BETTY JEAN GRANT

2nd District Legislator



☐ 790 E. Delavan Avenue
Buffalo, New York 14215
716/894-0914
FAX: 716/896-1463

☐ 92 Franklin Street, 4th Floor
Buffalo, New York 14202
716/858-8869
FAX: 716/858-8818

2/9/17

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

My name is Betty Jean Grant, and I am the 2nd District Erie County Legislator, I recognize the critical importance of having a high-quality education. I believe that Buffalo Collegiate meets those requirements, and has dedicated an incredible amount of time to partnering with the community and stakeholders of Buffalo throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. I hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation; Buffalo Collegiate will bring both high academic standards and high levels of support to allow students to achieve at those high levels.

If I could be of further assistance, please do not hesitate to contact me directly at [REDACTED]

Sincerely,

A handwritten signature in cursive script that reads "Betty Jean Grant".

Betty Jean Grant

Website: www.erie.gov/legislature/district02 • E-Mail: bjg@erie.gov

Allen F. Grum
President & Chief Executive Officer
a grum@randcapital.com

Since 1969



2200 Rand Building / Buffalo, New York 14203
t: 716-853-0802 / c: 716-465-0227 / f: 716-854-1983 / randcapital.com

February 1, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong personal and corporate support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

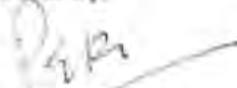
I am the President of Rand Capital and we provide capital to start-up companies in the Buffalo area. As an active support of Buffalo's recent resurgence, I recognize the critical importance of having high-quality educational options for our youth. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at 716-853-0802.

Sincerely,



Allen F. Grum
President & CEO

NASDAQ-RAND



International Institute of Buffalo

Western New Yorkers Embracing the World

864 Delaware Avenue, Buffalo, NY 14209
Phone: (716) 863-1900 Fax: (716) 863-9529
WWW.IIBUFF.ORG

Programs and Services

Refugee Resettlement

Immigrant Social Services

Interpreting & Translation

Employment

*Domestic Violence Victim
Advocacy*

*Human Trafficking Victim
Services*

International Visitor Hosting

Cultural Competency Training

Interpreter Training

Global Affairs Education

Language Classes

Facility Rental

Affiliations

*U.S. Committee for Refugees
and Immigrants*

Global Ties U.S.

*World Affairs Councils of
America*

*American Translators
Association*

*National Council for
Interpreting
in Health Care*

United Way Member Agency

*GuideStar Exchange Silver
Participant*

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

March 10, 2017

Re: Proposed Charter Schools

To Whom It May Concern:

We are writing to express our support for Buffalo Collegiate, a proposed grade 4-12 charter school for the students of Buffalo.

The mission of the International Institute of Buffalo is to make Western New York a better place for, and because of, immigrants and refugees. Our vision is an inclusive, multicultural society that welcomes all people. In service of this vision, the Institute has provided language services and cultural supports for schools across Western New York for many years. We have worked closely with other charter schools from their outset to support programming and budgets that will serve the needs of an increasingly diverse student population.

Mr. Brian Pawloski, founder and proposed head of school, has demonstrated his investment in designing an inclusive school through meetings with Institute staff. Mr. Pawloski has indicated a commitment to outreach, inclusion and support for foreign-born students and families.

We believe that, if granted a charter, the Buffalo Collegiate team is likely to be successful. The Institute looks forward to supporting their efforts with our expertise in linguistic and cultural competency.

Sincerely,

Eva M. Hassett
Executive Director



Old First Ward Community Center

62 Republic Street Buffalo, NY 14204 (716) 856-8613 fax (716) 856-8273

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Sara Heidinger, and I am the President of the Old First Ward Community Center, which is a neighborhood near to the proposed location of BES in Buffalo. As graduate of the public school system in Buffalo, I recognize the critical importance of having high-quality educational options. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

Sara Heidinger

President, Old First Ward Community Center
Owner, Undergrounds Coffee Shop
Owner, Sara Heidinger photography

 University at Buffalo
Student Advising Services

February 6, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Dear SUNY Charter Schools Institute,

I enthusiastically support the charter application of Buffalo Collegiate Charter School, a proposed 4th through 12th grade college preparatory school in Buffalo, NY. Buffalo Collegiate will provide an exceptional educational opportunity for families who have limited access to quality schools.

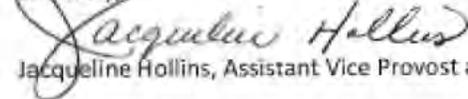
As a graduate of the Buffalo Public School system (City Honors School, class of 1990), and a current Buffalo resident, I am well aware of the need for families to have choices beyond the traditional schools in our city. I personally invested in alternative school choices for my sons -- my oldest son is a graduate of a charter school in Buffalo, and my youngest son is a graduate of a Buffalo private school. Further, as a current Charter School Board member and Higher Education administrator, I understand firsthand how critical it is for all children to attend primary/secondary educational institutions which offer a superior academic curriculum, promote a positive school-wide culture, and foster meaningful relationships with community stakeholders. I believe Buffalo Collegiate is positioned to serve in this capacity.

Buffalo Collegiate must be led by a Head of School who has a great passion for, understanding of, and significant experience in urban education. **Mr. Brian Pawloski** has my strong support as the proposed Head of School for Buffalo Collegiate Charter School. I have known Mr. Pawloski for 4 years, and greatly respect his leadership skills and ability to build transformative relationships with students, parents, colleagues and members of the community. He fully understands the unique needs and challenges faced by many students and families in our city, and he believes each student has the capacity to achieve at high levels. As Head of School, Mr. Pawloski will be a visionary leader who sets clear goals and high expectations for students, teachers, and the administrative team, and will ensure the needed resources are in place to support the success of the entire school community.

Buffalo Collegiate Charter School is committed to preparing students to become lifelong learners and leaders with strong moral values. The school will provide students with the educational and social skills needed in our diverse, global society. Under the leadership of Brian Pawloski, I am confident Buffalo Collegiate will emerge as one of the top school choices for city of Buffalo families. I am excited about the possibility of partnering with Buffalo Collegiate in the future to share best practices that will assist students with their transition from high school to college to careers/community advocacy.

Thank you for your consideration, I am hopeful Buffalo Collegiate's charter application will be approved so families will have another viable school choice in Buffalo, NY. Please contact me at [REDACTED] or [REDACTED] if I can provide any additional information.

Sincerely,



Jacqueline Hollins, Assistant Vice Provost and Director of Academic Advisement

109 Norton Hall, Buffalo, NY 14260-1920
716.645.8013 | 716.645.3042
sas-advisor@buffalo.edu
sas.buffalo.edu

February 7, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

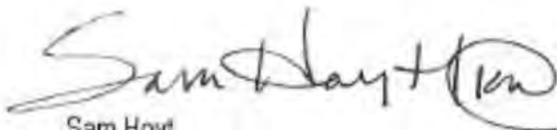
My name is Sam Hoyt and I am the Regional President of Empire State Development. As a leader in Buffalo's recent resurgence, I recognize the critical importance of having high-quality educational options for our youth. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] call me at [REDACTED]

Sincerely,



Sam Hoyt
Regional President

February 6, 2017

To Whom It May Concern,

I am pleased to submit this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo.

My name is Dr. Mara Huber and I currently serve as Associate Dean for Undergraduate Research and Experiential Learning at the University at Buffalo. My past leadership roles have included the founding director of the UB Center for Educational Collaboration and the founding director of the UB- Buffalo Public Schools partnership. Through these roles, I have come to understand the complexity of public education and the desperate need for high-quality schools designed to provide opportunities for all learners to leverage their talents and interests. Accordingly, I have been very interested in the development of the Buffalo Collegiate Charter School, and have followed its formative work including the refinement of its mission, "to prepare students for a life of academic achievement and ethical leadership." I am especially heartened to see the focus on cultivating these character attributes in addition to preparing students for the rigors of college. I feel strongly that this complement of skills and dispositions is both needed and highly relevant given the increasing complexity of climate that will await our graduates.

By way of this letter, I'd like to extend my support and enthusiastic collaboration as Buffalo Collegiate Charter School gets established and ready to engage. As reflected in the caliber of chartering board members and the initial conceptual and planning work that has been done, the school will be an exciting model for success and opportunity within the Buffalo community, and I will offer my full support in helping to champion and support its success.

Thank you for your consideration,



Mara B. Huber, PhD
Associate Dean
Undergraduate Research and Experiential Learning

[Redacted]



February 4, 2017

To whom it may concern,

My name is Dr. Jennifer L. Jones and I am writing in support of Buffalo Collegiate Charter School. This innovative college preparatory school holds the promise of an institution committed to college and career preparation for the children of Buffalo. Having worked both in the public and charter sectors for the past ten years, I am confident that this proposed school would be a well-needed addition to the Buffalo school community.

One of the many assets Buffalo Collegiate brings to the Buffalo School district is its comprehensive focus on both cognitive and social emotional development of students. This school's unique 4-12 grade design holds the promise of teaching students the academic and leadership skills that children will need to be competitive in today's work place. This not only makes Buffalo Collegiate a much-needed entity in Buffalo, NY but also stands to further the current economic and social renaissance of the Western New York area.

I have confidence in the promise of Buffalo Collegiate Charter School because of the proposed Head of School, Brian Pawloski. I worked with Mr. Pawloski from 2012-2016 when he served various leadership positions at Oracle Charter School including Dean of Students from 2015-2016. Most noteworthy is Brian's unparalleled commitment to urban education. He has a deep belief in the potential of all students and was always willing to seek creative solutions to meet the needs of all learners. As Dean of Students, he inspired his faculty to advocate for those students at risk of educational failure, something he will undoubtedly continue to do at Buffalo Collegiate Charter School.

In conclusion, it is with great pleasure that I extend my support and recommendation for Buffalo Collegiate Charter School. The children of the city of Buffalo deserve to attend a high quality, academically focused school such as this one. If you have any questions please contact me at [REDACTED] or via email at [REDACTED]

Sincerely,

Dr. Jennifer L. Jones, PhD
Committee on Special Education Chairperson
Buffalo Public Schools



**BROADWAY-FILLMORE
NEIGHBORHOOD HOUSING SERVICES, INC.**
780 Fillmore Avenue, Buffalo, New York 14212 716-852-3130 FAX 716-852-3552

January 26, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Re: Buffalo Collegiate

To Whom It May Concern:

On behalf of the board of directors of Broadway Fillmore Neighborhood Housing Services, we are pleased to provide our support for Buffalo Collegiate, a proposed grade 4-12 charter school for the students of Buffalo.

Through the course of several meetings, including a presentation to our board of directors, Lead Founder and Proposed Head of School, Brian Pawloski, has addressed the need for the school, outlined the mission of the school, and demonstrated his competence to create and sustain the school. Perhaps most importantly, Mr. Pawloski has shown his willingness to engage the entire community in the creation of the schools, including our organization and local blocks clubs.

We believe this comprehensive community outreach is a very good indicator that, if granted a charter, Mr. Pawloski and his team will be successful. We offer our strong support for the efforts of Buffalo Collegiate and its founding team.

Sincerely,

Stephen Karnath
Executive Director

████████████████████
716-852-3130 ██████████



SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Re: Support of Buffalo Collegiate Charter School

To Whom It May Concern:

Child Care Resource Network is pleased to provide support to Buffalo Collegiate Charter School, a proposed grade 4 through 12 college preparatory school. Buffalo Collegiate Charter School will serve as a tuition-free, high quality educational option for the children and families in our community.

Child Care Resource Network's priorities align closely with the proposed mission of Buffalo Collegiate Charter School. Child Care Resource Network is a not-for-profit agency that works to improve the quality, accessibility, and affordability of child care throughout the region. Our organization brings together families, caregivers, education professionals, community members, employers, private foundations, and government officials to support and promote high-quality care and early learning experiences, helping all children to reach their full potential.

Currently our students are faced with the rising cost of private school tuition, long waiting lists for preforming charter schools in our area and a lottery system for placement within our public education system. The time to act is now. Without access to tuition-free, high quality educational options, our children will not be given the tools and foundation necessary to succeed.

The proposed project will enable the young children in our community to have the options and education necessary to reach their full potential. Your consideration of this request is deeply appreciated.

Yours Very Truly,

A handwritten signature in black ink that reads "Amanda Kelkenberg".

Amanda Kelkenberg
CEO
Child Care Resource Network

[Redacted contact information]



February 10, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Dear Charter Schools Institute Staff,

I respectfully offer this letter of support for the Buffalo Collegiate Charter School and its founding team led by Brian Pawloski. The proposed school for Buffalo's East Side community will bring a great option to the many families who want a better school for their kids right now.

As a Buffalo father of two children who attend a charter school, I can share with confidence that families in Buffalo want more charter schools. The Buffalo Public Schools just aren't getting the job done for most of my neighbors. I have no doubt that this school will fill up if it is given the green light to open.

I've had the chance to speak with Brian Pawloski at length, and he is impressive. First, he has been in the trenches seeking to bring educational justice to Buffalo children and is 100 percent committed to this cause. Second, he has done a lot of intensive training with the Building Excellent Schools fellowship, and has poured a lot of work and passion into the creation of Buffalo Collegiate. The fact that the school is being led by someone who is deeply rooted in the Buffalo community is important.

I'd also like to point out the strength of this Board of Trustees. When you read through the list of members, you see diversity, just like our city, and people with true community ties. I am impressed with the wide range of skills they have from legal to nonprofit work with children and Teach for America to business and technology. I'm confident this founding group has the skill, perseverance and mission-oriented mindset to make sure the charter school is a success.

I'm excited about this school and the vision they've created.

Sincerely,

Duncan Kirkwood
NECSN Western New York Advocacy Manager

M&T Insurance Agency, Inc.

285 Delaware Avenue, Suite 4000, Buffalo, NY 14202-1885
716 853 7960 TOLLFREE 800 716 8314 FAX 716 051 4200

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Bart Kresse, and I am currently an Administrative Vice President at M&T Bank. As someone who has become involved in organizations dedicated to breaking the cycle of poverty through education, I recognize the critical importance of having high-quality educational options for ALL of the children in our community. Buffalo Collegiate's mission will contribute greatly to this end, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. I know Brian personally and am confident in his ability to make this new institution a successful story of providing high-quality education to those children that need it most.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,



Bart Kresse
Administrative Vice President
M&T Bank



LEADERSHIP
BUFFALO

Making Buffalo Better

100 Green Street, Suite 304, Buffalo, NY 14204

January 16, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Althea Luehrsen; the CEO of Leadership Buffalo, Inc. a nonprofit community organization. As the leader of an organization whose primary mission it to make Buffalo better through providing experiential learning to area leaders from high school students to senior executives providing them with enhanced servant leadership skills, we recognize the critical importance of having high-quality educational options in our city. We spend considerable time exploring the critical issues facing our education system and the importance of providing better options to our students. Lack of can affect us in many ways, including economically.

Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. We hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

Althea E. Luehrsen
CEO
Leadership Buffalo, Inc.



CULLEN FOUNDATION
250 Delaware Avenue
Suite 820
Buffalo, NY 14202
716.800.4280

TRUSTEES

Michael R. McGee
CHAIRMAN
Charles W. Chiampon
Warren B. Gelman
Roger B. Simon

Florine Luhr
PRESIDENT

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo.

My name is Florine Luhr, and I am currently the President of the Cullen Foundation. For the past two years, Cullen Foundation has worked tirelessly with national education experts to devise an investment strategy that will increase the number of high quality public school seats in Buffalo. In order to reach our goal, Cullen decided to make one of its first education investments to Buffalo Collegiate, through the Building Excellent Schools (BES) program. The excellent track record of BES, coupled with the vision, commitment, and expertise of the school founder Brian Pawloski, gives us the utmost confidence that this school will indeed create high quality educational opportunities for some of the most high-need students in this city.

Cullen Foundation has watched Buffalo Collegiate grow in concept over the past year. Brian has spent an incredible amount of time dedicated to partnering with the community to ensure Buffalo's stakeholders, be they families, business owners, faith based groups, and political leaders, all are committed to the mission of the school and will support its success. As a result of his partnering and engagement he is truly creating a school for Buffalo.

Furthermore, Cullen has done deep analysis of the current options in Buffalo and has found that only 5% of public seats here are high quality, this includes both regular public school seats and charters. As we reviewed this analysis the foundation realized that Buffalo does not know what an excellent charter school looks like. We are thrilled that Buffalo Collegiate is committed to being a model of excellence, the likes of which many here have not seen. And we believe that this school's success will be a win for Buffalo Collegiate students and families, and Buffalo as a region.

Cullen Foundation is enthusiastically recommending that Buffalo Collegiate be granted a charter to open in the fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

Florine Luhr



NOBLE
NETWORK OF

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Michael Milkie, and I am currently the Superintendent of the Noble Network of Charter Schools. As a Buffalo native, I recognize the critical importance of having high-quality educational options.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that there needs to be a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. I believe the school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. We have had several discussions about education, charter schools, and high schools. He asks good questions and is wise about education.

It is my great hope that Buffalo Collegiate will be granted a charter and open in the fall of 2018.

Sincerely,

A handwritten signature in cursive script that reads "Michael Milkie".

Michael Milkie
Superintendent
Noble Network of Charter Schools



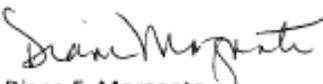
January 29, 2017

To Whom It May Concern,

I write this letter in support of a charter being granted for Buffalo Collegiate. I am a School Counselor and have spent the last ten years of my career in a charter school in Buffalo. I now work in another charter school, also in Buffalo, as a Career Coordinator. I experience, on a daily basis, the need for structure and a well-defined mission to help our students navigate their paths toward college and, ultimately, career. Because of this, I feel confident that I can speak to the importance and value of the presence of charter schools in our city – especially those that prepare our students for the next phase in their lives!

The focus and mission of a charter school can provide benefits to students that are above and beyond the traditional model of schools. Our city is in need of more schools with a focus and mission like Buffalo Collegiate. With the emphasis on preparing students for their path toward college and career, students in the City of Buffalo will have the opportunity to realize levels of success that are more commonly achieved in suburban schools.

Additionally, I can speak with confidence in the abilities of Brian Pawloski. I worked with Brian for seven years and witnessed his drive and passion for helping his students achieve success, both personally and academically. His vision is strong and with it comes much experience. Most, if not all, of his professional endeavors have been working with students who have been underrepresented. His vision, his plan, and his passion to do what's right for students will not fail. It is for these reasons that I believe a new charter in Buffalo, with him at the helm, will provide further opportunities for the scores of students who are preparing for their life's journey.


Diane E. Morgante

Career Coordinator

Health Sciences Charter School

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a college preparatory school for the students and families of Buffalo.

My name is Bob Neubert, and I am the Director of Entrepreneurship Academic Programs & Clinical Assistant Professor at the University at Buffalo. I recognize the critical importance of having high-quality educational options, and Buffalo Collegiate has dedicated itself to partner with the community to ensure it will integrate into Buffalo's educational ecosystem.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need the leadership of a school like Buffalo Collegiate to bring enhanced educational opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He has a partnership orientation that will integrate Buffalo Collegiate into Buffalo's recent renaissance. Brian and I are planning to work together as partners in developing and delivering youth entrepreneurship programs in Buffalo.

I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo *is in need of* a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

Please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

Robert A. Neubert
Director, Entrepreneurship Academic Programs
University at Buffalo, School of Management



640 Ellicott St, Suite
108 Buffalo, NY
14203
(716) 843-1530
www.z80labs.com
@z80labs

January 31, 2017

SUNY Charter Schools Institute 41
State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Steve Poland, and I am currently the Managing Director of Z80 Labs, a venture capital fund with \$6.6 million under management that invests in early-stage software startups. With my three-year old daughters enrolled in the public school system in Buffalo, I recognize the critical importance of having high-quality educational options. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I was impressed by both his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. We hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018. If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED].

Best regards,

A handwritten signature in black ink, appearing to read 'Steve Poland', written in a cursive style.

Steve Poland Managing
Director Z80 Labs |

January 25, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom it may Concern

I am writing to offer my strong support for the formation of the Buffalo Collegiate Charter school.

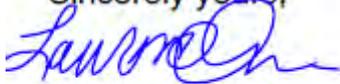
My name is Lawrence Quinn. I previously served as the Managing Partner of the NHL Buffalo Sabres and currently serve as a city wide elected representative on the Buffalo Board of Education.

Buffalo is one of the poorest cities in the United States. Many of our least advantaged children lack access to quality educational opportunities. Although the Board of Education is pursuing an aggressive strategy to fix public education, our neediest children need viable educational options beyond what the traditional public system can provide.

I have stayed close to Brian Pawloski during his tenure as a Building Excellent Schools fellow and have frequently discussed his plans and aspirations for Buffalo Collegiate Charter. Brian is an outstanding leader and highly committed educator. He is committed to creating a high achieving school where we need it the most. I am excited by his vision and inspired by his energy.

I think its critical that you support his efforts.

Sincerely yours,



Lawrence Quinn



SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

This letter is in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that have limited access to excellent educational opportunities.

My name is Daniel Robertson, and I currently work for Say Yes Buffalo. As the Mentoring Supervisor for the Say Yes Buffalo Scholar Mentoring Program, I am responsible for pairing students with volunteer working professionals over the course of their senior year to assist them with their transition into college. As an individual that realizes the importance of opportunity, a product of both public and private school systems, and an advocate for youth, students having access to quality education has never been more critical to their success.

Buffalo Collegiate is dedicated to ensuring that students have the opportunity to pursue and prepare for a life of academic achievement and ethical leadership as stated in their mission. The strength Buffalo Collegiate rests in their ability to develop partnerships with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city. When one visualizes and reflects on the events in the world today, how can one not say that we don't need a school such as Buffalo Collegiate to bring more of those opportunities to the families and students of Buffalo? The school will give students with a sound and strong foundation in the arena of academics, while providing the necessary life skills to succeed in today's world.

I support the leadership of proposed Head of School, Brian Pawloski. I have been impressed by both his passion for the youth in our city and his experience in urban education. He realizes that partnership is vital to ensure that everyone in Buffalo is a part of our recent renaissance. His commitment to lead and sustain this effort is without question. I look forward to the future partnership we form, as we continue to invest in the development of Buffalo through the education of our youth.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

A handwritten signature in black ink that reads "Daniel Robertson".

Daniel Robertson
Mentoring Supervisor
Say Yes Buffalo

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

February 20, 2017

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Andre Sanders, and I am currently a Teaching Assistant at King Center Charter School. As graduate of the charter school system in Buffalo, I recognize the great importance of having high-quality educational opportunities. Buffalo Collegiate and its leadership meet that standard. From my experience with Brian Pawloski, I know he has developed a team that has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I strongly support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. His drive and passion for helping the youth obtain success through academic achievement is unlike any educator that I have ever come across. His perseverance to bring the best out of students is what helped me graduate from high school with an Advanced Regents Diploma and later a bachelor's degree from SUNY Brockport.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,

Andre L. Sanders Jr
Teachers Assistant
King Center Charter School

BUFFALO

**MANUFACTURING
WORKS**

SPARKING INNOVATION. EVOLVING MANUFACTURING.

February 1, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

My name is Michael Ulbrich, and I am President of Buffalo Manufacturing Works, a non-profit applied research and development organization focused on making manufacturers more competitive through manufacturing technology innovations. As graduate of the public school system in Western New York, I recognize the critical importance of having high-quality educational options. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,



Michael Ulbrich
President

847 MAIN STREET
BUFFALO, NEW YORK 14203

P. 716.710.3500
E. INFO@BUFFALOMANUFACTURINGWORKS.COM

BUFFALOMANUFACTURINGWORKS.COM
OPERATED BY **EWI**



January 12, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I am happy to provide this letter in support of Buffalo Collegiate Charter School, a proposed grade 4 through 12 college preparatory school for the students and families of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring opportunities to students and families of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also support the leadership of proposed Head of School, Brian Pawloski. His commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. He has shared his vision for the school, and I am impressed by his passion for our city and his experience in urban education. He espouses a need to partner with families to ensure that everyone in Buffalo is a part of our recent renaissance. We hope to work with the school as a partner in the future as we invest in the development and education of youth in Buffalo.

I am pleased to support Buffalo Collegiate Charter School in their mission of preparing students for success within four-year colleges and a life of leadership. Buffalo is in need of a school with high academic standards and high levels of support to allow students to achieve at those high levels. It is my great hope that Buffalo Collegiate will be granted a charter to open in the Fall of 2018.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Francisco M. Vasquez', is written over a light blue background.

Francisco M. Vasquez, Ph.D.
President/Chief Executive Officer

Child & Family Services

330 Delaware Avenue Buffalo, NY 14202

www.cfsbny.org

(716) 842-2750



Revs. Al & Deb Warner, *Executive Directors*

To Whom It May Concern;

I am writing this letter in strong support of Buffalo Collegiate Charter School, a proposed charter schools for the students and families of Buffalo. This school will serve students in communities that do not have access to many excellent educational opportunities.

My name is Rev. Al Warner, Executive Director of Set Free Inc., a non-profit committed to building bridges between leaders to transform their world. As a leader committed to networking leaders, I was impressed by Brian Pawloski (proposed Head of School) as he has engaged community leaders on his listening tour of Buffalo. I noted his passion for our city and his experience in urban education.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. The need is documented. Now is the time for those with excellent solutions to arise to fill the gap.

If you have any questions or concerns, please do not hesitate to contact me, Rev. Al Warner at 716-553-0009.

Sincerely,

Rev. Al Warner, Executive Director

Set Free Inc.



March 10, 2017

To Whom It May Concern:

We are proud to support the charter application for Buffalo Collegiate Charter School ("Buffalo Collegiate") and the outstanding leadership of Brian Pawloski as Lead Founder and proposed Head of School.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Brian is a gifted, well trained, and thoroughly prepared school leader who brings school leadership experience, teacher coaching, community building, charter school training, and a leadership residency at BES school Boston Preparatory Charter Public School – recognized for outstanding school design and academic outcomes, and particularly for its college perseverance rates and strong ethics curriculum. Brian brings a network of support, including BES schools Boston Preparatory and Excel Academies in Boston, along with multiple other BES schools within New York (Democracy Prep and South Bronx Classical) as well as many others across the country.

Brian's intellectual, leadership, and organizational capacity is limitless, and his determination to bring a high quality, high performing middle and high school to Buffalo is profound. Brian will create an outstanding and seamless 4-12 college preparatory charter school for the families of Buffalo's East Side.

Brian is a gracious and relentless champion of best practices. He moves people forward with a strength firmly grounded in intellect and experience. He holds the bar high for himself and the school's founding Board of Trustees and does not waver in his commitment to excellence in all that he does. He is always professional and his work is of the highest quality. He demands the same of the Board and achieves results by inspiring it in others. His ability to manage multiple priorities and stakeholders further evidences that he will be a highly effective school leader.

We are honored to work with Brian, and have complete confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for Buffalo Collegiate will lead to strong student achievement for the children of Buffalo.

Respectfully,

Linda Brown

Linda Brown, Founder / Chief Executive Officer

████████████████████

Sue Walsh

Sue Walsh, Chief Academic Officer

████████████████████



Lt. Col.

MATT URBAN
Human Services Center of Western New York

1081 Broadway, Buffalo, New York 14212

(716) 893-7222

February 15, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern:

As the Executive Director of the Lt. Col. Matt Urban Human Services Center of WNY, I am writing this letter in strong support of the Buffalo Collegiate Charter School, a proposed grade 4 through grade 12 college preparatory school for the students and families of the City of Buffalo. Buffalo Collegiate will serve students in communities that do not have access to many excellent educational opportunities.

The Matt Urban Center is a multi-purpose community center located in the Broadway-Fillmore District, an extremely high needs area in the City of Buffalo. In order to realize our mission of strengthening our community and facilitating the positive development of our youth, we offer after school educational and recreational programming. Additionally, as a past President of the Buffalo Board of Education, I recognize the critical importance of having high-quality educational options. Buffalo Collegiate meets all of those requirements, and it has dedicated an incredible amount of time partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the community.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that we need a school such as Buffalo Collegiate to bring those opportunities to the families and students of Buffalo. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

Again, I would like to extend my support and recommendation for Buffalo Collegiate. Buffalo is in need of a school that brings both high academic standards and high levels of support to students. It is my hope that Buffalo Collegiate will be granted a Charter to open in the Fall of 2018.

If you have any questions or concerns, please feel free to contact me at (716) 893-7222, [REDACTED] or at my email address: [REDACTED]. Thank you, in advance, for your support of Buffalo Collegiate Charter School.

Sincerely,

Marlies A. Wesolowski
Executive Director



Common Council

CITY OF BUFFALO

ULYSEES O. WINGO, SR.
MASTEN DISTRICT COUNCIL MEMBER
65 Niagara Square, City Hall 1434
Buffalo, NY 14202
Phone: (716) 853-5145

CHAIRMAN
EDUCATION
COMMITTEES
CIVIL SERVICE
COMMUNITY DEVELOPMENT
FINANCE
MINORITY BUSINESS ENTERPRISE
WATERFRONT DEVELOPMENT
LEGISLATIVE ASSISTANT
John Duranaga
OFFICE ADMINISTRATOR
MEDA D. BRIDGES

To Whom It May Concern,

I am writing this letter in support of the proposed Buffalo Collegiate Charter School (BCCS), a 4th through 12th grade college preparatory school for students and families of Buffalo, NY. BCCS plans to catalytically provide excellent educational opportunities to students in our communities to ensure their entrance into college.

As a graduate of Buffalo Public Schools, I attended a college preparatory school that not only prepared me for college but helped me to see the feasibility of higher education. I went on to earn a bachelor's degree and have completed my Master's program- currently preparing to defend my thesis. BCCS proposes to meet those same expectations and goals, and it has dedicated a commendable amount of time partnering with the community to ensure it will have the backing of Buffalo's stakeholders throughout the city.

I believe we need a school such as BCCS to bring opportunities to the families and students of Buffalo. The school promises to provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world so I stand in support of their vision.

I also support the leadership of proposed Head of School, Brian Pawloski, whose commitment to create and sustain a leading college preparatory school for the students of Buffalo is clear. We hope to build a great working relationship with the school as a partner in the future, and as we invest in the development and education of our youth in Buffalo.

Again, I would like to extend my support and recommendation for BCCS. Buffalo is in need of a school that brings both high academic standards and high levels of support to allow students to achieve at those high levels. My hope is that BCCS will be granted a charter and will be able to fulfill their goal to open in the Fall of 2018.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED]

Best,

Ulysees O. Wingo, Sr., Council Member
Masten District, The City of Buffalo

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern,

I write today in support of Buffalo Collegiate Charter School, a proposed 4 through 12 college preparatory school in Buffalo. I firmly believe that Buffalo Collegiate will provide an exceptional option to students in communities that have access to few quality educational opportunities.

My name is Jason Zwara, and I have been an advocate for improving public educational options in Buffalo for several years, first as the Policy Manager and then Executive Director of Buffalo ReformEd, and now as the Policy Manager for the Northeast Charter Schools Network. I also currently hold a position as an Adjunct Professor in Canisius College's Educational Leadership and Supervision program, training our city's future school leaders. As someone uniquely familiar with the public school system in Buffalo, I recognize the vital need for more high-quality educational options, as well as the importance of high caliber leadership for those options. Buffalo Collegiate can and will positively contribute to meeting this need, and I have full faith that proposed Head of School Brian Pawloski will provide the necessary leadership.

The mission of Buffalo Collegiate is to prepare students for a life of academic achievement and ethical leadership. I strongly believe that there is a great need and desire in Buffalo for a program of this character and caliber. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I also strongly support the leadership of proposed Head of School, Brian Pawloski. I have been personally and professionally acquainted with Brian for several years and have been beyond impressed with his professionalism, commitment to meeting the needs of students in difficult circumstances, and vision.

It is my hope that Buffalo Collegiate will be granted a charter and open in the Fall of 2018. If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or call me at [REDACTED]

Sincerely,



Jason A. Zwara
Policy Manager, Northeast Charter Schools Network
Adjunct Professor, Canisius College School of Education and Human Services

Request 15f: Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Overview

Buffalo Collegiate Charter School (“Buffalo Collegiate”) will be based on parental choice, as required by New York State Law. We are a school that is a completely open enrollment charter school and will not only meet the letter of the law, but will also do everything within our power to ensure that our school is a choice for all those who choose to apply. If the number of applications received by the April 1, 2018 deadline exceeds the number of spots in fourth or fifth grade, a random public lottery will be used to determine who will receive a seat.

All students of eligible age (set to finish with third and fourth grades in spring of 2018) and who have submitted a complete application by the April 1, 2018 deadline will be eligible for the public lottery. We will manage this process by tracking application submissions in an Excel spreadsheet, conduct an open lottery that is administered by a third party and is open to the public, provide lottery results, notifications, parent decision, and completion of the enrollment packet. All of this will be managed by the Head of School during the planning year. In each subsequent year, the Director of Operations will manage the lottery process.

Buffalo Collegiate will enroll students starting in fourth grade and fifth grade in Year 1, and then by random lottery select 60 fourth graders each year as our prioritized enrollment point. We will backfill open student seats through the 9th grade. We believe in our mission and aligned plan to accomplish those ambitions, but we believe we need at least 3.5 years with the student to appropriately meet their needs so that they can achieve our standard of college readiness and leadership development. Students who fill the vacated seats will be selected from a waitlist that had been established at the time of the lottery.

The enrollment lottery will be a transparent process, and through our efforts we intend on making it an event that is well-attended and in a public space. We hope to have it at our facility, however, if the facility is not prepared to host on that timeline, we will find another suitable facility that is fully accessible to the public, and we will invite the community to attend. No family is required to attend, and attendance at the lottery will not affect the opportunity for enrollment. The application, lottery, and enrollment process will be highly publicized through online and print media, as well as extensive grassroots efforts to connect with community-based organizations and faith-based communities to ensure that we are tapping into all neighborhoods that would be interested in a high-quality school option. The third-party officiant will ensure that the process is equitable. Families and/or students do not need to be in attendance the day of the lottery to earn their seat at Buffalo Collegiate.

Buffalo Collegiate does not discriminate against any applicant or their family on the basis of 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 other protected status.

Priority Enrollment

Students residing in the City of Buffalo will receive preferential enrollment. We will separate the applicants to Buffalo Collegiate into two groups, students living in the City of Buffalo and students not living in other

school districts. We will accept students in the City of Buffalo first, and if we have more applicants than seats, we will hold a random public lottery for only students in the City of Buffalo, seating all students and creating a waitlist as needed. At the conclusion of the first lottery for those residents within the City of Buffalo, a second random public lottery will then be held for all remaining applicants to either continue the waitlist or if no waitlist exists from the enrollment demand for the City of Buffalo, the applicants from outside the district will establish the waitlist for our school. If we have less applications from City of Buffalo than we have seats, we will automatically accept all students from the City of Buffalo and then hold a separate lottery for all remaining applicants who are residing outside of our proposed community school districts.

There are also specific groups of students who will not participate in the enrollment lottery and will be granted priority enrollment due to the following circumstances:

Siblings of Currently Enrolled Students

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 include half-siblings, step-siblings, 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 spot at Buffalo Collegiate, their siblings will be automatically granted enrollment if there is space available in their grade-level. Siblings of currently enrolled students will be exempt from future lotteries and will be automatically granted space if space at their grade level is available.

Children of Founders

Children of the founding school leaders and founding Board members will not participate in the lottery. These are individuals listed on the charter application submitted to the State University of New York Charter School Institute on March 13, 2018.

Children of School Employees

Children of school employees will be exempt from the lottery provided that the parent employed at Buffalo Collegiate has full or joint custody of the child. Employees include anyone who works at least half-time for Buffalo Collegiate and who started work on or before the first day of school of the year in which they are submitting their application. This includes all staff members, including teachers, administrators, custodial staff, office staff, classroom assistants, etc.

The number of children of founders and employees given priority enrollment shall not exceed 20% of the total enrollment. Should the number applying exceed 20%, preference will be given in order of number of years of service to the school. Founding and employee children not given priority enrollment will be included in the general enrollment lottery.

Request 16ac: Facility

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service and other facility related needs unique to the residence program proposed.*

Buffalo Collegiate Charter School (“Buffalo Collegiate”) is actively pursuing a variety of facility solutions. Buffalo Collegiate will be located on the East Side of Buffalo, serving students and families from the zip codes 14211, 14212, and 14215, which all lack high-quality school options. We are currently working to locate a facility that will allow co-location for the first two to three years of school operations with Persistence Preparatory Academy Charter School, another proposed charter school whose Lead Founder Joelle Formato is also a Building Excellent Schools Fellow. Our intention is to be co-located to reduce non-instructional costs within a slow growth model. Ms. Formato and Mr. Pawloski are both determined to be on the East Side of the city due to the dearth of local educational opportunities for students and families.

That, however, is the ideal. If it is determined by Buffalo Collegiate’s Board of Trustees and Head of School that the best course of action to fulfill our mission is to find a site that only accommodates our school, we will make that decision for the benefit of our students and families. While it is a desire to co-locate, we must prepare for both options to ensure that the delicate nature of facilities acquisition does not undermine the creation of our school.

To ensure that the facility has enough space to meet the needs of the school, including the number and type of classrooms, administrative offices, and any program-specific space (science labs, music rooms, etc.), we are looking at private facility space that could potentially be retrofit to meet the needs of our academic program. We are also examining shuttered Buffalo Public Schools that are now owned by the city.

In searching for facility space, we aim to ensure that our building aligns with Buffalo Collegiate’s slow-growth model. Because we are committed to building our school over time, two grades at the start and one grade per year, we recognize that our need for space will grow over time, as will our budget for facilities. Our aim is to find space that both suits the needs of our initial student cohort, and allows us the financial and logistical flexibility to grow that space as our student base grows.

Buffalo Collegiate will open with 120 students in 2018 and add 60 additional students a year until we reach full capacity in 2025-26 when we have 540 students in grade 4-12. **Figure 16.1** details the number of students and space needed each year for the charter term.

Figure 16.1: Space Requirements

Year	Interior Sq. Ft.	Total Sq. Ft.	Students
Year 1	11,518-15,600	25,718-35,400	120
Year 2	14,196-19,500	29,096-40,100	180
Year 3	17,875-24,570	33,475-45,970	240
Year 4	20,553-28,470	37,553-51,470	300
Year 5	34,177-47,580	52,577-72,180	360
Full Capacity	60,842-85,115	167,642-199,315	540

To ensure a well-informed and comprehensive approach to our facility search, we need to have a strong understanding of our overall programmatic needs in Year 1, Year 5, and at Full Capacity. With the guidance of Building Excellent Schools, we have established a draft of the number and types of rooms we will need. **Figure 16.2** details these specific needs.

Figure 16.2: Space Requirements

Room or Space Requirement	Number required in Year 1	Number required in Year 5	Number required at Full Capacity	Notes
# of standard or general education classrooms	4	14	24	We will need four standard or general education classrooms for each grade level as we will split our students into four advisories of 30 students each, staffed by two staff members. We will add two classrooms each year until we expand to the high school. When we expand to the high school, we will add six additional classes to ensure flexibility and prevent scheduling limitations as it relates to electives.
# of science labs	0	1	3	We will put one science lab in the middle school for 8 th grade science in Year 4. At full capacity we will have 3 science labs in Year 8 to accommodate the Regents and AP course loads that will require extensive lab work.
# of computer labs	0	1	1	We will have Chromebooks, which will mitigate the need for a computer lab. In Year 5, we will add a computer lab to provide additional resources for electives in the high school program.
# of art studios	0	1	2	We will add one art studio in Year 5 to support electives for high school art. Prior to that, art classes will be taught

				within standard classrooms. At Full Capacity, we will have 2 art studios to support the electives in high school.
# of All-Purpose Rooms	0	1	1	The All-Purpose Room will serve as a flexible room for community meetings and is necessary because we are proposing sharing a building with another BES proposed charter school, Persistence Preparatory. To ensure that both schools can effectively run breakfast, lunch, and community meetings, this room is necessary to give us flexibility.
Auditorium	0	1	1	As we continue to grow out our nine grade level program, an auditorium which we add in Year 5, will support performances and more community-oriented affairs.
# of music rooms	0	1	1	There will be a music room in the high school for electives like Band and Choir.
Library	1	1	1	While there will be libraries in each classroom, we also want there to be a dedicated room for books, research, and study.
Gymnasium	1	1	1	We want to have a gymnasium to provide flexibility and proper access to our athletics and extra-curricular program.
Lockers	0	60	240	We will have four grades of our high school, and we will plan for one locker for each student. Although we will likely experience attrition in the tenth, eleventh, and twelfth grades, we will plan to have full enrollment throughout.
Cafeteria	1	1	1	The shared space with Persistence Preparatory Academy Charter School necessitates the planning for a cafeteria and All-Purpose room.
# of administrative offices	2	4	6	In Year 1 we will have an office for the Director of Operations, Head of School, Director of Student Supports, and Director of Curriculum and Instruction. We will share office space. As we expand the 2 DCIs and 2 Deans of Culture by Year 5, we will need to expand our office

				space to allow for meeting space.
Teachers' work room	1	2	3	We will have one teacher work room at each Academy once we hit full growth. Therefore, we will expand to an additional teacher room when the next academy has 2 grades that it serves.
Nurse's office or health clinic	1	1	1	We will start with a Nurse's Office and maintain that number throughout.
Special Ed Resource room	2	4	5	We will increase the amount of special education resource rooms to match the percentage of our population needing special education services.
Student Restrooms	2	6	8	We plan to have two sets of boys' and girls' restrooms at the middle school and two sets at the high school. We will ensure that the facility follows the New York State Uniform Fire Prevention and Building Code 900.2h.1referring to the number of student restrooms per student.
Adults Restrooms	2	4	4	We will have a male and female restroom for adults at the middle school and one set at the high school.
Social Worker's Office	1	2	2	We will have one office for a social worker at the middle school and one office at the high school.
Small Group Classroom	1	2	2	We will have two small group classrooms at the middle school level for teachers to use for remediation and small group instruction.
IT Room	1	1	1	We will have one room to house the server and all additional technology equipment.
Storage and Copy Rooms	2	3	4	We will have a storage room and one copy room in Year 1. When we expand to the high school we will have one storage room and one copy room at the high school.

Figure 16.3 details specific room requirements in Year 1, Year 5, and at full enrollment in Year 8 with notes on the rationale for the space requirements.

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, or New York City Department of Buildings and state sanitary specifications by when the school would commence instruction;
 - 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 respond to this request as if a facility has not been located unless all necessary governmental approvals for the facility have been obtained;
 - If co-located space is the primary option and the budget template has been completed under that assumption but the applicant would also investigate other options for space including private space, discuss those alternative plans in narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
 - If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

Building Excellent Schools has assisted in the facility acquisition process for Buffalo Collegiate and Lead Founder Brian Pawloski and secured advisement from MR Ronan Consulting, a firm that has successfully secured charter school facilities nationally, as well as in Buffalo. Through the guidance of MR Ronan, Buffalo Collegiate has established several high-quality options that we are currently pursuing within the zip codes we have prioritized (14211, 14212, and 14215).

The following are a few of the options that we have either toured or met with a realtor in regards to either leasing or purchasing the space.

Current Plan: Co-locate with Persistence Preparatory for first 2-4 years of operation

Space Needs for Year 1: Approximately 11,000 square feet

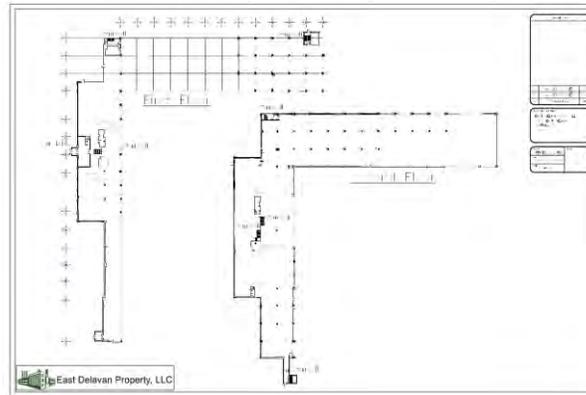
Goal: Find a facility that will support the two schools for at least 3 years of operation

Figure 16.4: Possible Facility Locations

	Site 1	Site 2	Site 3	Site 4
Address	998 Broadway	1001 East Delavan Ave	437 Doat (Former School #11)	345 Olympic Ave (Former School #78)
Sq Ft	90,000	200,000+ interior; additional 500,000 exterior	70,000	80,000
Owner	Cedarland	OSC (Jon Williams)	Owned by the City of Buffalo	Owned by the City of Buffalo
Notes	Old K-Mart in need of significant	Also in need of significant	Zoned for a school; in need of	Zoned for a school; in need of

	renovation; developer is very interested in partnering, but needs to demonstrate finances that will work	renovation, but owner has had involvement with development prior and has expressed an interest in helping urban education initiatives	renovation	renovation
--	--	---	------------	------------

Figure 16.5: Simple Blueprints for 1001 E. Delavan



Buffalo Collegiate Facility Plan Timeline (timeline may vary depending on the suitability of the facility)

Project Team will eventually entail: Brian Pawloski, Broker, Architect, General Contractor, School Operations Manager

Approvals at various stages will be required by: Facility Committee, Buffalo Collegiate Board

Figure 16.6: Space Requirements

Date	Action	Responsible Parties
Sept-Dec 2016	Toured three facilities in target communities and had conversations with eight brokers, architects, etc.	Brian Pawloski and BES team
Jan-June 2017	Ongoing facilities tours and site visits on the East Side (three scheduled in next two weeks)	Brian, Joelle, & possible board reps
June 2017	Form Facility Committee (3-4 people)	Founding Board Members, Brian Pawloski, Community Members
June-Dec 2017	Monthly board updates on facility progress; Monthly Facility Committee meetings	Facility Committee
May-June 2017	Architect Selection Process: RFPs, Interviews, Contract negotiation, Architect Selection	Facility Committee

June-August 2017	Site design & scope of work Preliminary cost estimates General Contractor preliminary interviews	Facility Committee, Architect
August-Sept 2017	Select top two sites Letters of intent on top two options General Contractor RFP and selection	Facility Committee, Contractors
Sept-Nov 2017	Negotiate lease/purchase terms Receive cost estimates Proceed with development on top site	Brian, necessary consultants
Jan 2018	Execute lease	Facility Committee, Full Board
Feb-July 2018	Project construction Furniture, fixtures, and equipment selection and procurement	Facility Committee, Full Board, School Operations Manager
July 2018	Obtain Certificate of Occupancy	Brian & School Operations Manager
July 2018	Staff and Furniture Move-In	Buffalo Collegiate Founding Staff
August 2018	School Start	Buffalo Collegiate Founding Staff

The budget assumes a rental rate of \$20/square foot on a triple net basis. The budget assumes \$313,900 in total facilities costs in Year 1, for the purchase of furniture, fixtures, and equipment, as well as a \$43/student for cleaning, repairs and maintenance. The leased premises will be fully ADA accessible and meet all life safety requirements. Construction on the school would begin no later than the early spring of 2018, allowing ample time to make renovations before the school is opened. We have built into our budget a contingency plan for staffing should we have unanticipated higher costs for the facility.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its partners 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.

No one on staff for Buffalo Collegiate or serving on the Board of Trustees will have a conflict of interest in the selection of a facility. Buffalo Collegiate will establish a policy for dealing with possible future conflict of interests. If any potential conflict of interests presents itself, the Board of Trustees will report the issue to the SUNY Charter Schools Institute. In the case of a potential conflict of interest the board member or employee of the school would need to recuse themselves of any decision-making processes related to the acquisition of space for the school.

Request 16d: Facilities Documents

Additional facility information (if applicable)

- *The applicant should provide information such as blue prints, maps, certified estimates, etc. as part of this response.*
- *Provide documentation (e.g., deposits, written assurances, leases, etc.) if the applicant has entered into a formal or informal agreement(s) relating to a particular facility.*
- *Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet NYSED specifications by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.*

Buffalo Collegiate Charter School (“Buffalo Collegiate”) has identified several prospective commercial sites that we are currently evaluating. There are no formal agreements yet, but once we secure a facility, we will ensure that we work with an architect and construction manager who will meet all NYSED specifications for a school.

Request 17: Food Services

Describe the plans for food services the charter school will provide.

Buffalo Collegiate Charter School (“Buffalo Collegiate”) will create an “invitation to bid” RFP process for meal services. All vendors who apply need to meet the minimum standard of meeting the requirements food preparation, service, ongoing documentation of food distribution and student access/use. The vendor selected will meet or exceed the guidelines of the federal school breakfast and lunch programs.

If our facility has a space to prepare meals on our premises, we will ensure that our facility plan and execution is in compliance with all legal regulations, and our kitchen facilities will be built out to meet any state and federal requirements for food warming or preparation. Because we are unsure whether our facility will have space to prepare meals, our invitation to bid will specify that providers include all costs associated with transportation, packaging, utensils, and other items necessary for the distribution and consumption of food.

All students at Buffalo Collegiate will have access to the meal program. Given that 54% of Buffalo students are in poverty (and the numbers are significantly higher in the community where we aim to have our school), the majority of our students will have Free and Reduced Meal status. As demonstrated in our budget, we have included food service fees and reimbursement for free and reduced lunch based on federal guidelines. Students who are unable to pay or forget their lunch will be provided a meal at no cost. As a basic foundational service of our schoolwide program, we have ensured that we have included this cost in our budget to ensure that all students will have access to a meal.

To ensure that we have the proper documentation associated with the free and reduced rate at Buffalo Collegiate, we will have multiple opportunities for families to fill out the vital form. It will be a component of the enrollment process (though not a required document to be entered into the lottery). Additionally, we will have forms with us when we conduct Home Visits with all new families. Finally, there will be a free and reduced lunch form provided during Family Orientation to capture any additional families who have not filled out the form by that point. Every family will be asked to complete the form, and we will incentivize 100% completion of these forms to get the maximum number of students to have access to our meal program. Our Director of Operations and Operations Fellows will oversee recording all forms collected by advisors and notifying parents who have yet to turn in their forms via phone calls, text, and email.

Request 18: Health Services

Describe the plans for health services the charter school will provide.

Buffalo Collegiate Charter School (“Buffalo Collegiate”) will ensure compliance with §2853(4)(a) and §912 of the Education Law. We will implement a comprehensive set of health, safety, and risk management policies reviewed annually with the staff, students, parents, and the governing Board of Trustees. These policies will also be reviewed and discussed with the school’s insurance carriers and include, at minimum, the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and tornadoes.
- Policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of the New York State Social Services Law § 413 and § 421, annual reporter training will be provided within the first six weeks of school or the first six weeks of that person’s employment, and proof of that training will be provided to the chair of the school’s governing board.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.).

The Operations Fellow will be responsible for record keeping, including maintaining emergency contacts, immunization records, medication records, and student health files. All records will be kept in a locked file with access limited to the Operations Fellow, Head of School, and Director of Operations. The Operations Fellow will oversee disbursements of any medication during school hours. A student must have a letter from the doctor with a parent authorization form on file to receive any medications while at school. The Director of Operations and the Operations Fellow will collaborate with the district to schedule all required vision and health screenings for our students from the Department of Health and Mental Hygiene.¹

In accordance with Public Health Law 2164, we will make sure that all students have a certificate of immunization at the time of registration or by the end of the enrollment period. Required immunizations include: Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose), Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses).

As required by §917 of the Education Law, Buffalo Collegiate will maintain access to external defibrillators (AED). A minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator.

Request19: 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.

Buffalo Collegiate Charter School (“Buffalo Collegiate”) intends to locate in a facility near several public transportation options to consider the long-term need to be in proximity to transit so our high school students have ease of access to our campus from throughout the city.

In accordance with Education Law § 3635, we will provide students with transportation services who are not living within a two-mile radius for grades four through eight and within a three-mile radius for grades 9 through 12. Parents must submit transportation requests in accordance with the district timeline of April 1st, prior to the school year. Through partnership with Buffalo Public Schools, transportation is provided to all students outside of that radius in grades 4-8. We will rely on public transportation arrangements for students in grade 9-12 to get to and from school instead of providing supplemental transportation services for those students. We will partner with the Niagara Frontier Transit Authority (NFTA) to secure bus passes for our students in 9-12 to give them access to public transit for the appropriate public transit that will get them to and from school.

For any Saturday school or activity with necessary transportation, we will work with families to offer discounted metro cards for students to use on the weekends when their student cards are not active. We have included in our budget additional funds to support transportation. To minimize costs, will organize a carpool system through the Operations Team to ensure strong attendance and strong fiscal management.

As an element of our mission, we will provide student access to field trips and college trips and have therefore included in our budget funds to pay for the trips and for transportation via a private bus or public transportation.

For students with special needs who require specific transportation support to and from school, we will work with the district CSE to ensure that the appropriate services are contracted out before the school year begins. We have included in our budget additional funds for special education support services to use for the purpose of providing transportation for students that require it.

Buffalo Collegiate will operate on days when the local district is not in session. We aim to coordinate transportation with the provider, but if that is unavailable, we have allotted \$5,000 (\$300 per bus, one bus per 50 students, 8 total days we will have school prior to the school district starting) to cover potential expenses.

Request 20: Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Please see **Figure 20.1** for the letter that outlines our proposed insurance coverage, as issued by M&T Bank Insurance. Buffalo Collegiate Charter School and our insurance provider assure that they will notify the Department of Education of any cancellation policy within ten (10) days.

Figure 20.1: Proposed Insurance Coverage

Insurance Proposal for	
BUFFALO COLLEGIATE CHARTER SCHOOL	
Commercial Package Policy	
<i>Insurance Carrier:</i>	<i>Great American Insurance Company ("A" Rated)</i>
<i>Policy Period:</i>	<i>Annual</i>
<i>Estimated Annual Premium:</i>	<i>\$9,035.00</i>
<u>Limit</u>	<u>Coverage</u>
\$ 60,000	Business Personal Property – Special Form, Replacement Cost Basis, 90% Coinsurance, \$1,000 Deductible
\$ 50,000	Electronic Data Processing - \$1,000 Deductible (shown on Signature Property Broadening Endorsement that follows)
\$ 100,000	Employee Dishonesty - \$1,000 Deductible
\$ 200,000	Extra Expense – 40/80/100 (up to 40% 1 st month, up to 80% the 2 nd month and up to 100% after)
Commercial General Liability	
\$2,000,000	General Aggregate
\$2,000,000	Products/Completed Operations Aggregate
\$1,000,000	Each Occurrence
\$1,000,000	Personal and Advertising Injury
\$1,000,000	Educators Professional Liability per Occurrence
\$2,000,000	Educators Professional Liability Aggregate
\$1,000,000	Employee Benefits Liability
\$1,000,000	Hired and Non-Owned Automobile Liability
\$1,000,000	Sexual Abuse and Molestation and Corporal Punishment
\$ 300,000	Fire Damage Legal Liability
\$ 10,000	Medical Expense – Medical payments to students is excluded
Premium Basis:	
120 Students	
11 Teachers and Administrators	

Signature Property Broadening Endorsement Summary

<u>Limit</u>	<u>Coverage</u>
\$ 50,000	Accounts Receivable
\$ 10,000	Arson Reward
\$ 5,000	Appurtenant Buildings
\$ 5,000	Automated External Defibrillators
\$100,000	Business Income with Extra Expense (\$25,000 per month)
\$ 50,000	Debris Removal
\$ 50,000	Electronic Data Processing (including mechanical breakdown)
\$ 10,000	Electronic Data
\$ 5,000	Emergency Real Estate Consultant Fee
\$ 25,000	Emergency Vacating Expense
\$ 50,000	Fine Arts (\$2,500 per item)
\$ 25,000	Fire Department Service Charge
\$ 25,000	Fire Protection Service Recharge
\$ 5,000	Furs
\$ 5,000	Identity Theft Exposure
\$ 2,500	Jewelry
\$ 50,000	Key Individual Replacement Cost
\$ 2,500	Lease Cancellation Moving Expense
\$ 10,000	Lessors' Leasehold Interest
\$ 2,500	Lock Replacement
\$ 10,000	Loss Data Preparation
\$ 10,000	Money and Securities – Inside the Premises
\$ 10,000	Money and Securities – Outside the Premises
\$1,000,000	Newly Acquired Location – Building for 90 days
\$500,000	Newly Acquired Business Personal Property for 90 days
Included	Ordinance or Law
\$ 25,000	Outdoor (including trees, shrubs and plants)
\$ 10,000	Personal Effects (\$2,500 per person)
\$ 25,000	Pollution Clean Up
\$ 5,000	Precious Metals
\$ 50,000	Property in Transit
\$ 15,000	Property of Others
\$ 50,000	Property off Premises
\$ 25,000	Property on Exhibition
\$ 25,000	Signs – Attached or Unattached, Indoor and Outdoor
\$ 25,000	Spoilage
\$ 1,000	Temporary Meeting Space
\$ 5,000	Terrorist Travel Reimbursement
\$ 50,000	Utility Service – Time Element
\$100,000	Valuable Papers and Records (Other than Electronic Data)
\$ 25,000	Water Backup of Sewers or Drains
\$ 5,000	Workplace Violence Counseling

Social Service Agency General Liability Broadening Endorsement

Additional Insured:

 Manager or Lessor of Premises

 Funding Sources

 Contractual Obligations

Blanket Waiver of Subrogation

Non-Owned Watercraft Liability

Broadened Advertising Injury

Broadened Personal Injury

Mental Injury, Mental Anguish, Humiliation or Shock included in their definition of Bodily Injury

Bail Bonds - \$500 Maximum

Insured's Expense incurred in defense of a claim or "suit" - \$500 per day

Commercial Umbrella

Insurance Carrier: Great American Insurance Co
Policy Period: Annual
Estimated Annual Premium: \$5,000.00

<u>Limit</u>	<u>Coverage</u>
\$5,000,000	Each Occurrence
\$5,000,000	Aggregate
\$ 10,000	Self Insured Retention

Includes sexual molestation and abuse

Directors and Officers Liability/Employment Practices Liability

Insurance Carrier: Philadelphia Insurance Company ("A+" rated)
Policy Period: Annual
Estimated Annual Premium: \$5,500.00

Directors and Officers Section

<u>Limit</u>	<u>Coverage</u>
\$5,000,000	Each Occurrence
\$5,000,000	Aggregate
	\$2,500 Retention

Employment Practices Section

<u>Limit</u>	<u>Coverage</u>
\$5,000,000	Each Occurrence
\$5,000,000	Aggregate
	\$2,500 Retention

Options for alternative Limits of Liability:

- \$1,000,000 - Annual Premium: \$2,500.00
- \$2,000,000 - Annual Premium: \$3,250.00
- \$3,000,000 - Annual Premium: \$3,900.00
- \$4,000,000 - Annual Premium: \$4,700.00

New York Student Accident Insurance

Insurance Carrier: Philadelphia Insurance Company
Policy period: Annual
Estimated annual Premium: \$300.00 (Minimum premium is \$300)

<u>Coverage</u>	<u>Limit</u>
Accidental Death	\$25,000
Accident Medical Expense	
Deductible	\$ 0
Maximum Amount	\$25,000
Benefit Period	1 year

Premium: \$2.26 per student Pre-K to 8

Workers' Compensation

Insurance Carrier: New York State Insurance Fund
Safety Group: NYS School Safety Program – Group # 491
Policy Period: Annual (Common Anniversary Date July 1)
Estimated Annual Premium: \$5,280.00

<u>Code</u>	<u>Classification</u>	<u>Payroll</u>
8868	School Professional	\$569,000
9101	Schools – All Other	If Any

This safety group has earned a dividend for 42 years. Dividend checks are mailed towards the end of March. The most recent dividend was 20%

New York State Disability Benefits

Insurance Carrier: Guardian Life Insurance ("A++" rated)
Policy Period: Annual
Estimated Annual Premium: \$640.91 (Based on 10 Female and 1 Male Employees Billed annually)

Coverage:

Benefit Period: 26 Weeks
Enriched: Maximum Benefit \$170 per Week

Rate: Based on Number of 1 Male and 10 Female Employees

Male: \$28.21 per year per employee – billed annually

Female: \$61.27 per year per employee – billed annually

Comments:

- New York State Disability Benefits is not mandatory for educators, but can be provided if desired.

Premium Summary

<u>Coverage</u>	<u>Estimated Annual Premium</u>
Commercial Package	\$ 9,035.00
Commercial Umbrella	\$ 5,000.00
Directors and Officers	\$ 5,500.00
Student Accident	\$ 300.00
Workers' Compensation	\$ 5,280.00
NYS Disability Benefits	<u>\$ 640.91</u>
Total	\$ 25,755.91



**INSURANCE PROPOSAL
FOR**

**BUFFALO COLLEGIATE
CHARTER SCHOOL
Buffalo, NY 14211**

BY

Peter M. Stevens, AAI

March 3, 2017

This survey and proposal is designed to give you an overview of your current program, including those recommendations we feel that you should consider. It is meant as a general understanding of your insurance needs and should not be construed as a legal interpretation of your current insurance coverage. Your specific insurance contracts should be consulted for details on coverage, conditions and exclusions.

Managing Risk. Maximizing Results.

11 Pinchot Court, Suite 100 Amherst, NY 14228
Phone: 716-688-8888 Fax: 716-688-9001
www.vannernsurance.com

R-21 – Fiscal Soundness

a. Budget Narrative

- Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school.
- Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.
- Please note that schools that include at-risk designations, “preferences” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Budget Narrative

Buffalo Collegiate Charter School (“Buffalo Collegiate”) has prepared a multiyear budget that reflects the proposed educational model in this charter application. We prepared this budget using conservative revenue and expense drivers and assumptions. We sought the assistance of experts in the charter school budgeting and finance field to assist with planning. We have not included any private sources of revenue that are not otherwise secured, committed, or highly likely to be received. Each fiscal year, we project positive operating income and an increasing fund balance to absorb any unexpected developments and otherwise strategically advance our mission and vision.

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Revenue	330,000	2,128,484	2,925,249	3,622,427	4,520,244	5,418,112
Total Expenses	289,688	2,113,974	2,809,480	3,596,321	4,434,524	5,346,161
Operating Income (EBIDA)	40,312	14,510	115,769	25,806	85,720	71,951
Beginning Fund Balance	-	40,312	54,822	170,591	196,398	282,118
Ending Fund Balance	40,312	54,822	170,591	196,398	282,118	354,069
Operating Income as % of Total Revenues	12.2%	1.9%	4.0%	0.7%	1.9%	0.1%
Fund Balance as % of Total Revenues	12.2%	4.9%	7.5%	6.8%	7.3%	6.2%
Total Revenue Per Student	\$0	\$17,737	\$16,251	\$15,093	\$15,067	\$15,050
Total Spending	\$0	\$17,616	\$15,608	\$14,986	\$14,782	\$15,850

The operating income is projected to be positive in every year, with the school’s fund balance anticipated to reach 6.2%. We note that this is on the lower end of fund balance reserves observed with charter schools, we would like it to be closer to an 8 to 16% target, but we find it to be reasonable in light of our private facility costs and programmatic needs. We also have maintained a very conservative financial plan, and do not project any increases in revenue stream beyond the current per pupil allocation, nor do we anticipate any additional, unsecured revenue.

Revenue Planning

We have estimated revenue rates to remain flat year over year, based on starting enrollment of 120 4th and 5th graders and the goal of adding 60 new students and one new grade level each year to reach a final enrollment of 360 students for grades 4 through 9. Our budget does not rely on any non-public and non-recurring revenues sources except for an anticipated Cullen Foundation Start-Up Grant of \$250,000, secured in partnership with Building Excellent Schools, a \$30,000 recurring board fundraising commitment, and a prospective base allocation from the Charter School Program Grant of \$550,000, which we anticipate Buffalo Collegiate will be eligible for. And while we expect some other fundraising activity, we have not accounted for or relied on any other non-public funds otherwise unsecured.

Our recurring public revenue projections are based on the most recent funding assumptions available to charter applicants, and when otherwise unavailable, the assumptions being used for schools operating during FY 2017. Per pupil enhancements for students receiving a certain level of special education services are tied to the observed classification in some of our peer institutions. Buffalo Collegiate assumes 22% of students will have an IEP, but that only about half of these students will receive services that trigger the 20-60% and greater than 60% funding enhancements to the per pupil payments.

We have budgeted for Title I and Title II allocations, which we have tied to an assumption of free and reduced lunch students, based on the observed neighborhood school profiles, which is estimated at approximately 82%. We also expect to receive IDEA funding at \$500 per eligible student, with eligibility being a subset of our special education student count in the greater than 60% classification, though we note the actual count driver may end up being higher. Buffalo Collegiate budgeted NYSTL, NYSSL, and NYSLIB allocations, and we have budgeted offsetting expenses to reflect that this funding is restricted in nature and will need to work with Buffalo Public Schools to access. We have conservatively projected a 75% reimbursement of telecommunication services through the E-Rate program, acknowledging we may, in fact, be able to access more funding here specifically for infrastructure.

Buffalo Collegiate has included NSLP revenues and greater than offsetting costs of implementing the National School Lunch Program, as well as the breakfast and snack programs. Revenues have been projected based on assumption around meals serve to eligible students and the FY 2017 federal reimbursement rates.

As mentioned earlier, for all revenue assumptions, Buffalo Collegiate did not incorporate any rate increases year over year. We think this is the safest approach without more concrete funding information, but we think it is otherwise likely there should be some growth of both federal and state funding, particularly with the planned unfreezing of the funding formula model.

Expense Planning

Personnel, as well as benefit and employer liability costs, are around 61% of the anticipated spending during the first 5 years for Buffalo Collegiate, or an average of \$9.5K in spending per student per year.

The staffing plan ties to the proposed personnel plan and the phase-in of those positions over time. Compensation assumptions came from other charter school budgets, with general market demand being the driver for teacher salary ranges; the average lead teacher salary starts at \$51.5K. Other instructional roles as well as administrative roles have also been thoughtfully budgeted, and when Buffalo Collegiate opens its doors, it should have a staff of 17.75 in 2018-19, growing to 47 staff in 2022-23, and when fully grown in 2025-26, growing to a staff north of 60 FTE. Between 63% and 75% of the proposed personnel spending is going towards instructional roles. Salaries are budgeted to increase 1.75% year over year starting 2019-20 to ensure continued competitiveness.

For benefits and employer taxes, we have included a 6% assumption for employer contributions to retirement, as well as a competitive assumption of Buffalo Collegiate contributing \$6,500 per employee toward medical, dental, and vision benefits. We have budgeted for Social Security, Medicare, and state unemployment insurance at currently established rates. As the budget allows, we will revise compensation and benefit levels to ensure we can recruit and retain the best talent.

Budgets for items in contracted services and school operations have been developed through dialogue with prospective vendors and consultation with other existing charter schools and charter school support organizations. We have assumed a 1.50% year over year expense increase after 2018-19 to account for inflation. These expenses include a budget for the required audit, legal representation, back office services, assessment and evaluation costs, instructional materials, classroom technology materials, textbooks, contracted instructional services, and other education program expenses. Buffalo Collegiate will spend 26% of its budget towards these two areas in 2018-19, and it is expected to trend downwards towards 18% by its 5th year of operations due to increase economies of scale. Buffalo Collegiate plans to spend roughly a \$3.3K average per student per year across these two categories.

Several facility options are being actively considered. For the purposes of the budget and without a set option, a \$20 per square foot assumption has been budgeted for a space otherwise move in ready. Janitorial services have also been budgeted at \$3/square foot and utilities have been budgeted at \$4/square foot, respectively, based on other charter school budgets regionally.

The spending that has been earmarked for the Cullen Foundation and CSP funds in the budget reflect approximately \$800K in one-time funding. If these funds were not to materialize at all or in their full amount, we will reprioritize our spending plan. From startup through the 2nd year of operations, we are anticipating to generate a \$221K cumulative fund balance, which gives us the opportunity to not change any proposed spending and leverage our fund balance. That would reduce the gap to \$579K. Buffalo Collegiate would likely realign its startup plan considering the reduced funds to only absolutely essential spending. Likely reductions in Years 1 and 2 would include revising and reducing the staffing plan as well as looking for additional contracted service alternatives to bring more economies of scale, as well as identifying more savings with proposed vendors. Buffalo Collegiate would look to lean more heavily on shared service opportunities to drive costs down as well.

Mitigation Strategies

If the financial model for Buffalo Collegiate encounters some difficulties and creates a potential budget shortfall (for example, unbudgeted facility costs, higher than anticipated staffing expenses, lower than budgeted enrollment), we will consider several strategies to make up any sort of shortfall, including:

- Headcount reduction: Outside of instructional staff, administrative and leadership staff may have to be deferred or eliminated entirely.
- Salary reduction: Salaries would need to be within the means of the organization

- Benefits reduction: Consider reducing or eliminating the retirement contributions or reducing the employer share of medical insurance, currently assumed to be 100%.
- Group purchasing: Identify opportunities to pull demand with other local charter schools to result in a net savings for a whole group.

Additionally, any budget issues would push us to consider more fundraising activities and private grant opportunities.

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 annual budget for the school will be developed by the Buffalo Collegiate Charter School's Head of School and Director of Operations, in partnership with edTec, the proposed back-office provider. The Head of School will solicit feedback from board members and staff and coordinate budgeting priorities each year to ensure budgeting is aligned to mission and intended outcomes. edTec will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. edTec will help to bring the technical work together of the budget pro forma.

The budget cycle will start in January with a working draft developed Head of School, with the support of the Director of Operations and edTec, and then brought to the Finance Committee of the Board of Trustees for their review in February. The Finance Committee will analyze the budget draft and provide a recommendation to the school's governing board for presentation in March or April, and then approval in May or June at a publicized and open board meeting. Per SUNY requirements, Buffalo Collegiate 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 30 of the immediately preceding fiscal year.

Throughout the course of the budget development process, staff, edTec, and Board members will evaluate the budget to ensure Buffalo Collegiate is working towards the goals outlined within the charter. In addition, they will also ensure that all compliance related to restricted grants and budgeting is in place.

At monthly Board meetings and Finance Committee meetings, the Head of School and the governing board will review the various financial documents prepared by edTec, including but not limited to, budget versus actuals report, balance sheet, and cash flow, as well as a set of projections updated monthly. As variances become material between the approved budget and actuals, the Head of School, finance committee, and the governing board 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.

For the inaugural years of operation, Buffalo Collegiate plans to contract with edTec and leverage their expertise in budgeting, forecasting, and ongoing budget developments. This will also allow the Buffalo Collegiate team to develop its own internal expertise and work towards an eventual plan of bringing financial management functions in-house. Buffalo Collegiate will also have the additional support of edTec in the areas of ongoing financial reporting, compliance, payroll, accounting, accounts payable, and financial policy and procedure development.

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.

Buffalo Collegiate will engage a state-approved audit firm with New York charter school experience and expertise. 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 and recommend the audit firm to the board for approval. The 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. Buffalo Collegiate will also use the selected firm for any other required reporting, including but not limited to, the initial statement on internal controls required for recently approved charters, CSP agreed upon procedures reporting for recipients of the CSP grant, A-133 audit for any charter school expending more than \$750K in federal funds, and the filing of its annual 990 with 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 case of dissolution of Buffalo Collegiate, the governing board will delegate to the Head of School and the Director of Operations the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t). The process will include notification to parents of children enrolled at Buffalo Collegiate. Additionally, an enrollment roster will be sent to Buffalo Public Schools, with Buffalo Collegiate transferring student records to Buffalo Public Schools and notifying parents and/or legal guardians. Unrestricted assets of Buffalo Collegiate, 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 NYCDOE as determined.

Buffalo Collegiate has included a line item of \$75,000 to be funded in 2018-19 to be set aside and maintained in an escrow fund or non-liquid savings account with the singular purpose of funding dissolution activities. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities. Buffalo Collegiate will maintain this earmarked explicitly on its balance sheet in perpetuity.



GENERAL INSTRUCTIONS FOR 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 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) 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.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) 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 containe 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.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
570101	ADDISON CSD	11,613	11,763
410401	ADIRONDACK CSD	12,021	12,171
80101	AFTON CSD	14,150	14,300
142101	AKRON CSD	10,484	10,634
10100	ALBANY CITY SD	14,422	14,572
450101	ALBION CSD	10,930	11,080
140101	ALDEN CSD	10,212	10,362
180202	ALEXANDER CSD	11,685	11,835
220202	ALEXANDRIA CSD	12,450	12,600
20101	ALFRED-ALMOND CSD	10,978	11,128
40302	ALLEGANY-LIMESTONE CSD	10,712	10,862
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	11,813	11,963
580303	AMAGANSETT UFSD	57,998	58,148
140201	AMHERST CSD	11,071	11,221
580106	AMITYVILLE UFSD	17,777	18,277
270100	AMSTERDAM CITY SD	9,793	9,943
120102	ANDES CSD	21,457	21,607
20601	ANDOVER CSD	12,703	12,853
660405	ARDSLEY UFSD	20,821	20,971
640101	ARGYLE CSD	11,752	11,902
571901	ARKPORT CSD	10,030	10,180
131601	ARLINGTON CSD	11,819	11,969
670201	ATTICA CSD	9,902	10,052
50100	AUBURN CITY SD	10,845	10,995
90201	AUSABLE VALLEY CSD	13,535	13,685
491302	AVERILL PARK CSD	10,386	10,536
570201	AVOCA CSD	13,553	13,703
240101	AVON CSD	10,815	10,965
580101	BABYLON UFSD	17,278	17,428
80201	BAINBRIDGE-GUILFORD CSD	11,784	11,934
280210	BALDWIN UFSD	16,008	16,158
420901	BALDWINVILLE CSD	11,072	11,222
521301	BALLSTON SPA CSD	12,147	12,297
401301	BARKER CSD	13,245	13,395
180300	BATAVIA CITY SD	12,643	12,793
570302	BATH CSD	10,130	10,280
580501	BAY SHORE UFSD	15,707	15,857
580505	BAYPORT-BLUE POINT UFSD	17,916	18,066
130200	BEACON CITY SD	11,443	11,593
231301	BEAVER RIVER CSD	10,223	10,373
660102	BEDFORD CSD	20,906	21,056
90301	BEEKMANTOWN CSD	12,058	12,208
20801	BELFAST CSD	11,969	12,119
220909	BELLEVILLE HENDERSON CSD	10,380	10,530
280207	BELLMORE UFSD	19,988	20,138
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,114	14,264
61001	BEMUS POINT CSD	12,160	12,310
490101	BERLIN CSD	13,240	13,390
10201	BERNE-KNOX-WESTERLO CSD	13,721	13,871
10306	BETHLEHEM CSD	12,863	13,013
280521	BETHPAGE UFSD	17,700	17,850
30200	BINGHAMTON CITY SD	10,570	10,720
661905	BLIND BROOK-RYE UFSD	20,668	20,818
22902	BOLIVAR-RICHBURG CSD	11,235	11,385
630101	BOLTON CSD	20,885	21,035
570401	BRADFORD CSD	13,616	13,766
510101	BRASHER FALLS CSD	10,522	10,672
580512	BRENTWOOD UFSD	13,833	13,983
480601	BREWSTER CSD	17,158	17,308
661402	BRIARCLIFF MANOR UFSD	23,211	23,361
580909	BRIDGEHAMPTON UFSD	53,545	53,545
260101	BRIGHTON CSD	12,798	12,948

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
171102	BROADALBIN-PERTH CSD	8,986	9,136
261801	BROCKPORT CSD	11,095	11,245
62301	BROCTON CSD	12,787	12,937
660303	BRONXVILLE UFSD	22,106	22,106
250109	BROOKFIELD CSD	11,521	11,671
580203	BROOKHAVEN-COMSEWOGUE UFSD	13,848	13,998
490202	BRUNSWICK CSD (BRITTONKILL)	10,851	11,001
161601	BRUSHTON-MOIRA CSD	11,409	11,909
140600	BUFFALO CITY SD	12,355	12,505
520101	BURNT HILLS-BALLSTON LAKE CSD	10,518	10,668
661201	BYRAM HILLS CSD	20,404	20,554
180701	BYRON-BERGEN CSD	11,697	11,847
190301	CAIRO-DURHAM CSD	10,695	10,845
240201	CALEDONIA-MUMFORD CSD	10,568	10,718
641610	CAMBRIDGE CSD	12,700	12,850
410601	CAMDEN CSD	11,005	11,155
570603	CAMPBELL-SAVONA CSD	10,881	11,031
270301	CANAJOHARIE CSD	11,195	11,345
430300	CANANDAIGUA CITY SD	11,178	11,328
21102	CANASERAGA CSD	12,679	12,829
250901	CANASTOTA CSD	10,187	10,337
600301	CANDOR CSD	11,637	11,787
571502	CANISTEO-GREENWOOD CSD	14,147	14,297
510201	CANTON CSD	11,602	11,752
280411	CARLE PLACE UFSD	20,537	20,687
480102	CARMEL CSD	15,759	15,909
222201	CARTHAGE CSD	8,822	8,472
60401	CASSADAGA VALLEY CSD	11,709	11,859
50401	CATO-MERIDIAN CSD	11,003	11,153
190401	CATSKILL CSD	14,480	14,630
42302	CATTARAUGUS-LITTLE VALLEY CSD	11,718	11,868
250201	CAZENOVIA CSD	10,963	11,113
580233	CENTER MORICHES UFSD	15,197	15,347
580513	CENTRAL ISLIP UFSD	19,964	20,114
460801	CENTRAL SQUARE CSD	9,921	10,071
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,603	9,753
661004	CHAPPAQUA CSD	19,391	19,541
120401	CHARLOTTE VALLEY CSD	11,257	11,407
160801	CHATEAUGAY CSD	11,229	11,379
101001	CHATHAM CSD	13,327	13,477
60503	CHAUTAUQUA LAKE CSD	14,807	14,957
90601	CHAZY UFSD	12,066	12,216
140701	CHEEKTOWAGA CSD	10,585	10,735
140702	CHEEKTOWAGA-MARYVALE UFSD	10,783	10,933
140709	CHEEKTOWAGA-SLOAN UFSD	12,296	12,446
30101	CHENANGO FORKS CSD	10,853	11,003
30701	CHENANGO VALLEY CSD	11,020	11,170
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,024	13,174
440201	CHESTER UFSD	13,520	13,670
251601	CHITTENANGO CSD	11,333	11,483
261501	CHURCHVILLE-CHILI CSD	10,472	10,622
110101	CINCINNATUS CSD	13,041	13,191
140801	CLARENCE CSD	9,351	9,501
500101	CLARKSTOWN CSD	13,660	13,810
140703	CLEVELAND HILL UFSD	10,778	10,928
510401	CLIFTON-FINE CSD	17,457	17,607
411101	CLINTON CSD	11,879	12,029
650301	CLYDE-SAVANNAH CSD	13,326	13,826
60701	CLYMER CSD	14,775	14,925
541102	COBLESKILL-RICHMONDVILLE CSD	11,152	11,302
10500	COHOES CITY SD	12,141	12,291
580402	COLD SPRING HARBOR CSD	20,936	21,086

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
510501	COLTON-PIERREPONT CSD	18,731	18,881
580410	COMMACK UFSD	15,856	16,006
580507	CONNETQUOT CSD	16,297	16,447
471701	COOPERSTOWN CSD	12,267	12,417
230201	COPENHAGEN CSD	10,285	10,435
580105	COPIAGUE UFSD	15,711	15,361
520401	CORINTH CSD	11,269	11,419
571000	CORNING CITY SD	10,987	11,137
440301	CORNWALL CSD	11,612	11,762
110200	CORTLAND CITY SD	10,492	10,642
190501	COXSACKIE-ATHENS CSD	12,238	12,388
660202	CROTON-HARMON UFSD	16,083	16,233
150203	CROWN POINT CSD	16,025	15,675
22302	CUBA-RUSHFORD CSD	12,838	12,988
241101	DALTON-NUNDA CSD (KESHEQUA)	13,457	13,607
241001	DANVILLE CSD	10,663	10,813
580107	DEER PARK UFSD	16,035	16,185
120501	DELAWARE ACADEMY CSD AT DELHI	14,280	14,430
140707	DEPEW UFSD	10,759	10,909
31301	DEPOSIT CSD	14,654	14,804
250301	DERUYTER CSD	13,419	13,569
660403	DOBBS FERRY UFSD	19,277	19,427
211003	DOLGEVILLE CSD	10,877	11,027
130502	DOVER UFSD	11,595	11,745
120301	DOWNSVILLE CSD	17,493	17,643
610301	DRYDEN CSD	11,362	11,512
530101	DUANESBURG CSD	9,584	9,734
680801	DUNDEE CSD	10,348	10,498
60800	DUNKIRK CITY SD	13,335	13,485
140301	EAST AURORA UFSD	10,555	10,705
430501	EAST BLOOMFIELD CSD	11,467	11,617
490301	EAST GREENBUSH CSD	12,009	12,159
580301	EAST HAMPTON UFSD	24,079	24,229
260801	EAST IRONDEQUOIT CSD	11,907	12,057
580503	EAST ISLIP UFSD	15,009	15,159
280203	EAST MEADOW UFSD	16,072	16,222
580234	EAST MORICHES UFSD	17,372	17,872
580917	EAST QUOGUE UFSD	22,466	22,616
500402	EAST RAMAPO CSD (SPRING VALLEY)	16,555	16,555
261313	EAST ROCHESTER UFSD	12,935	13,085
280219	EAST ROCKAWAY UFSD	18,733	18,883
420401	EAST SYRACUSE-MINOA CSD	14,024	14,174
280402	EAST WILLISTON UFSD	21,134	21,284
660301	EASTCHESTER UFSD	18,182	18,332
580912	EASTPORT-SOUTH MANOR CSD	13,626	13,776
141201	EDEN CSD	10,024	10,174
660406	EDGEMONT UFSD	18,164	18,314
520601	EDINBURG COMMON SD	21,246	21,396
470501	EDMESTON CSD	11,593	11,743
513102	EDWARDS-KNOX CSD	10,886	11,036
180901	ELBA CSD	11,773	11,923
590801	ELDRED CSD	13,920	14,070
150301	ELIZABETHTOWN-LEWIS CSD	13,708	13,858
622002	ELLENVILLE CSD	15,500	15,650
40901	ELLCOTTVILLE CSD	11,841	11,991
70600	ELMIRA CITY SD	11,012	11,512
70902	ELMIRA HEIGHTS CSD	10,486	10,636
280216	ELMONT UFSD	14,747	14,897
660409	ELMSFORD UFSD	22,561	22,711
580401	ELWOOD UFSD	15,123	15,273
141401	EVANS-BRANT CSD (LAKE SHORE)	11,968	12,118
420601	FABIUS-POMPEY CSD	12,829	12,979

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
261301	FAIRPORT CSD	10,997	11,147
61101	FALCONER CSD	9,872	10,022
590501	FALLSBURG CSD	19,752	19,902
280522	FARMINGDALE UFSD	17,181	17,331
421001	FAYETTEVILLE-MANLIUS CSD	11,003	11,153
22001	FILLMORE CSD	9,506	9,656
580514	FIRE ISLAND UFSD	108,153	107,803
581004	FISHERS ISLAND UFSD	42,821	42,971
280222	FLORAL PARK-BELLEROSE UFSD	15,287	15,437
442115	FLORIDA UFSD	14,357	14,507
270601	FONDA-FULTONVILLE CSD	11,458	11,608
61503	FORESTVILLE CSD	10,834	10,984
640502	FORT ANN CSD	14,197	14,347
640601	FORT EDWARD UFSD	11,843	11,993
270701	FORT PLAIN CSD	13,191	13,341
210402	FRANKFORT-SCHUYLER CSD	9,560	9,710
120701	FRANKLIN CSD	13,106	13,606
280217	FRANKLIN SQUARE UFSD	13,762	13,912
41101	FRANKLINVILLE CSD	11,701	11,851
62201	FREDONIA CSD	12,357	12,507
280209	FREEPORT UFSD	16,053	16,203
60301	FREWSBURG CSD	10,556	10,706
21601	FRIENDSHIP CSD	12,385	12,885
141604	FRONTIER CSD	9,109	9,259
460500	FULTON CITY SD	11,966	12,116
520701	GALWAY CSD	10,507	10,657
650902	GANANDA CSD	10,107	10,257
280218	GARDEN CITY UFSD	17,970	18,120
480404	GARRISON UFSD	22,063	22,213
260401	GATES-CHILI CSD	12,709	12,859
220401	GENERAL BROWN CSD	8,930	9,080
20702	GENESEE VALLEY CSD	11,363	11,513
240401	GENESEO CSD	12,607	12,757
430700	GENEVA CITY SD	13,038	13,188
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,221	13,371
100902	GERMANTOWN CSD	14,964	15,114
470202	GILBERTSVILLE-MOUNT UPTON CSD	11,669	11,819
540801	GILBOA-CONESVILLE CSD	16,057	16,207
280100	GLEN COVE CITY SD	18,535	18,685
630300	GLENS FALLS CITY SD	11,819	11,969
630918	GLENS FALLS COMN SD	12,350	12,500
170500	GLOVERSVILLE CITY SD	10,215	10,365
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,222	12,372
440601	GOSHEN CSD	13,123	13,273
511101	GOUVERNEUR CSD	10,605	10,755
42801	GOWANDA CSD	11,676	11,826
141501	GRAND ISLAND CSD	10,265	10,415
640701	GRANVILLE CSD	10,710	10,860
280407	GREAT NECK UFSD	22,818	22,968
260501	GREECE CSD	11,329	11,479
10701	GREEN ISLAND UFSD	13,012	13,162
660407	GREENBURGH CSD	22,693	22,843
80601	GREENE CSD	10,915	11,065
581010	GREENPORT UFSD	17,050	17,200
190701	GREENVILLE CSD	13,804	13,954
640801	GREENWICH CSD	12,481	12,631
442111	GREENWOOD LAKE UFSD	18,661	18,811
610501	GROTON CSD	10,756	10,906
10802	GUILDERLAND CSD	11,704	11,854
630801	HADLEY-LUZERNE CSD	14,095	14,245
480401	HALDANE CSD	16,837	16,987
580405	HALF HOLLOW HILLS CSD	15,246	15,396

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
141601	HAMBURG CSD	10,066	10,216
250701	HAMILTON CSD	13,247	13,397
511201	HAMMOND CSD	13,077	13,227
572901	HAMMONDSPORT CSD	15,116	15,266
580905	HAMPTON BAYS UFSD	16,443	16,593
120906	HANCOCK CSD	14,617	14,767
460701	HANNIBAL CSD	10,528	10,678
580406	HARBORFIELDS CSD	14,123	14,273
30501	HARPURSVILLE CSD	10,237	10,387
660501	HARRISON CSD	23,807	23,957
230301	HARRISVILLE CSD	12,722	12,872
641001	HARTFORD CSD	12,555	12,705
660404	HASTINGS-ON-HUDSON UFSD	19,754	19,904
580506	HAUPPAUGE UFSD	16,785	16,935
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,471	17,621
280201	HEMPSTEAD UFSD	18,202	18,202
660203	HENDRICK HUDSON CSD	18,524	18,674
210601	HERKIMER CSD	9,875	10,025
511301	HERMON-DEKALB CSD	12,996	13,146
280409	HERRICKS UFSD	17,379	17,529
512404	HEUVELTON CSD	11,054	11,204
280214	HEWLETT-WOODMERE UFSD	22,758	22,908
280517	HICKSVILLE UFSD	15,292	15,442
620803	HIGHLAND CSD	12,807	12,957
440901	HIGHLAND FALLS CSD	14,933	15,083
261101	HILTON CSD	10,550	10,700
41401	HINSDALE CSD	10,302	10,452
141701	HOLLAND CSD	11,382	11,532
412201	HOLLAND PATENT CSD	10,738	10,888
450704	HOLLEY CSD	10,625	10,775
110701	HOMER CSD	11,442	11,592
431401	HONEOYE CSD	12,491	12,641
260901	HONEOYE FALLS-LIMA CSD	10,785	10,935
491401	HOOSIC VALLEY CSD	10,688	10,838
490501	HOOSICK FALLS CSD	12,132	12,282
571800	HORNELL CITY SD	10,208	10,358
70901	HORSEHEADS CSD	10,538	10,688
101300	HUDSON CITY SD	13,572	13,722
641301	HUDSON FALLS CSD	10,371	10,521
190901	HUNTER-TANNERSVILLE CSD	16,832	16,982
580403	HUNTINGTON UFSD	17,862	18,012
130801	HYDE PARK CSD	12,405	12,555
200401	INDIAN LAKE CSD	24,404	24,554
220301	INDIAN RIVER CSD	6,996	7,496
200501	INLET COMN SD	26,397	26,547
141301	IROQUOIS CSD	10,101	10,251
660402	IRVINGTON UFSD	20,500	20,650
280231	ISLAND PARK UFSD	28,335	28,485
280226	ISLAND TREES UFSD	15,855	16,005
580502	ISLIP UFSD	14,638	14,788
610600	ITHACA CITY SD	13,020	13,170
61700	JAMESTOWN CITY SD	10,514	10,664
420411	JAMESVILLE-DEWITT CSD	11,294	11,444
572702	JASPER-TROUPSBURG CSD	10,940	11,090
540901	JEFFERSON CSD	12,795	12,945
280515	JERICHO UFSD	24,261	24,411
630601	JOHNSBURG CSD	18,715	18,865
31502	JOHNSON CITY CSD	12,416	12,566
170600	JOHNSTOWN CITY SD	10,758	10,908
420501	JORDAN-ELBRIDGE CSD	11,973	12,123
660101	KATONAH-LEWISBORO UFSD	20,857	21,007
150601	KEENE CSD	20,011	20,161

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
450607	KENDALL CSD	12,940	13,090
142601	KENMORE-TONAWANDA UFSD	9,827	9,977
101401	KINDERHOOK CSD	11,589	11,739
580805	KINGS PARK CSD	14,278	14,428
620600	KINGSTON CITY SD	14,811	14,961
441202	KIRYAS JOEL VILLAGE UFSD	36,930	36,930
221401	LA FARGEVILLE CSD	9,808	9,958
141800	LACKAWANNA CITY SD	12,319	12,469
420807	LAFAYETTE CSD	16,116	16,266
630701	LAKE GEORGE CSD	12,871	13,021
151102	LAKE PLACID CSD	15,292	15,442
200601	LAKE PLEASANT CSD	25,681	25,831
662401	LAKELAND CSD	15,359	15,509
141901	LANCASTER CSD	8,792	8,942
610801	LANSING CSD	11,205	11,355
490601	LANSINGBURGH CSD	9,702	9,852
470801	LAURENS CSD	10,984	11,134
280215	LAWRENCE UFSD	23,002	23,002
181001	LE ROY CSD	11,140	11,290
670401	LETCHWORTH CSD	11,687	11,837
280205	LEVITTOWN UFSD	17,630	17,780
400301	LEWISTON-PORTER CSD	12,229	12,229
590901	LIBERTY CSD	17,477	17,477
580104	LINDENHURST UFSD	14,603	14,753
511602	LISBON CSD	12,672	12,822
210800	LITTLE FALLS CITY SD	11,821	11,971
421501	LIVERPOOL CSD	12,879	13,029
591302	LIVINGSTON MANOR CSD	16,435	16,585
240801	LIVONIA CSD	11,706	11,856
400400	LOCKPORT CITY SD	10,265	10,415
280503	LOCUST VALLEY CSD	22,857	23,007
280300	LONG BEACH CITY SD	22,698	22,848
200701	LONG LAKE CSD	42,198	42,698
580212	LONGWOOD CSD	14,730	14,880
230901	LOWVILLE ACADEMY & CSD	9,953	10,103
221301	LYME CSD	13,371	13,521
280220	LYNBROOK UFSD	18,030	18,180
421504	LYNCOURT UFSD	15,849	15,999
451001	LYNDONVILLE CSD	10,869	11,019
650501	LYONS CSD	11,040	11,190
251101	MADISON CSD	11,088	11,238
511901	MADRID-WADDINGTON CSD	10,841	10,991
480101	MAHOPAC CSD	14,275	14,425
31101	MAINE-ENDWELL CSD	10,547	10,697
161501	MALONE CSD	10,870	11,020
280212	MALVERNE UFSD	20,055	20,205
660701	MAMARONECK UFSD	18,766	18,916
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	10,770	10,920
280406	MANHASSET UFSD	21,235	21,235
110901	MARATHON CSD	11,911	12,411
421101	MARCELLUS CSD	10,125	10,275
121401	MARGARETVILLE CSD	13,726	13,876
650701	MARION CSD	11,768	11,918
621001	MARLBORO CSD	15,512	16,012
280523	MASSAPEQUA UFSD	16,402	16,552
512001	MASSENA CSD	10,547	10,697
581012	MATTITUCK-CUTCHOGUE UFSD	16,317	16,467
170801	MAYFIELD CSD	10,444	10,594
110304	MCGRAW CSD	11,598	11,748
521200	MECHANICVILLE CITY SD	10,630	10,280
450801	MEDINA CSD	11,177	11,327
10615	MENANDS UFSD	16,220	16,370

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
280225	MERRICK UFSD	18,286	18,436
460901	MEXICO CSD	12,052	12,202
580211	MIDDLE COUNTRY CSD	13,469	13,619
541001	MIDDLEBURGH CSD	12,803	12,953
441000	MIDDLETOWN CITY SD	13,109	13,259
471101	MILFORD CSD	12,567	12,717
132201	MILLBROOK CSD	13,252	13,402
580208	MILLER PLACE UFSD	13,272	13,422
280410	MINEOLA UFSD	24,059	24,209
150801	MINERVA CSD	25,987	26,137
441101	MINISINK VALLEY CSD	10,902	11,052
441201	MONROE-WOODBURY CSD	13,439	13,589
580306	MONTAUK UFSD	31,609	31,759
591401	MONTICELLO CSD	14,456	14,606
51301	MORAVIA CSD	10,552	10,702
150901	MORIAH CSD	12,205	12,355
471201	MORRIS CSD	10,786	10,936
512101	MORRISTOWN CSD	14,030	14,180
250401	MORRISVILLE-EATON CSD	12,464	12,614
212001	MOUNT MARKHAM CSD	11,581	11,731
240901	MT MORRIS CSD	12,470	12,620
660801	MT PLEASANT CSD	18,940	19,090
580207	MT SINAI UFSD	15,191	15,341
660900	MT VERNON SCHOOL DISTRICT	17,144	17,294
500108	NANUET UFSD	18,881	19,031
431201	NAPLES CSD	13,485	13,635
411501	NEW HARTFORD CSD	11,781	11,931
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,121	15,271
101601	NEW LEBANON CSD	16,142	16,292
621101	NEW PALTZ CSD	13,634	13,784
661100	NEW ROCHELLE CITY SD	16,488	16,638
581015	NEW SUFFOLK COMN SD	15,631	15,781
650101	NEWARK CSD	11,450	11,600
600402	NEWARK VALLEY CSD	10,637	10,787
441600	NEWBURGH CITY SD	15,146	15,296
151001	NEWCOMB CSD	43,580	43,580
400601	NEWFANE CSD	10,436	10,586
610901	NEWFIELD CSD	10,182	10,332
400800	NIAGARA FALLS CITY SD	11,275	11,425
400701	NIAGARA-WHEATFIELD CSD	10,793	10,943
530301	NISKAYUNA CSD	12,140	12,290
580103	NORTH BABYLON UFSD	14,640	14,790
280204	NORTH BELLMORE UFSD	17,843	17,993
142201	NORTH COLLINS CSD	13,373	13,523
10623	NORTH COLONIE CSD	11,058	11,208
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,091	12,241
280229	NORTH MERRICK UFSD	18,175	18,325
651501	NORTH ROSE-WOLCOTT CSD	12,380	12,530
661301	NORTH SALEM CSD	20,630	20,780
280501	NORTH SHORE CSD	23,673	23,823
420303	NORTH SYRACUSE CSD	11,059	11,209
400900	NORTH TONAWANDA CITY SD	10,943	11,093
630202	NORTH WARREN CSD	15,825	15,975
131101	NORTHEAST CSD	15,692	15,842
90501	NORTHEASTERN CLINTON CSD	11,893	12,043
90901	NORTHERN ADIRONDACK CSD	12,944	13,094
580404	NORTHPORT-EAST NORTHPORT UFSD	18,358	18,508
170901	NORTHVILLE CSD	13,790	13,940
81200	NORWICH CITY SD	10,306	10,456
512201	NORWOOD-NORFOLK CSD	11,002	11,152
411504	NY MILLS UFSD	12,184	12,334
500304	NYACK UFSD	18,590	18,740

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
300000	NYC CHANCELLOR'S OFFICE	13,877	14,027
181101	OAKFIELD-ALABAMA CSD	10,344	10,494
280211	OCEANSIDE UFSD	16,417	16,567
550101	ODESSA-MONTOUR CSD	11,363	11,363
512300	OGDENSBURG CITY SD	14,303	14,453
42400	OLEAN CITY SD	11,326	11,476
251400	ONEIDA CITY SD	11,429	11,579
471400	ONEONTA CITY SD	12,140	12,290
421201	ONONDAGA CSD	12,482	12,632
621201	ONTEORA CSD	18,921	19,071
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,847	12,997
142301	ORCHARD PARK CSD	10,873	11,023
412901	ORISKANY CSD	11,342	11,492
661401	OSSINING UFSD	18,296	18,296
461300	OSWEGO CITY SD	12,620	12,770
471601	OTEGO-UNADILLA CSD	11,831	11,981
600601	OWEGO-APALACHIN CSD	11,874	12,024
81501	OXFORD ACADEMY & CSD	12,208	12,358
280506	OYSTER BAY-EAST NORWICH CSD	22,883	23,033
581002	OYSTERPONDS UFSD	33,281	33,431
650901	PALMYRA-MACEDON CSD	11,005	11,155
61601	PANAMA CSD	12,176	12,326
512501	PARISHVILLE-HOPKINTON CSD	10,959	11,109
580224	PATCHOGUE-MEDFORD UFSD	13,164	13,314
181201	PAVILION CSD	11,032	11,182
131201	PAWLING CSD	15,921	16,071
500308	PEARL RIVER UFSD	15,208	15,358
661500	PEEKSKILL CITY SD	16,780	16,930
661601	PELHAM UFSD	16,537	16,687
181302	PEMBROKE CSD	12,178	12,328
261201	PENFIELD CSD	12,696	12,846
680601	PENN YAN CSD	11,904	12,054
671201	PERRY CSD	11,391	11,541
91101	PERU CSD	12,199	12,349
431301	PHELPS-CLIFTON SPRINGS CSD	11,726	11,876
462001	PHOENIX CSD	12,576	12,726
440401	PINE BUSH CSD	11,920	12,070
131301	PINE PLAINS CSD	14,915	15,065
60601	PINE VALLEY CSD (SOUTH DAYTON)	11,939	12,089
261401	PITTSFORD CSD	13,072	13,222
280518	PLAINEDGE UFSD	16,054	16,204
280504	PLAINVIEW-OLD BETHPAGE CSD	18,292	18,442
91200	PLATTSBURGH CITY SD	13,954	14,104
660809	PLEASANTVILLE UFSD	16,908	17,058
660802	POCANTICO HILLS CSD	46,683	46,833
211103	POLAND CSD	12,040	12,190
51101	PORT BYRON CSD	11,215	11,365
661904	PORT CHESTER-RYE UFSD	13,742	13,892
580206	PORT JEFFERSON UFSD	21,549	21,699
441800	PORT JERVIS CITY SD	12,254	12,404
280404	PORT WASHINGTON UFSD	20,378	20,528
42901	PORTVILLE CSD	10,408	10,558
512902	POTSDAM CSD	11,740	11,890
131500	POUGHKEEPSIE CITY SD	12,874	13,024
572301	PRATTSBURGH CSD	10,976	11,126
461801	PULASKI CSD	11,930	12,080
641401	PUTNAM CSD	24,316	24,466
480503	PUTNAM VALLEY CSD	17,238	17,388
630902	QUEENSBURY UFSD	9,888	10,038
580903	QUOGUE UFSD	47,273	47,423
500401	RAMAPO CSD (SUFFERN)	17,269	17,419
43001	RANDOLPH CSD	11,070	11,220

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
10402	RAVENA-COEYMANS-SELKIRK CSD	13,639	13,789
651503	RED CREEK CSD	11,266	11,416
131701	RED HOOK CSD	13,552	13,702
411701	REMSEN CSD	15,148	15,298
580901	REMSENBURG-SPEONK UFSD	36,764	36,914
491200	RENSELAER CITY SD	9,234	9,384
131801	RHINEBECK CSD	17,031	17,181
472001	RICHFIELD SPRINGS CSD	11,266	11,416
62401	RIPLEY CSD	16,291	16,441
580602	RIVERHEAD CSD	16,426	16,576
261600	ROCHESTER CITY SD	12,440	12,590
280221	ROCKVILLE CENTRE UFSD	19,117	19,267
580209	ROCKY POINT UFSD	13,164	13,314
411800	ROME CITY SD	11,763	11,913
560603	ROMULUS CSD	14,917	15,067
620901	RONDOUT VALLEY CSD	17,939	18,089
280208	ROOSEVELT UFSD	16,925	16,925
591301	ROSCOE CSD	18,176	18,326
280403	ROSLYN UFSD	21,248	21,398
530515	ROTTERDAM-MOHONASEN CSD	9,339	9,489
121502	ROXBURY CSD	17,313	17,463
401201	ROYALTON-HARTLAND CSD	10,557	10,707
261701	RUSH-HENRIETTA CSD	12,680	12,830
661800	RYE CITY SD	19,267	19,417
661901	RYE NECK UFSD	18,707	18,857
580205	SACHEM CSD	13,601	13,751
221001	SACKETS HARBOR CSD	10,454	10,604
580305	SAG HARBOR UFSD	25,075	25,225
580910	SAGAPONACK COMN SD	15,631	15,781
43200	SALAMANCA CITY SD	11,582	12,082
641501	SALEM CSD	13,432	13,582
161201	SALMON RIVER CSD	13,926	14,076
461901	SANDY CREEK CSD	13,261	13,411
91402	SARANAC CSD	11,683	11,833
161401	SARANAC LAKE CSD	14,349	14,499
521800	SARATOGA SPRINGS CITY SD	10,882	11,032
621601	SAUGERTIES CSD	12,172	12,322
411603	SAUQUOIT VALLEY CSD	11,306	11,456
580504	SAYVILLE UFSD	16,810	16,960
662001	SCARSDALE UFSD	22,498	22,648
530501	SCHALMONT CSD	14,212	14,362
530600	SCHENECTADY CITY SD	12,015	12,015
470901	SCHENEVUS CSD	12,916	13,066
491501	SCHODACK CSD	12,519	12,669
541201	SCHOHARIE CSD	12,497	12,647
151401	SCHROON LAKE CSD	15,718	15,868
521701	SCHUYLERVILLE CSD	11,822	11,972
22401	SCIO CSD	12,318	12,468
530202	SCOTIA-GLENVILLE CSD	11,363	11,513
280206	SEAFORD UFSD	16,010	16,160
560701	SENECA FALLS CSD	11,366	11,516
280252	SEWANHAKA CENTRAL HS DISTRICT	12,872	13,022
541401	SHARON SPRINGS CSD	14,504	14,654
580701	SHELTER ISLAND UFSD	28,363	28,513
520302	SHENENDEHOWA CSD	11,269	11,419
82001	SHERBURNE-EARLVILLE CSD	11,062	11,212
62601	SHERMAN CSD	10,546	10,696
412000	SHERRILL CITY SD	10,001	10,151
580601	SHOREHAM-WADING RIVER CSD	16,076	16,226
121601	SIDNEY CSD	11,987	12,137
61501	SILVER CREEK CSD	11,573	11,723
421601	SKANEATELES CSD	12,687	12,837

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
580801	SMITHTOWN CSD	14,319	14,469
651201	SODUS CSD	12,973	13,123
420702	SOLVAY UFSD	12,110	12,260
662101	SOMERS CSD	17,175	17,325
10601	SOUTH COLONIE CSD	12,487	12,637
580235	SOUTH COUNTRY CSD	16,301	16,451
521401	SOUTH GLENS FALLS CSD	11,017	11,167
580413	SOUTH HUNTINGTON UFSD	16,108	16,258
220101	SOUTH JEFFERSON CSD	9,533	9,683
121702	SOUTH KORTRIGHT CSD	13,731	13,881
231101	SOUTH LEWIS CSD	13,863	14,013
500301	SOUTH ORANGETOWN CSD	15,853	16,003
560501	SOUTH SENECA CSD	13,924	14,074
580906	SOUTHAMPTON UFSD	23,764	23,914
50701	SOUTHERN CAYUGA CSD	13,769	13,919
581005	SOUTHOLD UFSD	17,750	17,900
60201	SOUTHWESTERN CSD AT JAMESTOWN	10,552	10,702
131602	SPACKENKILL UFSD	16,368	16,518
261001	SPENCERPORT CSD	10,883	11,033
600801	SPENCER-VAN ETTEN CSD	11,158	11,308
580304	SPRINGS UFSD	21,775	21,775
141101	SPRINGVILLE-GRIFFITH INST CSD	11,697	11,847
161801	ST REGIS FALLS CSD	14,236	14,386
121701	STAMFORD CSD	14,265	14,415
401001	STARPOINT CSD	10,139	10,289
522001	STILLWATER CSD	9,619	9,769
251501	STOCKBRIDGE VALLEY CSD	10,988	11,138
591502	SULLIVAN WEST CSD	15,358	15,508
30601	SUSQUEHANNA VALLEY CSD	12,506	12,656
140207	SWEET HOME CSD	12,304	12,454
280502	SYOSSET CSD	20,613	20,763
421800	SYRACUSE CITY SD	12,280	12,430
100501	TACONIC HILLS CSD	13,972	14,122
220701	THOUSAND ISLANDS CSD	12,377	12,527
580201	THREE VILLAGE CSD	16,237	16,387
151501	TICONDEROGA CSD	13,805	13,955
600903	TIOGA CSD	9,801	9,951
142500	TONAWANDA CITY SD	10,401	10,551
211901	TOWN OF WEBB UFSD	20,493	20,643
591201	TRI-VALLEY CSD	18,674	18,824
491700	TROY CITY SD	15,986	15,986
611001	TRUMANSBURG CSD	10,577	10,727
580913	TUCKAHOE COMN SD	28,550	28,700
660302	TUCKAHOE UFSD	20,359	20,509
421902	TULLY CSD	10,386	10,536
160101	TUPPER LAKE CSD	11,811	11,961
441903	TUXEDO UFSD	17,820	17,970
660401	UFSD-TARRYTOWNS	16,799	16,949
81003	UNADILLA VALLEY CSD	11,743	11,893
51901	UNION SPRINGS CSD	12,409	12,559
280202	UNIONDALE UFSD	20,214	20,364
31501	UNION-ENDICOTT CSD	11,398	11,548
412300	UTICA CITY SD	9,280	9,280
660805	VALHALLA UFSD	21,333	21,483
441301	VALLEY CSD (MONTGOMERY)	11,572	11,722
280213	VALLEY STREAM 13 UFSD	15,837	15,987
280224	VALLEY STREAM 24 UFSD	20,394	20,544
280230	VALLEY STREAM 30 UFSD	19,277	19,277
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,208	15,358
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,341	12,491
31601	VESTAL CSD	12,516	12,666
431701	VICTOR CSD	9,868	10,018

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
11003	VOORHEESVILLE CSD	13,092	13,242
580302	WAINSCOTT COMN SD	15,631	15,781
621801	WALLKILL CSD	11,347	11,497
121901	WALTON CSD	11,068	11,218
280223	WANTAGH UFSD	13,943	14,093
132101	WAPPINGERS CSD	11,237	11,387
631201	WARRENSBURG CSD	15,186	15,336
671501	WARSAW CSD	11,993	12,143
442101	WARWICK VALLEY CSD	12,548	12,698
440102	WASHINGTONVILLE CSD	12,281	12,431
522101	WATERFORD-HALFMOON UFSD	13,194	13,344
561006	WATERLOO CSD	10,613	10,763
222000	WATERTOWN CITY SD	9,335	9,485
411902	WATERVILLE CSD	11,250	11,400
11200	WATERVLIET CITY SD	9,754	9,904
550301	WATKINS GLEN CSD	10,839	10,989
600101	WAVERLY CSD	9,413	9,563
573002	WAYLAND-COHOCTON CSD	11,119	11,269
650801	WAYNE CSD	11,384	11,534
261901	WEBSTER CSD	11,222	11,372
50301	WEEDSPORT CSD	12,170	12,320
200901	WELLS CSD	22,173	22,323
22601	WELLSVILLE CSD	12,021	12,171
580102	WEST BABYLON UFSD	15,199	15,349
210302	WEST CANADA VALLEY CSD	12,073	12,223
420101	WEST GENESEE CSD	10,549	10,699
280227	WEST HEMPSTEAD UFSD	17,109	17,259
260803	WEST IRONDEQUOIT CSD	10,763	10,913
580509	WEST ISLIP UFSD	14,149	14,299
142801	WEST SENECA CSD	10,529	10,679
40204	WEST VALLEY CSD	13,973	14,123
280401	WESTBURY UFSD	18,287	18,787
62901	WESTFIELD CSD	12,241	12,391
580902	WESTHAMPTON BEACH UFSD	18,704	18,854
420701	WESTHILL CSD	10,985	11,135
412801	WESTMORELAND CSD	12,288	12,438
151601	WESTPORT CSD	13,941	14,091
262001	WHEATLAND-CHILI CSD	15,609	15,759
170301	WHEELERVILLE UFSD	18,785	18,935
662200	WHITE PLAINS CITY SD	19,793	19,943
641701	WHITEHALL CSD	12,586	12,736
412902	WHITESBORO CSD	10,236	10,386
22101	WHITESVILLE CSD	11,254	11,404
31401	WHITNEY POINT CSD	11,674	11,824
580232	WILLIAM FLOYD UFSD	14,519	14,669
651402	WILLIAMSON CSD	12,463	12,613
140203	WILLIAMSVILLE CSD	11,254	11,404
151701	WILLSBORO CSD	15,705	15,855
401501	WILSON CSD	10,736	10,886
191401	WINDHAM-ASHLAND-JEWETT CSD	19,188	19,338
31701	WINDSOR CSD	10,465	10,615
472506	WORCESTER CSD	12,702	12,852
580109	WYANDANCH UFSD	17,016	17,166
490804	WYNANTS KILL UFSD	11,593	11,743
671002	WYOMING CSD	15,726	15,876
662300	YONKERS CITY SD	14,873	14,523
241701	YORK CSD	11,044	11,194
43501	YORKSHIRE-PIONEER CSD	11,756	11,906
662402	YORKTOWN CSD	17,093	17,243



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Buffalo Collegiate Charter School

Contact Name: Brian Pawlowski
Contact Title: Proposed School Leader
Contact Email: bpawloski@buildingexcellentschools.org
Contact Phone: 716-713-2162

First Academic Year: 2018-19

Pre-Opening Period: July 1, 2017 - June 30, 2018

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

BUFFALO COLLEGIATE CHARTER SCHOOL
2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School	60	60	60	60	60	9-10
5th Grade	Elementary School	60	60	60	60	60	10-11
6th Grade	Middle School	0	60	60	60	60	11-12
7th Grade	Middle School	0	0	60	60	60	12-13
8th Grade	Middle School	0	0	0	60	60	13-14
9th Grade	High School	0	0	0	0	60	14-15
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		120	180	240	300	360	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School	2	2	2	2	2
5th Grade	Elementary School	2	2	2	2	2
6th Grade	Middle School		2	2	2	2
7th Grade	Middle School			2	2	2
8th Grade	Middle School				2	2
9th Grade	High School					2
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	6	8	10	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
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	30	30	30	30	30
5th Grade	Elementary School	30	30	30	30	30
6th Grade	Middle School	0	30	30	30	30
7th Grade	Middle School	0	0	30	30	30
8th Grade	Middle School	0	0	0	30	30
9th Grade	High School	0	0	0	0	30
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		120	120	120	120	120
Total Middle School Enrollment		-	60	120	180	180
Total High School Enrollment		-	-	-	-	60
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		120	180	240	300	360
Change in Net Enrollment from Prior Year (Count)		120	60	60	60	60
Change in Net Enrollment from Prior Year (Percent)		100.0%	50.0%	33.3%	25.0%	20.0%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS	
Plan is to backfill any and all attrition through all grades	

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		120	180	240	300	360
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

PRIMARY SENDING SCHOOL DISTRICT	BUFFALO CITY SD	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 853,600,000	\$ 853,600,000	\$ 853,600,000	\$ 853,600,000	\$ 853,600,000
ENROLLMENT (Charter School)		120	180	240	300	360
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	http://www.buffaloschools.org/files/1632/2016-17%20budget%20to%20board%206.8.16.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

BUFFALO COLLEGIATE CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	4-5	4-6	4-7	4-8	4-9
	Enrollment	120	180	240	300	360

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE

	FTE				
Executive Management	1.00	1.00	1.00	1.00	1.00
Instructional Management	0.00	0.00	1.00	1.00	2.00
Deans, Directors & Coordinators	1.50	2.50	2.25	3.50	3.50
CFO / Director of Finance	0.00	0.00	0.00	0.00	0.00
Operation / Business Manager	1.00	1.00	1.00	1.00	1.00
Administrative Staff	1.00	1.00	1.00	2.00	2.00
TOTAL ADMINISTRATIVE STAFF	4.50	5.50	6.25	8.50	9.50

Description of Assumptions
Head of School
Academy Director; grows to full time in Year 2
1 DCI in Y1 with fluctuations in FTE status based on other staffing positions throughout year; addition of part time Dean of Culture in Y2 and full time in Y3; addition of half time Dean of Culture in Y4 and full time in Y5; half time director of student support in Y1 growing to full time in Y2
1 Operations Director
1 Ops Fellow (OF); 2nd in Y4

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	8.00	12.00	15.75	19.00	21.50
Teachers - SPED	1.50	2.00	3.00	4.00	5.00
Substitute Teachers	0.00	0.00	0.00	0.00	0.00
Teaching Assistants	1.00	1.00	2.00	2.00	2.00
Specialty Teachers	2.00	3.50	4.00	4.50	6.00
Aides	0.00	0.00	0.00	0.00	0.00
Therapists & Counselors	0.50	0.50	0.50	0.50	0.50
Other	0.00	0.00	0.00	0.00	1.00
TOTAL INSTRUCTIONAL	13.00	19.00	25.25	30.00	36.00

8 Lead and Associate teachers in Y1; addition of 4 in Y2, 3.75 in Y3, 3.25 in Y4, and 2.5 in Y5
1.5 SPED Teacher in Y1; growth to 2 in Y2, then 1 added every year after
1 Teaching Fellow(TF); 2nd added in Y3
1 Enrich. & 1 ELL in Y1; additional half FTE Enrich added each year through
Part time social worker
Foreign Language Teacher in Year 5

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.25	0.25	0.25	0.25	0.50
Librarian	0.00	0.00	0.00	0.00	0.00
Custodian	0.00	0.00	0.00	0.00	0.00
Security	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
TOTAL NON-INSTRUCTIONAL	0.25	0.25	0.25	0.25	0.50

Part time nurse shared with another charter school
contracted service
Director of Talent & Development in Year 5

TOTAL PERSONNEL SERVICE FTE	17.75	24.75	31.75	38.75	46.00
------------------------------------	--------------	--------------	--------------	--------------	--------------

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2018-19	2019-20	2020-21	2021-22	2022-23
	Grades	4-5	4-6	4-7	4-8	4-9
	Enrollment	120.00	180.00	240.00	300.00	360.00

BUFFALO COLLEGIATE CHARTER SCHOOL

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	1.75%	1.75%	1.75%	1.75%	1.75%
Executive Management	\$ 100,000	\$ 100,000	\$ 101,750	\$ 103,531	\$ 105,342	\$ 107,186
Instructional Management	\$ 85,000	\$ -	\$ -	\$ 88,001	\$ 89,541	\$ 182,216
Deans, Directors & Coordinators	\$ 62,667	\$ 97,250	\$ 160,765	\$ 143,002	\$ 229,646	\$ 230,182
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 66,500	\$ 66,500	\$ 67,664	\$ 68,848	\$ 70,053	\$ 71,279
Administrative Staff	\$ 28,500	\$ 28,500	\$ 28,999	\$ 29,506	\$ 60,045	\$ 61,096
TOTAL ADMINISTRATIVE STAFF		\$ 292,250	\$ 359,178	\$ 432,887	\$ 554,628	\$ 651,958

Description of Assumptions
Support starts @\$61.5K; DCI @\$66,500; Culture at \$61,200 when hired

INSTRUCTIONAL PERSONNEL WAGES

Teachers - Regular	\$ 47,833	\$ 390,000	\$ 610,360	\$ 806,539	\$ 997,265	\$ 1,153,367
Teachers - SPED	\$ 52,500	\$ 78,750	\$ 106,838	\$ 163,061	\$ 221,219	\$ 281,363
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 28,500	\$ 28,500	\$ 28,999	\$ 59,012	\$ 60,045	\$ 61,096
Specialty Teachers	\$ 49,000	\$ 98,000	\$ 176,282	\$ 202,920	\$ 230,437	\$ 315,127
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 61,500	\$ 30,750	\$ 31,288	\$ 31,836	\$ 32,393	\$ 32,960
Other	\$ 49,500	\$ -	\$ -	\$ -	\$ -	\$ 53,057
TOTAL INSTRUCTIONAL		\$ 626,000	\$ 953,766	\$ 1,263,368	\$ 1,541,358	\$ 1,896,969

Lead start @\$51.5K; Associate @\$42.5K; SS & Science @ \$49.5K; included stipends starting at \$8K in Y2 and growing to \$18K by Y5
Enrich starts @45.5K; ELL starts @ 52.5K; amounts reflect impact of 2% year over year increase regardless of what year they started

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	\$ 60,000	\$ 15,000	\$ 15,263	\$ 15,530	\$ 15,801	\$ 32,156
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 15,000	\$ 15,263	\$ 15,530	\$ 15,801	\$ 32,156

To be shared with another charter school
--

TOTAL PERSONNEL SERVICE WAGES		\$ 933,250	\$ 1,328,206	\$ 1,711,785	\$ 2,111,787	\$ 2,581,083
--------------------------------------	--	------------	--------------	--------------	--------------	--------------

--

**BUFFALO COLLEGIATE CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2017 - June 30, 2018**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue	330,000		
Total Expenses	289,688		
Net Income	40,312		
	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	50,000		Part of \$550K CSP Base Allocation; balance in Y1 & Y2
Other	-		
Other	-		
TOTAL REVENUE FROM FEDERAL SOURCES	50,000		
LOCAL and OTHER REVENUE			
Contributions and Donations	250,000		\$250K Startup Grant from Cullen Foundation
Fundraising	30,000		Board committed fundraising
Erate Reimbursement	-		
Earnings on Investments	-		
Interest Income	-		
Food Service (Income from meals)	-		
Text Book	-		
OTHER	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	280,000		
TOTAL REVENUE	330,000		
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	FTE No. of Positions		
Executive Management	1.00	100,000	Head of School full-time July 2017 through June 2018
Instructional Management	-	-	
Deans, Directors & Coordinators	0.50	33,250	DCI starting full time January 2018
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	33,250	Ops Director full time starting January 2018
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	166,500	
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	2.00	166,500	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		14,131	6.2% SSI, 1.45% Medicare, SUI of 4.1% of first \$8,500 per person
Fringe / Employee Benefits		14,665	\$6,500 per FTE for health benefits, 1% WC
Retirement / Pension		9,990	6% 401K or 403B contribution
TOTAL PAYROLL TAXES AND BENEFITS		38,786	
TOTAL PERSONNEL SERVICE COSTS	2.00	205,286	
CONTRACTED SERVICES			
Accounting / Audit		2,500	initial controls review by auditor
Legal		35,000	for handbook and work agreement review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		500	\$42/month processing fees
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		20,000	\$10K Curriculum Consulting; \$10K BES
TOTAL CONTRACTED SERVICES		58,000	
SCHOOL OPERATIONS			
Board Expenses		3,200	\$50/month for board meetings; \$2.6K for board trainings
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		2,000	2 laptops @ \$900 each; \$200 software
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	

**BUFFALO COLLEGIATE CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2017 - June 30, 2018**

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS		
Total Revenue	330,000	
Total Expenses	289,688	
Net Income	40,312	
	START-UP PERIOD	
Student Services - other	-	
Office Expense	1,200	\$100/month
Staff Development	-	
Staff Recruitment	1,002	job postings
Student Recruitment / Marketing	16,500	\$2K- website; \$2,500 student culture materials; \$12K student recruitment (\$1k/month)
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	23,902	
FACILITY OPERATION & MAINTENANCE		
Insurance	2,500	D&O insurance during startup period
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	2,500	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	289,688	
NET INCOME	40,312	

PRE-OPENING CASH FLOW 1-YEAR	BUFFALO COLLEGIATE CHARTER SCHOOL													
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION													
	July 1, 2017 - June 30, 2018													
Total Revenue	280,000	-	-	-	-	-	10,000	-	-	-	-	40,000	330,000	
Total Expenses	34,583	16,683	11,683	11,683	16,683	14,350	31,615	30,515	30,515	30,515	30,515	30,515	30,348	289,688
Net Income	245,417	(16,683)	(11,683)	(11,683)	(16,683)	(14,350)	(21,615)	(30,515)	(30,515)	(30,515)	(30,515)	(30,515)	9,652	40,312
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	245,417	228,734	217,051	205,368	188,685	174,335	152,720	122,205	91,690	61,175	30,660	40,312	
Net Income	245,417	228,734	217,051	205,368	188,685	174,335	152,720	122,205	91,690	61,175	30,660	40,312	40,312	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	167	167	167	167	167	167	-	1,002	
Student Recruitment / Marketing	5,500	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	16,500	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	6,767	1,367	1,367	1,367	1,367	1,534	2,634	1,534	1,534	1,534	1,534	1,367	23,902	
FACILITY OPERATION & MAINTENANCE														
Insurance	2,500	-	-	-	-	-	-	-	-	-	-	-	2,500	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	2,500	-	2,500											
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	34,583	16,683	11,683	11,683	16,683	14,350	31,615	30,515	30,515	30,515	30,515	30,348	289,688	
NET INCOME	245,417	(16,683)	(11,683)	(11,683)	(16,683)	(14,350)	(21,615)	(30,515)	(30,515)	(30,515)	(30,515)	9,652	40,312	
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	245,417	(16,683)	(11,683)	(11,683)	(16,683)	(14,350)	(21,615)	(30,515)	(30,515)	(30,515)	(30,515)	9,652	40,312	

PRE-OPENING CASH FLOW 1-YEAR		BUFFALO COLLEGIATE CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2017 - June 30, 2018												
Total Revenue	280,000	-	-	-	-	-	10,000	-	-	-	-	40,000	330,000	
Total Expenses	34,583	16,683	11,683	11,683	16,683	14,350	31,615	30,515	30,515	30,515	30,515	30,348	289,688	
Net Income	245,417	(16,683)	(11,683)	(11,683)	(16,683)	(14,350)	(21,615)	(30,515)	(30,515)	(30,515)	(30,515)	9,652	40,312	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	245,417	228,734	217,051	205,368	188,685	174,335	152,720	122,205	91,690	61,175	30,660	-	
Net Income	245,417	228,734	217,051	205,368	188,685	174,335	152,720	122,205	91,690	61,175	30,660	40,312	40,312	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Beginning Cash Balance	-	245,417	228,734	217,051	205,368	188,685	174,335	152,720	122,205	91,690	61,175	30,660	-	
ENDING CASH BALANCE	245,417	228,734	217,051	205,368	188,685	174,335	152,720	122,205	91,690	61,175	30,660	40,312	40,312	

YEAR 1 BUDGET AND ASSUMPTION	BUFFALO COLLEGIATE CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2018 - JUNE 30, 2019						
Total Revenue	2,004,372	124,112	-	-	-	2,128,484	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Expenses	1,588,498	122,014	19,332	-	359,129	2,088,974	
Net Income	415,874	2,098	(19,332)	-	(359,129)	39,510	
Budgeted Student Enrollment	120	-	-	-	-	120	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	to be calculated once items are actually capitalized
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000	required escrow set aside
TOTAL EXPENSES	1,588,498	122,014	19,332	-	359,129	2,088,974	
NET INCOME	415,874	2,098	(19,332)	-	(359,129)	39,510	
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	16,703					17,737	
EXPENSES PER PUPIL	13,237					17,408	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BUFFALO COLLEGIATE CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	360,785	-	351,753	10,729	351,753	10,729	353,903	10,729	351,753	20,267	291,753	14,329	2,128,484
Total Expenses	212,661	176,976	198,311	161,781	161,781	161,781	166,781	166,781	166,781	166,781	166,781	206,781	2,113,974
Net Income	148,124	(176,976)	153,442	(151,052)	189,972	(151,052)	187,122	(156,052)	184,972	(146,514)	124,972	(192,452)	14,510
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	40,312	188,436	11,461	164,903	13,851	203,824	52,772	239,894	83,843	268,815	122,301	247,274	40,312
Ending Cash Balance	188,436	11,461	164,903	13,851	203,824	52,772	239,894	83,843	268,815	122,301	247,274	54,822	54,822
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	0.25	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
SUBTOTAL PERSONNEL SERVICE COSTS	17.75	76,521	76,521	78,021	78,021	78,021	78,021	78,021	78,021	78,021	78,021	78,021	933,250
PAYROLL TAXES AND BENEFITS		6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	83,068
Payroll Taxes		6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	83,068
Fringe / Employee Benefits		10,873	10,873	10,873	10,873	10,873	10,873	10,873	10,873	10,873	10,873	10,873	130,476
Retirement / Pension		4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	4,666	55,995
TOTAL PAYROLL TAXES AND BENEFITS		22,462	22,462	22,462	22,462	22,462	22,462	22,462	22,462	22,462	22,462	22,462	269,540
TOTAL PERSONNEL SERVICE COSTS	17.75	98,982	98,982	100,482	100,482	100,482	100,482	100,482	100,482	100,482	100,482	100,482	1,202,790
CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	15,000	15,000
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal		5,000	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	35,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	115,995
Payroll Services		161	161	161	161	161	161	161	161	161	161	161	1,936
Special Ed Services		-	-	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620	16,200
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		11,223	11,223	11,223	11,223	11,223	11,223	11,223	11,223	11,223	11,223	11,223	134,671
TOTAL CONTRACTED SERVICES		16,384	11,384	24,603	24,603	24,603	24,603	29,603	29,603	29,603	29,603	44,603	318,801
SCHOOL OPERATIONS		50	50	50	50	50	50	50	50	50	50	50	600
Board Expenses		50	50	50	50	50	50	50	50	50	50	50	600
Classroom / Teaching Supplies & Materials		-	-	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	1,730	17,300
Special Ed Supplies & Materials		-	-	432	432	432	432	432	432	432	432	432	4,320
Textbooks / Workbooks		-	27,530	27,530	-	-	-	-	-	-	-	-	55,060
Supplies & Materials other		-	-	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	1,614	16,138
Equipment / Furniture		27,960	-	-	-	-	-	-	-	-	-	-	27,960
Telephone		550	550	550	550	550	550	550	550	550	550	550	6,600
Technology		37,255	-	-	-	-	-	-	-	-	-	-	37,255
Student Testing & Assessment		125	125	125	125	125	125	125	125	125	125	125	1,500
Field Trips		-	-	840	840	840	840	840	840	840	840	840	8,400
Transportation (student)		-	7,000	-	-	-	-	-	-	-	-	-	7,000
Student Services - other		-	-	9,000	-	-	-	-	-	-	-	-	9,000
Office Expense		2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	25,800
Staff Development		1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	1,109	13,313
Staff Recruitment		131	131	131	131	131	131	131	131	131	131	131	1,575
Student Recruitment / Marketing		1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	1,283	15,400
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other		314	314	314	314	314	314	314	314	314	314	314	3,763
TOTAL SCHOOL OPERATIONS		70,928	40,243	46,858	10,328	10,328	10,328	10,328	10,328	10,328	10,328	10,328	250,983
FACILITY OPERATION & MAINTENANCE		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Insurance		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Janitorial		3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	37,200
Building and Land Rent / Lease / Facility Finance Interest		18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	216,000
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-
Utilities		3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	43,200
TOTAL FACILITY OPERATION & MAINTENANCE		26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	316,400
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	25,000
TOTAL EXPENSES		212,661	176,976	198,311	161,781	161,781	166,781	166,781	166,781	166,781	166,781	206,781	2,113,974
NET INCOME		148,124	(176,976)	153,442	(151,052)	189,972	(151,052)	187,122	(156,052)	184,972	(146,514)	124,972	(192,452)
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		148,124	(176,976)	153,442	(151,052)	189,972	(151,052)	187,122	(156,052)	184,972	(146,514)	124,972	(192,452)

YEAR 1 CASH FLOW <i>(FIRST YEAR OF CHARTER)</i>	BUFFALO COLLEGIATE CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2018 - JUNE 30, 2019												
	360,785	-	351,753	10,729	351,753	10,729	353,903	10,729	351,753	20,267	291,753	14,329	2,128,484
Total Revenue	360,785	-	351,753	10,729	351,753	10,729	353,903	10,729	351,753	20,267	291,753	14,329	2,128,484
Total Expenses	212,661	176,976	198,311	161,781	161,781	161,781	166,781	166,781	166,781	166,781	166,781	206,781	2,113,974
Net Income	148,124	(176,976)	153,442	(151,052)	189,972	(151,052)	187,122	(156,052)	184,972	(146,514)	124,972	(192,452)	14,510
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	40,312	188,436	11,461	164,903	13,851	203,824	52,772	239,894	83,843	268,815	122,301	247,274	40,312
Ending Cash Balance	188,436	11,461	164,903	13,851	203,824	52,772	239,894	83,843	268,815	122,301	247,274	54,822	54,822
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	40,312	188,436	11,461	164,903	13,851	203,824	52,772	239,894	83,843	268,815	122,301	247,274	40,312
ENDING CASH BALANCE	188,436	11,461	164,903	13,851	203,824	52,772	239,894	83,843	268,815	122,301	247,274	54,822	54,822

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BUFFALO COLLEGIATE CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,128,484	2,925,249	3,622,427	4,520,244	5,418,112	
Total Expenses		2,113,974	2,809,480	3,596,621	4,434,524	5,346,161	
Net Income (Before Cash Flow Adjustments)		14,510	115,769	25,806	85,720	71,951	
Budgeted Student Enrollment		120	180	240	300	360	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	No assumed rate increase
Per Pupil Revenue		Basic Tuition (2016-17)					
PRIMARY School District: BUFFALO CITY SD	12,505	1,500,600	2,250,900	3,001,200	3,751,500	4,501,800	\$12,505 per student; no assumed rate increase
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.) 12,505	1,500,600	2,250,900	3,001,200	3,751,500	4,501,800	
Special Education Revenue		124,112	186,512	248,224	310,624	373,024	18% SPED Enrollment; of SPED Enrollment, 30% expected to fall in the 20-59% classification at estimated additional funding of \$8,754 and 20% to fall in the greater than 60% classification at \$15,631
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		9,538	14,306	19,075	23,844	28,613	\$79.48/student in NYSTL, NYSSL, and NYSLIB funding
TOTAL REVENUE FROM STATE SOURCES		1,634,250	2,451,718	3,268,499	4,085,968	4,903,437	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		2,150	2,150	3,250	4,300	5,400	\$500 estimate per SPED student falling in greater than 60% classification
Title I		47,400	71,100	94,800	118,500	142,200	\$500 per FRL Count; 79% FRL
Title Funding - Other		3,792	5,688	7,584	9,480	11,376	\$40 per FRL count; 79% FRL
School Food Service (Free Lunch)		107,293	160,939	214,585	268,232	321,878	\$894/student average reimbursement based on FY 2017 NSLP meal reimbursement rates
Grants							
Charter School Program (CSP) Planning & Implementation		300,000	200,000	-	-	-	Balance of \$550K base allocation
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		460,635	439,877	320,219	400,512	480,854	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		30,000	30,000	30,000	30,000	30,000	
Erate Reimbursement		3,600	3,654	3,709	3,764	3,821	75% of telecom
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		33,600	33,654	33,709	33,764	33,821	
TOTAL REVENUE		2,128,484	2,925,249	3,622,427	4,520,244	5,418,112	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management	1.00	100,000	101,750	103,531	105,342	107,186	Head of School
Instructional Management	-	-	-	88,001	89,541	182,216	
Deans, Directors & Coordinators	1.50	97,250	160,765	143,002	229,646	230,182	1 DCI in Y1 with fluctuations in FTE status based on other staffing positions throughout year; addition of part time Dean of
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	66,500	67,664	68,848	70,053	71,279	1 Operations Director
Administrative Staff	1.00	28,500	28,999	29,506	60,045	61,096	1 Ops Fellow (OF); 2nd in Y4
TOTAL ADMINISTRATIVE STAFF	4.50	292,250	359,178	432,887	554,628	651,958	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	390,000	610,360	806,539	997,265	1,153,367	8 Lead and Associate teachers in Y1; addition of 4 in Y2, 3.75 in Y3, 3.25 in Y4, and 2.5 in Y5
Teachers - SPED	1.50	78,750	106,838	163,061	221,219	281,363	year after
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	1.00	28,500	28,999	59,012	60,045	61,096	1 Teaching Fellow(TF); 2nd added in Y3

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BUFFALO COLLEGIATE CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2018-19 THROUGH 2022-23					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,128,484	2,925,249	3,622,427	4,520,244	5,418,112	
Total Expenses		2,113,974	2,809,480	3,596,621	4,434,524	5,346,161	
Net Income (Before Cash Flow Adjustments)		14,510	115,769	25,806	85,720	71,951	
Budgeted Student Enrollment		120	180	240	300	360	
		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
Specialty Teachers	2.00	98,000	176,282	202,920	230,437	315,127	1 Enrich. & 1 ELL in Y1; additional half FTE Enrich added each year through Y5 reaching 3 total by Y5, 2nd ELL in Y2, 3rd ELL in Y5
Aides	-	-	-	-	-	-	
Therapists & Counselors	0.50	30,750	31,288	31,836	32,393	32,960	
Other	-	-	-	-	-	53,057	
TOTAL INSTRUCTIONAL	13.00	626,000	953,766	1,263,368	1,541,358	1,896,969	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.25	15,000	15,263	15,530	15,801	32,156	Part time nurse shared with another charter school
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	contracted service
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	Director of Talent & Development in Year 5
TOTAL NON-INSTRUCTIONAL	0.25	15,000	15,263	15,530	15,801	32,156	
SUBTOTAL PERSONNEL SERVICE COSTS	17.75	933,250	1,328,206	1,711,785	2,111,787	2,581,083	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		83,068	112,673	144,456	177,496	221,750	6.2% SSI, 1.45% Medicare, SUI of 4.1% of first \$8,500 per person
Fringe / Employee Benefits		130,476	190,647	256,023	327,274	416,374	\$6,500 per FTE for health benefits, 1% WC
Retirement / Pension		55,995	79,692	102,707	126,707	158,820	6% 401K or 403B contribution
TOTAL PAYROLL TAXES AND BENEFITS		269,540	383,012	503,186	631,476	796,944	
TOTAL PERSONNEL SERVICE COSTS	17.75	1,202,790	1,711,218	2,214,970	2,743,264	3,378,027	
CONTRACTED SERVICES							
Accounting / Audit		15,000	15,225	15,453	15,685	15,920	annual audit & 990 cost
Legal		35,000	10,150	10,302	10,457	10,614	recurring legal costs for handbook and contract matters
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		115,995	173,993	231,990	289,988	339,985	average \$1,054 cost per student
Payroll Services		1,936	2,114	2,292	2,470	2,680	Paychex as Processor; \$500 in reporting fees; \$53 for 11 employees per pay period (24); extra \$1 per employee per pay period (24)
Special Ed Services		16,200	24,665	33,379	42,350	51,582	per SPED student; services beyond what's received through BCSD
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		134,671	146,520	157,789	179,494	193,419	Tech support \$2K/month; SIS systems totaling \$45/student; Erate consulting of \$2K/yr, Back-office fees starting at \$83K reaching \$138K in Y5; \$10K BES in Y1; \$10K translation services
TOTAL CONTRACTED SERVICES		318,801	372,666	451,206	540,443	614,200	
SCHOOL OPERATIONS							1.75% year over year increase built in
Board Expenses		600	609	618	627	637	\$50/month
Classroom / Teaching Supplies & Materials		17,300	24,823	32,413	40,122	48,108	\$200/teacher; \$100/student; \$3K accelerated reader
Special Ed Supplies & Materials		4,320	6,577	8,901	11,293	13,755	\$200/sped count
Textbooks / Workbooks		55,060	27,943	28,362	28,788	29,219	\$459/student
Supplies & Materials other		16,138	24,355	32,674	41,098	49,628	\$134.48/student; includes NYSTL, NYSLIB, and NYSSL spending
Equipment / Furniture		27,960	14,152	14,327	14,504	16,675	\$108/new student; \$5K/new classroom; \$2,500 for other furniture
Telephone		6,600	6,699	6,799	6,901	7,005	\$550/month
Technology		37,255	19,300	19,590	49,014	36,275	\$700/new staff member; \$202/new student for chromebook, mouse, and headphones; \$2K/classroom
Student Testing & Assessment		1,500	2,284	3,091	3,921	4,776	\$13/student
Field Trips		8,400	12,789	17,308	21,959	26,746	\$10/student for regular trips; \$100/student for year end trip
Transportation (student)		7,000	7,000	7,000	7,000	7,000	
Student Services - other		9,000	13,703	18,544	23,528	28,657	\$75/student for uniforms
Office Expense		25,800	30,755	35,852	46,742	52,219	\$450/month per copier, growth to 4 copiers; \$75/student for copiers; \$500/month for office supplies
Staff Development		13,313	18,841	24,532	30,390	37,413	\$750/staff member
Staff Recruitment		1,575	700	700	700	825	\$100/new staff member to recruit
Student Recruitment / Marketing		15,400	10,759	12,157	13,594	11,203	website upkeep and marketing collateral
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other		3,763	4,694	6,104	7,555	9,247	\$100/staff member for staff appreciation; \$10/student for student appreciation, \$50/new staff for fingerprinting
TOTAL SCHOOL OPERATIONS		250,983	225,982	268,972	347,736	379,389	
FACILITY OPERATION & MAINTENANCE							
Insurance		20,000	23,345	25,756	28,233	30,780	\$145/student eventually trending towards a \$79/student; for D&O, Liability, and other required insurance
Janitorial		37,200	56,637	76,649	97,248	118,448	\$3/square foot for janitorial services plus \$40/student for custodial supplies

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BUFFALO COLLEGIATE 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 2018-19 THROUGH 2022-23					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	2,128,484	2,925,249	3,622,427	4,520,244	5,418,112	
Total Expenses	2,113,974	2,809,480	3,596,621	4,434,524	5,346,161	
Net Income (Before Cash Flow Adjustments)	14,510	115,769	25,806	85,720	71,951	
Budgeted Student Enrollment	120	180	240	300	360	
	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	
Building and Land Rent / Lease / Facility Finance Interest	216,000	328,860	445,057	564,666	687,764	\$20/square foot for rent for 90 square feet/student
Repairs & Maintenance	-	-	-	-	-	landlord obligation
Equipment / Furniture	-	-	-	-	-	budgeted in furniture
Security	-	-	-	-	-	included in rent
Utilities	43,200	65,772	89,011	112,933	137,553	\$4/square foot
TOTAL FACILITY OPERATION & MAINTENANCE	316,400	474,614	636,473	803,081	974,544	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	to be calculated once items are actually capitalized
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	required escrow set aside
TOTAL EXPENSES	2,113,974	2,809,480	3,596,621	4,434,524	5,346,161	
NET INCOME	14,510	115,769	25,806	85,720	71,951	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: BUFFALO CITY SD	120	180	240	300	360	
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	180	240	300	360	
REVENUE PER PUPIL	17,737	16,251	15,093	15,067	15,050	
EXPENSES PER PUPIL	17,616	15,608	14,986	14,782	14,850	
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	14,510	115,769	25,806	85,720	71,951	
Beginning Cash Balance	40,312	54,822	170,591	196,398	282,118	
ENDING CASH BALANCE	54,822	170,591	196,398	282,118	354,069	

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 (2018-19)	120	12,505	1,500,600	294,284	1,794,884	853,600,000	0.210%
Year 2 (2019-20)	180	12,505	2,250,900	440,695	2,691,595	853,600,000	0.315%
Year 3 (2020-21)	240	12,505	3,001,200	587,519	3,588,719	853,600,000	0.420%
Year 4 (2021-22)	300	12,505	3,751,500	734,980	4,486,480	853,600,000	0.526%
Year 5 (2022-23)	360	12,505	4,501,800	882,491	5,384,291	853,600,000	0.631%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	http://www.buffaloschools.org/files/1632/2016-17%20budget%20to%20board%206.8.16.pdf
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 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 2 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 3 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 4 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 5 (2022-23)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

Request 21f. Fiscal Soundness Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.



March 1, 2017

Susan Miller Carello
Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Re: Commitment of Start-Up Funds to Buffalo Collegiate Charter School

Dear Ms. Miller Carello:

We are pleased to inform you that the Building Excellent Schools Post Authorization Fund, infused through funding provided by The Cullen Foundation to Building Excellent Schools, Inc., will make available \$250,000 of start-up funds to Buffalo Collegiate Charter School for the start-up year (fiscal year 2017-2018) upon charter authorization.

These funds will be characterized as a \$250,000 grant.

The grant is given in support of the start-up needs of Buffalo Collegiate Charter School and will be contingent upon authorization of Buffalo Collegiate.

Sincerely,

A handwritten signature in black ink that reads "Linda Brown".

Linda Brown
Founder and CEO
Building Excellent Schools



March 1, 2017

SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

SUNY Charter School Institute:

The Buffalo Collegiate Charter School Founding Board of Trustees recognizes that fundraising requires the efforts of the board, as well as the staff. Fundraising from the private sector - including foundations, corporations, and individuals - requires careful planning and ongoing board involvement. While much of the day-to-day effort may be delegated to a staff member, every board member has an ongoing responsibility for helping the organization to obtain funds.

Every member of the Founding Board of Trustees plans to make an annual contribution to the school. The board has set an annual goal for Year 0 (planning year) at \$30,000. This annual goal will continue for at least Years 1-5. Working together to leverage our personal networks, we will donate and/or raise at least this amount in support of the school.

The Founding Board of Trustees hereby memorializes its commitment to donate and raise \$30,000 during the planning year, 2017-2018. We will renew our commitment annually as part of Buffalo Collegiate's annual development plan.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamel Perkins", is written over a horizontal line.

Jamel Perkins
Proposed Chairman of the Board
Buffalo Collegiate Charter School

Request 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.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- *IRS Form 990s;*
- *Audited financial statements; and,*
- *Management or Advisory Letters from the independent auditor (if applicable).*

Request is not applicable.

Buffalo Collegiate Action Plan - April 2017 through August 2018

Ownership key: P=primary, S=secondary, C=consultant

ACTIVITY	Ownership				PLAN START (assume beginning of month)	PLAN END (assume end of month)	ACTUAL START
	Head of School	Board	BES	Back office			
Student Recruitment & Admissions							
Draft recruitment plan	P	S			June-17	July-17	
Informational flyer							
Design informational flyer/packet	P	C			May-17	July-17	
Work with International Institute to translate documents					June-17	August-17	
Post flyers and leaflets in communities	S	P			July-17	April-18	
Post flyer on website	S	P			July-17	April-18	
Identify community organizations to help with awareness generation	S	P			May-17	April-18	
Work with community organizations to generate awareness & interest	S	P			May-17	April-18	
Initiate broader recruiting and marketing campaign via advertisements, etc.- (additional marketing to community)	P	S			July-17	April-18	
Enrollment Form							
Design student enrollment form	P	S	C		August-17	September-17	
Submit copy of enrollment form to authorizer	P	S			November-17	November-17	
Contact International Institute to translate enrollment form into multiple languages.	P	S			September-17	October-17	
Make enrollment form available	P	S			November-17	November-17	
Post enrollment form on website	S	P			November-17	November-17	
Information Sessions							
Secure locations for information sessions (Libraries, Delavan-Grider, Father Belle Center, WNY Resource Council, True Bethel Baptist, Friendship Baptist, Block Club meetings)	S	P			Aug-17	Apr-18	
Secure translator for info sessions	P	S			Aug-17	Apr-18	
Recruit & train volunteers for community canvassing	P	S			Jun-17	Mar-18	
Mobilize Volunteers for Community Canvassing	P	S			Jul-17	Mar-18	
Host information sessions	P	S			Aug-17	Apr-18	
Publicity Campaign							
Write English press release	P	S			Sep-17	Apr-18	
Contract translation services for press releases in other primary languages	P	S			Sep-17	Apr-18	
Distribute press releases	S	P			Sep-17	Jul-18	
Admissions Lottery and Enrollment							
Collect enrollment forms	S	P			Dec-17	Aug-18	
Final day for enrollment form submission	P	S			Apr-18	Apr-18	
Secure lottery announcer	S	P			Mar-18	Apr-18	

Secure translator for lottery	P	S			Mar-18	Apr-18
Secure lottery location.	S	P			Jan-18	Apr-18
Establish lottery protocol	P	S			Jan-18	Apr-18
Highlight lottery date on website	S	P			Jan-18	Apr-18
Post lottery date in local papers	S	P			Dec-17	May-18
Write and distribute lottery press release	S	P			Mar-18	Apr-18
Practice lottery protocol	P	S			Apr-18	Apr-18
Conduct admissions lottery	P	S			Apr-18	Apr-18
Notify families of status	P	S			Apr-18	Aug-18
Establish wait list and re-lottery process	P	S			Apr-18	Aug-18
Post notification in multiple languages re: re-lottery	P	S			Apr-18	Aug-18
Confirm acceptances via home visits	P	C			Apr-18	Aug-18
Request student records from sending schools	P				Apr-18	Aug-18
Receive student records	P				Apr-18	Apr-18
Facilities						
Find, review and tour facility options	P	S			Mar-17	Oct-17
Board of Regents Approval - NY corporation established	S	P			Sep-17	Dec-17
Reevaluate location if no site located by September 30, 2017	S	P			Oct-17	Dec-17
Negotiate lease including specifications for up fit and floor plan	S	P			Oct-17	Dec-17
Lease to be reviewed by legal counsel	S	P			Oct-17	Dec-17
Lease approved by Board	S	P			Oct-17	Dec-17
Sign lease	P	S			Oct-17	Dec-17
Secure additional financing if necessary	S	P			Nov-17	Feb-18
Perform renovations	S	P			Dec-17	Jun-18
Install tech and FFE	S				Jun-18	Jun-18
Install LAN / phones/copier	S				Jun-18	Jun-18
Complete work reserved for tenant - i.e. install of food service equipment.	S				Jun-18	Jun-18
Install building signage	S				Jun-18	Jul-18
Secure insurance required by lease	S	P			Jan-18	Aug-18
Pass final inspection and receive occupancy certificate	S	P			May-18	Jun-18
Secure COO - submit to CSI-SUNY per charter contract	S				May-18	Jun-18
Develop AHERA management plan	P	S			Jun-18	Aug-18
Governance						
Board Expansion and Transition to BoT						
Recruit and nominate Board members	S	P			Apr-17	Aug-18
Develop and ratify by-laws	P	S			Jul-17	Jul-17
Develop governance strategy						
Define role of Board members	S	P			Jul-17	Jul-17
Define relationship of Board and Head of School	P	S			Jul-17	Jul-17
Define communication methods	P	S			Jul-17	Jul-17
Define decision-making processes	S	P			Jul-17	Jul-17

Draft Policies	S	P			Apr-17	Apr-17
Arrange quote Board liability (D & O Insurance)	S	P			Mar-17	Jun-17
Secure Board liability (D & O Insurance)	S	P			Jul-17	Jul-17
Hold organizing meeting (move to formal Board of Trustees)	P	S			Jul-17	Jul-17
Develop and file articles of incorporation	P	S			Jun-17	Aug-17
Apply for tax-exemption	P	S			Jun-17	Dec-17
Develop Board Calendar	S	P			Jul-17	Jul-17
Board Structure						
Draft by-laws. Ensure entire board has copy and that critical issues have been discussed.	S	P			Mar-17	Mar-17
Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agreed upon by board.	S	P			Jun-17	Jul-17
Create job description for full board. Adopt as policy.	S	P			Jun-17	Jul-17
Create job description for individual board members. Adopt as policy.	S	P			Jun-17	Jul-17
Create job description for each of the officers. Adopt as policy. Elect officers.	S	P			Jun-17	Jul-17
Create job description for each committee chair and each committee. Adopt as policy.	S	P			Jun-17	Jul-17
Create written document that defines relationship between school leader and board. Have healthy discussion about this relationship.	S	P			Jun-17	Jul-17
Send Trustee information to SUNY (and NYSED): for each trustee - trustee financial disclosures, trustee information form, and resume.	P	S			Mar-17	Mar-17
Board Meetings						
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for Open Meeting Law.	P	S			Jul-17	Jul-17
Develop agenda format	P	S			Jul-17	Jul-17
Develop consistent format for board meeting packets (that go out at least 1 wk. prior to board meetings).	P	S			Jul-17	Jul-17
Have observers attend meetings to give feedback about process, facilitation, etc.	P	S			Jul-17	Dec-17
Develop checklist that board member could use to evaluate each board meeting. Conduct quick debrief using checklist at end of each meeting.	P	S			Jul-17	Jul-17
Approve formal meeting minutes. Minutes are legally binding - get outside party to review to make sure we are doing it properly.	P	S			Jul-17	Jul-17
Create mechanisms to keep track of attendance at all committee meetings and board meetings.	P	S			Jul-17	Jul-17
Develop board calendar and start to list critical tasks that need to happen at each board meeting,	P	S			Jul-17	Jul-17
Finalize mechanism (binder) for keeping track of all official policies.	P	S			Jul-17	Jul-17

Finalize comprehensive list of all policies that need to be created before school opening. (Look at the Policy Sampler produced by the National Center for Nonprofit Boards.)	P				Jul-17	Jul-18
School Leader						
Create a job description for the school leader (Head of School)	S	P	C		Apr-17	Apr-17
Determine performance benchmarks/measures for Head of School	S	P	C		Apr-17	Apr-17
Create a clear process for evaluating the Head of School	S	P	C		Apr-17	Apr-17
Set a salary range based on industry standards	S	P	C		Apr-17	Apr-17
Hire school leader		P			Jul-17	Jul-17
Board Development						
Create a board development plan to include orientation of new members, retreats, workshops, etc.	P	S			Apr-17	Jul-17
Host Governing Board Retreat	P	S			Aug-17	Aug-17
Fund Development/ Fund Raising						
Establish 501c3	S	P			Jun-17	Jan-18
Identify potential individual donors	S	P			Jun-17	Aug-18
Develop and implement strategy	S	P			Aug-17	Aug-18
Secure public/private grant money						
Write need statement	S	P			Jun-17	Jan-18
Write and disseminate proposals to nat'l and local govt sources	S	P			Jun-17	Jan-18
Write and disseminate proposals to local and nat'l foundations	S	P			Jun-17	Jan-18
Secure donations from individuals						
Identify prospects for cultivation	S	P			Sep-17	Aug-18
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	S	P			Sep-17	Aug-18
Plan and host series of events for securing donations	S	P			Sep-17	Aug-18
Cultivate and solicit potential donors	S	P			Sep-17	Aug-18
Administrative						
Data Management						
Create filing system	P				Dec-17	Apr-18
Develop database for student reporting (e.g. bi-weekly progress reports)	P				Mar-18	Jul-18
Develop student record organization system					Mar-18	Jul-18
Develop student attendance reporting system	P				Mar-18	Jul-18
Procurement						
Purchase supplies and materials for program	P				Dec-17	Aug-18
Secure janitorial services	P				Apr-18	Aug-18
Family Outreach						
Write family letter re: Family Orientation	P				Apr-18	Aug-18
Mail family letter re: Family Orientation	P				May-18	Aug-18
Call all families re: Family Orientation	P				May-18	Aug-18

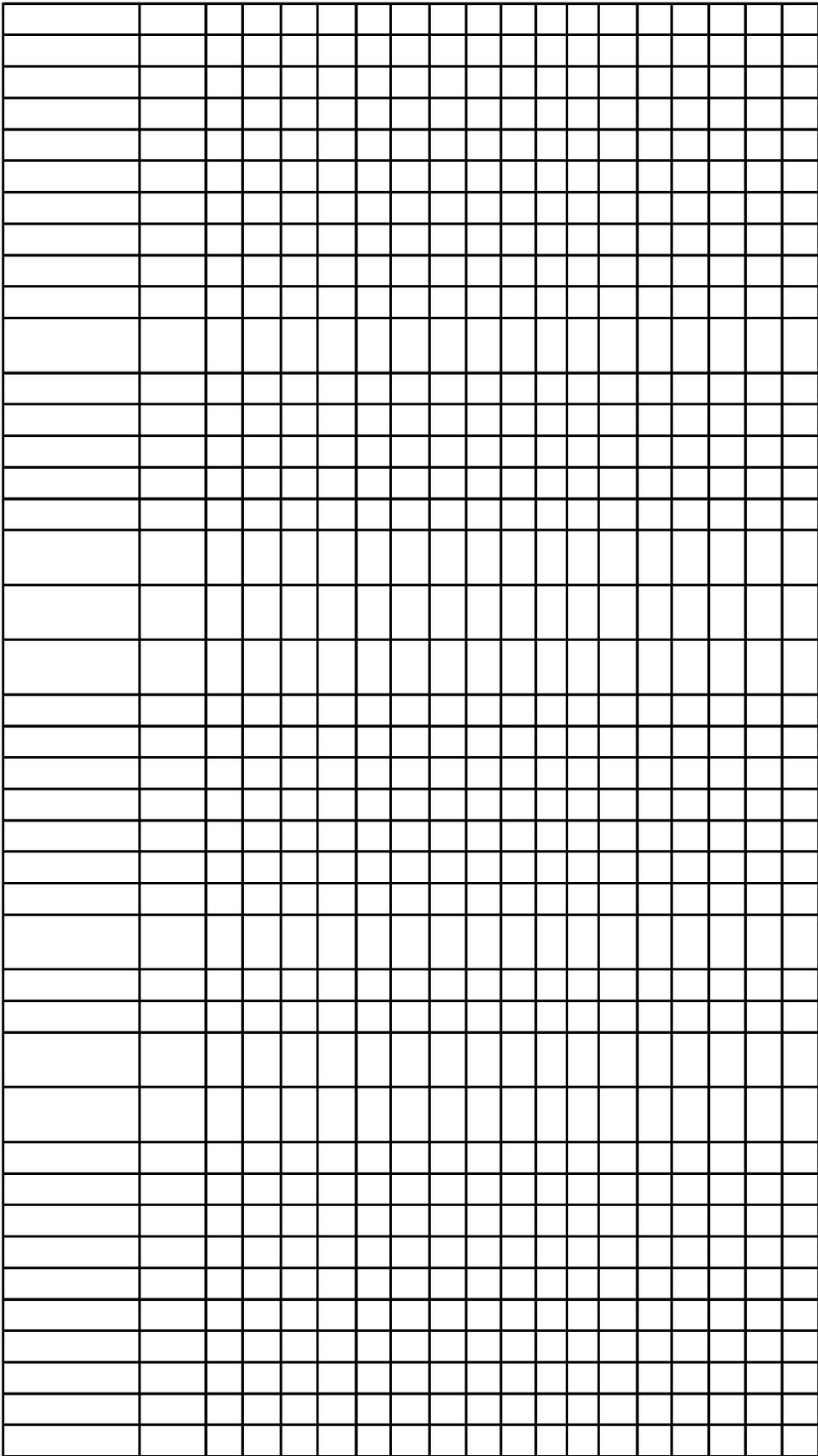
Prepare pre-opening Family Orientation protocol and materials	P				Apr-18	Aug-18
Hold pre-opening Family Orientation	P				Apr-18	Aug-18
Schedule Home Visits	P				Apr-18	Jul-18
Complete Home Visits	P				Apr-18	Jul-18
Curriculum, Teaching, and Learning						
Curriculum Development						
Collect curricular best practices from BES schools	P		C		May-17	Sep-17
Hire curriculum consultant	P	S	C		Sep-17	Nov-17
Develop trimester and end-of-year assessments for (Math, SS, Science) from exemplar resources from other high performing schools	P				Sep-17	Dec-17
Identify preliminary models for core subjects	P				Sep-17	Dec-17
Additional site visits and analyses of "best practice" charter/public schools models	P		C		Sep-17	Jun-18
Attend national and local educational conferences	P				Sep-17	Dec-17
Create and finalize Scope & Sequence for all content areas	P				Sep-17	Dec-17
Develop & write first two unit plans for all content areas	P				Sep-17	Feb-18
Create benchmarks aligned with state standards and curriculum frameworks	P				Sep-17	Feb-18
Procurement						
Purchase materials and textbooks	P				Jan-18	Jul-18
Contract with NWEA MAP, other diagnostic or adaptive learning software	P	S			Nov-17	Apr-18
Contract with other assessment providers	P	S			Sep-17	Apr-18
Pre-Assessments						
Define assessment strategy and timeline	P				Sep-17	Apr-18
Create baseline assessments and excel for data analysis	P				Jul-18	
Conduct baseline testing of all students	P				Jul-18	
Conduct NYSITELL testing	P				Jul-18	
Enter data from baseline tests	P				Jul-18	
Instructional Program (Head of School)						
Preliminary in-house benchmarks - all subjects	S				Dec-17	May-18
Create Interim Assessments - Mathematics	P	S			Sep-17	Dec-17
Create Unit Assessments- ELA, Science, SS	P	S			Sep-17	Dec-17
Finalize student handbook, code of conduct	P				Feb-18	Apr-18
Approve student handbook, code of conduct	S	P			Aug-17	Oct-17
Finalize school calendar	P				Oct-17	Oct-17
Develop class configuration - classroom model	P				May-17	Sep-17
Special Education						
Recruit Director of Student Support	P				Feb-18	Jun-18
Identify and secure specific texts and materials	S				Jun-18	Aug-18
Consult with CSE for BPS	P				Jun-18	Aug-18
Identify special education student population	P				Jun-18	Aug-18
Acquire student records - IEP	P				Apr-18	

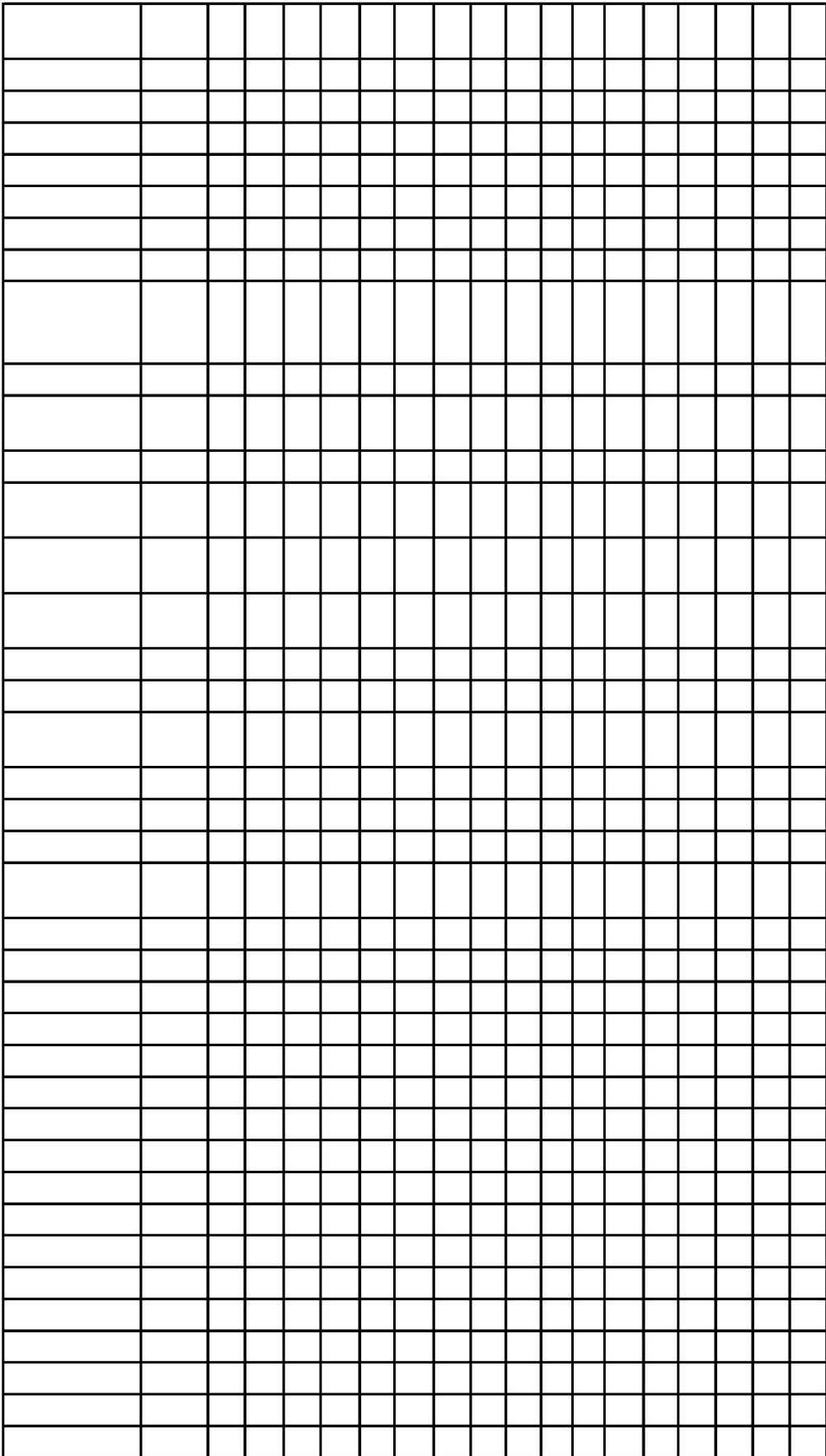
Contact and develop contracts with any necessary outside service providers	P				Apr-18		
Develop IEPs - if needed (update and review)	S				Jul-18		
Define service requirements for all SPED students	S				Jul-18		
School Culture and Climate							
Finalize daily schedule	P				Aug-17	Jan-18	
Finalize school calendar	P				Aug-17	Jan-18	
Finalize discipline policy	P				Aug-17	Jan-18	
Develop special rituals/routines	P				Aug-17	May-18	
Write school procedures manual	P				Sep-17	Feb-18	
Order all college pennants, school signage, etc.	P				Jan-18	May-18	
Financial Management							
Codify the fiscal controls and financial policies the school will employ to track daily operational finances		P			Apr-17	Sep-17	
Secure contract with Back Office Provider	P	S			Jul-17	Sep-17	
Identify check signers	S	P			Jul-17	Sep-17	
Identify check writers	S	P			Jul-17	Sep-17	
Define signature policies	S	P			Jul-17	Sep-17	
Develop financial reporting templates (budget vs. actual) and policy	S	P			Jul-17	Sep-17	
Design process forms (purchase orders, expense forms) & policy	S	P			Jul-17	Sep-17	
Appoint Treasurer	S	P			Apr-17	Apr-17	
Develop segregation of funds policy (public/private)	S	P			Jul-17	Sep-17	
Establish payroll	S	P			Jul-17	Sep-17	
Develop schedule of Board financial reviews	S	P			Jul-17	Sep-17	
Approve fiscal policy manual	S	P			Jul-17	Sep-17	
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	S	S			Dec-17	May-18	
Set up bank account(s)	P	S			Oct-17	Jan-18	
Define investment/savings strategy (where will excess funds be placed)	S	P			Feb-18	Jun-18	
Finalize cash flow plan	S	P			Jul-17	Sep-17	
Interview and hire back office provider	S	P			Aug-17	Sep-17	
Personnel							
Develop org chart and job descriptions	P	S			Apr-17	Apr-17	
Develop staff handbook	P	S			Apr-17	Apr-17	
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission	P	S			Oct-17	Jul-18	
Design the interview process (look at models)	P	S			Oct-17	Jul-18	
Finalize compensation and benefits packages	P	S			Oct-17	Jul-18	
Design a filing/documentation process.	P	S			Oct-17	Jul-18	
Identify potential recruitment opportunities	P	S			Oct-17	Jul-18	
Contact HBCUs and other universities- coordinate visits to hiring/recruitment fairs	P	S			Oct-17	Jun-18	

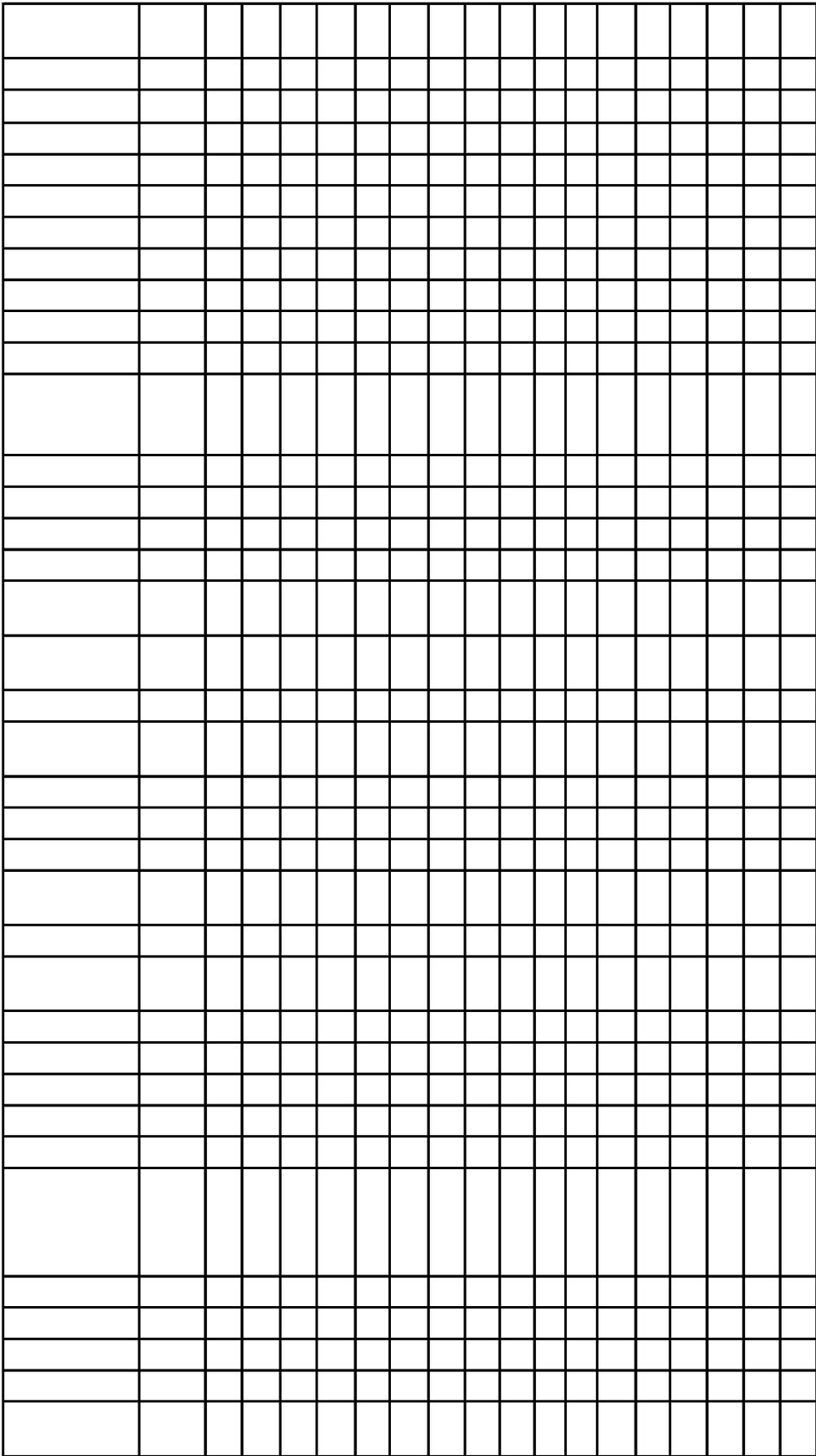
Advertise/spread job descriptions through local and online channels	P	S				Oct-17	Apr-18
Recruit and hire Director of Operations	P	S				Oct-17	Jan-18
Develop professional development plans	P	S				Dec-17	Jul-18
Block out days for interviews on a calendar	P	S				Dec-17	Jul-18
Recruit and hire teachers (place ads, etc.)	P	S				Dec-17	Jul-18
Recruit and hire other support staff (Dean, SSC, Office Mgr.)	P	S				Dec-17	Jul-18
Negotiate and sign agreements for contracted services	P	S				Dec-17	Aug-18
Define policies and procedures for evaluation of staff	P	S				Dec-17	Aug-18
Perform background checks on employees	P	S				Dec-17	Aug-18
Create various "form letters" including: 1. Postcard saying we received application; 2. Denial; 3. Interview invitation; 4. Memo of understanding (contract) about work agreement	P	S				Jan-18	Mar-18
Salary/benefits information sheet	P	S				Jan-18	Jul-18
Approve staff handbook		P				Jan-18	Jan-18
Have new staff fill out Employee Information forms (ie.emergency contact)	P					Mar-18	Aug-18
Plan and hold Summer Staff Orientation	P	S				Mar-18	Aug-18
Transportation							
Determine transportation needs	P					Feb-18	Apr-18
Contact BPS Transportation Department	P					Jan-18	Mar-18
Develop transportation routes, schedules, and emergency contacts	S					Apr-18	Jul-18
Determine and coordinate any additional transportation based on scholar enrollment t						Apr-18	Jul-18
Food Service							
Contact BPS Food Service Department	P	S				Feb-18	May-18
Define requirement (# of students-any religious/individual req)	P	S				Apr-18	Jun-18
Identify free/reduced lunch students - contact BPS	P	S				Apr-18	Jul-18
Sign contract	P	S				Apr-18	Jun-18
Develop food service plan (menu, delivery time, logistics, etc.)	P	S				Apr-18	Jul-18
Complete FRL forms	P	S				Apr-18	Aug-18
Health and Safety							
Complete all state reporting requirements	P	S				Feb-18	Jul-18
Identify doctor/nurse resources	P	S				Feb-18	Jul-18
Identify first aid resources	P	S				Feb-18	Jul-18
Develop a system for record-keeping	S	S				Feb-18	Jul-18
Develop policy for non-compliance by families	S	S				Apr-18	Jul-18
Acquire medical forms - from families (included in application and/or collected at enrollment lottery)	S	S				Apr-18	Aug-18
Check for completeness	S	S				Aug-18	Aug-18
Staff first aid training	P	S				Apr-18	Jul-18

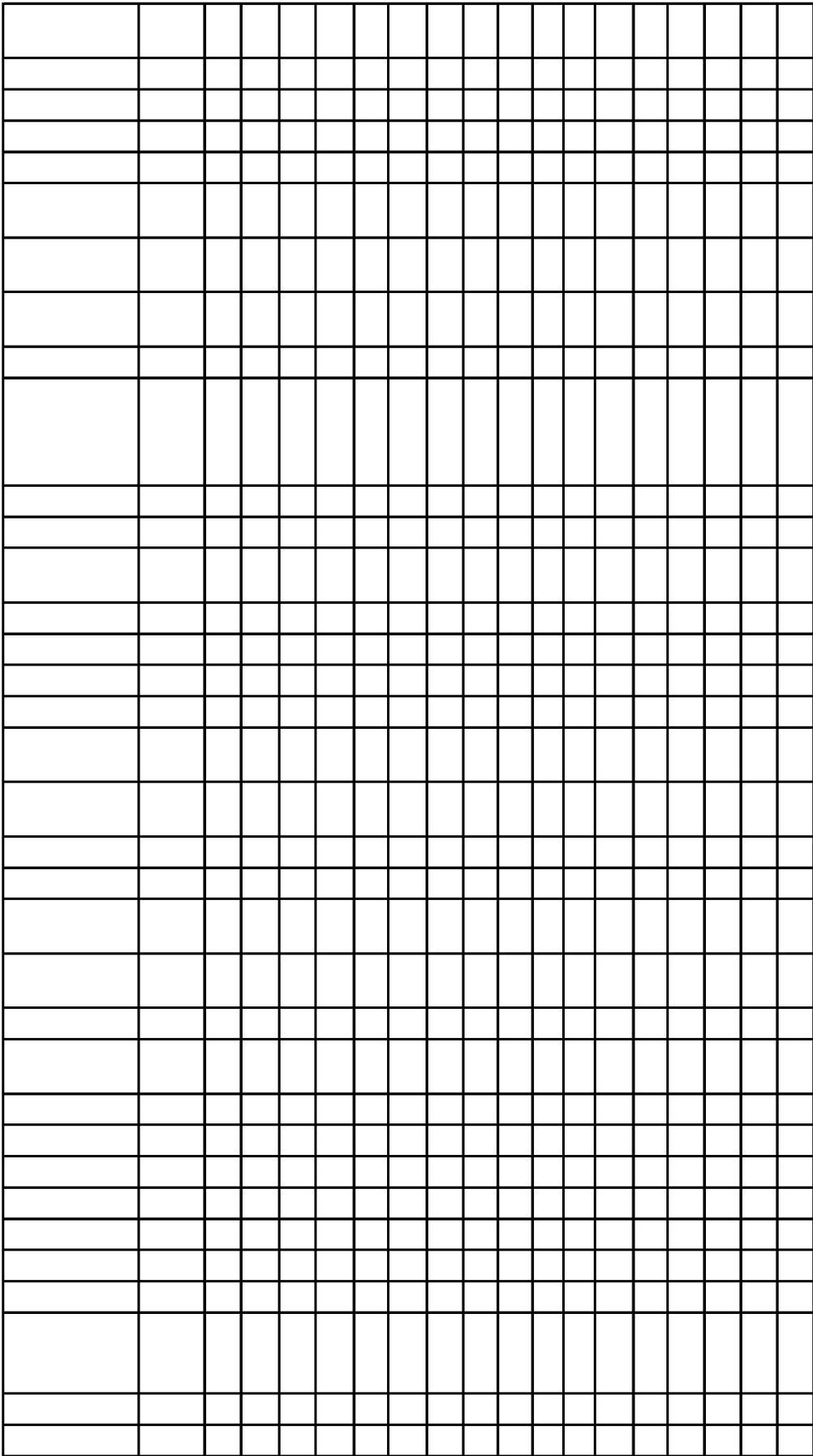
Create and distribute health and safety handbook	P	S			Apr-18	Aug-18
Purchase first aid resources	P	S			Nov-17	Mar-18
Contact police and fire departments	P	S			Nov-17	Mar-18
Undergo fire inspection	P	S			Nov-17	Mar-18
Undergo building inspection	P	S			Nov-17	Mar-18
Contact Board of Health	P	S			Nov-17	Mar-18
Develop fire drill policy, schedule, route	P	S				
Community Partnerships						
Identify community partnership opportunities (continuous)	S	P			Apr-17	Aug-18
Meet with potential partner organizations - e.g. after-school programming, tutors, mentors, guest speakers, excursions, etc.	P	S			Apr-17	Aug-18
Devise performance measures for each strategic alliance (continuous)	S	P			Sep-17	Aug-18
Families and Community						
Family/ScholarHandook(s)						
Contract for translation (Spanish, Arabic, Burmese, Karen, Nepali, Somali)	P	S			Dec-17	Mar-18
Secure a printer	P	S			Jan-18	Jan-18
Submit edited copy to printer	P	S			Jan-18	Mar-18
Distribute final copies to families/students.	P	S			Apr-18	Aug-18
Communication						
Work with graphic designer/marketing professional to update and maintain school website	P	S			Apr-17	Aug-18
Set up nonprofit mailing status with Post Office	P	S			Sep-17	Dec-17
Develop filing system to store student academic, disciplinary & health records	P				Feb-18	Jun-18
Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractions)	P				Feb-18	Jun-18
Define procedure for visitors entering building	P				Mar-18	Jul-18
Develop forms necessary to track and monitor visitors	P				Mar-18	Jul-18
Select provider for Internet access (DSL, cable)	P				Mar-18	Jul-18
Set up Intranet (so all computers are linked)	P				Jun-18	Aug-18
Write staff communication plan (define communication types, frequency, etc.)	P				Jun-18	Aug-18
Set up phone systems and answering services	P				Jun-18	Aug-18
Purchasing						
Create a comprehensive list of all items that need to be purchased through December of Year 1	P				Mar-18	Jul-18
Purchase classroom equipment and furniture	P	S			Apr-18	Aug-18
Purchase cafeteria tables and supplies	P	S			Apr-18	Aug-18
Purchase office equipment and furniture	P	S			Apr-18	Aug-18
Purchase postage meter	P	S			Jun-18	Aug-18
Purchase restroom supplies	P	S			Jun-18	Aug-18
Purchase cleaning products	P	S			Jun-18	Aug-18

Purchase library materials (classroom & whole school)	P	S			Jun-18	Aug-18
Purchase enrichment equipment/supplies	P	S			Jun-18	Aug-18
Purchase medical supplies	P	S			Jun-18	Aug-18
Purchase classroom technology	P	S			Jun-18	Aug-18
Purchase office supplies	P	S			Feb-18	Aug-18
Contract Personnel						
Hire janitorial services	P	S			Apr-18	Aug-18
Line up electrician, plumber, & handyman	P	S			Mar-18	Aug-18
Line up counselor, speech pathologist, et al.	P	S			Apr-18	Aug-18
Technology						
Write tech plan	P				Apr-18	Aug-18
Computers for teachers	P	S			Apr-18	Aug-18
Computers for students	P	S			Apr-18	Aug-18
Uniforms						
Create uniform sizing sheet					Dec-17	Dec-17
Contract student uniforms	P				Jan-18	Mar-18
Create Dress Code one pager for Family Handbook	P				Feb-18	Apr-18
Approve budget allocation for uniforms	S	P			Jul-17	Aug-17
Write financial assistance criteria	S	P			Nov-17	Jan-18









Request 23: Supplemental Narrative

Supplemental Attachments

Submit attachments, documents, etc., discussed in response to part (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

Supplemental Information

The Buffalo Collegiate Charter School (“Buffalo Collegiate”) Founding Team proudly submits this charter this proposal for review by the SUNY Charter Schools Institute.

Much like the ideals espoused by our Founding Fathers at the creation of the United States of America, we believe that our city was also founded and exists upon ideals that hold us to a lofty standard. Buffalo Collegiate is founded in the spirit of the "City of Light" and "City of Good Neighbors," two monikers that have been derived from our place in history and as an ethos that we are willing and prepared to take responsibility for and bring care to our fellow Buffalonians.

Buffalo has an opportunity. If we are truly a city of inspiration, innovation, and community pride, then we must ensure that our recent resurgence reaches all members of our city - especially our children. Throughout our country, children born into poverty are not given the same educational opportunities as children born into middle and upper class families. Buffalo has a chance to change that narrative for our nation and become a shining example of what is possible.

At Buffalo Collegiate, we do not believe that poverty is destiny.

Given the hopes and dreams of our students and their families, Buffalo Collegiate will work diligently and urgently to create a school that gives all students the education that they deserve and that will allow all children to access the college of their choice and become our next generation of leaders. With this charter, we believe that we will create a school in fulfillment of our mission – and we will once again make history in Buffalo. Through the powerful narrative of community-wide achievement through sacrifice and hope, we will, with unrelenting determination and a commitment to excellence, fulfill our mission.

We would be honored, if afforded the opportunity, to give voice to the dreams of our children, our families, and our city.

Thank you for your consideration.

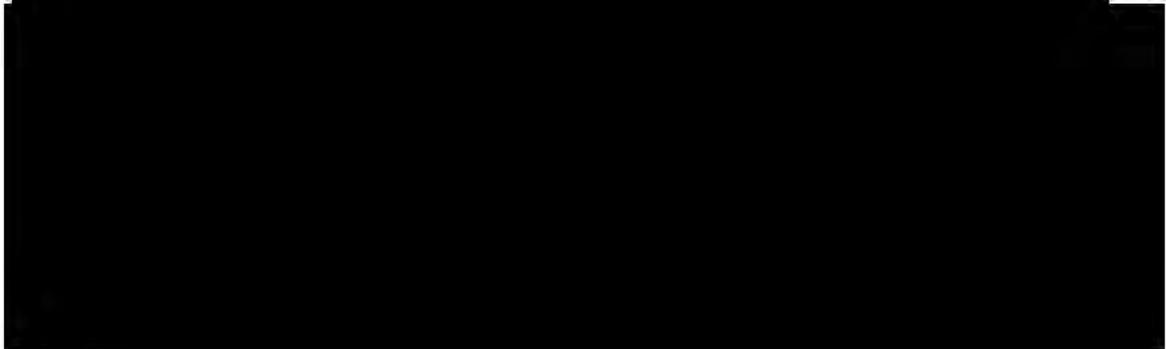
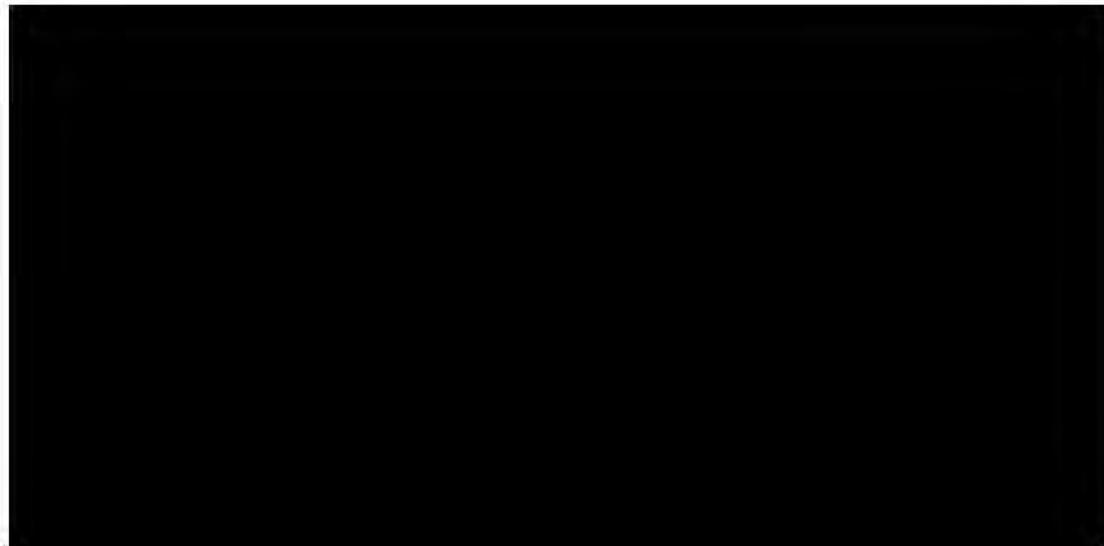
R23b: Supplemental Attachments

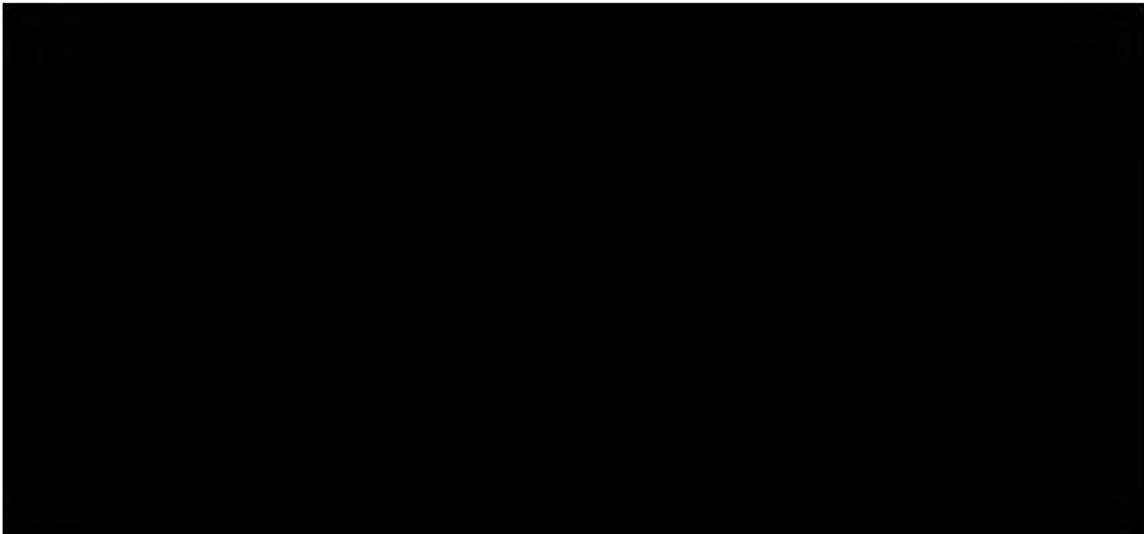
This section includes the resume of Paul Adler, BES Director of Leadership Development, who will be working closely with Lead Founder Brian Pawloski to support the launch of Buffalo Collegiate upon authorization.

Paul Adler



WORK EXPERIENCE





EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY New York, NY Masters in Educational Leadership, Summer Principals' Academy	2006-2007
<ul style="list-style-type: none">• GPA: 4.0• School Building Leader Certification for State of New York• Served as an administrative intern at school site; duties included formally observing humanities instruction, shadowing district principals, implementing curricular initiatives, conducting action research, and codifying systems and policies• Performed 450 hours of educational research	
HARVARD UNIVERSITY, Cambridge, MA M.A.T. in Mathematics Education	2003-2004
<ul style="list-style-type: none">• GPA: 3.7• Researched urban educational issues at Edwards Middle School in Boston, Massachusetts	
TUFTS UNIVERSITY Bachelor of Arts in Quantitative Economics	1996-2000
<ul style="list-style-type: none">• Cum Laude; GPA of 3.58/3.7 in major• Dean's List, 1997-2000	

OTHER AWARDS, SKILLS & INTERESTS

-
- Founder of young men's group for at-risk youth, Achievement First Brooklyn High School, 20012 – present
 - Men's basketball coach, Brooklyn Preparatory High School, 2004- 2006