

measure the degree to which students are achieving annual goals and metrics and ultimately are prepared to graduate from college at the end of their 5-12 school experience with us.

To accomplish this audacious goal for all students, we first and unapologetically prioritize the time we spend developing the key personnel upon whose performance student success relies - our teachers. Like in other professional fields, our school will always employ teachers with a broad range of experience and expertise. Our professional development program will be designed to ensure that those teachers with very little experience are provided appropriate training, as well as those who are identified as master teachers are provided with more advanced learning opportunities. Indicators of mastery are not tied to years of experience within Buffalo Creek Academy alone, but also to the measure of the success of that teaching, which for us would be the most recent student performance data. At Buffalo Creek Academy, we have internalized the concept of interdependence that exists within our school. Each function of our organization will impact and is dependent on the other.

This system thinking⁴ will allow us to align our professional development program to the needs of our special populations, core beliefs, and key design elements:

Buffalo Creek Academy Core Beliefs:

- Rigorous academics in middle and high school will prepare our students to excel in and graduate from college.
- Frequent assessments and teachers who are adamant about academic results are necessary for students to reach their highest potential.
- Every student can succeed if the school environment is values-driven, structured, safe, and free from distractions.
- All students will graduate school prepared to engage in our community responsibly.

Teacher professional development impacts the quality of instruction, instructional quality impact students learning, and student learning will determine college preparedness. Student experience will be impacted by every adult interaction, and we will use our professional development program to ensure that those interactions are as useful and beneficial as possible for our students. We will use our time together to reflect on and internalize the **LIFE Values** of Leadership, Integrity, Focus, and Excellence. Professional Development will provide training to all staff members to ensure that we personify our values, as we are the models for our students. Since we will model behaviors, decisions, and language for our students, we must ensure that our standards of conduct, decision-making, and language are aligned to our **LIFE Values**.

Leadership is a community value demonstrated by students each day through their behavior, academic achievement, positive contribution to the school community, and being a positive influence on fellow community members. Leadership is a combination of many skills which include communication, teamwork, and decision-making. Training on Leadership as a value will be scenario- and case study-based and will be made explicit regarding what Leadership looks like in members of our staff, what it looks like in students at a particular grade level, and what it sounds like in the language we will use to name, reward, and call upon behavior and action grounded in Leadership. It will culminate with teachers having the opportunity to practice teaching the Leadership value to our students explicitly at the start of the school year and then consistently weaving back to such teaching throughout the year in appropriate moments and situations.

⁴ Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday/Currency, 1990. Print.



Integrity is modeled by teachers and staff members each day by abiding by our community standards. Our teachers will be trained on how to showcase themselves as self-aware individuals who can pursue their ambitions without compromising their own values and holding themselves accountable to high standards of behavior no matter the circumstance. Training on Integrity as a value will be scenario- and case study-based and will be made explicit regarding what Integrity looks like in members of our staff, what it looks like in students at a particular grade level, and what it sounds like in the language we will use to name, reward, and call upon behavior and action grounded in Integrity. It will culminate with teachers having the opportunity to practice teaching the Integrity value to our students explicitly at the start of the school year and then consistently weaving back to such teaching throughout the year in appropriate moments and situations.

Focus will be modeled each day by teachers as they Focus both inside and outside of the classroom. This Focus will allow students to use their time well, arrive to school on time and prepared, and maintain their attentiveness during learning so that teachers can maintain an unbroken thread of instruction during all lessons and so that students can take fullest advantage of all shoulder partner work, small group work, and independent work time. Training on Focus as a value will be scenario- and case study-based and will be made explicit regarding what Focus looks like in members of our staff, what it looks like in students at a particular grade level, and the language we will use to name, reward, and call upon behavior and action that is grounded in Focus, and will culminate with teachers having the opportunity to practice teaching the Focus value to our students explicitly at the start of the school year and then consistently weaving back to such teaching throughout the year in appropriate moments and situations.

Excellence will be modeled by our teachers in lesson delivery and in managing of students. Teachers will give their very best each day and expect the same from our students. By embodying the value of Excellence in all aspects of performance, our teachers, staff culture, and the learning community we create together will bring the best out of everyone. Training on Excellence as a value will be scenario- and case study-based and will be made explicit regarding what Excellence looks like in members of our staff, what it looks like in students at a particular grade level, and what it sounds like in the language we will use to name, reward, and call upon behavior and action that is grounded in Excellence. It will culminate with teachers having the opportunity to practice teaching the Excellence value to our students explicitly at the start of the school year and then consistently weaving back to such teaching throughout the year in appropriate moments and situations.

The content of our professional development program will come from a few key sources, including but not limited to: best practices from high performing urban charter schools⁵, seminal publications on effective instructional practices such as *Teach Like a Champion* and *Reading Reconsidered*, and student performance data analysis throughout the academic year. Our professional development program will be evaluated and updated on an annual basis by the Executive Director, and by the Academy Principals as hired. Culture, curriculum, and instruction will be evaluated using organizational performance data to include, but not be limited to: student performance data, fiscal performance data, teacher retention, and teacher survey feedback results. More details on evaluation of our PD program can be found at the end of this response.

⁵ As a part of the Building Excellent Schools Fellowship, Lead Founder and proposed Executive Director Dr. Christopher Manning studied over 40 high performing charter school across the United States.

Summer Session

Teachers are knowledge-workers who require clear expectations and clear evaluation protocols and processes.⁶ We will use our Summer Session as opportunity to introduce our teachers to the school's performance evaluation system, expected use of student performance data, measurements for instructional efficacy and impact, and expectations for professional performance outside of the classroom. Before the start of each academic year, our entire school staff will come together for our four-week **Summer Session**. During this period, we will participate in a group orientation on the vision and mission. The initial sessions will be facilitated by the Executive Director and will be joined by the Academy Principals as hired. Teacher professional development topics will fall into one of three areas: Culture, Curriculum, and Instruction, **Figure 9.03** depicts the types of topics that could be found in the three areas.

Figure 9.03: Sample Summer Session Modules			
Module	Facilitator	Area	Objective
Mission & Vision	Executive Director joined by Academy Principals as hired	Culture	Teachers will be able to define the mission and describe how the mission and vision of the school impact and specifically inform the school culture and the core aspects of our academic program.
LIFE Values	Executive Director ⁷	Culture	Teachers will use school-based case studies and professional role plays to identify the LIFE Values in action for adults and students.
Core Beliefs	Executive Director ⁸	Culture	Teachers will review and explain how Buffalo Creek Academy's core beliefs specifically apply to and are exemplified within their classroom routines, ritualized language, and daily procedures, their grade level student development of these values, and their subject area's inclusion of these values.
Core Beliefs	Executive Director ⁹	Curriculum	Teachers will be trained in the area of data literacy and response to data. ¹⁰ This includes solving assessment questions themselves to identify common errors and misconceptions in order to design instructional strategies that will equip students with knowledge and skills

⁶ Frick, David E., and Peter F. Drucker. "MOTIVATING THE KNOWLEDGE WORKER. (Cover Story)." *Defense Acquisition Research Journal: A Publication of the Defense Acquisition University*, vol. 18, no. 4, Oct. 2011, pp. 368–387. EBSCOhost.

⁷ The Executive Director will train the Dean of Students to increasingly lead these sessions, as well as the Academy Principals, during Summer Session and throughout the year as such sessions are amplified and continued.

⁸ Ibid.

⁹ The Executive Director will train the Curriculum Coordinator as well as ultimately delegate this responsibility to the Academy Principals with the support of the Curriculum Coordinator and Grade Level Leads as appropriate during Summer Session and throughout the year as such sessions are amplified and continued.

¹⁰ Teachers will work in grade-level teams to review questions and solve the problems, conducting a deep analysis of the steps required to solve the problems from a student perspective. During micro-analysis, teachers will solve assessment questions themselves to identify common errors and misconceptions in order to design instructional strategies that will equip students with knowledge and skills required for mastery. For more details, please see Section R-06af Curriculum and Instruction.

			required for mastery and it includes action planning for instructional adjustments, curricular adjustments, and student/small group interventions and re-assessment.
Core Beliefs	Executive Director ¹¹	Curriculum	Teachers will receive training on the Buffalo Creek Academy Response to Intervention Program and their role(s) within that program, and with attention to our overall approach to ensuring student growth towards pre-identified metrics and our communications systems within the school and with families to ensure transparency on student growth. ¹²
Scope and Sequence / Lesson Planning	Executive Director ¹³	Curriculum	Teachers will apply their knowledge of the respective scope and sequence to make annotations ¹⁴ on the Buffalo Creek Lesson Plans provided for their subject/grade level.
100%Core Taxonomy	Executive Director ¹⁵	Instruction	Teachers will demonstrate the 100% technique and adapt their implementation based on coaching feedback in practice-based, whole group settings.

Abbreviated Days / Friday Professional Development

Each week will feature an abbreviated day (Friday) during which the entire Buffalo Creek Academy staff will come together to develop our skills in a wide range of areas to ensure every facet of our academic and operations programs is operating to the fullest benefit of our students.

As a continuation of the Summer Session, weekly teacher professional training and development will allow the Executive Director or Curriculum Coordinator, and then Academy Principals as hired and Grade Level Leads as named and developed, to model the teaching taxonomies to ensure that all teachers have extensive practice within and thus increasing mastery of core teaching methodologies that transcend content areas and are particularly pivotal in the Lower and Middle Academies. There will be times when these days will be used for the entire staff; on other

¹¹ The Executive Director will train the Student Support Coordinator to take on increasing leadership of this session during Summer Session, and then will delegate full responsibility of this to the Academy Principals as hired along with the Director of Student Support Services as hired.

¹² As mandated under the federal Individual with Disabilities Education Act (IDEA) most recently amended in 2015 as a part of Every Student Succeeds Act (“ESSA”), our RTI program will provide, on a granulated level, academic data which will be used by teachers to make the necessary changes and adjustments to ensure that students needs are being met and that measurable and adequate academic progress is being made. **For more details, please see Section R-08ad Specific Populations.**

¹³ The Executive Director will train the Curriculum Coordinator as well as ultimately delegate this responsibility to the Academy Principals with the support of the Curriculum Coordinator and Grade Level Leads as appropriate to lead these sessions during Summer Session and throughout the year as such sessions are amplified and continued.

¹⁴ The Curriculum Coordinator will oversee the lesson plan annotations for which all teachers will be responsible. Lesson plan annotations will include the prompts the teachers will use to engage students in the content, such as rhetorical questions, scaffolded questions, and will include notation of expected misconceptions. Annotations will also indicate when the teacher will provide clarity for a particular aspect of the lesson, doing such things as defining key vocabulary or exploring key figurative language, or exploring how a new concept relates to previously learned concepts. **For more details, please see Section R-06af Curriculum and Instruction.**

¹⁵ The Executive Director will train the Curriculum Coordinator as well as ultimately delegate this responsibility to the Academy Principals with the support of the Curriculum Coordinator and Grade Level Leads as appropriate to lead these sessions during Summer Session and throughout the year as such sessions are amplified and continued.



occasions, this time will be allotted to specific groups and teams within the school. The whole group meetings will be used to discuss issues and activities that have school wide significance and also to ensure the school meets all legal and ethical requirements in the areas of child protection, student safety, and required annual training. There will also be instances where trends and experiences within the school and/or a specific Academy will indicate the need for such a whole group meeting. The PD calendar will be developed with the need for such days; however, in the instance when a whole group meeting is needed and not reflected on the annual PD calendar, the school administration will make the necessary adjustments to staff schedules to make such responsive training possible. The content and grade level teams will be provided time to collaborate across grade levels in the areas of instructional planning, student performance data analysis, and behavioral management. Weekly professional development will consist of work in content teams, individual teacher coaching, and observation video review coupled with a coaching session.

Content Teams¹⁶

The content teams will work together to deepen and solidify their expertise in the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014). Teachers will use 30 minutes to review the subject-based material and then spend 1 hour and 30 minutes modelling how to teach a particular standard within the content area. Teachers will practice teaching for one another, modeling the voice level, teacher moves, directions, cadence, vocabulary, questions, exemplar response expectations, and other techniques. Pre-identified teachers will take on the role of teachers while all other teachers will take on the role of students; all teachers will have an annual training schedule that identifies when they are responsible for “teaching” to their colleagues. Teachers will be taught how to provide impactful and targeted feedback to one another after each role play as they continue to push one another towards high impact teaching within our learning community.

Below are examples of some content specific areas on which teams might focus this time.

Content Teams – English Language Arts¹⁷ (Poetry)

The team of English teachers will have time throughout the year to attend focus meetings around literacy. The team will be led by an English department lead as the facilitator.¹⁸ New York Next Generation Learning Standards, interim assessment performance, and internal metrics will be discussed, and teachers will concentrate on synchronizing their instructional methods across the classrooms. For example, in one instructional lesson, the class will read a poem. The teacher will provide a depiction of the poem’s “topic” and “theme,” distinguishing between the two, and explain how the literal words and images of the poem relate to the poem’s deeper meaning. The teacher will ask students to work on thinking job questions, with a focus on such elements as word choice, tone, metaphors, and imagery. The teacher will ask students to make a “mind movie” while s/he reads the poem aloud with expression two times. The teacher will then ask an open-ended question “What did you see?” The students will then continue to analyze the text, define key

¹⁶ As a part of the Building Excellent Schools Fellowship, Leader Founder, Dr. Manning observed this approach in content team development during a school study at Vista College Prep in Phoenix, Arizona.

¹⁷ As a part of the Building Excellent Schools Fellowship, Leader Founder and proposed Executive Dr. Christopher Manning observed these mathematical teaching techniques during a school study at BES school Equitas Academy, a CA Gold Ribbon school and K-8 charter school network in Los Angeles, CA www.equitasacademy.org

¹⁸ We anticipate beginning to name department level leads by year two but reserve the right to do so earlier should individuals on our team show the capacity to take on that role.

phrases and words, and they will annotate the text for both literal and figurative meaning and with attention to author's moves and the intended impact on the reader.

Content Teams – Mathematics and Science¹⁹ (Problem solving)

The team of mathematics teachers will have time throughout the year to attend focus meetings around numeracy and conceptual understanding of numbers and number relationships. Teachers will demonstrate best practices, such as: the teacher will put a mathematical problem on the board. The students will solve the problems on their skates (mini white-boards). The teacher will use a “show-call” to highlight student work and ask the student to explain his/her steps. The teacher will use questions like “what, how, and why” to push students to analyze the mathematical relationship and processes more deeply. As appropriate, teachers will use methods from Cognitively Guided Instruction, during which the teacher will read a problem or word story aloud three times, without any written text in front of the students, and will then have three students repeat the problem (word story) back for the class. Students will then have independent work time to apply mathematical schemas, during which the teacher will rotate, identify three students using different schemas (organized by degree of conceptual difficulty), and share those with the class. The class will then apply this activity to a similar problem, in which each student independently must show their schema (approach to solution) and explain their process.

Content Teams – Science (Reproduction)

In a demonstration lesson to other teachers, the “model” teacher will start the class with a central question around internal fertilization. The teachers, acting as students, will complete a standards-based activity that includes capturing Tier 2 vocabulary and concepts about fertilization that features all of the questions that the teacher is asking and requires application of that vocabulary and concepts in a real-world example aligned to state standards. The “teacher” will ask “students” to explain the aspects of reproduction they have already learned in previous lessons, thus applying pre-existing knowledge and deepening understanding to grade level expectations. “Students” will be expected to answer using pre-learned habits of discussion, speaking in clear and full sentences and building upon one another's ideas and contributions. The “teacher” will offer feedback for the responses from the “students” and follow-up with “why and how” questions to always ground their responses in full context and detail. The “teacher” will ask the “students” to repeat what the responding student said and to build off of that knowledge. The “teacher” will then place the “students” on task and conduct aggressive monitoring, circulating throughout the classroom as students work independently or in shoulder partner pairs on work that brings to practice the earlier lesson and discussion. At the end of the demonstration, or some part of it, colleagues will provide targeted feedback to improve the “teacher” lesson for student learning.

Content Teams – Social Studies²⁰ (New England geography in the 1760s)

In a similar demonstration lesson to their colleagues, the “students” will be tasked with completing a map that outlines how various colonies were positioned during that time period. The “teacher” will circulate the room and continuously scan for pre-established criteria for success during aggressive monitoring. The “teacher” will push the “students” to use text evidence to justify their answers. The “students” will then read out loud as all other “students” follow along. The “teacher”

¹⁹ As a part of the Building Excellent Schools Fellowship, Dr. Manning observed these mathematical teaching techniques during a school study at BES school Veritas Academy, a high-achieving, high-poverty 5-8 charter school in Springfield, Massachusetts. www.veritasacademy.org.

²⁰ As a part of the Building Excellent Schools Fellowship, Leader Founder Dr. Manning observed these social studies teaching techniques during his Leadership Residency at BES school Democracy Prep Middle School in Harlem, NY.



will ask “why” and “how” questions to the “students” after they read each passage. The “students” will be provided one minute to assess why some colonists wished to remain a part of the British Empire and then shoulder partners will be given two minutes to respond directly to the question. The “students” will then be focused on understanding the rationale of the loyalists. The “teacher” will explain three reasons why there were Loyalists and the “students” will be tasked to capture their thinking in the packet they were provided for this unit, and to provide a full written response using key Tier 2 vocabulary and core concepts as discussed within their written work.

Individual Teacher Coaching

We believe that professional development is essential for the individual teacher to grow at the fastest rate possible. Teachers will benefit from a system through which they are provided with constant support in the form of performance coaching. In order for the professional development to be effective it requires that the leaders responsible for coaching have real-time knowledge of how the teacher performs. To attain and maintain this real-time knowledge, the leader must maintain a continuous presence in the classroom. Individual coaching will be centered around one teacher and professional development for the entire staff will be carried out for organizational level goals and performance. Within the first year of operation, the Executive Director will conduct 10-minute classroom observations, twice per day, providing actionable feedback for each teacher from each observation; this role will move to that of the Academy Principal as hired. On weekly basis the Executive Director, or his/his designate as the Instructional Leadership Team grows over time, will conduct (a) 30 minutes of observations, (b) 30 minutes of feedback meetings, and (c) 60 minutes of live coaching with each teacher.

Observations/Video Review

During these sessions, the leader will focus on developing the teacher on one, or no more than two, particular approach(es) or method(s) within the classroom. These sessions will be planned and structured in a way that allows for the teacher to learn the area where their performance is meeting the standard. The teacher will also learn and reflect on a method or approach that requires improvement. The leader will provide specific evidence to the teacher from either a classroom observation or a video of the teacher teaching. The coach and the teacher will review the classroom observation or video and the coach will identify exemplar performance areas as well as the method(s) or approach(es) that require improvement. At minimum, the individual coaching feedback meeting will involve:

- Teacher highlighting strong points
- Teacher highlighting area for growth
- Coach providing feedback to the teacher’s responses
- Coach providing feedback on video, naming one or two core techniques for improvement
- Teacher practicing the technique(s) with the coach and receiving feedback
- Teacher practicing the technique(s) again

Evaluation of Professional Development

Each PD session will include a survey response that captures teacher responses to training, and goals for instruction for the upcoming week or other specified time period will be aligned directly to the goals of any individual session, and the leadership team will capture data throughout that week or specified time period to measure the degree of impact of the session on practice and ultimately on student outcomes. We will more formally review our professional development



program annually and make adjustments for continual improvement. We will also use external partners, including Building Excellent Schools and consultants, including but not limited to, Principal Andre Geddes²¹, to observe and provide critical feedback on the quality and impact of the various components of our professional development program, including our Summer Session, Friday PD sessions, content-based meetings, teacher feedback and coaching cycles, weekly observation feedback cycles, and weekly teaching practice-based meetings.

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 is driven by the following goals: (1) Students are taught by highly effective educators committed to the mission of the school and strong student learning and outcomes. (2) Teachers have clear expectations and criteria for high-quality teaching, are provided feedback according to criteria named in a teacher evaluation rubric. (3) Teachers receive individualized support and opportunities to grow professionally. (4) Teacher observations inform professional development goals and the corresponding professional development program for each subsequent year. Informed by our ongoing professional feedback loop and professional development schedule, supervision includes the following:

- **Curriculum and Instruction Planning Sessions.** We believe that teachers who operate as a team will achieve success as a team. These content-based and grade level team professional development sessions will be used to strengthen team dynamics and focus on the core of our work as teachers. For example, all sixth grade teachers will meet weekly. Planning sessions with an individual or department will be facilitated weekly by the Grade Level Leads; this will be overseen by the Curriculum Coordinator and Academy Principals (starting Y2).
- **Whole Class Observations.** These will be conducted at least three times per year, as well as on an additional as-needed basis by the Executive Director or Academy Principals (starting in Y2) and will include written and oral debrief; teachers may request a whole class observation, or it may be recommended by the Executive Director or Academy Principal.

Evaluation focuses on the core responsibilities of the teacher and the measurable academic progress of their students across all sub-groups and using state, national, and internal standards-based assessment results.

- **Time-Line.** All teachers will be evaluated annually, according to the following timeline:
 - **Beginning of Year (September/October):** Identify goals/priority areas; set formal goals; conduct formal full class observation with written feedback.

²¹ Principal Andre Geddes and Dr. Christopher Manning met while Dr. Manning was completing his leadership residency at Democracy Prep Public Schools. As a leader-in-residence, Dr. Manning worked very closely Principal Geddes and learned of his deep knowledge in the practices of Success Academy and Democracy Prep Public Schools, the two schools systems with approaches to learning that Dr. Manning believes, based on the identified community needs, would greatly benefit the proposed community.



- **Mid-Year (January):** Feedback/discussion with Executive Director or Curriculum Coordinator, delegated to Academy Principal(s) as hired; check in on goals / priority areas; identify new goals / priority areas if needed; conduct formal full class observation with written feedback.
- **End-of-Year (Mid-April - May):** Performance evaluations carried out, conducting formal full class observation with written feedback; complete written evaluation summary, provided at least 24 hours in advance of formal meeting, share-out discussion with teacher including required written self-reflection, and maintaining record of written evaluation in personnel file.
- **Increases in compensation** are set at a standard 2.5% COLA annually and we hope to be able to provide added an annual bonus structure for returning staff as informed by two factors: (1) individual performance (and thus new annual contract offered) and (2) school wide student achievement goals in math and literacy (as informed by internal goals and our Accountability Plan).²² The Executive Director will draft a teacher compensation program that aligns with these goals during the planning year, and in each succeeding year, which will be presented annually to the Board of Trustees for final approval.

²² Current budget does not provide for any annual bonuses, as it relies solely on dollars reasonably expected to be secured and does not anticipate any annual increase in revenues. Additional fund development as secured would allow us to build out a bonus structure in future years.

R-10a – School Culture and Discipline

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school’s general approach to school culture and rationale for this approach;
- Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection; and,
- How the school will maintain a safe and orderly environment

We believe that discipline requires a school community built on structure, **caring**, and accountability. When students understand that there are consistently applied consequences, positive and negative, for their behavior, actions, and decisions, they quickly learn that it is they themselves who have the control over how they experience the school day. We know that children do not wish to come to school and spend the majority of their time in school away from the wider school community or being counselled by a teacher or administrator. We know that children want to do well and behave well, and that it is our responsibility as a school community to create the cultural language, structure, and systems to allow that to happen.

We also understand that student are people who might start their days with unexpected scenarios through which they must navigate before the school bell rings; these may include issues related to the stressors of poverty, neighborhood violence, and poor overall community infrastructure. Ours is the position that school is a social experience even as it is a learning institution. We will build a culture that ensure all those who join our community have the opportunity to take full advantage of the social and educational experience.

At Buffalo Creek Academy we believe that a positive school culture is one that reinforces an inclusive environment and that we do that through (a) fostering traditions and (b) ensuring a shared language, (c) embracing our **LIFE** values¹ of Leadership, Integrity, Focus, and Excellence, and (d) embodying our **Care Factor**. As each school’s culture is unique we understand that our school culture must be one that is created to ensure the success of our student community. Student performance and other outcomes such as attendance, behavior, and graduation are also dependent on how effective, collaborative, and positive the school culture is.² With this in mind, our school’s culture will stem from the **LIFE Values** we have determined to be those learner attributes and staff attributes that will most effectively support the creation of an effective, collaborative, and positive school culture.

(a) Fostering Traditions

Figure 10.01: Traditions at Buffalo Creek Academy	
Annually	Annual Awards Ceremony, Annual Day of Service
Quarterly	Full School Town Halls
Monthly	Academy Town Halls
Daily	Advisory, Care Circles
As Needed	Care Sessions

¹ Rhim, Lauren Morando, et al. “How School Culture and Support Systems Can Improve Disciplinary Outcomes for Students with Disabilities: Mott Haven Academy Charter School Case Study.” *Center on Reinventing Public Education*, Center on Reinventing Public Education, 1 Mar. 2018. *EBSCOhost*.

² Ohlson, Matthew, et al. “A Culture of Success: Examining School Culture and Student Outcomes via a Performance Framework.” *Journal of Education and Learning*, vol. 5, no. 1, Jan. 2016, pp. 114–127. *EBSCOhost*.

Family as Partners

At Buffalo Creek we firmly believe that working with families to further guarantee a promising and prosperous future for their child is crucial to the child's success.³ As a result, the Executive Director and teachers will maintain continuous communication with families on a weekly basis. We believe that family engagement starts even before a child is enrolled at Buffalo Creek. During the recruitment phase, we will work hard to ensure that parents have all the necessary information when making the decision as to whether or not they wish to bring their child to our school, and as outlined in our school calendar, we will conduct Home Visits with each on or our newly enrolled families and conduct Home Visits for any returning families for whom we believe this touch point would be helpful. Once enrolled, we believe it is our responsibility to ensure that the families are constantly aware of the child's behavioral status and academic achievement.

(b) Ensuring a Shared Language

Each day every student will be greeted at the threshold of the school building by the Executive Director with the greeting "We **care** about you," to which the student will reply, "I **care** about my future." Our Care Sessions, outlined in **Section R-10b**, will use similar **caring** language. **Caring** will be a central focus on our school culture. Each interaction, whether it is positive reinforcement or behavioral redirection, will be complimented with a statement that has the word **care** in it, which we term our **Care Factor**.

Buffalo Creek Pledge

This pledge starts each morning, immediately after the Pledge of Allegiance, and is led by the Homeroom Teacher. Our pledge:

I care about my future, I am here to do my **best**.
I will prepare for college and develop myself with every task and every **test**.
Leadership, Integrity, Focus, and Excellence are the values at **Buffalo Creek**,
I will live by them with every action I take to have the future I am here to **seek**.

Buffalo Creek Academy School Song

This song is included in each Town Hall and will be accompanied by a student in our school mascot, the Eagle. Our song:

Rise towards the stars, for they are there from night to day,
Our eagle wings are spread out wide to catch the mighty rays,
Rise towards the moon, and sun above for all to see,
As we prepare our minds and hearts to know that truth is victory,
Eagles, Eagles, Eagles Rise!

(c) Embracing our LIFE Values

Our school culture will be driven by our **LIFE Values** of Leadership, Integrity, Focus, and Excellence. Through the continuous focus on our **LIFE Values**, staff will ensure a safe, orderly,

³ Lead Founder and proposed Executive Director Dr. Christopher Manning studied Nashville Classical Charter School in TN as a part of the Building Excellent Schools Fellowship. <http://www.nashvilleclassical.org/our-model/>.



positive, and achievement-oriented environment within the school and by doing so we will establish the culture needed for the students of Buffalo to prepare for college.

Leadership is the combination of many skills which include communication, teamwork, and decision-making. By teaching our students to act with Integrity, they will become self-aware individuals who can pursue their ambitions without compromising their own values and hold themselves accountable to high standards of behavior no matter the circumstance.⁴ We believe that having the ability to Focus is a critical skill that all learners must employ daily; academic focus will allow students to use their time well,⁵ arrive to school on time and prepared, and maintain their attentiveness during learning so that the teacher can maintain an unbroken thread of instruction during the lesson.⁶ Finally, we are steadfast in our belief that Excellence must be the medium by which every Buffalo Creek Academy student measures their own behavior, actions, and decisions. By embodying the value of Excellence in all aspects of performance, our students will be prepared for life beyond school and college.⁷

Below we provide more detail on how each value will be demonstrated by our students:

Leadership is a community value demonstrated by students each day through their behavior, academic achievement, positive contribution to the school community, and being a positive influence on fellow community members. Leadership is a combination of many skills which include communication, teamwork, and decision-making. Leadership skills are vital for students to possess to remain competitive in the 21st century. We recognize that college admission is a competitive experience and we will equip our students with the necessary skills for success. See **Figures 10.01, 10.02, and 10.03** for examples of how Lower, Middle, and Upper Academy students will demonstrate Leadership.

Integrity will be modeled each day by students who abide by the community standards, even when teachers are not watching. By teaching our students to act with Integrity, be people who hold true to their words and their commitments, they will become self-aware individuals who can pursue their ambitions without compromising their own values and hold themselves accountable to high standards of behavior no matter the circumstance. See **Figures 10.01, 10.02, and 10.03** for examples of how Lower, Middle, and Upper Academy students will demonstrate Integrity.

Focus will be modeled each day by students as they Focus while inside and outside of the classroom. Our students will develop strong Focus on their activities both inside and outside of the classroom. This Focus will allow students to use their time well, arrive to school on time and prepared, and maintain their attentiveness during learning so that the teacher can maintain an unbroken thread of instruction during the lesson. See **Figures 10.01, 10.02, and 10.03** for examples of how Lower, Middle, and Upper Academy students could showcase our Focus value.

⁴ Archer, A. "Integrity and the value of an integrated self." *Journal of Value Inquiry*, vol. 51, no. 3, 2017, pp. 435-454. <http://dx.doi.org.proxy.cecylbrary.com/10.1007/s10790-017-9587-8>.

⁵ Lead Founder and proposed Executive Director Dr. Christopher Manning studied The Brooke School in Boston as a part of the Building Excellent Schools Fellowship. <http://www.ebrooke.org/great-teaching/core-values/>.

⁶ Lemov, Doug, 1967-. *Teach Like a Champion 2.0 : 62 Techniques That Put Students on the Path to College*. San Francisco :Jossey-Bass, 2015. Print. www.youtube.com/watch?v=EC0ltKOWF_A.

⁷ Our approach to teaching students from low income and undereducated communities comes from many sources, including here from our study of Memphis RISE Academy, a BES school that has been recognized as a TN Reward School, indicating that the school is in the top5% of academic achievement and top 5% of academic growth in the state. Incubated through and continuously supported by Building Excellent Schools, Memphis RISE Academy has a school culture built on the value of excellence, starting in grade-level advisories and incorporated into the schoolwide language and values across the middle and high schools. <https://memphisrise.org/who-we-are/>.



Excellence will be demonstrated by all students in all of their academic activities and community engagement activities. Our students will give their very best for each task, each assignment, and each assessment based on our high academic standards. By embodying the value of Excellence in all aspects of performance, our students will be prepared for life beyond school and college. See **Figures 10.02, 10.03, and 10.04** for examples of how Lower, Middle, and Upper Academy students could showcase our Excellence value.

Figure 10.02: Buffalo Creek Academy Values in Action in the Lower Academy	
Action	Value
Wearing the uniform properly everyday (Leading my example)	Leadership
Arriving to on-time and prepared with the required materials for the lesson	Leadership
Accomplishing classroom job correctly as assigned by the teacher	Leadership
Having the courage to speak to an adult if they witness an incident	Integrity
Completing their classwork and life work with academic honesty	Integrity
Abiding by the rules in the restrooms, playground and hallways	Integrity
Submitting homework on time every day (focusing on academic success)	Focus
Completing classroom tasks on time	Focus
Answering a question using a full sentence when called upon by the teacher	Focus
Engaging with the school community in a respectful manner	Excellence
Fulfilling civic engagement project requirements on time	Excellence
Exhibits classroom and school pride during Care Circles	Excellence

Figure 10.03: Buffalo Creek Academy Values in Action in the Middle Academy	
Action	Value
Wearing the uniform properly everyday (Leading my example)	Leadership
Speaking in front of entire school during Tow Hall ⁸	Leadership
Accomplishing classroom job correctly as assigned by the teacher	Leadership
Having the courage to speak to an adult if they witness an incident	Integrity

⁸ Lead Founder and proposed Executive Director Dr. Christopher Manning as part of the Building Excellent Schools Fellowship studied North Star Academy in September 2018. During the school study, Dr. Manning studied a full-school Town Hall with 6th – 8th graders present. The entire school watched a video about habits and how to develop good habits. A student read out loud before video. Students were then asked to turn and speak to their partner. The staff member walked around listening to the conversations. The leader then led the entire group to reflect. Individual students discussed examples of habit development and bad homework habits. Students were motivated to speak loudly. Leader asked a 6th grade student about his habits and complimented the 6th grader’s habits.

Completing their classwork and life work with academic honesty	Integrity
Abiding by the rules in the restrooms, playground and hallways	Integrity
Submitting homework on time every day (focusing on academic success)	Focus
Completing classroom tasks on time	Focus
Answering a question using a full sentence when called upon by the teacher	Focus
Engaging with the school community in a respectful manner	Excellence
Fulfilling civic engagement project requirements on time	Excellence
Exhibits classroom and school pride during Care Circles	Excellence

Figure 10.04: Buffalo Creek Academy Values in Action in the Upper Academy	
Action	Value
Leading the student council (once in HS) or leading a committee	Leadership
Volunteering to tutor Lower and Middle Academy students for Saturday Academies	Leadership
Leading the Academy or Full School Town Halls	Leadership
Alerting school staff when they learn of a cyber-bullying situation	Integrity
Abiding by the school academic honesty policy and enforcing with classmates	Integrity
Developing their own study schedule and abiding by it	Integrity
Submitting homework on time every day (focusing on academic success)	Focus
Completing classroom tasks on time	Focus
Actively completing the university application process	Focus
Designing and carrying our civic engagement Day of Service	Excellence
Volunteering at least 100 Community Services hours by the end of 12 th Grade	Excellence
Being a community ambassador, representing community interest at city events	Excellence

(d) Embodying our Care Factor

Please see section 10b for extensive details on how we will embody our **Care Factor** and use language that demonstrates that **care** across our school community.

R-10b – Discipline Policy

Provide the school's discipline policy for general education students.

We believe that a structured and disciplined school environment is a key determinant of academic achievement and high student performance results. We believe that learning cannot occur fully, if at all, within a chaotic and uncontrolled environment. Therefore, we attribute a great deal of value to the constructs of discipline and order and providing such within a caring school environment. Further, we hold truth to the belief that it is the adults who are entrusted with the honorable roles of caring for, mentoring, guiding and educating children should do so with a clear focus on holding them accountable for their behavior.

We believe that discipline requires accountability. When students understand that when there are consequences, positive and negative, for their behaviors, actions, and decisions, it is they themselves who has the control over how they experience the school day. We know that children do not wish to come to school and spend the majority of their time in school away from the wider school community or being counseled by a teacher or administrator. We understand that students are people, people who might start their days with unexpected scenarios through which they must navigate before the school bell rings, with many of those issues related to poverty, neighborhood violence, and poor infrastructure. By providing a caring, structured, and accountable school community we believe that students will be best positioned to rise up into their best selves and develop the behaviors and mindsets needed for success in school as well as in life.

We will implement a token economy revolving around **Care Credits**.¹ This system will allow teachers to reward students for positive behaviors and consequence students for exhibiting behaviors that do not uphold the school's **LIFE Values** of Leadership, Integrity, Focus, and Excellence. Each week, students will receive five (5) shares of **Care Credit** valued at \$100 each. Individual classroom teachers will then be responsible for awarding or deducting **Care Credits** from students throughout the week. The discipline policy will be in place to provide staff and students with a system with which they can:

- Remain cognizant of how student behavior has an impact on student achievement
- Reinforce **LIFE Values** and our **Care Factor** in every interaction with students
- Provide a mechanism for students to rehabilitate after they have made a mistake
- Foster an environment intolerant of violent behavior, threatening language, or disrespect

The worth of our **Care Credits** has been determined by our **LIFE Values** of Leadership, Integrity, Focus, and Excellence. Students can earn new **CARE Credits** only by exhibiting all of core values – being professional, rising to rigorous expectations, showing initiative, demonstrating discipline, and developing endurance. At the end of each week, the Office Manager will tally the week's awards and deductions using the school's culture management system and print **Care Credit Account** statements which will be distributed to students on Fridays during Town Hall. Students must bring these paychecks home, have a parent or guardian review the paycheck and sign it, and bring it back to school on Monday. Students must maintain a certain weekly paycheck average in order to qualify to go on field trips, which will occur monthly throughout the year.

¹ Based on the Discipline Program used by BES school Liberty Collegiate Academy Charter School, a high-performing urban charter school in Tennessee recognized as a Reward School by the state based upon student growth and achievement.

Care Stock Redemption

Eligible students may redeem shares once per week during lunch on Fridays after Town Hall pursuant to Buffalo Creek Academy's Stock Redemption Plan, which allows for the redemption of shares in exchange for the receipt of mission-appropriate materials (college notebooks, pens, and t-shirts) and school supplies. Eligible students must have an average daily balance in their **Care Credit** account of \$1000 during the preceding week (Friday – Thursday). This process will be managed by the Dean of Students.

CEO Circle²

Students are inducted into CEO Circle through a rigorous process and acknowledged for their achievement during Town Hall. Eligible students must have an average daily balance in their **Care Credits** brokerage account of \$2,000 and earn five or more **Care Credits** per week over a five-week period. Students must provide two one-page essays, a teacher recommendation, and successfully participate in a brief interview with the Executive Director and other staff as may be designated. **CEO Circle** members are trained to lead and model our **Life Values**, learn to lead Town Hall, and receive certain privileges (i.e. wear college paraphernalia, transition independently in common areas with a special pass indicating their status, and redeem shares in the **LIFE Shop**³ for an achievement-oriented supplies).

Classroom Behavior Management

At Buffalo Creek Academy, teachers and staff members are expected to use preventive and interventional strategies to redirect inappropriate behavior not aligned to the school's **LIFE Values**. Based on the practices of NorthStar Academy, Vailsburg Campus, our teachers will use a combination of hand signals and narrative language to redirect behavior. Teachers are expected to provide individualized support for inappropriate behavior that falls within levels one and two. As a school built on the ethos of **care**, we will train teachers on how to frame all redirections and other behavioral management language through the term **care**. For example, if a student is not following directions and has been given a re-direction that s/he continue to not follow, the teacher would use proximity and a low-volume voice with the student, stating, "John, that is a deduction. I **care** about you and I **care** about your education; Focus on the lesson and get started."

Dean's Office and Interventions

The discipline policy is in place to ensure that students are able to spend the maximum amount of academic time learning and teachers are able to spend the maximum amount of time teaching. It is important for us that the discipline system compliment to concepts of "every minute counts" as oppose to be a distraction from learning. We accept that there will be circumstance that arise that are not those that will be resolvable during the lesson. When such an incident does occur the discipline system has a program that will allow for the teacher to maintain their attention on teaching the lesson and the student can dedicate their attention towards reflecting on and correcting their own behavior. When such an incident does occur, which cannot be quickly resolved in the lesson without causing a distraction, the teacher will complete a digital referral for

² Based on the discipline and recognition program used Intrepid College Preparatory Charter School, a TN reward school recognized for high achievement, and serving a high-poverty, high-African American, and increasingly high refugee and immigrant community.

³ LIFE Shop is based on the practices of the Tuck Shop at the British International School; as outlined in other sections of the charter application, Lead Founder and proposed Executive Director Dr. Christopher Manning previously led British International Schools abroad. Please see Dr. Manning's resume for specific details.



intervention from the Dean's Office. Based on the practices of BES school Intrepid College Preparatory Charter School in Nashville, TN and North Star Academy in Newark, NJ, the Dean's Office will be equipped with targeted forms that will allow the student to appropriately reflect on their behavior. The student will be provided with the opportunity to think through the entire incident and reflect on his or her own decision and actions. The student will make a determination as to whether or not they believe that their decision and actions led to behavior aligned to the **LIFE Values**. The student then has the ability to establish behavioral goals to ensure that such instances do not occur in the future.

The behavior reflection form will be used as a basis of discussion between the student and the Dean of Students. The Dean will be responsible for conducting one **Care Session** and scheduling and/or mediating a second **Care Session**. These sessions will focus on the **LIFE Values** and discuss what components of the student's behaviors, actions, or decisions were not aligned to our **LIFE Values**. During the **Care Session**, the following discussion sequence will occur:

- **Dean:** *"I **care** about your educational and social experience. I would like you tell me about _____, which is why we are here."* [The blank could be filled with "late to class, weekly attendance, uniform infractions, discussion with teacher, behavior in cafeteria.]
- **Student:** *"I **care** about my _____, that is why I am here."* [The blank could be filled with: my relationships with others, the safety of others, my relationship with my teacher, my professional appearance, my attendance in class, etc.]

The discussion will become fluid after this point. The Dean will allow the student the chance to explain their illustration of the situation, their actions and decisions, as well as their behavioral goals. This is the first **Care Session**.

The Dean will use the completed form to indicate outcomes from the first **Care Session** to determine whether or not the student is ready to return to class. This is based on whether or not the narrative written on the form shows that the student clearly understands what part of their behaviors, actions, or decisions was not aligned to one or more of our **LIFE Values**. It is essential that our students make clear that they are self-aware and that they hold themselves accountable for their own behaviors, actions, and decisions.

If the Dean determines that the student is prepared to return to class, the Dean will schedule the second **Care Session** with the teacher who referred the student to the Dean's Office. If either the student or the teacher requests a mediation for the meeting, the Dean will ensure that s/he is the third person at the meeting. If there is no request for mediation then the meeting will occur between the student and teacher only. In either case, the meeting must take place before the student is allowed to return to the class of the respective teacher. We do this to ensure that every learning environment consists of students and teachers who have mended relationships so that the student and teacher can both make the most of the learning and teaching opportunity in each lesson. This "circle-back" meeting would occur like this:

- **Student:** *"I **care** about our relationship."*
- **Teacher:** *"I also **care** about our relationship."*

- **Student:** *“I have reflected on my behaviors, actions, and decisions. When I _____ it was not aligned to our LIFE Value(s) of _____ [one or multiple values].”*
- **Teacher:** *“I respect your reflections, I appreciate your words, and I believe in you.”*

The remainder of the discussion would be more fluid, and results in repairing of the relationship and the authentic re-integration of the student back into the classroom.

Teacher Professional Development

At Buffalo Creek Academy, teachers will attend professional development that will enhance their ability to make meaningful and **caring** connections with their students. The professional development will feature case study and scenario-based training that will allow the teachers to practice their classroom level behavioral management techniques and critique one another, as well as engage in mock **Caring Sessions**. The professional development will feature role playing and coaching by the Executive Director. During the first year, the Executive Director will design, conduct, and evaluate this professional development. Starting in the second year of operations, the Dean of Students will take over this portion of monthly professional development that will kick off in our pre-year Summer Session.

Infractions

The Executive Director and/or Dean of Students can supplement the school’s **LIFE Code**, which is the term for the school’s Code of Conduct, with additional rules as appropriate. In addition, consequences for violations of the **LIFE Code** are subject to the discretion of Executive Director and may be supplemented and/or adjusted accordingly. A student’s prior conduct and his/her disciplinary history may be factors in determining the appropriate consequence for an infraction.

The **LIFE Code** will be enforced at all times. Students must adhere to the **LIFE Code** when at school, on school grounds, participating in a school-sponsored activity, using technology/social media, and on the way to or from school or a school-sponsored activity. Serious misconduct outside of the school may be considered a school disciplinary offense when the misconduct or the student’s continued presence at the school has or would have a significant detrimental effect on the school and/or has created or would create a risk of substantial disruption to the work of the school. Below are details on the various levels of infractions and possible school responses.

- **Level 1: Infractions⁴**
 - Engaging in minor disruptive/disrespectful behavior (including noise level at any time)
 - Failing to follow directions
 - Arriving late to school/class or violating the school’s attendance policy
 - Violating the Dress Code
 - Littering on school grounds or causing minor damage to school property
 - Going to areas within the school building without permission or at undesignated times
 - Inappropriate noise levels in lunchroom, gym, and/or during arrival/dismissal
 - Being unprepared for class (including, but is not limited to, not completing homework)
 - Wearing clothing or other items that are unsafe or disruptive to the educational process
 - Failing to obtain required signatures on assignments or documents as requested

⁴ Based on the Discipline System of the Success Academy Network.

- **Level 1: Possible School Responses, Interventions, and Consequences**
 - Verbal or non-verbal warning by school staff
 - Reminder of appropriate behavior and task at hand
 - Loss of privileges
 - Other in-school disciplinary action
 - Detention⁵
 - Other consequences/interventions deemed appropriate by school

- **Level 2: Infractions**
 - Committing repeat Level 1 Infractions
 - Using school equipment without permission, improperly, or in an unsafe manner
 - Unauthorized possession or use of a cell phone
 - Verbally or physically disrespecting a fellow student, whether in person or through the use of the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in similar behavior
 - Verbally or physically disrespecting faculty, staff, other school community members, or other adults whether in person or through the use of the Internet, social media, or other technology, by being disrespectful or rude, disobeying instructions, refusing to accept a consequence, or engaging in similar behavior
 - Consistently arriving late to school/class or violating the school's attendance policy
 - Disrupting class or educational process in any way at any time (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.)
 - Leaving class, school-related activity, or school premises without school authorization
 - Posting, viewing, or distributing inappropriate or offensive materials

- **Level 2: Possible School Responses, Interventions, and Consequences**
 - Conversation with school administrator
 - Meeting between school staff, student, and/or parent/guardian
 - Verbal or written apology to community
 - Non-participation in school activity (including, but is not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
 - Detention⁶
 - Suspension
 - Other consequences/interventions deemed appropriate by school

- **Level 3: Infractions**
 - Committing repeat Level 2 Infractions
 - Seriously disrespecting a fellow student, faculty, staff, or other school community member, whether in person, in writing, or through the Internet, social media, or other technology, by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures
 - Exhibiting blatant and repeated disrespect for school policies, community, or culture
 - Violating the Technology, Internet Safety, and Social Media Acceptable Use Policy⁷

⁵ Due to our longer day and to ensure the safety of our students at the end of the day, we will hold Detention during the lunch period, which will disallow a student in Detention from socializing with their peers and will give opportunity to reflect on and learn from their poor behaviors, decisions, or actions.

⁶ Ibid.

⁷ We will develop and the Board will approve this policy prior to the start of the school's first year of operation; copy of the policy will be provided within the Student and Family Handbook, given to each family in their home language before the start of the school year, and will be reviewed with students at the start of each school year.

- Forgery
 - Lying or providing false or misleading information to school personnel
 - Engaging in academic dishonesty (including, but not limited to, cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration)
 - Tampering with school records, documents, or materials
 - Falsely activating a fire alarm or other disaster alarm
 - Making threats of any kind, whether in person or through the use of the Internet, social media, or any other technology
 - Vandalizing or misusing school property or property belonging to any member of the school community (including, but not limited to, writing on desks or books, damaging property)
 - Stealing or knowingly possessing property belonging to another person without proper authorization
 - Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects
 - Engaging in physically aggressive behavior (which includes, but is not limited to, "play fighting" or horseplay)
 - Repeatedly failing to attend class, school, or any school activity or event and/or repeatedly violating the school's attendance policy
- **Level 3: Possible School Responses, Interventions, & Consequences**
 - Conversation with school administrator
 - Meeting between school staff, student, and/or parent/guardian
 - Verbal or written apology to community
 - Non-participation in school activity (including, but not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
 - Detention
 - Suspension
 - Expulsion
 - Other consequences/interventions deemed appropriate by the school
- **Level 4: Infractions**
 - Committing repeat Level 3 Infractions
 - Committing an infraction after repeated suspensions and/or other disciplinary actions
 - Engaging in gang-related behavior (including, but not limited to, wearing gang apparel, making gestures, or signs)
 - Destroying or attempting to destroy school property or property belonging to any member of the school community
 - Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including, but not limited, to sexual harassment, sexual misconduct, and physical or sexual assault
 - Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of the school community
 - Using social media, technology, or web-based tool to impersonate, create false profiles/personalities, accessing systems w/out authorization (i.e., "hacking"), or engaging in similar deceitful behavior on platform or school-issued or personal device
 - Defaming members of the school community, students, or staff
 - Threatening violence or harm (including by claiming to possess a weapon)
 - Engaging in behavior that creates a substantial risk of or results in injury/assault against any member of the school community
 - Gambling

- Possessing, selling/sharing, or using alcohol, tobacco products (including cigarettes, e-cigarettes, and “vaping”), or illegal or controlled substances
- Participating in an incident of group violence
- Possessing anything that could be considered as a dangerous object
- Engaging in any criminal or illegal activity
- **Level 4: Possible School Responses, Interventions, & Consequences**
 - Meeting between school staff, student, and/or parent/guardian
 - Non-participation in school activity (including, but not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
 - Suspension
 - Expulsion
 - Other consequences/interventions deemed appropriate by the school

Detention

A student who violates the may be given detention for one or more days at the school’s discretion. Detention must be served the day it is issued, in its entirety. Failure to serve a detention, in whole or in part, may result in a suspension.

Suspensions and Expulsions

Suspensions

A student who violates the **LIFE Code** may be suspended from school for one or more days.

A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of five days or fewer.

Examples of infractions that may warrant a **one-day suspension** include, but are not limited to:

- refusing to respect teachers, staff, or leadership,
- intentionally cursing, or
- hitting another student.

Examples that may warrant a **three-day suspension** include, but are not limited to:

- repeat of conduct that warranted 1-day suspension,
- cheating,
- physical violence toward a teacher,
- theft or vandalism, or
- inappropriate use of technology or social media.

Examples that may warrant a **five-day suspension** include, but are not limited to:

- repeat of conduct that warranted 3-day suspension,
- physical assault of staff members or school safety agents,
- inappropriate sexual conduct, or
- use or possession of drugs or weapons.

A long-term suspension refers to the removal of a student for disciplinary reasons for a period of more than five days.



If a student is suspended, the parent(s)/guardian(s) will be notified by a member of staff via phone, email, or in person and will receive a suspension letter within 24 hours. The parent(s)/guardian(s) must make arrangements with the school for alternative instruction for their child during the suspension. Parent(s)/guardian(s) are required to meet with Executive Directorship on the first day the suspended student returns to school. These meetings are the most important part of any suspension and discussions about the future and preventing the incident from happening again.

Expulsions

Students who reach 10 suspension incidents may be subject to expulsion. Further, any student who commits a serious violation of the **LIFE Code** may be expelled regardless of the number of suspension incidents.

Examples that may warrant an expulsion include, but are not limited to:

- physical or sexual assault,
- bullying,
- engaging in criminal or illegal activity,
- use, possession, or sale of weapons, alcohol, or drugs,
- major integrity violations,
- threatening or attempting any behavior that could warrant an expulsion,
- Level 3 and Level 4 infractions.

Discipline and Special Education

In the case of a special education student, or a student who receives 504 accommodations, Buffalo Creek Academy Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.

Prior to recommending expulsion for a Section 504 student or special education student, the Executive Director or Academy Principal will convene a review committee to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

R-10c – Special Education Discipline Policy

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

Buffalo Creek Academy Charter School ("Buffalo Creek Academy") will 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.

Buffalo Creek Academy will work in collaboration with the CSE for Buffalo Public Schools ("BPS") to support the needs of all students with disabilities. We will establish a strong and proactive relationship with BPS to ensure we are receiving and providing as many coordinated services as our students need to meet the service requirements, minutes, and goals of their IEP or 504 Plans.

At the start of each school year, our Student Support Coordinator¹ (a licensed special educator in the State of New York) will conduct Functional Behavioral Assessments for any student who is at risk for behavioral issues and may need a Behavior Intervention Plan ("BIP"). For a student who is identified as needing additional support, our Student Support Coordinator will write a 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 Student Support Coordinator will give training to each teacher who works with the student directly so that the plan can be implemented consistently and fully throughout the school. Student BIPs will be outlined in our school's student database to make information easily accessible to teachers and staff on an ongoing basis.

As stated, and with the assistance of other licensed special educators as needed, the Student Support Coordinator will create the BIPs for individual students. The Student Support Coordinator will also be responsible for the training of teachers in using and following the BIPs. Updates to student BIPs will be shared immediately upon completion and reviewed as needed throughout the year at Friday professional development sessions. If at any point during the year the BIP appears 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. The Student Support Coordinator, 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 supports needed to complete the assignments throughout the day.

For disciplinary infractions that merit a long-term suspension that would exceed ten (10) consecutive school days or ten (10) days for the school year, 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 that the student 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

¹ We will hire a Student Support Coordinator in Y1 of the proposed school and maintain that position in Y1 through Y4. Due to the increased size and needs of the school, that role will become Director of Student Support Services in Y5. All references in this response to the Student Support Coordinator will belong to that role in y1 through Y4 and transfer to the Director of Student Support Services in Y5; both roles will be filled by New York State licensed special educators.



will still provide the student with the same educational services, including access to missed work, and supports to catch up from the days missed and continue to meet the goals outlined in their IEP and those of the general education classroom. The student will also receive support from the Dean of Students and Student Support Coordinator to ensure that the behavior does not happen again. The Student Support Coordinator 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 Student Support Coordinator, with the support of the Executive Director and other Learning Specialists as appropriate, will conduct a functional behavioral assessment. We will work in collaboration with the Buffalo Public School CSE to ensure that there is 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, the Executive Director will request that the Student Support Coordinator 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 or any appropriate services being provided by the school. The school will then hold a hearing in which the Student Support Coordinator, Executive Director, parents of the student, representation from the CSE, and a general education instructor will all be present. If it is shown 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 on behalf of the school the Student Support Coordinator will coordinate all communication with the CSE.

R-10d – Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

At Buffalo Creek Academy, we believe that Excellence is a **LIFE Value** that applies to all actions, decisions, and behaviors of staff members and students of our school. The uniform policy specifically reflects our expectation of Excellence. All staff members will ensure that the uniform policy is adhered to at all times. Uniforms will be checked each day upon arrival as part of the daily routine. Teachers and staff members will also check school uniforms throughout the day to ensure uniformity and ensuring the safety of and our high expectations for our students.

Figure 10.05 lists the uniform items that are allowed to be worn at Buffalo Creek Academy. Beginning on the first Monday of October, in response to the change in weather, students may wear the blue sweatshirt with the Buffalo Creek Academy logo.

Shirts must be tucked in at all times, with the only exception being with the physical education (PE) uniform. The PE uniform does not require that the shirt be tucked in during PE activity to allow for mobility. Students are allowed to wear their PE uniform for the entire day that they have PE. In this case, students must ensure their shirts are tucked in when not doing a PE activity. All shoes worn during school hours must be all black dress shoes; students may wear all black running shoes/sneakers for the purpose of PE only and on PE days. Student may not wear PE shoes with the formal school uniform.

Families will be provided with an **initial issue** of a full uniform set. The **initial issue** will include one cardigan sweater, two polo shirts, one pair of slacks, and one belt; families are expected to purchase socks and shoes, as well as the PE uniform of sweatpants and t-shirt, both of which will be of nominal cost. It is expected that the uniform is kept clean and free of holes. All families will be provided with the uniform vendor information so that they may purchase additional uniform items as required. Families may only purchase school uniforms from the vendor that the school selects to ensure uniformity. The school will work with families to ensure that uniforms are provided to each student with minimum cost incurred by the families. Our school will look to partner with local vendors to assist with laundry services.

Figure 10.05: Buffalo Creek Academy Uniform Requirements	
Category	Requirement
Shirt/Top	<ul style="list-style-type: none"> • Beige polo shirt with the Buffalo Creek Academy logo. • Optional navy-blue cardigan with Buffalo Creek Academy logo • Navy blue sweatshirt with Buffalo Creek Academy logo
Pants/Belt	<ul style="list-style-type: none"> • Dress pants or dress skirts; shorts, capri pants, spandex material, and corduroys are not permitted • Solid black belt; belt can extend one inch beyond the belt buckle • No pockets, loops, or straps on pants or skirts below the hip level; Rubber bands not permitted around pants • 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

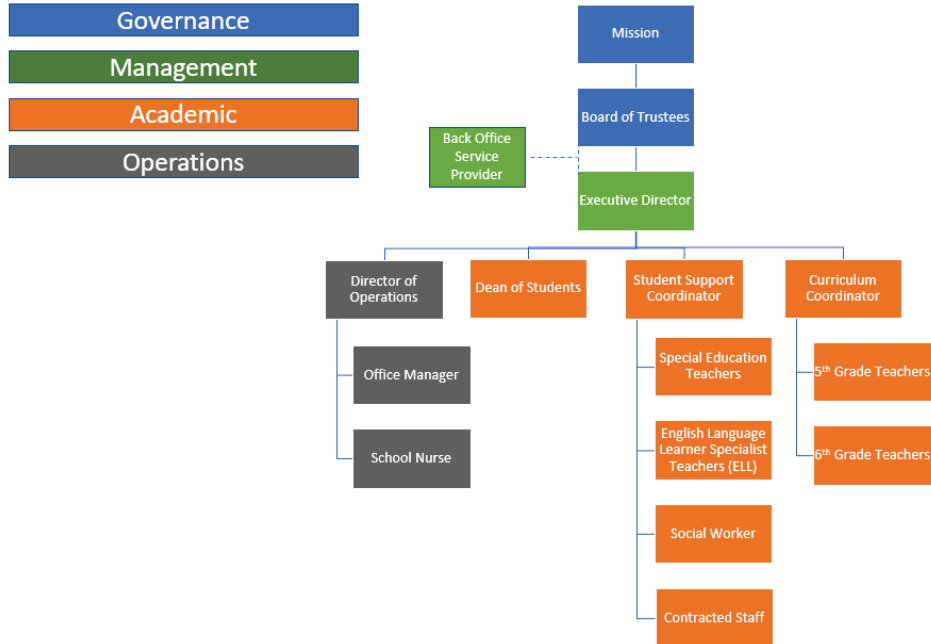


	<p>not permitted (including joggers); pants must not be too baggy or too tight nor torn or frayed; Other clothing must not be visible under pants</p> <ul style="list-style-type: none">• Skirts must be knee length or longer; skirts are not allowed; if a student is wearing a skirt, socks or tights must be solid black, grey, or white• If student chooses to wear a belt, the belt must be solid black• Belts are required on pants; belts may be solid brown or black.
Footwear	<ul style="list-style-type: none">• Solid black dress shoes and optional solid black boots during winter months• Dress shoes or all black shoes required; shoelaces must be of solid color; shoes are acceptable only if they cover more than half of the top of the foot and do not have more than a 1" heel; visible logos must be entirely black• Flip-flops, stilettos, stacks, platform shoes, moccasins, and sandals (shoes with exposed toes) are not permitted• Shoes must be laced up, with tongue inside, and tied securely; pant legs must be worn over the shoe
Jewelry	<ul style="list-style-type: none">• Earrings must be small studs and hoops must be no larger than one inch in diameter• All necklaces must be tucked inside the shirt• No distracting makeup is permitted• Perfume and scented lotion are not permitted out of respect for members of the community with allergies• Sweatbands or distracting wrist wear are prohibited
Hair and Headwear	<ul style="list-style-type: none">• No headwear with exception of;<ul style="list-style-type: none">○ Solid color elastic ties○ Religious headwear• 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• Headband width should be no more than 4"
Gym Uniform	<ul style="list-style-type: none">• Brown sweatpants with school logo• Brown t-shirt with school logo• Brown sweatshirt with school logo (optional)• Brown shorts with school logo (optional)• May be worn in any combination, only during PE<ul style="list-style-type: none">○ Student may wear their PE uniform all day on the day of PE

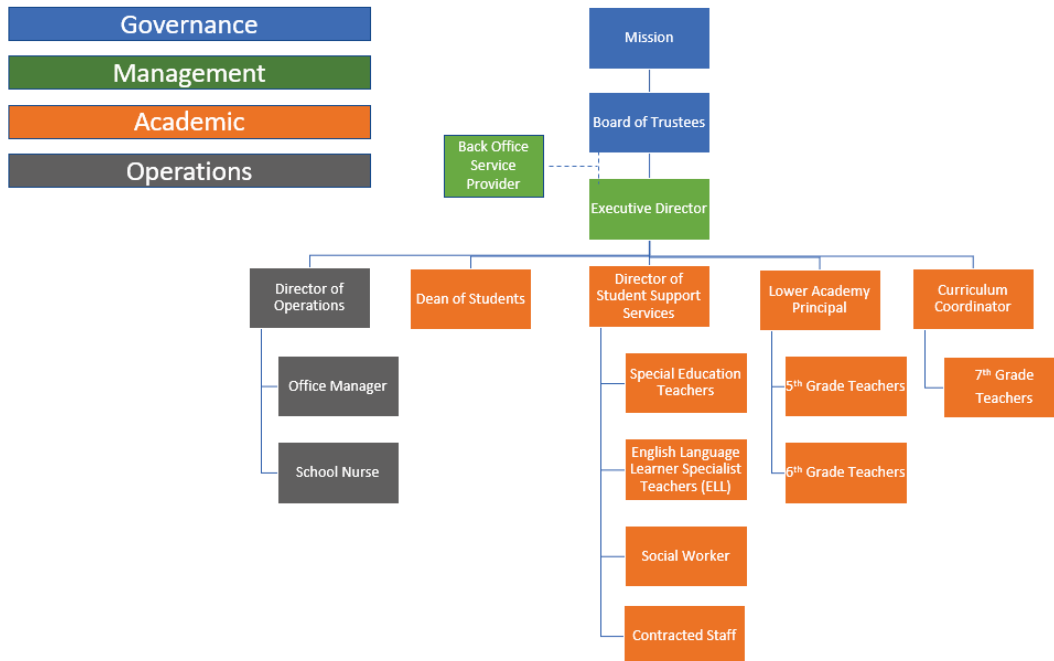
R-11ab – School Management and Leadership

a. Organizational Chart

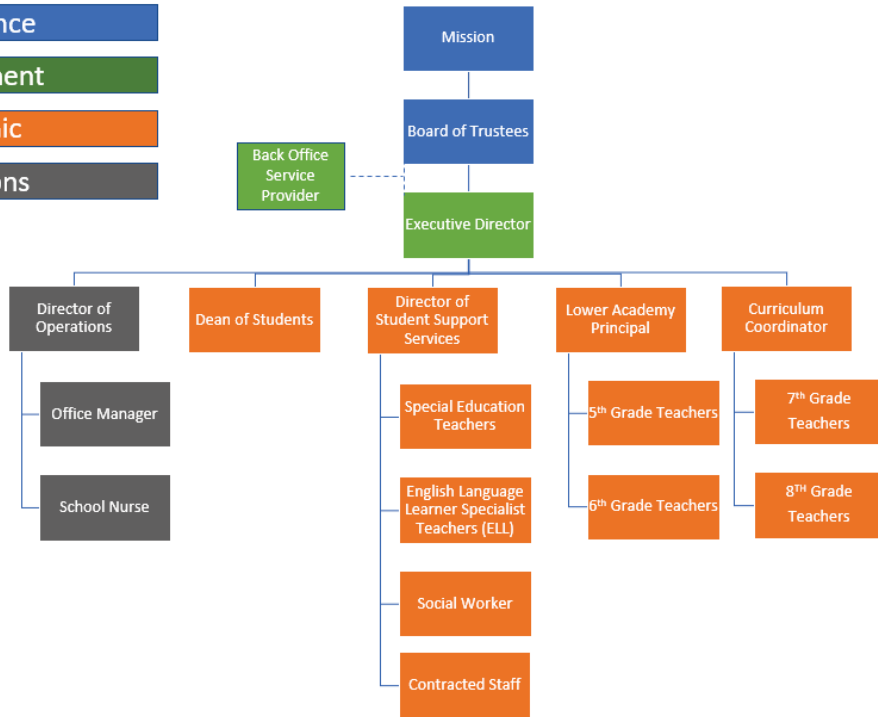
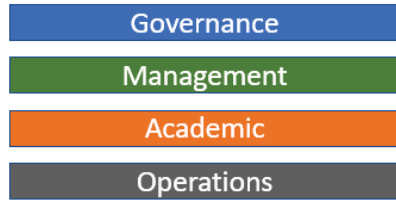
Year 1



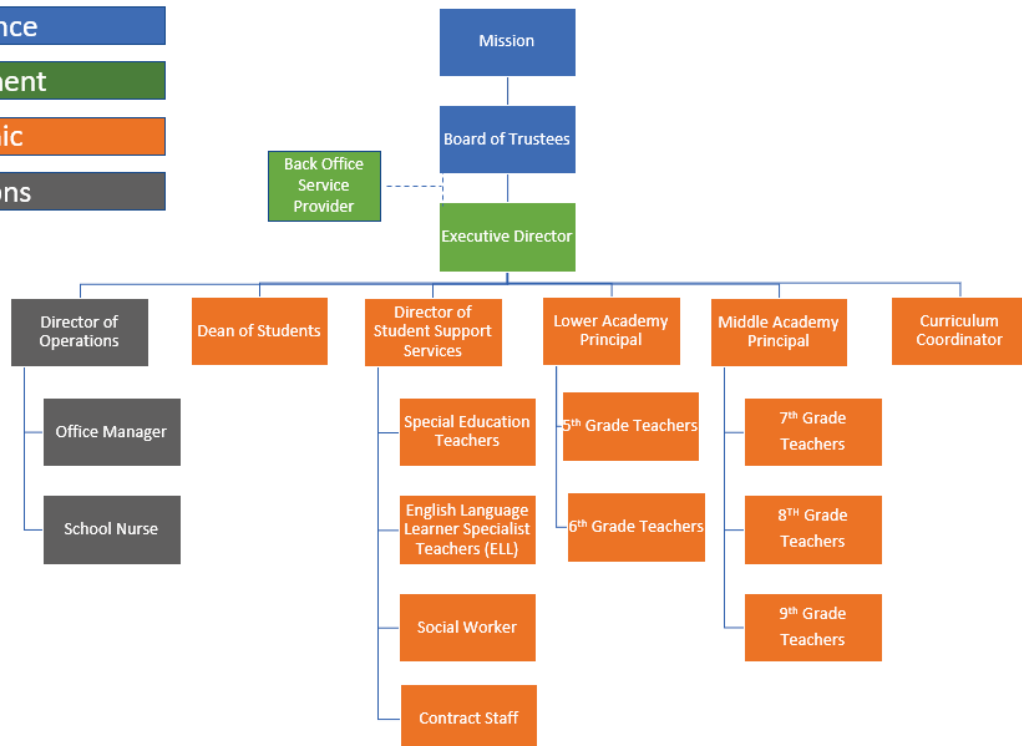
Year 2



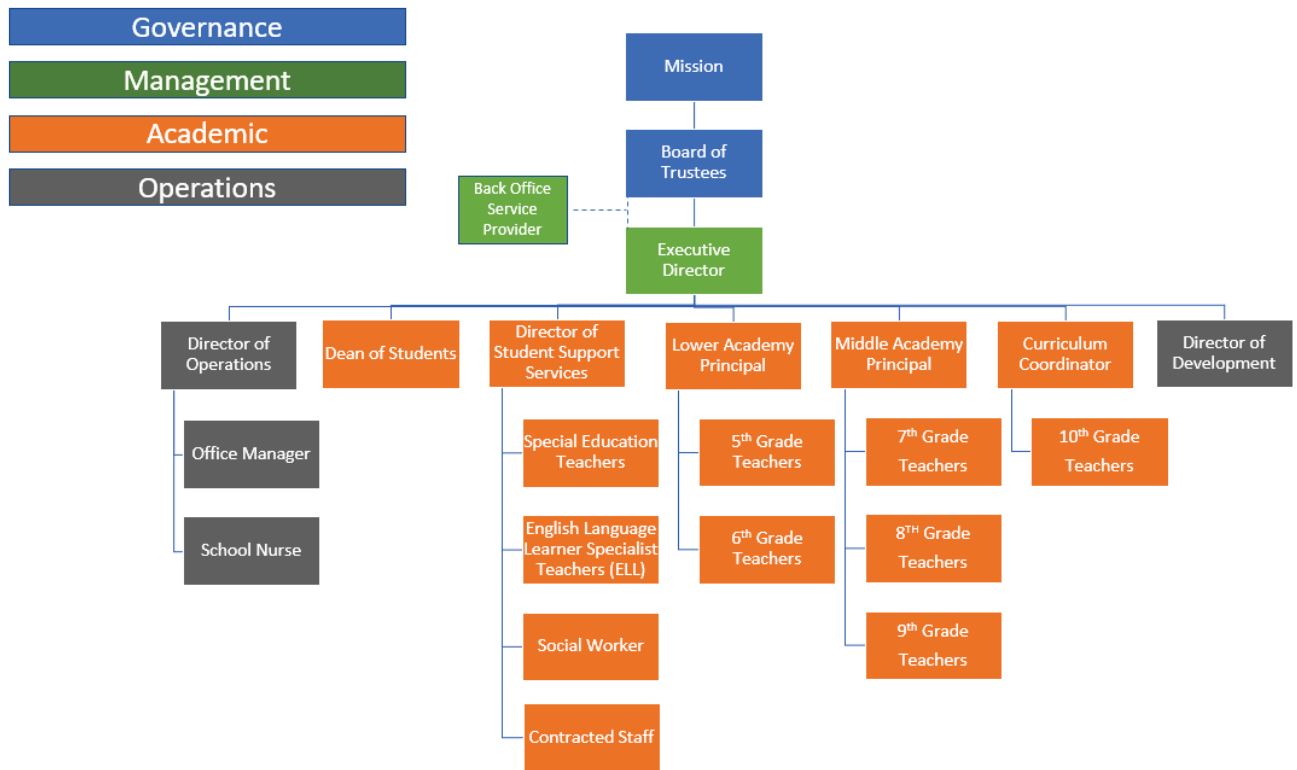
Year 3



Year 4



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. The narrative should:

- Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
 - The process and criteria the school will use to select the school leader;
 - Who has been, or will be involved in the selection process; and,
 - The role of any CMO or partner organization (if any) in the selection process.

Hiring and Evaluation of the Executive Director

Upon authorization, the Board will approve the Executive Director’s formal job description, establish compensation for that position, and vote to hire our Founding Executive Director. We have identified the Founding Executive Director in Dr. Christopher Manning and will not undergo a formal interview process as Dr. Manning’s work of the past multiple months serve as strong indicator of his suitability for the role. We will conduct formal background check as required prior to finalizing the hire. In all future years, there will be a full and formal hiring process as we may need to hire for this position. Details of such hiring process are detailed within this section.

The Executive Director will report to the Board formally each month in open meetings, work with its committees, and be evaluated by the Board each year. All management responsibilities belong

to the Executive Director, who will hire, manage, support, and evaluate all staff members and who will build a leadership team to which s/he will increasingly delegate management responsibilities. Opening with 112 students in Year 1 (grades 5-6), maximum capacity during the charter term will be 336 students (grades 5-10); maximum capacity at scale will be 448 students (grades 5-12). All staffing decisions and organizational structure/reporting lines are in response to the growing needs of the school in alignment with our mission.

In Year 1: The Executive Director will work with the Back Office Provider contracted by the Board of Trustees and will supervise the Director of Operations, Dean of Students, Student Support Coordinator, and Curriculum Coordinator.

- Director of Operations will supervise the Office Manager and School Nurse
- Student Support Coordinator will supervise the SPED Teacher, ELL Teacher, Social Worker, and Contracted Staff (e.g., Speech and Language, Occupational Therapy)
- Curriculum Coordinator will supervise 5th and 6th Grade Teachers

In Year 2: All position will remain the same except:

- Student Support Coordinator becomes Director of Student Support Services
- Lower Academy Principal is hired and will supervise 5th and 6th Grade Teachers
- Curriculum Coordinator will supervise 7th Grade Teachers

In Year 3: All positions will remain the same except:

- Curriculum Coordinator will supervise the 7th and 8th Grade Teachers

In Year 4: All positions remain the same except:

- Middle Academy Principal will supervise the 7th, 8th, and 9th Grade Teachers
- Curriculum Coordinator will prepare the Upper Academy program
- We add a second Office Manager dedicated to the Middle Academy

In Year 5: All positions remain the same except:

- Curriculum Coordinator supervises 10th Grade Teachers
- Director of Development is hired

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) will be governed by its Board of Trustees. The Board assumes responsibility and accountability for governance and administration of the school in pursuit of our mission and in accordance with all relevant laws and regulations and as described in its By-Laws in **R-13 – Governance**. The Executive Director will be managed and evaluated by the Board. Following the model of high-performing charter schools, we will clearly divide the school’s operational roles and responsibilities from its academic roles and responsibilities. We believe that if our school’s operational leadership and staff execute effectively, our instructional leaders and faculty will be freed up and best positioned to be able to execute on our academic program and which together will best position the entire team to prepare our students to graduation from college and positively impact our community.

The **Executive Director** is the primary external representative of the school and is responsible for all operations of the school. S/he is responsible for executive management of all staff and

accountable to the Board of Trustees. The Executive Director's role is driven by the mission of Buffalo Creek Academy, and s/he is responsible for all resources and management required for the school to fulfill its mission. S/he sets the instructional vision for the school and manages, directly or indirectly, all instructional staff to execute their roles to execute this vision. S/he hires, manages, and evaluates all employees of the school and delegates duties to other members of the staff, including staff management duties as appropriate. The **Executive Director** also manages the relationship between the Back Office Provider and the Director of Operations and oversees the successful operation of the school.

Qualifications of the **Executive Director** are as follows:

- Bachelor's Degree required, Master's Degree or advanced coursework in education preferred
- Minimum of three years of teaching experience with a similar student population
- Demonstrated classroom success as demonstrated by student growth on internal and standardized assessments
- Experience in data-driven instruction and action planning
- Experience in leadership of teachers, including coaching and professional development
- Knowledge of applicable law and regulations
- Knowledge of school finance
- Training or relevant experience in school administration
- Strong communications skills
- Strong organizational skills and ability to manage multiple workstreams

The role of **Executive Director** is the most critical leadership role in the school and carries with it the responsibility of creating both a diversified team trained and responsible for the many functions of the school and simultaneously protecting the school against the inevitable loss of leadership that will occur in any organization over time. The Executive Director will work over the first three years of operation to develop a succession plan among the instructional leadership of the school, so as to have a leadership bench/talent pool capable of stepping into the role of Executive Director. In the event of an unexpected departure of the Executive Director and a vacancy in that role, there will first be a written and formal plan in place, provided to the Board, in order to ensure that key roles on staff can take over responsibilities in the short-term as a successor is identified and put in place. The process for recruiting the Executive Director will be managed by the Governance Committee of the Board, which may convene a special committee of the Board for purposes of hiring the new Executive Director. The committee will commence a thorough internal and national external search for a leader that meets the qualifications set out above and present the most qualified candidate(s) to the Board for its consideration. Because research has demonstrated substantial detrimental impacts of leadership turnover on student results, the committee will dedicate substantial resources and time to the recruitment of a qualified Executive Director candidate who intends to dedicate multiple years of service to Buffalo Creek Academy. In the case that a qualified and committed leader exists on the current staff of the school, this leader will be considered alongside other internal or external candidates. If no such leader exists among the current instructional staff, the committee may contract with a staffing agency experienced in recruiting school leadership in order to find a qualified leader for the school. A strong leader will be key to the fulfillment of our mission for students. Decision on who will serve as the Executive Director will always rest with the full Board.

Proposed Executive Director Dr. Christopher Manning is an experienced administrator and community resident and 2019 Building Excellent Schools ("BES") Fellow. 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.

Dr. Manning brings a deep, mature, and rich set of experiences and skill sets as a leader, visionary, manager, and educator, and a powerful commitment to successfully working in partnership with the local community to build a game-changing school for the families of Buffalo.

Dr. Manning served for twelve years in the US Air Force, in the United States, South Korea, Germany, Kuwait, and Japan. Following his military service, he worked as Training Manager for Northrop Grumman Corporation, a contract company with the United States Department of Defense. His work required that he remain overseas, managing training programs for US military and civilian defense personnel. Dr. Manning also taught for the University of Maryland University College for active duty personnel. During this time, Dr. Manning pursued his doctoral degree in management from Colorado Technical University.

After his transition from military service, Dr. Manning continued working internationally and began his professional career as an educator. Dr. Manning started out teaching elementary and secondary world history, literature, and geography for fifth through twelfth grade students at Silk Road International School Bishkek. He then went on to work as a middle school world history and language arts teacher for Quality Schools International (“QSI”) School of Bishkek. He then moved to Bangladesh where he served as Vice Principal of Pledge Harbor International School, the largest residential/boarding school in the country with an enrollment capacity of 1500 students. To further deepen his level of formal knowledge in educational leadership, Dr. Manning took a leave of absence from his doctoral program to pursue his post-master’s certificate in educational leadership while working as the Vice Principal, supervising all academic staff.



RISE School students on a field trip touring the Shahjalal University of Science and Technology (SUST) in Sylhet, Bangladesh

After leading in the boarding school, Dr. Manning was approached by an entrepreneurial group and offered the role of Founding Head of School for the Royal Institute for Smart Education (“RISE”) School, Sylhet, Bangladesh. As Head of School, Dr. Manning led all efforts from start-up to full operations, including; building design, staff recruitment, curriculum selection, accreditation process, student recruitment, academic design, and cultural programs. Dr. Manning reported to a Board of Directors and supervised the Bursar, Deputy Heads for the Primary, Middle, and High Schools, as well as a Deputy Head for Admissions

and another Deputy Head for Operations. Dr. Manning went on to access best practices and proven methods for quality school administration, traveling from Bangladesh to Cambridge, MA and attending the leadership institute at The Principal Center of the Harvard Graduate School of Education’s (“HGSE”) Program in Professional Education. As a system-level leader, Dr. Manning secured a Certificate in Advanced Education Leadership from the HGSE and Education Specialist Degree in educational leadership from Northcentral University (“NCU”), applying all knowledge gained at HGSE and NCU into the program design for RISE School. RISE School is now a successful school that boasts an enrollment of 400 students between Grade 1 and Grade 12.

After his work in Bangladesh, Dr. Manning accepted the job as Director for Oxford International School (“OIS”) in Bishkek, Kyrgyzstan. OIS is a private international school that has four school divisions, each led by its own school principal. Dr. Manning supervised the principals and reported to the Board of Directors. OIS’s student enrollment exceeded 550 students during Dr. Manning’s tenure. Dr. Manning also founded a Cambridge Professional Development Center during his time at OIS and successfully certified five teachers as the Founding Head of the Center, as well as serving as Instructor and Program Leader. It was during his time at OIS that Dr. Manning returned to his doctoral degree program.

During his advanced studies on domestic and international education, Dr. Manning increasingly considered how he could bring his expertise and experiences back home to the United States, noting the similarities between the challenges faced by international children studying in developing countries with those of American students studying in high poverty, under-served communities here within the United States. Through his doctoral studies, and after many years of serving our country and children across the globe, Dr. Manning became increasingly aware of and troubled by the fact that so many students here in the States struggle in school, and do not have sufficient access to schools that provide them with the fullest opportunities of our democracy. It is this commitment that brought Dr. Manning home, prepared to join a community committed to positive change and to make powerful impact for children within the charter context.

In his transition to the States and his commitment to urban education for underserved communities in our own country, Dr. Manning is now working with the training, support, and network of Building Excellent Schools in the design, founding, and start-up of Buffalo Creek Academy. Dr. Manning and his wife are the proud parents of a young six-year-old and together they are eager to establish deep and continuing family roots in the City of Buffalo.

With his own experiences as a young man of color growing up in the United States and early exposure to the disparities afforded to children across racial and economic lines, as a service man serving our country across the globe, and as an educator and educational leader in diverse contexts and communities, Dr. Manning is uniquely positioned to create a culturally-sensitive school environment – one that energizes the community, provides an academically ambitious and **caring** school community that establishes positive self-awareness and opens up a global perspective, and one that absolutely changes the lives of all students who enroll.

Dr. Manning holds a Bachelor of Arts in Military Management from American Military University, Master of Education in Instructional Design and Technology from American Intercontinental University, Education Specialist Degree in Educational Leadership from Northcentral University, Certificate in Advanced Education Leadership from the Harvard Graduate School of Education, and Doctorate in Management from Colorado Technical University. Dr. Manning is supported by a diverse, high-capacity Founding Team which boasts deep and broad community ties and the strong support of the larger Buffalo and Schiller Park communities.

To provide our students with an education that drives them toward college graduation, we believe that a mission-aligned and capable leadership staff is necessary. The Executive Director will hire and directly supervise the Leadership Team and the Faculty, delegating that responsibility to the Lower Academy Principal in Year 2 and Middle Academy Principal in Year 4¹, and as the school

¹ The Upper Academy Principal will be hired in Year 6 of the school’s growth. In all years, it is the Founding Team’s vision that the Executive Director grow out each Academy, and work to either grow internally or secure from an external pipeline the Principal leadership of each Academy, keeping the overall vision of the school’s growth with the Executive Director, and strategically shifting the responsibilities for that leadership to others over time. Should we find strong candidates for Principal positions, either internally or externally, we reserve the right to expedite this process if it is in the best interest of the school.

grows, to other members of the administrative staff. Descriptions for all leadership roles within the school are outlined below.

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

The **Office Manager**² will maintain all student records, including family information and forms, attendance records, homework completion, and details of our day-to-day discipline system which includes **Care Credit** and demerit data. S/he will be the primary contact for families to voice questions or request school information and will manage the routing of any such questions unable to be simply and quickly addressed. S/he will ensure that families are contacted in the case of tardiness or absence and manage mass communication with families via calls, texts, or mailers. S/he will be responsible for various administrative tasks, regular or irregular, including but not limited to, retrieving students who are picked up by a family member or delivering lunches to their correct rooms. The Office Manager will report directly to and be evaluated by the Director of Operations and will work closely with him/her for ad hoc administrative needs.

The **Curriculum Coordinator**³ is the primary owner of curriculum and instruction in the school for all grades in which there is not yet an Academy Principal in place, primary planner of professional development regarding curriculum development, and coach for teachers in their subject area prior to the start of each Academy Principal for those grades. Buffalo Creek Academy will begin to employ a Curriculum Coordinator starting in the planning year before the first year of operations. The Curriculum Coordinator in Year 1 will oversee all academic activities within the school. At that time there will only be 5th and 6th graders within the school. During Year 2, the school will grow to 5th-7th Graders. At this point there will be a Lower Academy Principal in charge of the 5th and 6th grade students and teachers. The Curriculum Coordinator would then be in charge of the 7th grade teachers. During Year 3 of operations, the same structure will remain in place. In Year 4 there will be a Middle Academy Principal in charge of the 7th-9th Grade teachers. The Curriculum Coordinator in Year 4 will be the primary administrator preparing the school to open the Upper Academy (10th-12th Grade). In Year 5, the Curriculum Coordinator will be in charge of the 10th grade teachers.⁴ The Curriculum Coordinator will be hired and evaluated by the Executive Director in all years.

² The ultimate determination on the number of Office Managers needed for the school will be greatly informed by the facilities as secured, and specifically if we house academies across different buildings or in discreet wings/sections of a larger building. Currently we are planning for one Office Manager in Years 1-2 and the addition of a second Office Manager in Year 3.

³ While we keep this title of Coordinator in all years for this position, we compensate the position well given the responsibilities of the role, and as all organizational growth is greatly impacted by the quality and capacity of all candidates as they are brought into the organization, we reserve the right to alter the title of this role to better reflect a high-capacity individual within the role and/or to demonstrate growth of an individual who may remain in that role over multiple years.

⁴ In Year 6 the Curriculum Coordinator position will go away and there will be an Upper Academy Principal in charge of 10th-11th Grade students and teachers. The Upper Academy Principal will remain in charge when the school grows to full strength of 10th-12th Grade students.



The **Student Services Coordinator**⁵ oversees the special education program, all services for English Language Learners (ELLs), and all social work and counseling services. A licensed special educator in the State of New York, s/he directly manages all special education teachers, social workers, and EL specialists, and manages the procurement and logistics of all contracted services to support students with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in students' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems, including Homework Center, state testing, and Saturday Academy. S/he is responsible for implementing the Academic Response to Intervention system (see **Response 7a – Struggling Students** for details) and overseeing the tracking of students' progress within the system. The Student Support Coordinator will report directly to and be evaluated by the Executive Director.

The **Dean of Students** is responsible for culture and discipline in the school, including all structures built to uphold our **LIFE Values** of Leadership, Integrity, Focus, and Excellence. S/he oversees broad cultural systems, including but not limited to, Family Meetings and the dress code as well as classroom cultural systems. S/he oversees the **Care Credit** system and all student discipline, including detention, receiving students sent out of class, suspensions, and all necessary family communication concerning behavioral RTI or any disciplinary consequences, except for teacher-to family disciplinary consequence communication. Part of the Dean of Students' work of communicating regularly with families regarding their students' growth and challenges is the weekly analysis of **Care Credit** and demerit data to understand where students are succeeding and struggling with **LIFE Values**, which directly ties to any needed family communications. There are periods in the school's life-cycle when the Curriculum Coordinator is overseeing academics in interim until the Academy Principals are hired. During this period, the Dean will focus particular efforts on supporting the teachers in those grades on classroom management, relationship management, using the school's **Care** language, and engaging as needed in **Care Sessions**. Once the Academy Principal is hired, that individual will own academic, culture, and discipline for that academy level. The Dean of Students will report directly to and be evaluated by the Executive Director.

The **Director of Development** will manage the fund development needs of Buffalo Creek Academy. Hired in Year 5 of operation, s/he will identify new funding opportunities, including government and private foundation grants and will plan and execute events and fundraising drives. S/he will network with individuals and foundations interested in supporting the furtherance of our mission. S/he will work closely with the Board's Development Committee in setting strategy and executing all agreed upon Development Plans and will report directly to and be evaluated by the Executive Director.

The **Academy Principals** (Lower, Middle, and Upper) will be the primary owners of curriculum and instruction at each academy level. These administrators will be the primary planners of professional development and coach for all teachers in their subject areas, and in all years will have the support of and work closely with teacher who have been identified as Grade Level Leaders. These administrators will be the main point of contact for families with student enrolled at their academy level and will work alongside the Director of Operations, Director of Student Support Services (Student Support Coordinator), and Dean of Students to ensure their Academy is operating according to all policies and procedures, and as directed by the Executive Director. The Academy Principals will report to the Executive Director until Year 7 (not shown in this charter

⁵ This position becomes the Director of Student Support Services in Year 4. All references within this paragraph shift to that of the Director of Student Support Services as hired.

term) when the Chief Academic Officer will become the immediate supervisor and manager of Academy Principals (see below).

The **Chief Academic Officer** will own all of the academy operations of Buffalo Creek Academy. Hired in Year 7 of operation, s/he will supervise the Academy Principals for the Lower, Middle, and Upper Academies. The Chief Academic Officer will be the manager of all matters relating to teaching staff and academic planning, evaluation, and implementation will report directly to and be evaluated by the Executive Director.

Evaluation of Leadership

Leaders in each of the positions listed above will be evaluated on a semi-annual basis in the following categories:

- Role-specific performance, as measured by academic and/or operational outcomes
- Leadership and professionalism
- People management, if applicable

Prior to the start of each academic year, the Executive Director will detail Key Performance Indicators (“KPI”s) for each leader’s role based on their detailed job description. The performance management system will use the job specific KPIs as the medium of measurement. Each employee will receive a performance standards briefing from their front-line-supervisor at the beginning of the academic year. No less than three months after the performance standards briefing, the leader will receive a performance feedback session from their immediate supervisor (the person whom they report to directly) based on the organizational structures found in **Response 11a - Organizational Chart**. No less than 20 days before the end of the academic year, the leader will receive an annual performance evaluation which will be the main reference document in determining retention, promotion, demotion, salary increment increases (aside from adjustments for inflation, detailed in the budget narrative found in **Response - 21ad Fiscal Soundness**), and termination.

R-12ac – Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and noninstructional 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 12.01: Staffing Plan Year 0 to Year 5

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment #s	0	112	168	224	280	336
Executive Director	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Office Manager	0	1	1	2	2	2
Academy Principal	0	0	1	1	2	2
Curriculum Coordinator	1	1	1	1	1	1
Dean of Students	0	1	1	1	1	1
Student Support Coordinator	0	1	0	0	0	0
Director of Student Support Services	0	0	1	1	1	1
Director of Development	0	0	0	0	0	1
Special Education Teacher	0	1	1	2	3	4
ELL Teacher	0	1	1	2	2	3
General Education Teacher	0	7	12	17	22	27
Social Worker	0	1	1	1	1	1
School Nurse	0	1	1	1	1	1
Total	3	17	23	31	38	46

Buffalo Creek Academy's staffing model will be implemented to fulfill our mission, provide all programmatic and systemic supports for our operations, and comply with all legal requirements for the safe operations of our school. To ensure that we move successfully from start-up to full operations, upon authorization, we will hire the Executive Director who will be responsible for leading all start-up operations, reporting directly to the Board of Trustees. We intend on hiring Lead Founder Dr. Christopher Manning as the Executive Director. The Executive Director will then hire the Director of Operations (start date January 1, 2020) and Curriculum Coordinator (start date July 1, 2019 or as soon as strongest candidate is confirmed). The team of three will source and recruit all academic and operational staff needed for the first year of operations as well as recruit the inaugural class of 56 5th Grade and 56 6th Grade students.

In Year 1, all positions already staff at that point will remain in place. Additionally, we will hire (1) Student Support Coordinator, (1) Office Manager, and (1) School Nurse, (1) SPED Teacher, (1) ELL Teacher, and (1) Social Worker. We will also hire (7) teachers for our 112 5th and 6th Grade students. In Year 2, the Student Support Coordinator position will dissolve, and we will hire a Director of Student Support Services, (1) Lower Academy Principal, (5) 7th Grade Teachers, for our 168 students in the 5th, 6th, and 7th grades. The expansion of the faculty and senior leadership team represents the growth of the school into an academy system. In Year 3, we will hire (5) 8th Grade Teachers, (2) more SPED Teachers, (2) more ELL Teachers, and a second Office Manager dedicated to the Middle Academy for our 224 students. In Year 4, we will hire (1) Middle Academy Principal, (5) 9th Grade Teachers, (1) more SPED Teacher, and (1) more ELL Teacher for our 280 students in the 5th – 9th grades. The expansion of the leadership is to ensure consistent management of our growing school. In Year 5, we will hire (5) 10th Grade Teachers, (1) more SPED Teacher, and (1) more ELL Teacher for our 336 students. We will also hire a Director of Development to own our development activities from that point forward. This role is

added at this time because it is two years before the school is at full strength with three academies, potentially requiring one or two separate sites for the academies.

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Figure 12.02: Staff Responsibilities and Qualifications¹		
Roles	Responsibilities	Qualifications
Executive Director	<p>Executive management of all staff, including responsibility for hiring, management, and evaluation of all employees of the school</p> <p>Direct management of the Curriculum Coordinator, Director of Operations, Student Support Coordinator, Academy Principals, and Dean of Students</p> <p>Management of all resources required for the school to fulfill its mission</p> <p>Setting and iterating on the instructional vision of the school</p> <p>Oversight of the relationship between the back-office provider and the Director of Operations</p> <p>Communication with and accountability to the Board of Trustees</p> <p>Ensuring that the school complies with all law or regulations governing operation, including rules governing the facility, hiring, personnel, and discipline</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Demonstrated classroom success as demonstrated by student growth on internal and standardized assessment</p> <p>Experience in data-driven instruction and action planning</p> <p>Experience in leadership of teachers, including coaching and professional development</p> <p>Knowledge of applicable law and regulations</p> <p>Knowledge of school finance</p> <p>Training or relevant experience in school administration</p> <p>Strong communications skills</p> <p>Strong organizational skills and ability to manage multiple workstreams</p> <p>Humility, ability to reflect on results and take feedback for growth</p> <p>Outstanding work ethic and willingness to take on any required task in the school when necessary</p> <p>Minimum of three years of teaching experience with a similar student population</p> <p>Bachelor's Degree required, Master's Degree or advanced coursework in education preferred</p>
Academy Principal (Lower, Middle, and Upper Academies)	<p>Management of the special education program, all services for English Language Learners (ELLs), and all social work and counseling services</p> <p>Direct management of</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Demonstrated classroom success as demonstrated by student growth on</p>

¹ The Roles and Responsibilities have been adapted from those of Forte Preparatory Charter School and Valence College Preparatory Charter School. After one year, Forte Prep is a high-performing charter school and Valence College Prep received an approved charter in 2018 from SUNY. Both schools were founded by BES Fellows, and are both urban charters school in NY State.



	<p>all special education teachers, social workers, and EL specialists for their academy-level</p> <p>Management of procurement and logistics for contracted services for students with special needs for their academy-level</p> <p>Management of the discipline system of their academy level, including the Care Credit/demerit system, detention, the Behavioral Response to Intervention system, all student referrals from class, and all disciplinary consequences and family communication required as part of these systems.</p> <p>Management of all cultural systems, including operationalizing LIFE Values, the dress code, college visits, and family communication for their academy-level.</p> <p>Management of all nonacademic family partnership structures, including summer orientations, home visits, and monthly family events for their academy-level</p> <p>Communication with grade level leads on cultural issues and vertical alignment of grade level expectations for gradual release of student independence</p> <p>Planning and management of family events for their academy-level</p> <p>Management of all school structures for academic support and intervention, including the Academic Response to Intervention system, Tutoring/Intervention, and Saturday Academy programs for their academy-level.</p> <p>Oversight of compliance with all applicable special education law</p>	<p>internal and standardized assessment</p> <p>Experience in data-driven instruction and action planning</p> <p>Experience in leadership of teachers, including coaching and professional development</p> <p>Knowledge of applicable law and regulations</p> <p>Knowledge of school finance</p> <p>Training or relevant experience in school administration</p> <p>Strong communications skills</p> <p>Strong organizational skills and ability to manage multiple workstreams</p> <p>Humility, ability to reflect on results and take feedback for growth</p> <p>Outstanding work ethic and willingness to take on any required task in the school when necessary</p> <p>Minimum of three years of teaching experience with a similar student population</p> <p>Bachelor's Degree required,</p>
<p>Student Support Coordinator</p>	<p>Management of the special education program, all services for English Language Learners (ELLs), and all social work and counseling services Direct management of all special education teachers, social workers, and EL specialists</p> <p>Management of procurement and logistics for contracted services for students with special needs</p> <p>Management of all school structures for academic support and intervention, including the Academic Response to Intervention system, Tutoring/Intervention, and Saturday Academy programs.</p>	<p>New York State Certification in Special Education required</p> <p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Demonstrated success educating students with special needs</p> <p>At least three years of teaching experience with a similar student population</p> <p>Experience with intervention in a similar student population</p>



	<p>Oversight of compliance with all applicable special education law</p>	<p>Experience with data-driven instruction and analysis of academic achievement data</p> <p>Experience with planning and executing professional development for educators</p> <p>Knowledge of a range of accommodations and modifications typically described in Individualized Education Plans (IEPs)</p> <p>Knowledge of the design of a Response to Intervention process and commitment to executing our RTI process</p> <p>Knowledge of the legal requirements to serve English Language Learners (ELLs) and typical supports for ELLs</p> <p>Knowledge of standards-based instruction and New York State learning standards</p> <p>Ability to problem-solve in a team environment Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances</p> <p>TESOL certified for work with English Language Learner</p> <p>Bachelor's Degree required, Master's Degree or equivalent preferred</p>
<p>Dean of Students</p>	<p>Management of the discipline system of Buffalo Creek Academy, including the Care Credit/demerit system, detention, the Behavioral Response to Intervention system, all student referrals from class, and all disciplinary consequences and family communication required as part of these systems</p> <p>Management of all cultural systems, including operationalizing LIFE values, the dress code, college visits, and Family Meeting</p> <p>Management of all nonacademic family partnership structures, including summer orientations, home visits, and monthly family events</p> <p>Communication with grade level leads on cultural issues and vertical alignment of grade level expectations for gradual release of student independence</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Demonstrated success teaching or leading students in a similar school environment</p> <p>Steadfast belief in all students, regardless of prior behavior, to meet high expectations, and commitment to support all students to do so</p> <p>Knowledge of Behavioral Response to Intervention processes and commitment to our Behavioral RTI process</p> <p>Ability to maintain calm demeanor and orientation toward action in stressful or difficult situations</p> <p>Ability to solve problems quickly</p>



	<p>Planning and management of family events</p>	<p>Ability to speak with energy and to motivate students and adults in topics of academic achievement and character growth</p> <p>Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances</p> <p>At least three years of teaching or educational leadership experience required, five years of teaching or educational leadership experience preferred</p> <p>Proficiency in Spanish preferred</p> <p>Bachelor's Degree required</p>
<p>Curriculum Coordinator</p>	<p>Management of the academic program, focusing on the all subject areas: ELA, Social Studies, Reading Circle, Math, Science, Information Computer Technology (ICT), and Physical Education</p> <p>Management of curriculum for all courses in purview, including all scope and sequence, assessments, unit plans, and daily lesson plans</p> <p>Management of vertical alignment of courses across grade levels</p> <p>Direct management all teachers of subjects under purview, including coaching and evaluation</p> <p>Planning and delivery of professional development for staff</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Demonstrated success teaching or leading students in a similar school environment</p> <p>Steadfast belief in the academic potential of all students</p> <p>Experience with data-driven instruction and analysis of academic achievement data</p> <p>Experience with planning and executing professional development for educators</p> <p>Experience implementing accommodations and modifications for students with special needs</p> <p>Experience implementing supports to serve English Language Learners (ELLs)</p> <p>Knowledge of standards-based instruction and New York State learning standards</p> <p>Ability to problem-solve in a team environment</p> <p>Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances.</p> <p>Ability to speak with energy and to motivate students and adults</p> <p>At least three years of teaching or educational leadership experience required, five years of teaching or</p>



		<p>educational leadership experience preferred</p> <p>NYS teaching license required, administrative license preferred</p> <p>Bachelor's Degree required, Masters' Degree preferred</p>
Director of Operations	<p>Management of all operational needs of the school, including the facility, all financial operations, entrance and exit procedures, attendance, recordkeeping, and human resource functions</p> <p>Management of logistical portions of academic program elements, including family conferences, the homework collection system, and progress reporting</p> <p>Direct management of the Office Manager and School Nurse, and leadership of the operations team, including all operations vendors like food service vendors or custodial staff</p> <p>Communication and collaboration with the Curriculum Coordinator, Student Support Coordinator, Academy Principals, and Dean of Students</p> <p>Communication with the back-office provider for the day-today management of the budget, procurement and accounting systems, financial reporting, and any matters of compliance with federal, state, or local law governing the financial management of the school</p> <p>Management of enrollment processes, including recruiting and the annual enrollment lottery</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>At least one year of experience in a results-driven operations or finance role</p> <p>Experience using data to continuously improve processes</p> <p>Commitment to operational excellence and a service- oriented operations model</p> <p>Experience in leadership of other adults preferred</p> <p>Experience in education Preferred</p> <p>Knowledge of school finance and best practices in procurement</p> <p>Strong written and oral communications skills</p> <p>Strong organizational skills and ability to manage multiple workstreams</p> <p>Technological proficiency in MS Office or GSuite, especially spreadsheets, and financial management and HR software</p> <p>Humility, ability to reflect on results and take feedback for growth</p> <p>Outstanding work ethic and willingness to take on any required task in the school when necessary</p> <p>Bachelor's Degree required</p>
Director of Development	<p>Management of all private funding supports of Buffalo Creek Academy</p> <p>Identification of new funding opportunities, including government and private foundation grants</p> <p>Planning and execution of fundraising drives and events</p> <p>Networking with individuals and foundations interested in supporting the mission of Buffalo Creek Academy</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>At least two years of experience in a fundraising role, and demonstrated success securing financial support from individuals, foundations, and corporations</p> <p>Proven success in writing grants for government or foundation sources</p>



		<p>Strong persuasive written and oral communications skills</p> <p>Strong public speaking skills</p> <p>Strong organizational skills and ability to manage multiple workstreams</p> <p>Outstanding work ethic and willingness to take on any required task in the school when necessary</p> <p>Development experience in education preferred</p> <p>Bachelor's Degree required, Master's Degree preferred</p>
<p>General Education Teacher</p>	<p>Planning and execution of high-quality lessons to support robust academic growth of all students</p> <p>Analysis of student assessment to further student mastery</p> <p>Support of the professional habit growth of all students, including organization, time management, and communication</p> <p>Execution of all classroom systems supporting the LIFE values</p> <p>Collaboration with Special Education teachers to support students with IEPs and 504 Plans</p> <p>Collaboration and co-planning with other general education teachers</p> <p>Facilitation of intervention as directed by the Student Support Coordinator</p> <p>Operational support of various school systems to ensure efficiency of student arrival, dismissal, transitions, and needs</p>	<p>New York State Certification in the subject area taught, or for fifth and sixth grades, Childhood or Middle Childhood Education Certification</p> <p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Strong work ethic and willingness to be coached and grow daily</p> <p>Knowledge of assessment-driven planning principles, direct instruction, and inquiry-based instruction</p> <p>Demonstrated success in an urban classroom, as measured by student performance preferred</p> <p>At least two years of experience teaching a similar population of students preferred</p> <p>Knowledge of data-driven instruction preferred</p> <p>Professionalism and ability to model LIFE values for students</p> <p>Bachelor's Degree required, Master's degree preferred (may be in progress as part of a NY teacher certification program)</p> <p>Highly Qualified, as determined by ESSA standard</p>
<p>Special Education Teacher</p>	<p>Same responsibilities as General Education Teacher</p> <p>Provision of both push-in and pull-out support services for students with IEPs and 504 Plans</p>	<p>Same qualifications as General Education Teacher except New York State Certification in Special Education required, and no subject area certification required</p> <p>Highly Qualified, as determined by ESSA standard</p>

	Collaboration with general education teachers for planning of supports for students with special needs	
English Language Specialist	<p>Same responsibilities as General Education Teacher</p> <p>Administration of the NYSITELL exam and analysis and reporting on results</p> <p>Preparation of students and administration of the NYSESLAT exam</p> <p>Facilitation of supports for ELLs, including push-in supports and assignment accommodations as appropriate</p> <p>Professional development for staff on supports for ELLs</p>	<p>Same qualifications as General Education Teacher except New York State Certification in ESOL required and no subject area certification required</p> <p>At least three years of urban teaching experience and one year of ESOL experience preferred</p> <p>Highly Qualified, as determined by ESSA standard</p>
Social Worker	<p>Provision of counseling services to referred students</p> <p>On-call crisis counseling for students or staff as needed</p> <p>Analysis of attendance data and intervention with families struggling with student attendance</p> <p>Development and delivery of parent workshops to aid their children to be successful in school</p> <p>Collaboration with the Student Support Coordinator and Dean of Students for continued support students in Tier 2 and 3 of the Academic or Behavioral Response to Intervention Processes</p>	<p>Licensed Master Social Worker or Clinical Social Worker</p> <p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>Belief in a structured school environment and high behavioral and academic expectations for all students</p> <p>Demonstrated success working with youth preferred</p> <p>Ability to work with students who have a range of learning abilities and needs</p> <p>Basic proficiency with data</p> <p>Strong communication skills</p>
Office Manager	<p>Record-keeping for all student and family information, forms, attendance information, homework completion, and disciplinary data</p> <p>Management of logistical family communication, incoming and outgoing</p> <p>Regular and irregular administrative tasks, including filing and copying, creation of fliers, organization of materials, etc.</p>	<p>Commitment to mission and vision of Buffalo Creek Academy</p> <p>At least two years of experience in an administrative role</p> <p>Strong attention to detail and organizational skills</p> <p>Calm, friendly, professional demeanor with families and staff, even under stressful conditions</p>

c. Staff Recruitment and Retention

Describe the plans to recruit and retain staff, particularly high quality teachers including:

- The process and policies to recruit and hire teachers and other staff; and,
- The strategies for retaining high quality teachers.

Note: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan in lieu of addressing these questions in the proposal.

Recruitment and Selection

Our mission success hinges on the performance of our teaching staff. We understand that the most important factor in providing a high-quality education is high-quality instruction. Every student enrolled at Buffalo Creek Academy has the right to have a high-quality teacher that demands high performance and upholds our value of high academic rigor within the classroom. This is how we believe we will be able to set our students on the path to college graduation.

Buffalo Creek Academy will hire teachers who are dedicated to our mission and vision. We have budgeted approximately \$1000 for each vacancy to ensure that we are able to source and recruit the best talent available for our school. To be competitive, we will begin the process of recruiting in November of the prior academic year for which we need to make any hires. To draw a large, diverse set of applicants, we will seek to recruit educators through the following channels:

- Buffalo Creek Academy site postings
- LinkedIn job postings
- Postings in the local newspapers
- Placing flyers in community centers throughout the East Side Buffalo
- Buffalo Creek Academy social media pages, including promoting our recruitment content
- College career fairs, especially at Canisius College, University at Buffalo, Buffalo State University and other colleges with students who may have a specific interest in opportunities in Buffalo
- Professional networks of current Buffalo Creek Academy staff
- Professional networks of Buffalo Creek Academy Board of Trustees
- Professional networks of Building Excellent Schools
- Teach for America alumni network

The Executive Director and Director of Operations will place a great deal of care into the preparation and production of professional recruitment materials, using material which authentically represents our mission and the community we intend to serve and which will appeal to those professionals who are looking for an opportunity to make a dramatic and measurable difference in the lives of many children through very hard work.

We will use candidate cover letters and resumes to screen for basic qualifications and interest and will provide phone screens to as many candidates as possible. Our phone screens, led by the Executive Director and under his/her leadership, increasingly conducted by all members of our school leadership, will use a consistent set of questions to assess these mindsets and skills. All candidates who are assessed to potentially meet these criteria will be invited for a half-day onsite interview. All on-site interview candidates for academic and operational roles will undergo a process where they will ask to complete a realistic job task appropriate to their prospective position. For academic staff this would include a lesson demonstration followed by feedback and a second lesson to assess the teachers ability to adjust accordingly. For the operational staff member, the same process will occur with the task adjusted for the specified role.

Our selection process must be rigorous for us to find the best professional and recognize that the expectations for professionalism works both ways.² All candidates will be greeted with a warm welcome upon arrival to the school by a staff member. In order to provide an authentic view of what it means to work at Buffalo Creek Academy, we will provide each candidate the opportunity to conduct an information interview with a staff member working in the same area for which they

² Based on the practices of BES school Valence College Preparatory School in New York, New York.

are applying (operations, academics). All staff members that meaningfully interact with a candidate will provide feedback on the candidate's professionalism and evidence of their knowledge, skills, and mindsets. The final decision of whether to extend an offer to a candidate will rest with the Executive Director, contingent upon a background check and review of all required licensure per the target job description.

We will ensure that our recruitment process is proactive and one that moves quickly once a candidate is identified as a good fit for Buffalo Creek Academy. The Executive Director will contact successful candidates with a congratulatory message. The Office Manager will then follow-up by sending all the necessary paperwork required to start the onboarding process.

Within a very competitive market it is essential that we offer compensation packages that meet the expectations of our candidate and are aligned to what is offered across the industry. Our salary package, which will set an average salary of \$48,000 for general education teachers, will be competitive with the salary for a district teacher with a master's degree and early in their teaching career, and we will provide a competitive benefits package to all staff, including medical, dental, and vision coverage and a 3% match of funds for a qualified 403(b) retirement plan. Some of the key feature that candidate will find most attractive of our packages will not be monetary in nature, however. Those key features will include; intensive professional development, opportunities for growth, and resulting opportunity for student impact that we can offer at Buffalo Creek Academy. We believe that this process to recruit, select, and offer positions to excellent professionals will result in a strong teaching and operations staff capable of upholding the Buffalo Creek Academy mission and vision.

Retention

Our organization is structured so that all personnel are placed where they are best positioned to have a positive impact on student achievement. Contemporary research indicates that high levels of school staff turnover have a negative impact on student academic performance.³ We believe that it is the responsibility of the leadership and management of the school to ensure that the environment is created where school staffs are appreciated and managed like the professionals they are. We view school staff as knowledge workers.

We are aware of the main causes of school staff turn-over: lack of support from school leadership, poor compensation, and major problems with student discipline.⁴ At Buffalo Creek Academy, we will establish a staff culture where all members of the school staff are supported, resourced, and appreciated. Our staff and student culture will be one that revolves around our **LIFE Values** of Leadership, Integrity, Focus, and Excellence. By integrating and grounding our **LIFE Values** in everything that we do, we will create an organizational culture that is structured and efficient. Our LIFE values will contribute to a strong organizational culture by:

- **Leadership** - All adults will lead by example and will ensure that they are having a positive professional influence on their colleagues.
- **Integrity** - All adults will have the courage to speak up when/if there is a situation that occurs that is contrary to our **LIFE Values**, mission, vision, or in violation of any laws or regulations.

³ Young, Susan. "Teacher Retention and Student Achievement: How to Hire and Retain Effective Teachers." *Delta Kappa Gamma Bulletin*, vol. 84, no. 3, Mar. 2018, pp. 16–21. EBSCOhost,

⁴ Ibid.

- **Focus** - All adults will remain focused on their own professional development and will continuously work towards improving their practices whether in the academic or operational areas of the school.
- **Excellence** - All adults will ensure that Buffalo Creek Academy's presence within our community is on that make it a better place to live for all

School Leadership and Management will operate with our tenet of *executive clarity* (defined below) at the forefront of planning, communication, and evaluating.

Additionally, we will ensure that our school staffs arrive to work each day knowing that their efforts are ones that contribute to our game-changing mission and that they:

- Are always clear on school policies to avoid undue confusion/frustration
- Are motivated through continues feedback and recognition
- Are challenged professionally for their own career growth
- Are offered advancement opportunities based on performance towards clear objectives
- Operate within safe and secure environment free from harassment or discrimination
- Properly prepared through continuous professional development and coaching

Another aspect of staff retention comes from our success as an organization. Research⁵ shows that school staff turn-over is lower in high-performing schools because school staff members like be a part of high-performance teams—winning is attractive and addictive. We will establish a culture where student success and high academic performance is considered winning and high performance is based on results against established goals.

We believe that communication is an essential aspect of leadership. Communication impacts how staff are able to express their satisfaction with their function as well as their own goals within the organization. We believe that it is the role of organizational leaders to place the ablest people in the role that ensure they can have most impact on organizational success.⁶ Communication also plays a critical role in conflict resolution. To that end, will ensure that there is an avenue where staff are able to voice their concerns or advise in regard to policy and/or operations. This line of communication will not have any risk of retribution, its main purpose is to ensure that adults feel free to voice their concerns and offer their professional insight advice towards policy or operational enhancement. This will be taken into consideration during program evaluation or policy review.

We will also abide by what Buffalo Creek Academy calls *executive clarity*, that is, all school staff will be absolutely clear on policy, performance expectation, work-schedule, timetables, duty rosters, protocol, and procedures. This *executive clarity* will ensure that all professionals within our organization are able to executive our mission at the highest level possible toward very clear objectives. Through of focus on executive clarity and professional management of *knowledge workers*⁷, we aim to create a culture that is focused on continuous improvement and views success through the lens of student academic achievement.

⁵ Young, Susan. "Teacher Retention and Student Achievement: How to Hire and Retain Effective Teachers." *Delta Kappa Gamma Bulletin*, vol. 84, no. 3, Mar. 2018, pp. 16–21. *EBSCOhost*,

⁶ Drucker, Peter. "Knowledge Work." *Executive Excellence*, vol. 17, no. 4, Apr. 2000, p. 11. *EBSCOhost*

⁷ *Ibid.*

R-12d – Personnel Policies

Submit a copy of the proposed education corporation's personnel policies.



STAFF HANDBOOK

2020-2021

DRAFT¹

Through rigor and structure
Buffalo Creek Academy Charter School
prepares fifth through twelfth grade students
to graduate from college and positively impact our community.

¹ The draft Personnel Policies of Buffalo Creek Academy Charter School are heavily informed by the handbooks of Forte Preparatory Academy, Democracy Prep Endurance Middle School, and the published guidance of the New York City Charter School Center.

Welcome Letter

We wholeheartedly welcome you to the Buffalo Creek Academy Charter School Team!

At Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) we believe that every behavior, action, decision, and interaction within our school must positively contribute to the accomplishment of our mission and realization of our vision.

For this purpose, we provide this handbook to our employees. This handbook is not intended to create or constitute a contract between Buffalo Creek Academy and its employees; rather, this Handbook is provided to you to ensure you have access to clear guidance around your employment with us which is aligned with New York State Education law, as well as federal, state, and local regulations. The policies found within this handbook are subject to change with the approval of the Board of Trustees of Buffalo Creek Academy.

Each employee is responsible for compliance with the policies found within this document. Questions regarding a particular policy, governing directive, law, or situation referenced within a policy should be directed to the Executive Director.

Background Checks

To ensure the integrity and quality of our staff, we will conduct an extensive background check and reference check on all applicants prior to extending an official offer of employment, including checks of employment, education, and Criminal Offender Record Information (CORI).

Equal Opportunity Employment

Buffalo Creek Academy Charter School 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 (including pregnancy), religion, national origin, disability, veteran status, marital status, sexual orientation, genetic information, 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 Creek Academy are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Buffalo Creek Academy Charter School is committed to assuring that:

- All recruiting, hiring, training, promotion, compensation, and other employment-related programs are provided fairly to all persons on an equal opportunity basis;
- Employment decisions are based on the principles of equal opportunity. All personnel actions such as compensation, benefits, transfers, training, and participation in social and recreational programs are administered without regard to any characteristic protected by federal, state, or local law; and
- Employees and applicants will not be subjected to harassment, intimidation, threats, retaliation, coercion, or discrimination because they have exercised any right protected by law. The Executive Director of Buffalo Creek Academy is responsible for ensuring compliance with all Equal Opportunity Employment policies. All staff of Buffalo Creek Academy are responsible for supporting equal opportunity in our workplace.

At-Will Employment

As stated throughout this Handbook, an employee's relationship with Buffalo Creek Academy 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 at any time 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 Executive Director has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Employment of Relatives

Members of your immediate family may be considered for employment on the basis of their qualifications. At the discretion of the school, your immediate family may not be hired if it would:

- Create a direct supervisor/subordinate relationship with a family member; and
- Create an adverse impact on work performance; and

- Create either an actual conflict of interest or the appearance of a conflict of interest.

For purposes of this policy, your immediate family includes: mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, stepchild, stepparent, or grandparent. This policy also applies to close personal relatives such as uncle, aunt, first cousin, nephew, niece, or half-sibling.

Employment Classifications

All employees of Buffalo Creek Academy 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 Creek Academy 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 Creek Academy will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as nonexempt 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.

Schedules and Compensation

Work Day

Students at Buffalo Creek Academy have a long school day but are supported to succeed within that school day. Similarly, Buffalo Creek Academy staff have a long work day but are supported to succeed within that work day. Nonetheless, staff are expected to work as many hours per day as are needed to fulfill their roles. Staff are expected to arrive at school by 7:00am and remain at school until; 4:40 PM (Normal) and 3:35 PM (Abbreviated) for the Lower Academy and 5:10 PM (Normal) and 4:00 PM (Abbreviated) for the Middle and Upper Academies. These hours may extend until at least the end time of their responsibilities in case of the day of Tutoring/Intervention or Extra-curriculars. Staff are expected to be available for contact from students and families until 8:00pm on at least three evenings per week.

Saturday Academy Sessions

Teachers will be required to staff three Saturday Academy sessions per year which will be determined and communicated in advance. The Curriculum Coordinator will maintain a duty roster that will outline the Saturday Academy duty days for all staff; this will be distributed at the beginning of the academic year. Any changes or adjustments will be posted with the intent to allow the maximum amount of advance notice as possible. These Saturday sessions are considered part of the annual set of responsibilities for a full-time teacher and is included in the base annual salary.

Pay Schedule

Employees will be paid semi-monthly, with paychecks issued on the fifteenth (15th) and the last day of every month, with modifications to this schedule occasionally dictated by holidays. 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

With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on the first day of staff professional development on the first working day of August. Teachers' last day of work is at on 25 June (for the 2020-2021 academic year), as detailed in our Annual Calendar. Teachers observe all regular school vacation periods during the school year. Administrators and staff work year-round and will receive two weeks of paid vacation during the summer.

In general, Buffalo Creek Academy observes most Buffalo Public Schools paid holidays during the year; these dates are subject to approval by the Board of Trustees through approval of the Buffalo Creek Academy Annual Calendar.

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 Creek Academy observes all Buffalo Public Schools paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Buffalo Creek Academy Yearly Calendar.

School Closings

Buffalo Creek Academy follows the same school-closing policy as Buffalo Public Schools. Therefore, if the local school district makes an announcement regarding the delay of opening, closing, or early dismissal of students, Buffalo Creek Academy 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 Executive Director and could impact holidays or professional development days.

Time Away From Work

As a small school, having our full staff present daily is critical to our success, but we understand that life occasionally necessitates time away from work.

Staff Attendance Policy

Buffalo Creek Academy expects that every employee will be regular and punctual in attendance. This means being in the building and ready to work at his/her starting time each day. Absenteeism and tardiness place a burden on teammates and on the education we are able to provide to students every day.

If a staff member is tardy, they must report this tardiness and its reason directly to the Executive Director. It is in every employee's best interest to maintain a good attendance and punctuality record because this will be taken into account in performance evaluations.

If an employee is absent on an unscheduled day off, the following procedure must be followed:

1. Call and email the Executive Director by 5:45am
2. Email the Curriculum Coordinator and grade level lead so that schedule accommodations and coverages can be organized.

It is the teacher's responsibility to have appropriate lesson plans done, as well as provide any relevant information for coverage staff (e.g., schedule, lesson plans, materials, passwords to technology).

Employees who are absent for more than three consecutive school days, will be required to submit a doctor's note, approving their return to work, to the Executive Director. After being out on a disability or maternity leave, a doctor's note is required allowing the employee to return to work.

Failure to call in when an employee is sick or unable to report to work for three (3) or more consecutive days will be presumed a "job abandonment."

Staff will be compensated for authorized absences according to provisions described in this handbook. Extended absences may be authorized on a case-by-case basis. Should excessive tardiness or absenteeism occur, disciplinary action up to and including dismissal may be required.

Sick Days

Every full-time employee is entitled to five (5) paid sick 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 call the Executive Director with as much advance notice as possible, and by 5:45am on the day of the absence, allowing enough time for the Executive Director and staff to arrange coverage. Sick days will not roll over from year to year.

Personal Days

Every full-time employee is entitled to three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months. Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days

for that twelve (12) month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five (5) total personal leave days.

Jury Duty

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Executive Director immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) 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 personal leave 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

Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to a paid or unpaid leave of absence for family care, maternity or adoption based on employment status and reason.

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 may be authorized for up to twelve (12) weeks and are unpaid.

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 twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) 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 twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

If leave is for the birth or adoption of a child, Buffalo Creek Academy will provide salary continuation according to the following schedule:

- For employees who have worked fewer than 24 months, three (3) weeks of paid leave will be given to the primary caregiver and one (1) week of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 24 months, six (6) weeks of paid leave will be given to the primary caregiver and two (2) weeks of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 60 months (five years), nine (9) weeks of paid leave will be given to the primary caregiver and three (3) weeks of paid leave to the non-primary caregiver.

The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return 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.

Performance Reviews and Evaluation

We believe that to constantly improve as a school, our staff must continuously improve our practice in all roles. 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 each contract year, as close to the end of the mid-year and end-of-year as possible. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. 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, and when the Executive Director is not the immediate supervisor, the Executive Director 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 Executive Director shall 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 Executive Director 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 Chairperson of the School's 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, shall 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 believe that a competitive benefits package is an important part of our compensation to employees.

Health Insurance

We provide our staff with a competitive health benefits package, with options for individuals and families carrying different costs. Domestic partners may be covered at the same cost as spouses covered through a family plan. We reserve the right to amend or terminate this program or to increase employer premium contributions.

Dental Insurance

The Executive Director may select a dental insurance plan that the School may offer.

Life Insurance

The Executive Director may select a life insurance policy that the School may offer.

Disability Insurance

Buffalo Creek Academy 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 Executive Director. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 403(b) Contributions

Buffalo Creek Academy offers a matching program for contributions to a 403(b) account. 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 403(b) will be matched at a rate of 3%. 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.

Medicare

Buffalo Creek Academy employees are required by federal law to make contributions to the federal Medicare program. This deduction is currently 1.45% of gross earnings and may adjust without notice.

Workers' Compensation

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation

Buffalo Creek Academy contributes to the Unemployment Compensation Plan administered by the State of New York.

Workplace Environment

We believe that Buffalo Creek Academy must be a safe, respectful environment for all staff and students, and the following policies are intended to secure the safety of our students and staff inside and outside of our building.

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 Executive Director. Staff members are not permitted 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 Executive Director, 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 of concern 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.

Communication

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 messages 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 dismissal.

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.

Use of Drugs, Alcohol, and Tobacco

Buffalo Creek Academy 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 dismissal.

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

Staff are expected to dress professionally for all instructional days, including either a dress shirt and tie, professional dress, or professional blouse or sweater, and skirt or professional slacks. Professional footwear is expected of all staff, and no jeans or T-shirts are permissible except on specially designated days when students also have modified dress code. Staff are also expected to model professionalism in grooming and hygiene while at work.

Professionalism and Ethical Code

All staff at Buffalo Creek Academy are expected to be models of professional and ethical behavior for students, exemplifying our **LIFE Values** and demonstrating professional behavior in workplace

behaviors including punctuality, polished written communication, and politeness to all staff, students, and families.

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 burglary 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 Executive Director or Operations Manager.

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 while 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.

Changes in Personal Data

It is the responsibility of the employee to notify the Operations Manager or the Executive Director of any change(s) in personal data that may have an impact on future employment verification.

Employee Dispute Resolution

It is the policy of Buffalo Creek Academy 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 Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

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 Executive Director where both employees are present. The resolution of the Executive Director 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 Creek Academy.

- 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 Executive Director within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
- 3) The Executive Director will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Executive Director, or if the complaint involves the Executive Director, 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.

Anti-Harassment Policy

Buffalo Creek Academy 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 Executive Director 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 Executive Director.

Complaints will be investigated promptly and will be kept confidential to the extent possible.

If Buffalo Creek Academy 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 Creek Academy prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination

Buffalo Creek Academy Charter School admits students of any race, color, gender, religion, disability and national origin. Buffalo Creek Academy 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 Creek Academy works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of Buffalo Creek Academy will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Executive Director 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 Creek Academy 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.
- An employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the leadership team.

It is the policy of Buffalo Creek Academy 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 Creek Academy does not hire anyone that is not a citizen of the United States or is not a noncitizen 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 Executive Director. On receipt of an accommodation request, the Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Buffalo Creek Academy might make to help overcome those limitations. Buffalo Creek Academy 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 Creek Academy, 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 Creek Academy to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including dismissal.

Corrective Action

Buffalo Creek Academy 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 dismissal.

Most performance problems will be addressed using progressive discipline, which may include an oral warning, written warning, 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.

Conflicts of Interest

It is Buffalo Creek Academy policy that employees and others acting on Buffalo Creek Academy's behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Buffalo Creek Academy 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 from that entity over time, the suitability of the gift given your position at Buffalo Creek Academy, 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 Creek Academy'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 Executive Director. 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 Creek Academy has no party affiliation and is an apolitical organization.

Purchasing and Contracts

Buffalo Creek Academy 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 Creek Academy permits employment within the Buffalo Creek Academy 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 Executive Director 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 Creek Academy may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited: 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 Executive Director.

Non-Solicitation and Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, Buffalo Creek Academy 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 Creek Academy 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 Creek Academy business.
- Distribution of literature of any kind unrelated to Buffalo Creek Academy business may not be made in public areas of the school, classrooms or other working areas at any time.
- Persons not employed by Buffalo Creek Academy are not permitted to solicit or distribute literature on school premises at any time.

R-13a – Partner Organizations

a. Partner Information

Explain the due diligence process used to select the partner(s), and its role in the development of this proposal. 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 contact person;
- A description of the nature and purpose of the relationship;
- Any contract or monetary arrangements;
- Names of proposed school board members affiliated with the organization(s); and,
- Evidence of the organization's ability to business in New York.

Note: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response. CMOs should submit a business plan in conjunction with the proposal. Refer to the Application Requirements section for information about submitting a business plan.

Not all non-CMO partner organizations are required to submit a business plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction for further information and contact the Institute with any questions.

Request is not applicable.

R-13b – 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 provided to the charter school at or below fair market value.

Request is not applicable.

R-14ad – Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “CMO Representative,” “Parent Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).
- Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting,” or non-voting and/or “Ex-Officio.”

NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Methods for Selecting and Recruiting Board Members

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) is founded by a diverse team of community professionals who will combine their collective leadership to provide effective governance which includes academic, organizational, financial, and regulatory oversight of the proposed charter school. Deeply invested in the City of Buffalo, the Founding Board brings deep experience in the fields of education, nonprofit management, community organizing, technology, human capital development, finance, and law.

The Founding Board will ensure that the charter school has the community support and resources to successfully execute on its mission and accomplishes the goals outlined in the charter. In accordance with SUNY’s expectations, our Founding Board will maintain their focus on monthly, quarterly, and annual accountability targets, recognizing their legal and ethical obligation as the oversight body for the charter school. Our Founding Board accepts and will exhaust all efforts to accomplish the charter goals, students’ academic growth measurements, student academic achievement results, and our school’s financial health.

Founding Board recruitment commenced in August 2018 before the start of the 2018 BES Fellowship. Lead Founder Dr. Christopher Manning was strategically guided by the Building Excellent Schools (BES) Founder and former CEO Linda Brown as well as by the BES Director of Board Governance as he sourced potential Board members, creating a candidate list of over 382 prospective Board prospects from a variety of professional and personal backgrounds from across the City of Buffalo. After populating these lists in our database, we then received training on how to effectively speak about the early versions of the proposed school’s mission and vision. Following our mission- and vision-setting training, we pursued the most promising candidates and started developing our Founding Team who would become the first governing body of Buffalo Creek Academy. Dr. Manning conducted deep due diligence on each candidate, followed by at least two initial phone calls and then two face-to-face meetings with each viable prospect, determining the degree of mission-alignment, professional capacity and skill set, team-orientation, community commitment, alignment to the role of governance and oversight, and time availability for initial community engagement and school design during the charter development and

authorization process, and ultimately for service on the Governing Board and its committees post-authorization. Each Founding Board Applicant was provided with a formal description of the Founding Board Member Job Description, identifying all core responsibilities, and each member formally accepted the role and their place on the Founding Team through signature.

As stated, Dr. Manning worked closely with Building Excellent Schools' (BES) Founder Linda Brown throughout the early stages of board recruitment. BES is a national nonprofit that recruits and trains leaders to design, found, and lead high-achieving, college preparatory urban charter schools. BES has a Fellowship selection rate of less than 3%, 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. BES has been working in Buffalo since 2016, with that relationship solidified through a long-standing and continuing partnership with the Cullen Foundation.

The Founding Team began communicating weekly at the start of November 2018, has communicated weekly since then, and immediately moved into the review of key components of the school proposal, providing thoughtful and increasingly detailed input into the proposed school design, and implementing our robust ongoing community engagement plan in which all Founding Team members have participated. The Founding Team engaged in a full-day board retreat in early February 2019, during which close review of all core design elements, analysis of the autonomy for accountability bargain of a charter school, distinction between governance and management, and accountability tools used by highly effective charter boards. Details on all Founding Members can be found below.

Figure 14.01: Founding Board Members

	Trustee Name	Position on Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex Officio
1	Candance Moppins	Chair	Governance	Community Development Grant Writing	Yes	No
2	Ivory Robinson	Vice Chair	Governance Academic Achievement	Business Administration	Yes	No
3	William Oliver	Treasurer	Finance	Financial Advisory	Yes	No
4	Victoria Mueller	Secretary	Development	Marketing Management	Yes	No
5	Cedric Holloway	Member	Development Academic Achievement	Criminal Justice Management Non-Profit Management Grant Writing	Yes	No
6	Simone Ragland	Member	Development Academic Achievement	Special Education Social Work Grant Writing	Yes	No
7	Jessica Smith	Member	Governance Finance	Law	Yes	No

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance including fiscal performance; 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 authorization, Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) will be governed by its Board of Trustees. The Board will be formed from all members of the Founding Team, with the exception of the Lead Founder whom we intend will serve as the school’s Founding Executive Director. The Board will hold the charter on behalf of the public, and it will be accountable for the execution of the school’s mission. To accomplish this, the Board of Trustees will have the following specific responsibilities:

- Establish job description and set compensation for Executive Director
- Hire and conduct formal annual review of Executive Director
- If Executive Director must be removed for cause or Executive Director resigns, lead recruitment and selection of Executive Director
- Oversee academic results of school, approve, and annually review all school policies
- Oversee financial operations of school and ensure that the school is a responsible steward of public funds and maintains sound financial health in the short- and long-term
- Oversee school policies to ensure they comply with all applicable federal, state, and local regulations and statutes and establish policies that support mission execution
- Produce annual analysis of school’s organizational strengths and weaknesses
- Issue annual report on academic, fiscal, and organizational health of school and progress toward accountability goals, as proposed in **Request 2**
- Review annually and update, if necessary, By-laws of the Board
- Conduct annual self-evaluation to assess effectiveness of the Board

All Board members are trained in the legal duties of care, loyalty, and obedience. As a group, the Board represents all requisite skills to effectively oversee a public charter school, including knowledge of and expertise in finance, law, education, special education, educational technology, community development, grant writing, and nonprofit governance. The Board also represents a diversity of experience and perspectives, including three parents, four members who are Buffalo residents or who were educated in Buffalo, and three educators or former educators. In addition to its ongoing responsibilities listed above, the Board will be responsible for supporting a number of processes to ensure the successful startup of the school. The primary categories of the Board’s work in both the startup and ongoing governance of the school are outlined below.

Establishment of the Mission and Vision

Prior to authorization, the Board has provided its input to establish the mission, vision, and values, as well as the academic, operational, and financial plans detailed in the charter application. Upon authorization, the Board will oversee the implementation of that mission and those plans. It will also approve the school’s Accountability Plan, which contains the specific metrics to which the school will be held and against which its success will be measured.

Hiring the Executive Director and Ensuring Clear Succession Plan

Upon authorization, the Board will formally approve the job description for the Executive Director, establish annual compensation for that position, and vote to hire the Founding Executive Director for Buffalo Creek Academy. Qualifications and responsibilities of the Executive Director are detailed in **Request 11b – Qualifications and Responsibilities**. To fulfill its role of hiring and overseeing the executive leadership of the school, in the planning year, the Board will approve a School Leadership Succession Plan. This plan will be drafted by the Executive Director and

approved by the Board to ensure a concrete process for planned or unplanned departures of the Executive Director. This plan will define the process for recruitment of a new Executive Director in the event of a planned departure of the Executive Director, and it will also define a process for the Dean of Academics or Director of Operations to serve as the Interim Executive Director in the case that the Executive Director unexpectedly leaves the role, ensuring that all key responsibilities and functions of the Executive Director will be carried by another appropriately identified role.

Evaluation of the Executive Director

The Executive Director will be formally evaluated by the Board on an annual basis prior to the end of each year's contract, based on the criteria in the school's Accountability Plan (proposed in **Request 2c –Accountability Plan**). An Evaluation Committee will be convened for purposes of the annual review of the Executive Director.

- The Evaluation Committee will consist of three members – the Board Chair and one member each from the Finance Committee and the Academic Achievement Committee.
- The Evaluation Committee will solicit the input of the full Board through a survey but will be responsible for conducting and completing the Executive Director's annual evaluation. The Evaluation Committee will utilize multiple data sources in its evaluation, including the academic performance data reviewed by the Academic Achievement Committee, financial data reviewed by the Finance Committee, feedback from the annual staff survey, annual staff attrition rates and exit survey data, and feedback from the annual family survey.
- The Board Chair will deliver the evaluation to the Executive Director and will ensure that the evaluation is maintained within the Executive Director's personnel file.

Setting Policy

Upon authorization, the Board will approve the By-laws (proposed in **Request 13d – By-laws**) that govern its own operation and its Conflict of Interest Policy (proposed in **Request 13e – Code of Ethics**). This policy will establish the required disclosures of conflicts from all of its members and procedures for exclusion of board members from any discussion or vote that relates to their stated conflict. This policy will also detail the procedures for new disclosure of conflicts of interest and for a board member who identifies a perceived conflict of another board member.

Starting in the planning year and reviewing policy on an ongoing and annual basis, the Board will be responsible for reviewing and approving all governance, staff, financial, school, and family policies, including but not limited to, fiscal controls policies, the staff handbook that includes all personnel policies, and the student and family handbook that includes all school and student-facing policies, including but not limited to, promotion, attendance, and uniform policies, admissions policies, and complaint policies.

The Governance Committee will ensure that these policies meet requirements of all applicable federal, state, and local law and are implemented by the Executive Director.

Facility

The Board will be responsible for evaluating facility options for temporary or permanent space. A Facilities Committee of the Board, convened when necessitated by the search for a facility in the planning year and again as necessary, will provide support to the Executive Director in negotiation

of lease terms. The Board will approve any final agreements related to facilities, renovation, and planning before the opening of the school in August 2020.

Enrollment

During the planning year, the Board will oversee the enrollment process to ensure that the school sets and meets enrollment targets to achieve our planned enrollment of 112 students in our inaugural class (details of our planned enrollment are in **Request 4 – Enrollment**). This oversight will be a primary responsibility of the Academic Achievement Committee in the planning year before the school opens; this Committee, and all others, will make formal monthly reports to the full Board in regular monthly meetings and more frequently as requested by the Board Chair.

The Executive Director will update the Committee on a biweekly basis on the progress of community outreach and collection of enrollment forms for students. The Committee will discuss and adjust the plan as necessary based on tracking toward planned enrollment outcomes. If the school is more than 10% under its enrollment targets, starting in March 2020, the full Board will be engaged in more aggressive outreach efforts to ensure we meet our enrollment targets.

Beyond the planning year, the Board will continue to oversee the enrollment process, with the operational staff of the school managing this process and working in partnership with the Executive Director to set and meet enrollment targets.

Staff Hiring

The Board's only hire will be the Executive Director, but it will approve the organizational chart, job descriptions, salary ranges for each job and corresponding budget line items, the staff handbook, and Grievance Policy for staff. The Board will hear any grievances from staff as necessary in accordance with the Grievance Policy as approved.

Academic Oversight

The Board will delegate the management of Buffalo Creek Academy to the Executive Director and will oversee the academic performance of the school via monthly review of reporting from the school. Reporting will include the following views of the performance of the academic program:

- New York State assessment results
- Interim assessment results in core academic areas (ELA, Mathematics, Science, Social Studies) available after administration throughout the year
- Northwest Evaluation Association Measure of Academic Progress “(NWEA MAP)” testing results for Reading Comprehension and Mathematics performance and growth during the year, across years, across subgroups, and compared to all stated goals in our Accountability Plan
- Internal assessment and grading results
- Interventions, including tutoring referrals and RTI Tier 2 and Tier 3 subgroups
- Attendance, including absences, tardies, and early departures
- Enrollment
- **Care Credit** and demerits, categorized by our **LIFE Values** (for details of these values and our **Care Credit** and demerit system, see **Request 9a – Culture and Discipline**)
- Family contacts, particularly family engagement numbers in school events

- Disciplinary actions, including class referrals, detentions, in-class reflections, in-school suspensions, and out-of-school suspensions

Budget Approval and Financial Oversight

The Board is awarded the charter and as public stewards is responsible in its full membership for the financial oversight of the school, including:

1. Review and approval of the annual budget
2. Review of monthly financial statements (chart of accounts, projected and actual monthly cash flow, three-month financial projections, year to actual budgets)
3. Review of monthly financial dashboard, which will report key financial indicators, including days of cash on hand, net surplus or deficit compared to budget, and fund development
4. Assurance of adequate financial resources for all short- and long-term needs
5. Education by the Finance Committee of all Board members with respect to the organization's budget and financial performance
6. Hiring of the auditor, review of the annual audit, ownership of the action steps and response to audit (as needed)
7. Partnership with the Executive Director to complete and ensure submission of all necessary financial records to the authorizer
8. Compliance of the School with all state and local regulations related to procurement for charter Schools
9. Approval of all major spending (greater than \$5,000) that impacts finances of the school
10. Ensuring the school has appropriate bank accounts with appropriate signatories
11. Establishment of fiscal policy on investment, and training all Board members on the policy
12. Establishment of fiscal policy on segregation of duties, and ensuring training for all required management positions

The Board's Finance Committee, Treasurer, Back-Office Provider, and Executive Director will work together, using an iterative process from February to June of each year to build the budget for the following fiscal year. In January and February, the Executive Director will establish the priorities and needs for upcoming fiscal year, leveraging the input of other school staff as necessary and working with the Back-Office Provider to create a working budget. In March of each year, the Executive Director will present the proposed budget to the Finance Committee, which will review it to determine if the budget is balanced, is aligned with our mission, plans for healthy and responsible cash flow and reserves, contains clear, full, and conservative assumptions, and serves the needs of all learners.

The Finance Committee will provide recommendations for changes to the budget, and the Treasurer will work with the Executive Director, Operations Manager, and Back-Office Provider



to ensure that the budget is ready for recommendation to the Board. In April, the Treasurer on behalf of the Finance Committee will present the final budget to the full Board for consideration and discussion. In May, the Board will take a vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter. The budget is expected to be complete and finalized no later than June 30 of each year and submitted to the SUNY Charter Schools Institute by this date.

Fund Development

The Board will raise money on behalf of the mission of Buffalo Creek Academy. The activities the Board will undertake for this fundraising will evolve from the planning year to the maturity of the school. All Board members are aware that we are a giving Board, and all members will make an individual donation that is meaningful to them on an annual basis. The Board will plan annual events and fundraising drives to attract and involve individuals who believe in our mission and will be willing to contribute to it financially. In addition, the Board will seek fundraising opportunities from local philanthropic organizations and foundations known to support educational reform and other schools with a similar mission to Buffalo Creek Academy. In considering the skills to add to the Board after authorization, the Governance Committee will plan to add at least one Board member with fundraising knowledge and experience. Starting in Year 5, the school will hire a full-time Director of Development who will work closely with the Development Committee and full Board in setting and executing development goals and strategies.

c. Education Corporation Board Design

Describe the rationale for 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 of 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 Meetings Law;
- Trustee recruitment and selection process and criteria;
- New trustee orientation process; and,
- Board/trustee training development

The Buffalo Creek Academy Charter School ("Buffalo Creek Academy") Board of Trustees is comprised of seven members with varying professional skills, perspectives, and roles, in accordance with New York Education Law ("Education Law") §§ 226(1), 2853(1)(f), New York General Municipal Law ("GML") §§ 800-806 (excluding § 805-b), and New York Not-For-Profit Corporation Law ("N-PCL") §§ 712, 713.

Number of Trustees

The Board of Trustees ("Board") will have between seven and fifteen trustees, to distribute work effectively and offer diversity of perspectives and maintain a small enough size to ensure productive discussion and accountability. The Board will maintain an odd number for voting purposes.

Officer Positions

The Board will have official officer roles of **Chair, Vice Chair, Treasurer,** and **Secretary.**

- The Board **Chair** is the senior volunteer leader of Buffalo Creek Academy 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 and stays apprised of work happening on all committees. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained. S/he also manages the development of the Board and serves as the Governance Committee Chair. S/he acts in some venues as the representative of the organization to the public.
- 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 and as may be designated by the Chair.
- The **Treasurer** provides direction for the fiscal management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the Chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Executive Director, Director of Operations, Back Office Provider, and auditors as necessary. S/he ensures that financial reporting reaches the Board on its prescribed schedule and leads the Board's role in providing feedback on and approving the annual budget. S/he develops and monitors any investment policies adopted by the Board. S/he oversees the annual audit and leads the education of other board members on all matters of financial health of the organization.
- The **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports the member of the staff or volunteer taking minutes.

Ex-officio Members (voting and non-voting)

We have no identified ex-office members, voting or non-voting, at this time.

Standing Committees (if any)

There will be several standing committees: a standing nominating committee, known as the Governance Committee, chaired by the Board Chair and including at least three members, all of whom are members of the Board; a Finance Committee, chaired by the Treasurer with one to two additional members with financial expertise; an Academic Achievement Committee, comprised of at least two members with educational expertise; and a Development Committee, comprised of individuals with fund development experience.

Delegation of Authority to any Committees, Officers, Employees, or Contractors



The Board may choose to delegate authority to any Officer or agent of Buffalo Creek Academy to enter into any contract or execute and deliver any instrument on behalf of Buffalo Creek Academy, both in general and for a specific instance.

Information to be Received from CMO, School Leadership, Staff or Contractors

The Executive Director will deliver an oral and written report on a monthly basis for the Board. The Board will also receive formal dashboards with information on a range of academic, disciplinary, operational, and financial measures of the school's performance, provided by the Executive Director with the support of the Operations Manager and the Back-Office Provider. Different committees will closely examine different subsets of this information as appropriate to fulfill their regulatory obligations.

Frequency of Board and Committee Meetings

The Board of Buffalo Creek Academy will meet on a monthly basis, and committee meetings will take place at least 10 times per year for standing committees (Governance, Finance, Academic Achievement, Development). Other committees will meet as needed.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law

1. We are committed to operating our Board in full compliance with the Open Meetings Law ("OML") and the Charter Schools Act of 1998 (the "Act"). We will exercise the following practices for all meetings of the committees of the school and its committees and subcommittees.
2. We will publicize when and where meetings take place with at least one week of notice. The notice will provide the date, time, and location of the meeting. We will send this notice to the news media, post it publicly in a designated location, and post it on our website. For meetings with a regular meeting place and time, we may exercise the allowance in the law to create a yearly schedule and post it at the start of the year. We will follow the procedures for an individually scheduled meeting for any modification of a meeting previously scheduled in an annual notice.
3. We will publish all materials subject to the Freedom of Information Law ("FOIL") prior to the meeting on our website, including the agenda and any proposed resolutions or policy.
4. We will hold meetings in a space accessible to the public and ensure that the space can accommodate all members of the public. To the extent possible, we will make efforts to ensure that individuals with disabilities are not presented with barriers to attendance of our meetings.
5. We will keep a summary of all motions, proposals, actions taken, and votes of the members of the board as our minutes. These minutes will be made available within two weeks after the meeting.
6. The board will, at times, enter Executive Session. Executive Session can only be entered into after the board meeting has officially started with the public. If a board member makes a motion in public to enter into Executive Session, it must indicate that the issue falls into one of the following categories and name the relevant category explicitly:

- a. matters which will 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, pending, or current litigation;
- e. collective negotiations pursuant to article fourteen of the civil services law;
- f. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- g. the preparation, grading, or administration of a corporation; or
- h. the proposed acquisition, sale, or lease of real property or proposed acquisition of securities or sale or exchange of securities held by such a public body, but only when publicity would substantially affect the value thereof.

The motion must be carried by a majority of the whole Board, counting absent voting Board members as abstentions. The Board may vote during Executive Session and must reflect this action in its minutes, but it may not appropriate public monies during Executive Session.

Trustee Recruitment and Selection Process and Criteria

For vacant positions on the Board, the Governance Committee will be responsible for identifying qualified candidates and presenting these candidates to the Board. We will establish a rigorous selection process to set high expectations for Board members, targeting prospective members who fill areas of need for the Board to be able to carry out its duties effectively. The expectations of Board members are as follows:

- Advocate for the mission and vision of Buffalo Creek Academy
- Capitalize on personal/professional networks for the benefit of Buffalo Creek Academy
- Use specific expertise for the governance of Buffalo Creek Academy
- Commit five hours monthly to Board-related work, including meetings/phone calls/emails
- Represent Buffalo Creek Academy publicly in support of initiatives that support its mission
- Disclose any potential conflicts of interest to Board Chair, Executive Director, and Board

Qualifications of all Board members are as follows:

- Belief in charter schools and in the mission of Buffalo Creek Academy
- 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, fundraising, advocacy, community organizing /outreach, education, or strategic planning
- Personal experience with entrepreneurship and/or working on diverse teams
- Willingness to use personal and professional networks on behalf of the School
- Commitment to improving quality of education for children in low-income communities in the East Side of Buffalo

Candidates meeting these criteria will meet with the Governance Committee, and in most cases, will attend a Board meeting as members of the public and will attend an appropriate committee

meeting that aligns with their skill sets and interests. The Governance Committee will recommend a prospective board member to the full Board in its meeting for their review. As outlined in the By-laws, new Board members will be elected by a 2/3 vote of the entire Board after the presentation of the prospective member within a public meeting.

New Trustee Orientation Process

All accepted Trustees will review and sign our Conflict of Interest Policy and will review all required items of Open Meeting Law. They will receive the Board By-laws, charter school application, and Board policies at least two weeks before the next Board meeting to ensure they have the requisite time to prepare for their role in governance. They will attend a two-to-three-hour orientation with the Board Chair and Governance Committee to answer any questions not answered during the interview process or by the review of the By-laws, Conflict of Interest, and charter. During the planning year and for all subsequent years, after the initial approval of the Board's policies, the Board Chair will develop a set of questions based on the By-laws and Board policies to ensure the new Trustee's understanding of the Board's role, procedures, and policies. These questions will provide the basis for discussion during the orientation to ensure that new Trustees understand their role and the role of the Board to govern the school.

Board/Trustee Training and Development

The Founding Board of Buffalo Creek Academy has already participated in a Founding Board Retreat, implemented with the support of Building Excellent Schools' ("BES") Board Governance team. BES will support the organizational meeting following authorization in which officers will be installed, By-laws and the Conflict of interest and Code of Ethics will be formally approved, Robert's Rules will be used, and Open Meeting Law requirements will be observed and a Committee Action Planning Retreat to ensure that committees are prepared to fulfill their roles through goal-centric, time-bound action plans shared with and approved by the Board Chair. BES will continue to provide ongoing support for the Board, and the Board Chair will seek to identify additional opportunities for professional development. The Board will conduct an annual self-evaluation as a whole and as individual members. The Governance Committee will manage this process, based on assessment of the stated duties of the Board from the charter document and on at least one external guide for best practices for charter school boards. *Charter School Board University*, by Dr. Brian L. Carpenter from the National Charter School Institute, among other texts, provides strong guidance for adhering to the stated goals of the Board.

d. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

We believe that to achieve our mission, we must listen to the feedback and wisdom of all of the stakeholders of Buffalo Creek Academy, including families, students, and teachers. We will provide multiple venues for that feedback to ensure that these stakeholders' feedback is heard and considered by our leadership and Board of Trustees. While we cannot ensure that every stakeholder will see the desired outcome of their feedback, we will listen and consider all feedback in our decisions. Ultimately, all decisions of leadership and the Board must be driven by the calculation of what best serves the mission of the organization. We will solicit feedback from all stakeholders using the following approaches:

- We will conduct annual surveys of families and staff. These surveys will ask staff about all aspects of their work at Buffalo Creek Academy, about the operation of the school, and



about our program's service of students. Our family surveys, provided in the home language of the family, will ask for feedback on their assessment of their student's learning and wellbeing, the efficiency of our operational systems, and the expectations of the school. The results of these surveys will be used by management and by the Board to iterate our program and to evaluate the effectiveness of our program. These will also provide multiple spaces for open feedback about concerns of any kind.

- We will ask staff to provide informal feedback to management. Our teachers will speak with families on most instructional days and with students every day. We will ask staff for regular feedback about processes within the school, elements of the academic program, and their relations with families, and we will provide both anonymous forms for staff to submit that feedback and ask for it in one-on-one conversations.

R-14e – By-Laws

Provide a draft of the proposed education corporation's governing by-laws.

Please see below the proposed By-laws for Buffalo Creek Academy Charter School.

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Buffalo Creek Academy (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 5-12 in the Buffalo community. Through rigor and structure we prepare students to graduate from college and positively impact our community.

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. The exact number of Trustees will be set by the Board. All Trustees shall have identical rights and responsibilities.

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. Initial 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 2021), at least two

Trustees who will serve a two-year term (ending in Spring 2022), and at least three Trustees who will serve a three-year term (ending in Spring 2023).

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 [REDACTED] 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 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 objective, 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 chair of each committee will be appointed by the Board Chair, with the advice and consent of the Board.

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 of 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 Corporation, 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 discussion before a 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 of the Chair's duties and, when so acting, shall have all of the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform other such 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, Executive Director, 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 shows 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: _____

R-14f – Code of Ethics

Provide a draft of the proposed education corporation's code of ethics. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

Buffalo Creek Academy Charter School

DRAFT: Code of Ethics

Policy

The Board of Trustees (“Board”) and senior staff of Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) must: conduct their affairs in the best interest of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Buffalo Creek Academy; and ensure that they do not receive improper personal benefit from their positions. Accordingly, Buffalo Creek Academy has adopted the following procedures to govern Buffalo Creek Academy decision-making processes. Moreover, Board members, experts, advisors, and Buffalo Creek Academy staff of any level are subject to the gift policy set forth below.

- Trustees, Officers, or Employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Not more than 40 percent of the Board of Trustees may be comprised of: (a) people currently being compensated by Buffalo Creek Academy for services rendered to it within the previous 12 months, whether as a full-time employee, part-time employee, independent contractor or otherwise; or (b) any person in a Trustee’s family.
- Trustees, Officers, or Employees shall not receive nor enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school Board.¹
- Trustees, Officers, or Employees shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees, whereby the compensation is to be dependent or contingent upon any action by Buffalo Creek Academy 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.²
- Trustees shall make all appropriate financial disclosures whenever a grievance of Conflict of Interest is lodged against them.
- Trustees, Officers, and Employees may never ask a subordinate, student, or parent of a student to work on or give to any political campaign.
- Trustees, Officers, and Employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:

¹ General Municipal Law § 805-a(1)(c).

² General Municipal Law § 805-a(1)(d).

- Student records
 - Financial information
 - Personnel records
 - Payoff records
- Trustees, Officers, and Employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules
 - Sexual or other unlawful or unwelcome harassment
 - Excessive absenteeism or any absence without notice
 - Trustees, Officers, and Employees shall not engage in, solicit, or negotiate for our promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.³
 - Trustees, Officers, and Employees shall not invest or hold any investment directly in financial, business, commercial or other private transaction that creates a conflict with his or her official duties.⁴
 - Trustees, Officers, and Employees shall not, after the termination of service or employment with the Board of Trustees, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, Officer, or Employee of any claim, account, demand or suit against Buffalo Creek Academy on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.⁵
 - Trustees, Officers, and Employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board of Trustees. If this occurs, the Trustee, Officer, or Employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

Self-Dealing Transactions

- The Board of Trustees defines a "self-dealing transaction" as a transaction to which Buffalo Creek Academy is a party in which one or more of the individual Trustees, Officers, or Employees has a financial interest.

³ General Municipal Law § 806(1)(a).

⁴ Ibid.

⁵ Ibid.

- Neither Trustees nor the employees of Buffalo Creek Academy shall engage in any self-dealing transactions, except as approved by the Board of Trustees in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of Buffalo Creek Academy, if the transaction (a) is approved or authorized by the Board of Trustees in good faith and determined by the Board to be in the best interest of Buffalo Creek Academy and without favoritism and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

DRAFT

Buffalo Creek Academy, Inc.

CONFLICT OF INTEREST POLICY

ARTICLE I

PURPOSE

Section 1. The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of Buffalo Creek Academy, Inc. (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, Officer, or Key Person of the Corporation or one of their relatives. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable and in the best interests of the Corporation at the time of such determination

Section 2. This Policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to not-for-profit and charitable organizations.¹

Section 3. Definitions of “Key Person,” “Related Party,” and other capitalized terms used in this policy can be found in **Article X** below.

ARTICLE II

RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1. Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the Governance Committee must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

Section 2. If at any time during his or her term of service a matter for decision or approval comes before the Board in which a Related Party has a Financial Interest, that Financial Interest must be promptly disclosed in writing to the **Board Chair as the Chair of Governance Committee**, together with all material facts. The Governance Committee will then follow the procedures set forth in this Policy.

Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the Corporation.

ARTICLE III

DISCLOSURE AND VOTING

Section 1. Disclosure. Any Related Party shall disclose in good faith all material facts of his or her Financial Interest to the Board.

Section 2. Non-Participation and Review. All transactions, agreements, or any other arrangements between the Corporation and a Related Party, and any other transactions which



may involve a potential conflict of interest, shall be reviewed by the Board Governance Committee. No Related Party shall vote, act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest. Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation. All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board Governance Committee they may provide information regarding the transaction prior to the deliberations.

Section 3. Consideration of Alternate Transactions and Comparability Data. If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board Governance Committee must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.

Section 4. Voting. The Corporation will not enter into any Related Party Transaction unless it is determined to be fair, reasonable, and in the best interest of the Corporation and is approved by not less than a majority vote of the Trustees present at the meeting. The Board Governance Committee shall document the meeting contemporaneously as described in this Policy, including its consideration of any alternative transactions. Only Independent Trustees shall vote on Related Party Transactions.

Section 5. Compensation for Services. A voting member of the Board of Trustees or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any Committee whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee's or Officer's compensation.

However, a voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, may upon request of the Board or Committee provide information regarding compensation.

Section 6. No Loans. No loans shall be made by the Corporation to its Trustees or Officers, or to any other entity in which any of the Corporation's Trustees or Officers holds a Financial Interest, except to another charitable organization.

ARTICLE IV

GOVERNANCE COMMITTEE REVIEW

The Board may delegate to the Governance Committee, which shall be composed solely of Independent Trustees, the adoption, implementation of, and compliance with this Policy. The Board may delegate to the Governance Committee review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy, provided that if the Related Party Transaction would otherwise require full Board approval, the Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE V

RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all Committee meetings at which a Related Party Transaction is considered shall contain:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or Conflict of Interest, the nature of the potential or actual Financial Interest and/or Conflict of Interest, any action taken to determine whether a Financial Interest or Conflict of Interest exists, and the Governance Committee's determination as to whether a Financial Interest and/or Conflict of Interest exists.
- The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party and any Trustees who are not Independent Trustees left the room during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board Governance Committee.
- The minutes shall document contemporaneously the deliberations and determination regarding any the Financial Interest or conflict of interest.

ARTICLE VI

INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1. Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the Board Chair:

- i. Any entity of which the Trustee, Officer, or Key Person is an Officer, Trustee, Voting Member, Owner (in whole or in part), or Employee and with which the Corporation has a financial relationship.
- ii. Any transaction in which the corporation is a participant and in which the Trustee, Officer, or Key Person, or one of his or her relatives might have a conflicting interest.

Section 2. A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE VII

CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for school Trustees, Officers and Employees.

Section 1. General Prohibitions. Under the GML, no school Trustee, Officer or Employee may have an interest, direct or indirect, in any contract with the School, when such Trustee, Officer,



or Employee, individually or as a member of the Board, has the power or duty to: (a) negotiate, prepare, authorize, or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an Officer or Employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school Employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Section 2. Express Prohibitions. In addition, the GML clearly states that a school Trustee, Officer, or Employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift, having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Section 3. Exceptions. Prohibitions on Conflict of Interest pursuant to the GML do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the Chief Fiscal Officer, Treasurer, or his/her Deputy or Employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a Municipal Officer or Employee has an interest which is prohibited solely by reason of employment as an Officer or Employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation, or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to, an official newspaper, for the publication of any notice, resolution, ordinance, or other proceeding where such publication is required or authorized by law;



- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the Governing Board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an Officer or Employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such Officer or Employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the Board of Trustees;
- j) A contract with a corporation in which an Officer or Employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an Officer or Employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an Officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school Officer or Employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Section 4. Disclosure of Interests.

- a) Any Trustee, Officer, or Employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

- b) Written disclosure of all interests shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

ARTICLE VIII

ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

ARTICLE IX

DEFINITIONS

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

Board of Trustees or Board. The body responsible for the management of the Corporation.

Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.

Independent Trustee. A member of the Board of Trustees (the "Board") who:

- is not and has not been an Employee or a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
- does not have a Relative who is or has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
- has not received and does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation for services or reimbursement for expenses reasonably incurred as a Trustee of the Corporation, as set by the Corporation);
- does not have a substantial Financial Interest in and is not an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer (as defined below) of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the following, as applicable: (i) the lesser of \$10,000 or 2% of the entity's consolidated gross revenue in any of the last three fiscal years if such consolidated gross revenue was less than \$500,000; (ii) \$25,000 if the entity's consolidated gross revenue in any of the last three fiscal years was \$500,000 or more

but less than \$10,000,000; or (iii) \$100,000 if the entity's consolidated gross revenue in any of the last three fiscal years was \$10,000,000 or more;

- is not and does not have a relative who is a current Owner, whether wholly or partially, Trustee, Officer, or Employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- is not in an employment relationship under control or direction of any Related Party (as defined below) and does not receive payments subject to approval of a Related Party; or
- does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

Key Person. A Key Person is a person who:

- Has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and Officers;
- Manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or
- Alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Officer. A person who has the authority to bind the Corporation as designated in the bylaws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

- Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation; o Relatives of Trustees, Officers, or Key Persons;
- any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
- Founders of the Corporation;
- Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);
- Persons owning a controlling interest (through votes or value) in the Corporation;
- Any non-stock entity controlled by one or more Key Persons;
- Any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.



Related Party Transaction. Any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a Conflict of Interest for purposes of this Policy.

Relative. A Relative is a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half-blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half-blood).

Trustee. Any voting or non-voting member of the Board of Trustees, whether designated as a Trustee, Manager, Governor, or by any other title.

R-14g – Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

Complaint Policy and Procedures of Buffalo Creek Academy Charter School

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 to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be or become knowledgeable about the matters that they are assigned to investigate. Buffalo Creek Academy Charter School ("Buffalo Creek Academy" or "the 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 Schools Institute, New York State Education Department, and the mission and charter of Buffalo Creek Academy.

In addition, Buffalo Creek Academy 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 the 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 of the Department of Education. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

Buffalo Creek Academy encourages informal resolution to informal complaints whenever possible. Any issues unrelated to the law or fulfillment of the charter are regarded as informal complaints and are best resolved through communication between the parties most immediately involved. We encourage informal complaints to first be voiced to the parties involved and, if unresolved, voiced to the Executive Director. Any parties who believe that an informal complaint has not been adequately addressed by the Executive Director may bring such a complaint to the Board of Trustees in public comment, but the Board is not required to address any such complaints directly. If a member of the Board believes that such an informal complaint constitutes a performance concern in its management of the Executive Director, a member of the Board may raise the discussion of the complaint as new business for the full Board. If the Board believes that disciplinary action is justified, it may vote to pursue such action pursuant to the personnel policy.



In the case that any party believes that there has been a violation of the law or of our charter, a formal complaint should be filed. Pursuant to the requirements of New York State Education Law § 2855(4), the legally required procedure for formal complaint to a single authority of the School will be followed.

Responsibilities and Records in the Formal Complaint Process

The Board of Trustees will delegate the responsibility of review and decisions regarding complaints to the Executive Director. Complaint forms will be available at the main office and, if submitted, will be forwarded to the Executive Director, or his/her delegate. The Executive Director, or his/her delegate, will leverage the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics to gather information about the complaint, to continue investigation, and/or to work toward resolution of the complaint.

Buffalo Creek Academy will distribute the complaint policy and complaint form to staff via the Staff Handbook, to parents/guardians via the Student and Family Handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Executive Director will maintain a detailed record of all complaints, including the date the complaint was received and the results of any investigation necessitated by the complaint. All complaints and responses shall be public records. Complainants or student(s) of complainant shall not be subject to retaliation as a result of the filing of a complaint. The Executive Director shall provide a copy of the disposition to the Board of Trustees and to Charter Schools Institute upon request, if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated.

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 Executive Director and/or appropriate Leadership Team 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 Leadership Team 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 s/he 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.

Step 2: Investigation of the Complaint

The Executive Director and/or appropriate Leadership Team 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.

Step 3: Response and Final Decision

The Executive Director and/or appropriate Leadership Team 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 Executive Director or appropriate Leadership Team member 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 in complaint log 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

If a complainant does not believe that the Executive Director has adequately addressed a formal complaint, 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 Schools Institute, the individual or group determines that SUNY Charter Schools 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 Schools Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

R-14h – Board Member Resumes

Submit updated resumes for all board members.

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Cedric Holloway

Education

BACHELORS | JUNE 1998 | STATE UNIVERSITY OF NEW YORK @ BUFFALO

- Major: Criminal Justice
- Minor: Sociology

Experience

Awards

- Change Maker (2/2009)
- Men Moving Forward “He-Roes” (5/2009)
- The United Coalition of Churches Recognition Award.
- New York State Senator Byron Brown – Community Service Award
- City of Buffalo Common Council– Community Service Award
- New York State Assembly Arthur O. Eve – Community Service Award
- New York State Congressman Jack Quinn – Community Service Award
- Erie County Legislator Crystal Peoples Award, – Community Service
- True Bethel Baptist Church Pastor. Darius Pridgen Community Service Award
- Afro-American Police Association – Law Enforcement Officer of the Year
- Omega Psi Phi Fraternity Inc. Phi Epsilon Chapter – Citizen of the Year
- Omega Psi Phi Fraternity Inc. Phi Omega Chapter – Outstanding Service
- City of Buffalo Change Maker Award (2/2009)
- Men Moving Forward “He-Roes” (5/2009)
- The United Coalition of Churches Award (7/2009)
- Black Achiever’s Award (10/2009)
- Buffalo Police Benevolent Society Officer of the Month (3/2010)
- Butler Award for Heroism by the Buffalo Police Benevolent Association (5/2011)
- Stop the Violence Award (4/2012)
- Boy Scout Crew Leader Award (4/2013),
- CAO Professional of the Month (5/2013)
- President Barak Obama’s Presidential Award of Merit (11/13)
- Law Enforcement Officer of the Year, Afro- American Police Association
- Trailblazers’ Award,
- Omega Psi Phi Fraternity Inc. Phi Epsilon Chapter – Citizen of the Year, and Omega Psi Phi Fraternity Inc. Phi Omega Chapter (11/16), African American Police Association Community Service Award (2016) –
- Outstanding Service. Buffalo Evening News – Outstanding Citizen Award (3/17)

Figure 14h-2

CANDACE S. MOPPINS



SUMMARY:

Dependable and established professional with community, corporate and non-profit affiliations. Proven skills in a variety of settings. Upbeat, positive attitude with a history of producing quality results and satisfied employers.

Management

- Administered and marketed assistance programs for first-time home buyers
- Established needs-based grants for individuals.
- Liaison for program clients with governmental agencies
- Grant writer for a \$500,000 government grant that was receive
- Managed office staff with responsibilities for time management, training and monitoring for compliance

Nursing

- Licensed LPN
- Trauma and triage care
- Health care plan implementation
- Blood Draw for specific kidney disease
- Home care for diverse population
- Home care for specific needs children
- Care plan implementation and Health Intake.

Communication

- Interactive with a large diverse population
- Communicates with supervisors, co-workers, and subordinates
- Analyze information and evaluate results to choose the best solution and solve problems.

Office Skills

- Microsoft Word and Excel
- Various medical software programs to include:
 - Purckinjie
 - SOAPware

EMPLOYMENT IDSTORY



EDUCATION I CERTIFICATIONS & LICENSES

Certificate Licensed Practical Nurse, Erie I. BOCES, Cheektowaga New York, 1987
Trocaire College, Buffalo, New York -Area of Study- Associates Degree of Registered Nursing
State of New York License Practical Nursing, 1987
State of New York License for Foster Child Care Provider, 1990
HUD and Neighborworks Organization of America certificates, 1990-1998

VICTORIA MUELLER



Seeks a career utilizing my vast array of skills including project/ office management, relationship building, marketing expertise, excellent written/ verbal communication, and tremendous focus on customer solutions. Excels at taking the initiative, time optimization, vendor negotiations, and visualizing ROI endpoints. Proven top-performing professional who, along with team mates, thrives on facing challenges and strategizing ‘wins’ – for ourselves, the company, and society.

AREAS OF EXPERTISE

- Office Management/ Business Ownership
- Marketing (CRM) & Creativity
- Vendor/ Negotiation skills
- HR, Purchasing, ROI, Analysis
- Event Planning/ Fundraising
- Strategic, Visionary thinking
- Multi-Industry Knowledge/ Associations
- Best Practices/ Data Driven
- SEO/ Market Analytics/ Research
- Anticipate Needs/ Solution-focused

PROFESSIONAL EXPERIENCE

EDUCATION & PROFESSIONAL DEVELOPMENT

Master of Business Administration, Concentration in Marketing
University of New York at Buffalo

Bachelor of Art, Psychology
University of New York at Buffalo

Core Skills:

- Proven leader/team builder
- Excels at time management, 'critical & relevant', as well as attention to details
- Independent work ethic, takes the initiative, constant learner
- Customer focused, listener, & empathetic
- Cost/benefit analysis perspective
- Able to visualize successful outcomes

AFFILIATIONS

- Buffalo Creek Academy Charter School (proposed), Founding Board Member, November 2018/ Present (Build Excellent Schools)

Through rigor and structure, Buffalo Creek Academy Charter School prepares fifth through twelfth grade students to graduate from college and positively impact our community.

William I. Oliver

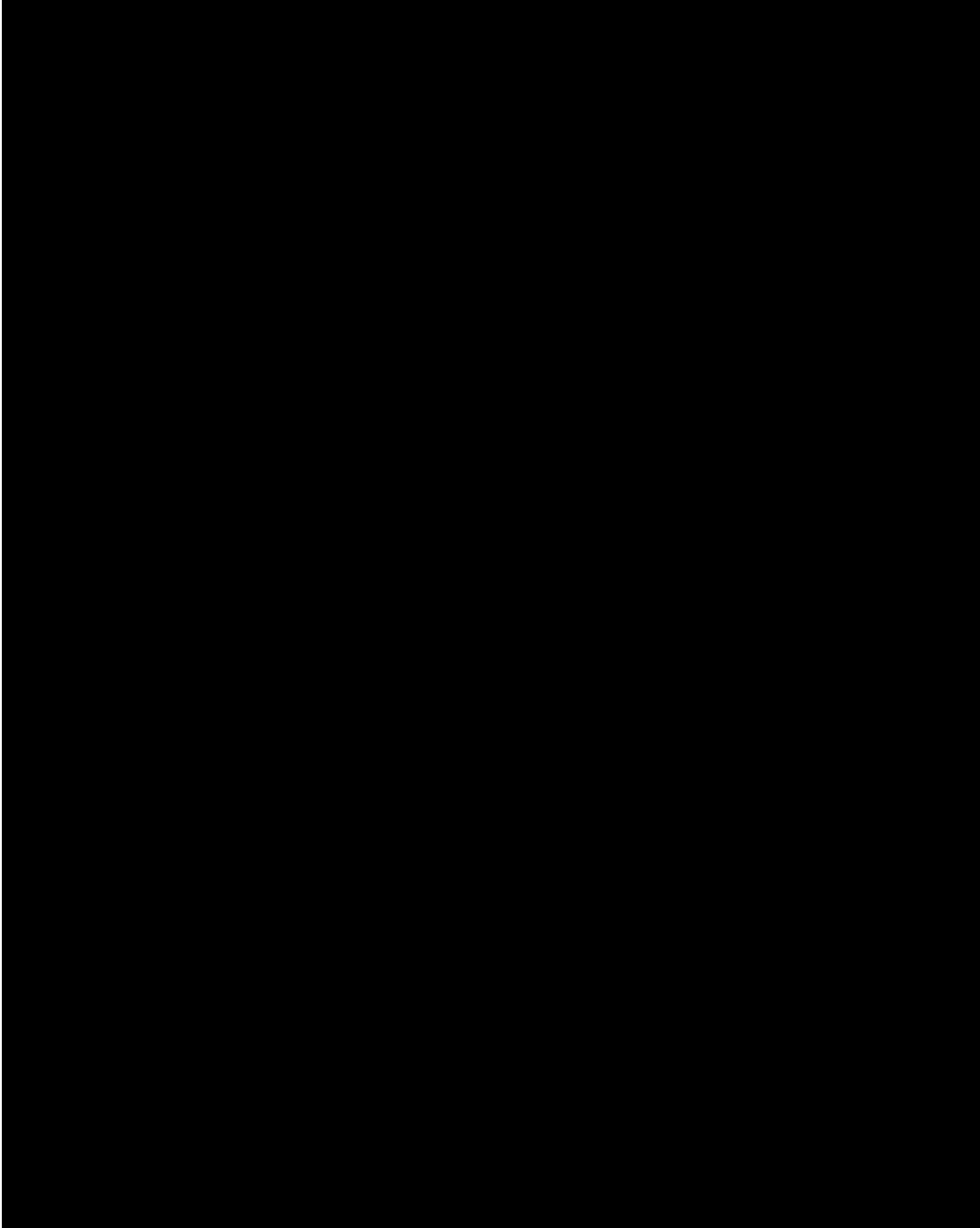


OBJECTIVE Obtain the financial board member position that allows me to give back to the Buffalo community, utilizing my experience, motivation, excellent interpersonal communication and relationship-building skills.

EDUCATION UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK
Bachelor of Science in Business Administration, Graduated May 2013
Finance Concentration

TOMPKINS CORTLAND COMMUNITY COLLEGE
Associates of Science in Business Administration, graduated May 2011

EXPERIENCE

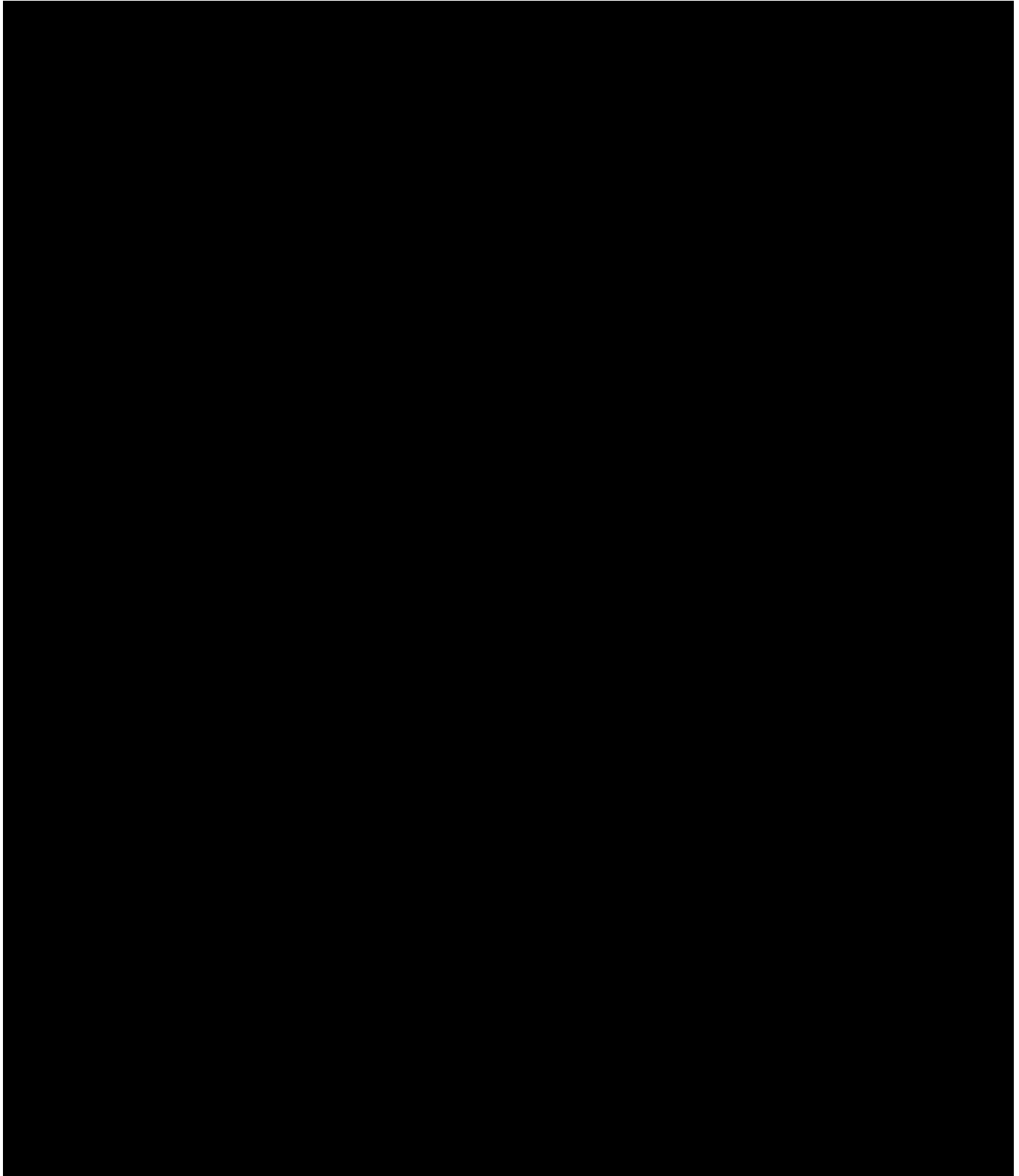


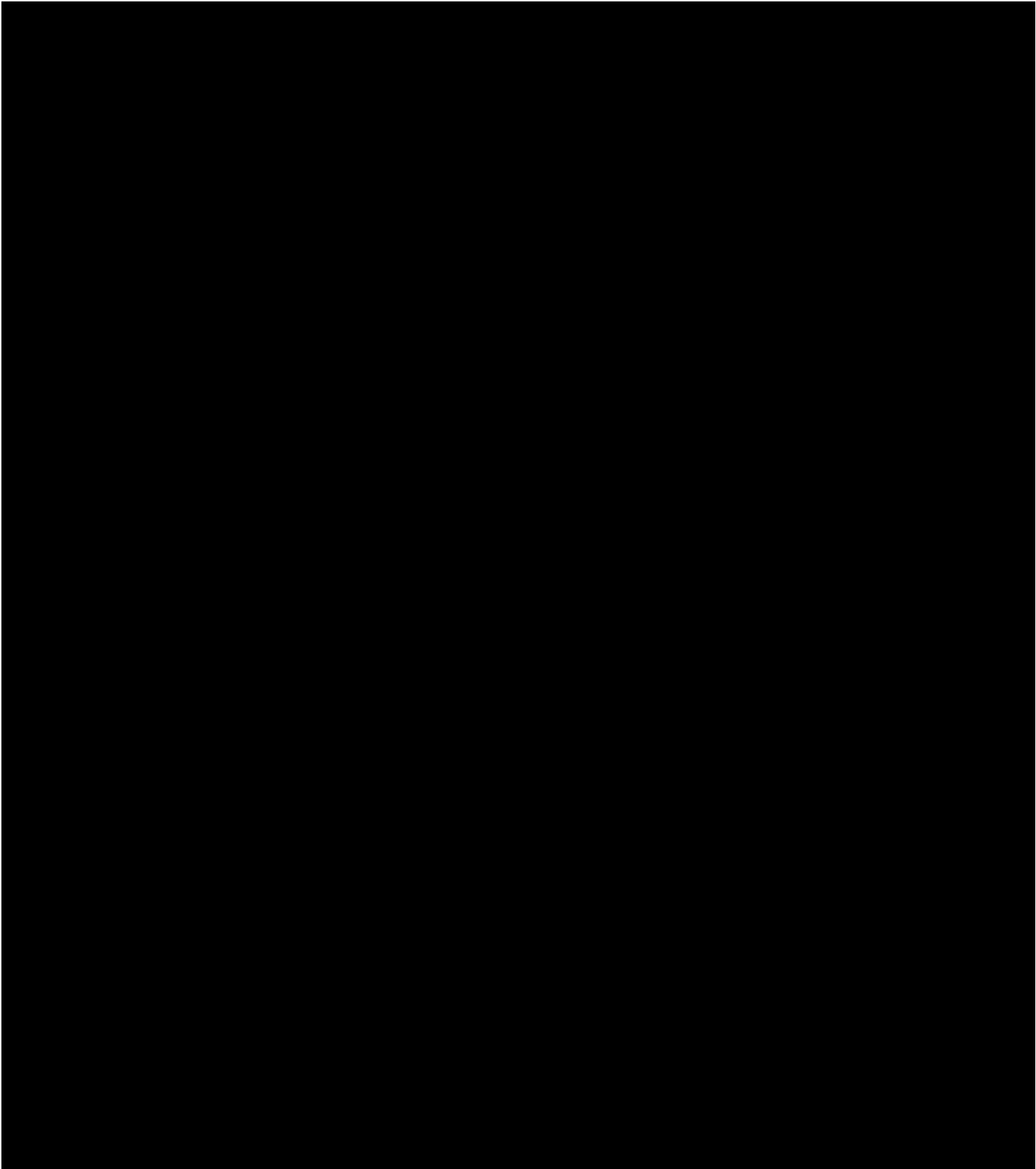


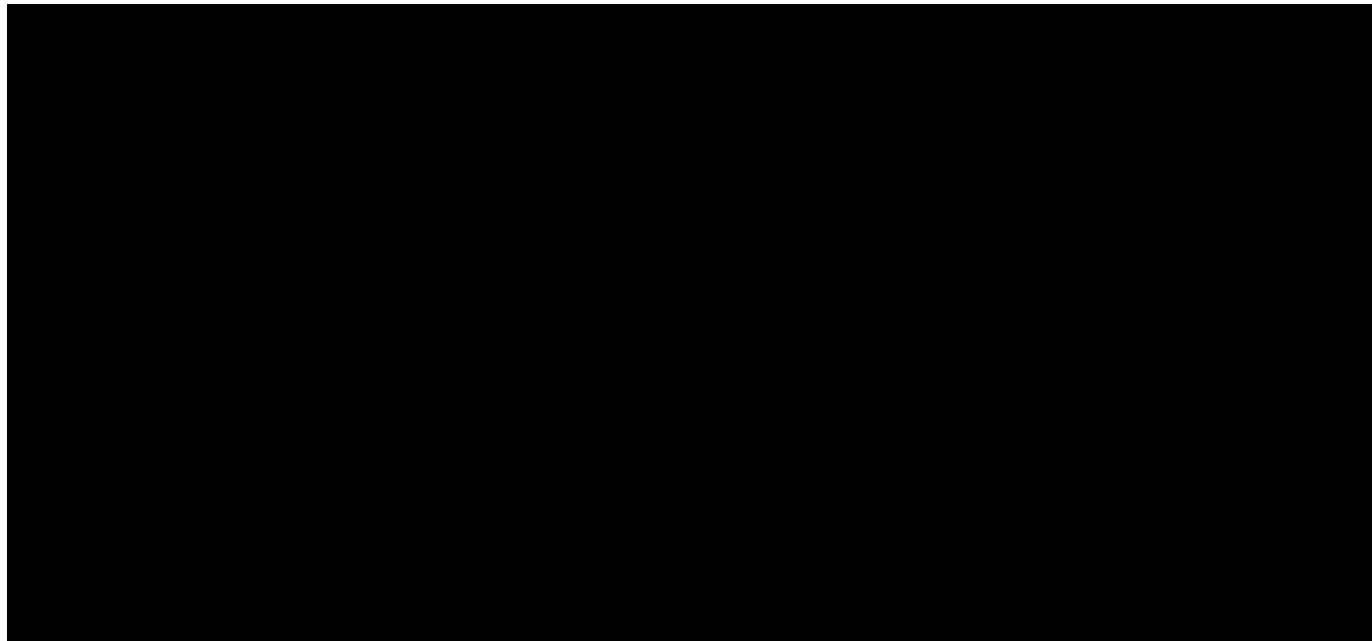
**SIMONE RAGLAND
LMSW**



EMPLOYMENT







EDUCATION

Master of Social Work (MSW)	STATE UNIVERSITY of NEW YORK AT BUFFALO	May 2007
Bachelor of Science Community and Human Services	STATE UNIVERSITY of NEW YORK EMPIRE STATE COLLEGE	June 2004
Associate in Applied Science Dental Hygiene	ERIE COMMUNITY COLLEGE NORTH CAMPUS	May 1992

SKILLS

MS Word, MS PowerPoint, MS Access, MS Excel, Windows, MS Publisher, Effective Black Parenting Certified Trainer, Nurturing Parenting Certified Trainer

ADDITIONAL EXPERIENCE AND AFFILIATIONS

United Way Board member training
Member National Association of Social Workers
Member National Association of Black Social Workers
Red Cross Disaster Services Volunteer
Serve as a Girl Scout troop leader
CPR Certified
Team leader for Sister's Network Block Walk
for breast cancer prevention in African- Americans
Coordinated Health awareness symposium for at-risk populations
Developed and implemented a mother-daughter
health awareness project for Sister's Network Buffalo chapter

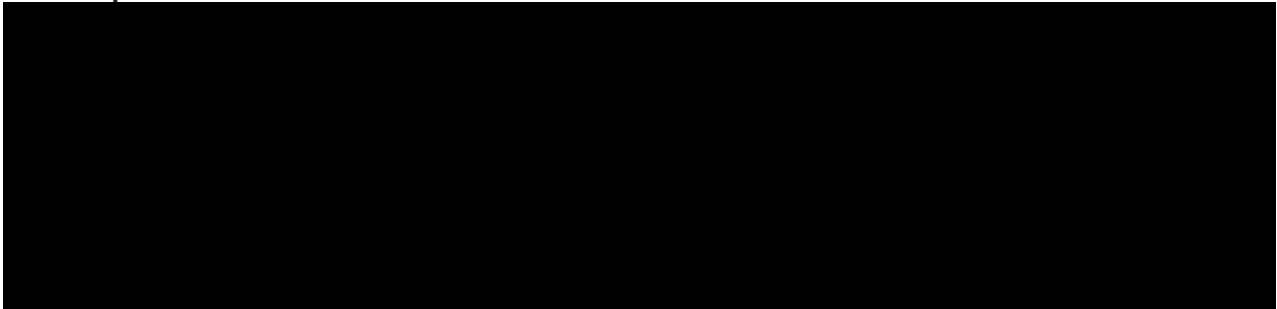
Ivory L. Robinson Jr.

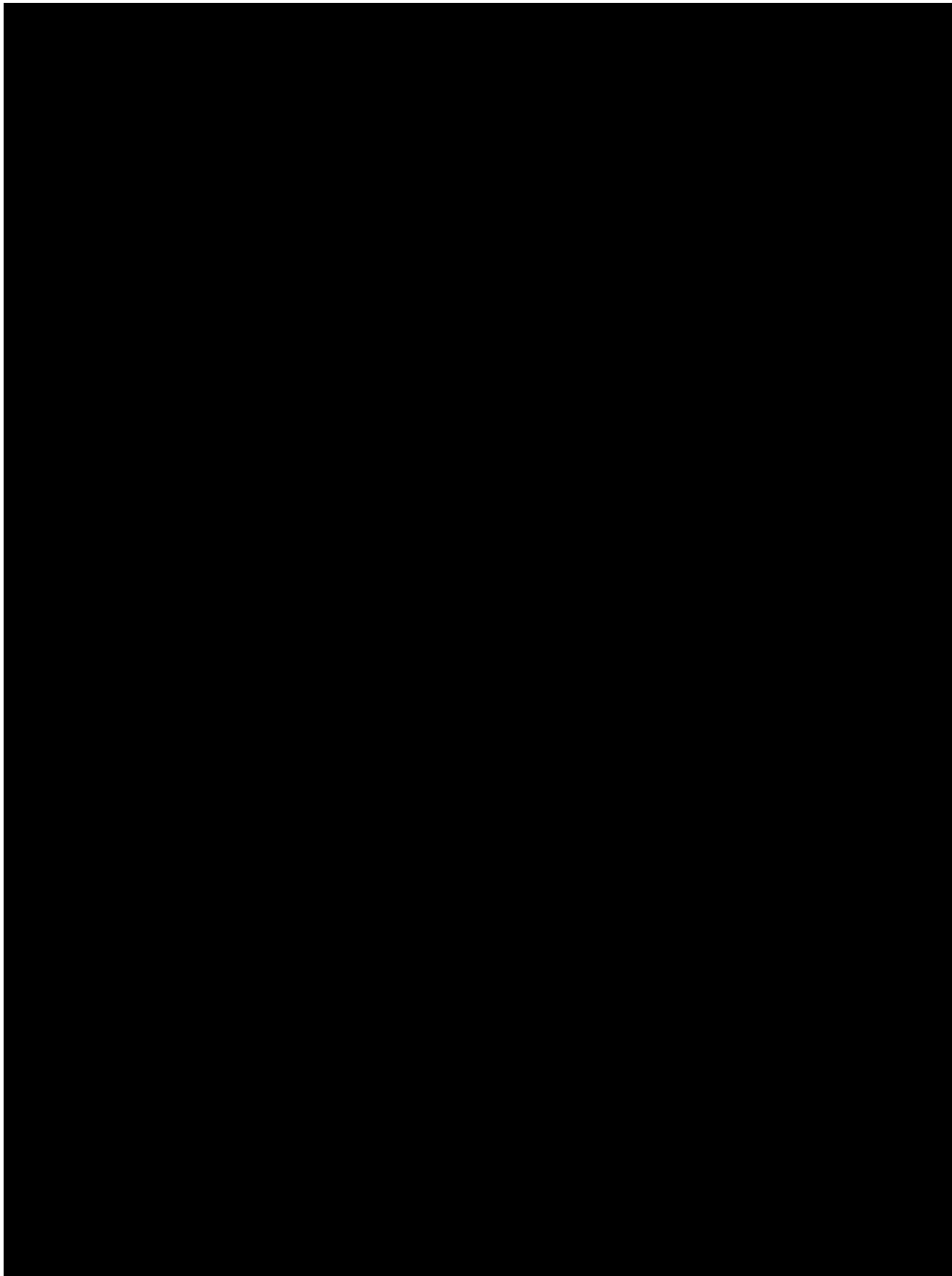


Key Skills:

- Excellent presentation skills and technical sales skills
- STRONG passion driving storage/server/virtualization solution strategies
- Strong personality with leadership skills working in a complex matrix organization
- Strong presence and credibility to be proven at client site and internally
- Knowledge of the technical aspects of storage, server, backup and virtualization hardware, software and architecture(s)
- Prepares SOWs and services estimates, builds and maintains regional and local relationships with Partners Channel and Direct Sales Organizations
- Provides practical knowledge of technical design and solution architecture alternatives and the implications of each approach
- Specializing in Disaster Recovery, High Availability, Cloud Service, and Converged Infrastructure theories
- Specializing in Storage vendors NetApp, Hitachi, EMC, IBM, Riverbed, and developing storage vendors like Pure, Nutanix, Simplivity
- Specializing in server technologies Cisco UCS, Dell, HP, IBM and other server
- Specializing in networking technologies Cisco MDS, Nexus, Brocade, Aruba with focuses on Fiber Channel, ISCSI, FCoE
- Specializing in VMWare (ESX), Virtual Desktop Infrastructure, Hyper-V, Hyper Visor, and Citrix XenDesktop/Server virtual technologies.
- Specializing in consolidation platforms NetApp Flexpod, EMC VBlock, and IBM PureSystem, HP Converged
- Experience in with orchestration software such as vRealize, UCS Director, UCS Manager, VIPR, VIPR SRM, HP OneView, OnCommand Workflow Automation
- Experience with large enterprise environments
- Experience with data replication services such as tape-based backup, synchronous and asynchronous replication, SAN or database replication
- Extensive migration experience. Premises to Cloud, Cloud to Cloud, Storage Vendor Migration, NetApp 7-Mode Transition
- Experience in cloud technologies. Hybrid, private, public. Amazon (AWS), Microsoft Azure, vCloud, vCloud Director
- Experience with "as a service" offerings (ie. Storage, Infrastructure, Disaster Recovery)
- Excellent communication skills: written, documentation, oral, listening, presentation
- Self-starter. Ability to perform quality assurance and create first-class client deliverables with minimal supervision
- Ability to leverage and maximize relationships for opportunity development.
- Willingness to travel as much as 75%

Work Experience:







Security Clearance:

Secret – Active

Military Service

US Air Force – 1998-2004 – Honorable Discharge

Formal Education:

2015 – Acting for Sales individuals – Washington DC

2015 – Improvisational Skills for Sales Individuals – Washington DC

2014 – IMPACT Sales Training – St. Louis, MO

2013 – NetApp ONTAP Administration – Cluster Mode

2013 – Administration and Operation of Hitachi NAS Platform - TCI2102

2013 – Datacenter Unified Computing Design – DCUCD 5.0

2013 – Implementing Cisco Data Center Unified Computing – DCUCI 5.0

2008 – NetApp Certified Data Management Administrator Training – Dallas, TX

2009 – Present – Southwestern College – Computer Operations Technology (B.S.) Major

Certifications:

NetApp Accredited Storage Architect Professional

NetApp Certified Data Management Administrator – 7 Mode

NetApp Certified Implementation Engineer – SAN – 7 Mode

NetApp Certified Implementation Engineer – Backup & Recovery – 7 Mode
NetApp Certified Data Management Administrator – Cluster Mode
NetApp Certified Implementation Engineer – SAN – Cluster Mode
Designing Cisco Data Center Unified Computing (DCUCD)
Riverbed Sales Associate (RSA)
Riverbed Sales Specialist Storage Delivery (RSS-SD) – Granite
Riverbed Technical Sales Associate Storage Delivery (RTSA-SD) – Granite
Riverbed Technical Sales Specialist Storage Delivery (RTSS-SD) – Granite
IBM B2B Integration Technical Mastery Test v1

Jessica Smith



Bar Membership

New York
Florida

Admitted January 2017
Admitted October 2014

Education

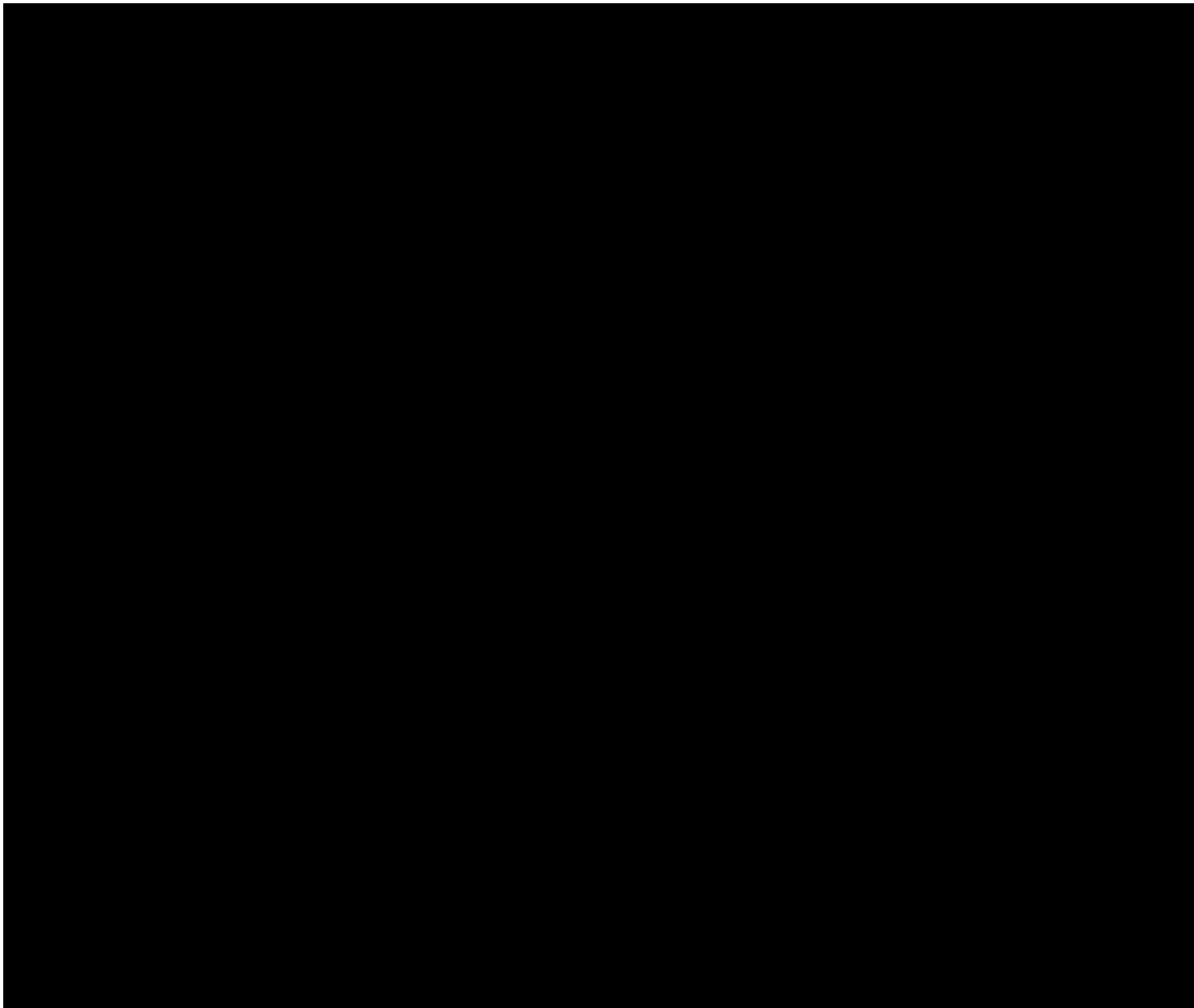
Barry University School of Law
Juris Doctor, May 2013

Class Rank: Top 1/3

Saint Lawrence University
Bachelor of Arts, Government, May 2007

Activities: Women's Basketball Team

Experience



Extracurricular Activities: Bison Children's Scholarship Fund President's Council
Oishei High School Scholarship Selection Committee
Say Yes Scholars Mentor

R-14i – Board Member Request for Information Forms

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees (“RFI”) form available on the Institute’s website at:

www.newyorkcharters.org/reporting-requirements/board-members-new/.

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**Request for Information
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 Creek Academy Charter School

2. Full name: Cedric R. Holloway
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 (or you may attach a resume):
 Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes,

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

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

Conflicts

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

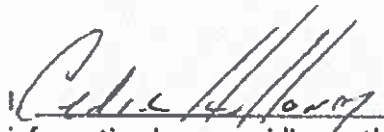
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

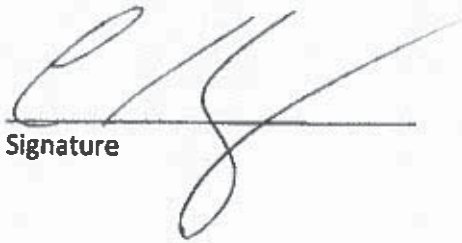
If I believe a board member is engaging in self-dealing work I would bring it to the attention of the board chair. As the board we would discuss the situation and follow the Buffalo Creek Academy Charter School Conflict of Interest and Code of Ethics Policies which outline the procedures to investigate the claim and then follow up with board member. If it was proven that there was in fact self-dealing work we would vote to have board member removed.

Other

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

Certification

 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 Creek Academy Charter School is true and correct in every respect.


Signature

2-22-19
Date

**Request for Information
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 Creek Academy Charter School

2. Full name: Candace Moppins
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 (or you may attach a resume):
 Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes,

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

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

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

All suspected conflicts or self-dealing will be presented to the Board Chair for review and evaluation according to the Buffalo Creek Academy Code of Ethics/Conflict of Interest Policy. The Board Chair will investigate the presented information, and if a conflict or self-dealing is found, the conflicted trustee will be removed from the board.

Other

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

Certification

I, Candace Mopping, 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 Creek Academy Charter School is true and correct in every respect.

Cardace Moppin

Signature

2/22/19

Date

**Request for Information
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 Creek Academy Charter School

2. Full name: Victoria Mueller
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 (or 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. VM, 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. VM, Does not apply to me.

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. VM, 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. VM, 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. VM, I / we do not know any such trustees.
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. VM, 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. VM, 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. VM, 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.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
VM, I / we do not know any such persons.
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. VM, 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 including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A.
VM, I / we or my family do not anticipate conducting any such business.

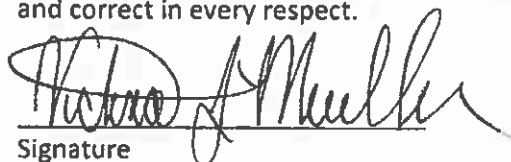
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (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. VM, Does not apply to me, my spouse or family.
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. VM, None
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. VM, None.
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would address the issue with our Board Chair and other Board members, if unethical behavior is believed to be occurring. Also, I would bring forth documentation, witnesses, and any supporting evidence of such wrongdoing. I would expect a full investigation and removal of the Board member if there is unethical behavior which includes self-dealing.

Other

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

Certification

I, Victoria Mueller, 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 Creek Academy Charter School is true and correct in every respect.


Signature

2/22/19
Date

**Request for Information
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 Creek Academy Charter School

2. Full name: William I Oliver
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 (or 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. X Does not apply to me. Yes,

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

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

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. 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 including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. X I / we or my family do not anticipate conducting any such business. Yes, .

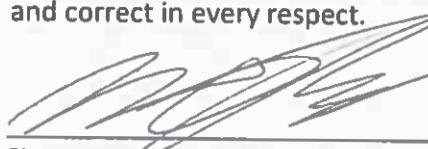
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. X None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. All suspected conflicts or self-dealings will be presented to the Board Chair for review and evaluation according to Buffalo Creek Academy Conflict of Interest Policy and Code of Ethics. We are stewards of the public trust, and any breach of our Policy or our Code would warrant removal of that board member.

Other


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

Certification

I, William I. Oliver, 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 Creek Academy Charter School is true and correct in every respect.



 Signature



 Date

Request for Information 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 Creek Academy Charter School

2. Full name: Simone P. Ragland
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 (or you may attach a resume):
 Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes,

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

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

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes,
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

In a situation in which a board trustee is suspected of self-dealing, it would be presented to the board chair for review and evaluation according to the code of ethics and conflict of interest policy. The board chair would be responsible for investigating the information and if a conflict or self-dealing was found that board trustee would be removed from the board.

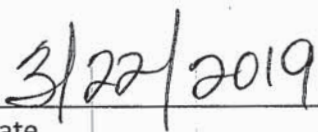
Other

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

Certification

I, Simone Ragland, 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 Creek Academy Charter School is true and correct in every respect.


Signature


Date
3

Request for Information 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 Creek Academy Charter School

2. Full name: Ivory Robinson
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone: [REDACTED]
Work telephone: [REDACTED]
E-mail address: [REDACTED]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, .

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

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

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family).

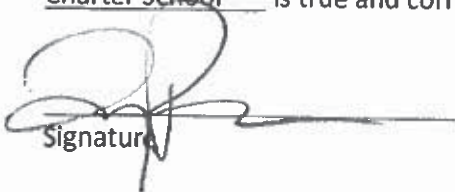
There is absolutely no tolerance for self-dealing. Any self-dealing that is suspected on the board would be brought to the Board Chair's attention for review and evaluation in accordance with the Code of Ethics and Conflict of Interest Policy. Any evidence of self-dealing would warrant that individual being removed from the board in accordance with our bylaws.

Other

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

Certification

I, Ivory Robinson, 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 Creek Academy Charter School is true and correct in every respect.


Signature

2/22/19
Date

Request for Information 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 Creek Academy Charter School

2. Full name: Jessica Smith
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 (or you may attach a resume):
 Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, .

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

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

Conflicts

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


15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it to the attention of the chair of the board to be investigated. We cannot allow any self-dealing on a public charter school board and we have a clear Conflict of Interest Policy that we must uphold. If there is self-dealing proven, then that person would need to be removed from the Board and we would follow our Bylaws in doing so.

Other

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

Certification

I, Jessica Smith, 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 Creek Academy Charter School is true and correct in every respect.



 Signature

02/22/19

 Date

R-15ab – District Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Buffalo Creek Academy Charter School’s Founding Team understands that charter schools are public schools. As such we are committed to providing an additional public school to the families on the East Side and helping to enhance the school options that are currently present in the 14211, 14212, and 14215 area. At present, the Buffalo Public School Board has all nine seats are up for election in a matter of months; current discussion of charter schools has proven to be challenging within this tight election season.¹ Once the new Board is elected and invested, we aim to initiate and continue our relationships with local schools in the area by offering opportunities to share our resources and approaches with the larger school community, ensure that our students participate in interscholastic tournaments with traditional local public schools, keep an open door policy to our educational partners in the city and across the region and state. With a Founding Team with deep and broad roots across the city’s civic, business, and community leadership, we look forward to maintaining and strengthening those relationships post-election.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Figure 15.01: 2017-2018 Student Achievement in Schiller Park and Surrounding Areas

Type – School Name	Grade Range	3- 8 English Proficiency	3-8 Math Proficiency	High School Graduation Rates
TPS - PS 031 Harriet Ross Tubman School	PreK to 8	8%	6%	N/A
TPS - PS 018 Dr. Antonia Pantoja Community School	PreK to 8	15%	15%	N/A
TPS - PS 061 Arthur O. Eve School of Distinction	PreK to 4	35%	15%	N/A
TPS - PS 080 Highgate Heights	PreK to 8	19%	18%	N/A
TPS - PS 082 Early Childhood Center	PreK to 4	23%	20%	N/A
TPS - PS 084 Health Care Center for Children ²	K to 12	See Footnote	See Footnote	N/A
TPS - PS 156 Frederick Law Olmsted	5 to 12	55%	50%	91%
TPS - PS 197 Math Science Technology Preparatory	9 to 12	7%	9%	47%

We have analyzed the performance of district schools located in the 14211, 14212, and 14215 zip codes and surrounding area. As in **Response-01- Community Need and Proposed School Impact**, we understand that based on the 2017-2018 New York State data, approximately 23% of students in Buffalo Publics School require special education services³ and 16% are English Language Learners.⁴ We intend to contribute to the continued growth in proficiency within Buffalo City through: (a) **Enrollment** - We aim to educate our students with a high-quality education that is informed by the best practices of urban charter schools in the United States⁵; (b) **PD** - Provide and take advantage of any joint professional development for teachers; (c) **Continuous Learning** - Provide and take advantage of local seminar and symposiums that deal with urban education.

¹ “All Nine Seats Up for Election on Buffalo School Board” https://ballotpedia.org/Buffalo_Public_Schools,_New_York#Issues

² PS 84 does not report 3-8 ELA or 3-8 Math proficiency on the NYSED data website.

³ <https://data.nysed.gov/enrollment.php?year=2017&instid=800000052968>.

⁴ Ibid.

⁵ Lead Founder Dr. Christopher Manning is a Fellow in the Building Excellent Schools (“BES”) Fellowship. He has travelled across the U.S. studying the practices, procedures, and approaches that deliver quality education to children in under-served communities.

R-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, a nurse’s office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) proposes to open on the East Side of Buffalo, specifically within the Schiller Park area due to the urgent need for a high-quality middle and high school option for this community.

While our goal is to find a facility in Schiller Park, our first priority is to deliver our program to our target population, which includes Schiller Park, and we are thus investigating all possible facilities that are on the larger East Side. Prior to the signing of any lease agreement, our Founding Board will make certain that the facility complies with the safety and accessibility standards set out by New York State. **Figure 16.01** depicts our projected enrollment and the approximate space required; all details are based upon estimating approximately 80 square feet per student.

Figure 16.01: Projected Enrollment and Estimated Space Requirements			
Year	Grades	Projected Enrollment	Space Required
2020-2021	5,6	112	8,960
2021-2022	5,6,7	168	13,340
2022-2023	5,6,7,8	224	17,920
2023-2024	5,6,7,8,9	280	22,400
2024-2025	5,6,7,8,9,10	336	26,880

The Buffalo Creek Academy program will require a facility with the capacity to fit multiple classrooms, workspaces, and special areas to serve school specific requirements. **Figure 16.02** outlines the space allocation that we are currently seeking; space requirements are specified by year of school operations in the first five years of the proposed school’s life-cycle. J.R. Militello Realty, Inc. is working closely with our Founding Team to develop estimates of the costs associated with ensuring that the facilities that have been identified are able to meet NYSED School Use. The identified agency and our Founding Team have discussed the potential steps associated with securing a suitable facility and preparing it for use by the time the school would open, which includes making sure it meets all the specifications outlined in **Figure 16.02**.

To execute our program, we will seek a facility that has a variety of classroom and work spaces, as well as spaces to serve specific school needs. **Figure 16.02** details the spaces we will seek and a schedule of these needs in the first and fifth year of operation.¹

¹ The space per student has been estimated based on the amount space-per-student allocated within similar charter schools across New York State. BES Schools Forte Preparatory Academy and Buffalo Collegiate opened with similar space-per-student allocations of approximately 70 to 80 feet per students at the middle school level, and as we intend to do as well.

Figure 16.02: Projected Enrollment and Estimated Space Requirements

Specific Requirement	Quantity (Year 1)	Quantity (Year 4+)	Additional Information
Classrooms	4	16	Our enrollment calls for four classrooms in year one, two per grade level. The students will be divided into cohorts of 28 per classroom.
Special Education Resource Room	1	4	These rooms would be used to carry out our grade-level pull-out services. This the number of rooms dedicated for such purpose and grows each year as the school extends a grade-level.
School Nurse's Office ²	1	1-2	The room(s) would provide a private place for the nurse to provide medical care to students.
Social Worker Office ³	1	1-2	This room would provide a private place for the social workers to counsel students and consult staff; number will depend upon needs and other office space configuration to serve students' needs.
Teacher Prep Room	1	2	This room would have work stations for teachers to prepare for class, organized by Academy.
Student Restroom ⁴	2	4	These facilities will be provided in compliance with the New York State Uniform Fire Prevention and Building Code 900.2h.1 in reference to the restrooms per student ratio.
Adult Restrooms	2	4	The number of adult restrooms will be dependent upon whether we are operating out of one building for all academies, or whether we are operating out of two buildings when we grow the Middle Academy. Spacing decisions will be made accordingly.
Stationary Storage and Copy Room	1	3	This room would house the large printer/copy/scanner and all teacher stationary material.
IT Room ⁵	1	1-2	This room will house our IT servers and excess IT equipment. Storage

² The number of nurse's offices will be dependent upon whether we are operating out of one building for all academies, or whether we are operating out of two or three buildings. Spacing decisions will be made accordingly.

³ The number of office space allocated for social work staff will be dependent upon whether we are operating out of one building for all academies, or whether we are operating out of two or three buildings. Spacing decisions will be made accordingly.

⁴ We anticipate these space requirements as the NY law requires 1 water closet for every 45 middle school girls and 1 water closet for every 100 middle school boys, and 1 urinal for every 30 middle school boys and 1 lavatory for every 50 middle school boys. <http://www.p12.nysed.gov/facplan/policy/Sanitarylaw.html>.

⁵ The number of IT rooms will be determined by whether all grades are housed in one building or across two buildings.

Multi-purpose Space ⁶	1	1	This space would be use primarily as the school cafeteria (Food Service) and auditorium, and gymnasium (PE).
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b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school’s needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use “G”), and state sanitary specifications by commencement of the first year of operation;
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization;
- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open(including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public-school facility as a primary option, he or she must clearly state these plans and indicate that a facility has *not* been located unless all necessary governmental approvals for the facility have been obtained;
- If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization.





Through the extensive professional networks of our Founding Team members and community outreach conducted over the past seven months, several options have been identified to serve as temporary and long-term options to house the proposed charter school. If we should be awarded a charter, our Founding Board will move forward with lease negotiations and ensure that all features of the selected facility are modified to meet all legal requirements. The Founding Team has been working with the realtor agency, J. R. Militello Realty, Inc. since September 2018. The professionals at J.R. Militello, Inc. have worked closely with the Founding Team to identify potential sites. **Figure 16.03** outlines our current options for short-term and long-term leasing and provides site details as well as insight around the surrounding areas; an example of such information is the sample blueprint depicted in **Figure 16.05**.

The Governing Board we contract the services of an inspector or consultant familiar with the legal requirements of public-school space, including compliance with all disability access laws, including Titles I and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. We will ensure that all specifications are met before we sign any lease agreement for a public or private space. If it is discovered that modification are needed to meet requirements, we will make the necessary modifications to ensure compliance with all applicable regulations.


We have budgeted \$50 per square foot for rent in a private facility, assuming a facility that provides 80 square feet per student. These budget assumptions are accompanied by an assumption of costs associated with rental agreements.⁷ While our discussions with landlords and other charter school leaders affirm these estimates, we also recognize the unpredictability of the actual cost of tenant improvements, therefore further analysis of this consideration is provided in **R-21ad – Fiscal Soundness**.

⁶ The amount of space allocated for multi-purpose space will dependent upon whether we are operating out of one building for all academies, or whether we are operating out of two or three buildings. Spacing decisions will be made accordingly.

⁷ Details on the assumptions and estimates can be found on live-number 144 of our budget in section **R-21e – Budget Template**.

Figure 16.03: Potential Long- and Short-Term Options				
Address	Zip Code	Facility Name	Short/Long Term	Status of the Facility
	14215	Old - Turner-Carrol High School Facility ⁸	Long-term	Existing Public Building that is coded as NY public school (closed school); requires additional construction renovation in order to meet NYSED standards
	14215	Old - Public School #78 ⁹	Long-term	Existing Public Building that is coded as NY public school (closed school); requires additional construction renovation in order to meet NYSED standards
	14211	Old - Villa Maria Academy	Long-Term	Existing Public Building that is coded as NY public school (closed school); requires additional construction renovation in order to meet NYSED standards
	14212	Old K-Mart Store	Long Term	Old Commercial Building; requires major additional construction renovation in order to meet NYSED standards

- **Buffalo Creek Academy Facility Plan Timeline:** Time-line will vary/dependent on suitability of facility
- **Potential Project Team:** Dr. Christopher Manning, J.R. Militello Realty, Inc., Architect, General Contractor, Operations Manager
- **Approvals at various stages will be required by:** Facility Committee, Buffalo Creek Academy Board

Figure 16.04: Potential Long- and Short-Term Options					
Address	Zip Code	Description/Facility Name	Short/Long Term	Square Feet	Status of the Facility
	14215	Old - Turner-Carrol High School Facility ¹⁰	Long-term	This information has not been made publicly available. Our team is currently working with a realtor to access this site data.	Existing Public Building that is coded as NY public school (closed school)

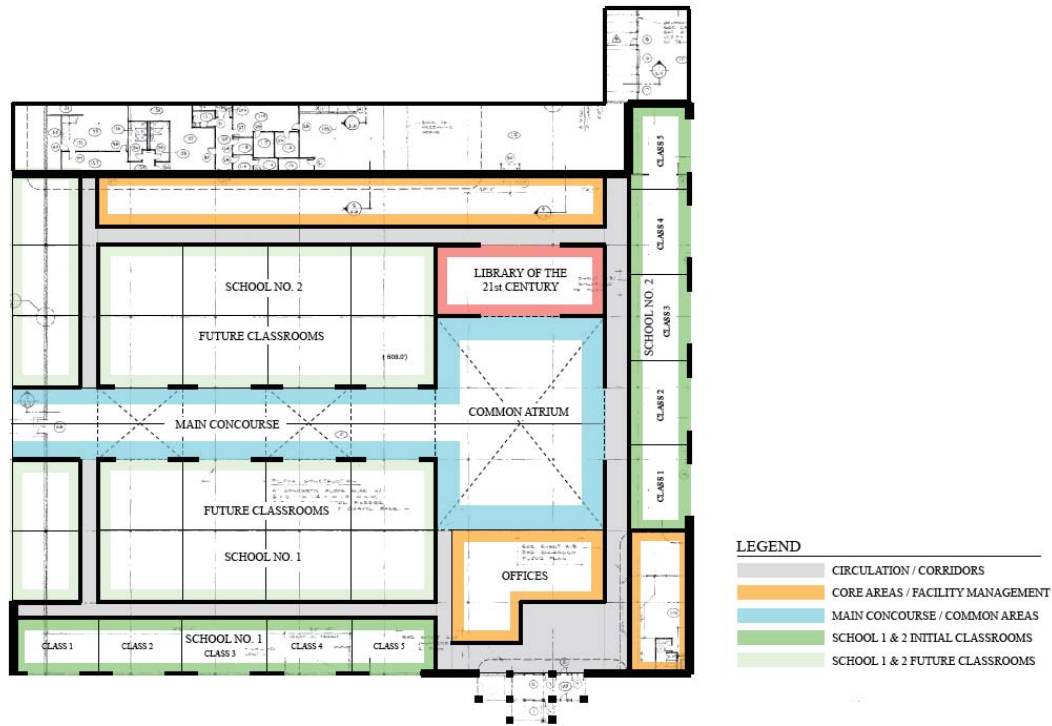
⁸ This facility is located within our proposed community and is already zoned as a school.

⁹ Ibid.

¹⁰ This facility is located within our proposed community and is already zoned as a school.

[REDACTED]	14215	Old - Public School #78 ¹¹	Long-term	80,000	Existing Public Building that is coded as NY public school (closed school)
[REDACTED]	14211	Old - Villa Maria Academy Owned by Diocese of Buffalo, NY	Long-term	185,005	Villa Maria Convent and Chapel Grounds, Realtor has already established interest by property owners
[REDACTED]	14212	Old K-Mart Store	Long-term	Over 200,000 interior and 500,000 exterior	Old Commercial Building. Many developers currently pursuing site for projects.

Figure 16.05: Blueprints for [REDACTED]



¹¹ Ibid.

Figure 16.06: Facility Action Plan

Date-Range	Action Steps	Responsible Personnel
Sept-Dec 2018	Sourced facilities and contacted brokers and architects, etc.	Founding Team
Jan-Jun 2019	Ongoing facilities tours and site visits on the East Side	Founding Team
June 2019	Form Facility Committee (3-4 people)	Facility Committee of Buffalo Creek Academy Board
June-December 2019	Monthly board updates on facility progress; Monthly Facility Committee meetings	Facility Committee of Buffalo Creek Academy Board
May-June 2019	Architect Selection Process: RFPs, Interviews, Contract negotiation, Architect Selection	Facility Committee of Buffalo Creek Academy Board
June-August 2019	Site design & scope of work Preliminary cost estimates General Contractor preliminary interviews	Facility Committee of Buffalo Creek Academy Board
August-September 2019	Select top two sites Letters of intent on top two options General Contractor RFP and selection	Facility Committee of Buffalo Creek Academy Board
September-November 2019	Negotiate lease/purchase terms Receive cost estimates Proceed with development on top site	Facility Committee of Buffalo Creek Academy Board
July 2020	Execute lease	Facility Committee of Buffalo Creek Academy Board and Full Board
February-July 2020	Project construction Furniture, fixtures, and equipment selection and Procurement	Proposed Executive Director Dr. Christopher Manning and Operations Manager
July 2020	Obtain Certificate of Occupancy	Buffalo Creek Academy Founding Staff
July 2020	Staff and Furniture Move-In	Buffalo Creek Academy Founding Staff
August 2020	School Start	Buffalo Creek Academy Founding Staff

Budget line-number 144 indicates the amount of funds allocated for building and land rent with the assumed building and land rental rate of \$50/square foot and 80 square feet per student. The budget assumes \$480,000 in total facilities costs in Year 1 and increasing costs per year with growth. 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 2020, allowing ample time to make renovations before the school is opened. Our budget features a contingency plan should our school experience unanticipated higher costs for the facility.

Prior to agreement to lease any private space, we will employ the services of an inspector or consultant familiar with the legal requirements of public-school space, including compliance with all disability access laws, including Titles I and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If modifications to the space are required, we will ensure compliance with all applicable regulations.

C. Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

There is no place for self-dealing at Buffalo Creek Academy, and we are committed to taking the utmost caution to disclose any potential conflicts of interest of Trustees. As with any other business of the school, and in alignment with our Conflict of Interest Policy, members of the Board will disclose any potential conflicts to the Board Chair on an annual basis and disclose any newly arising conflicts to the Board Chair as they may arise. Board members with a conflict of interest will not be involved in any discussion, action, or vote on a decision that involves their conflict in any way, whether that conflict be real or perceived. Two members of our Founding Team work in different aspects of the facilitation of real estate transactions, and will proactively, formally, and transparently disclose any potential conflicts of interest should they arise. No members of the Founding Team have or will have an ownership or other financial interest in any school facility that we will consider for Buffalo Creek Academy. No Board member or employee will have an economic interest in any potential lease for a facility. Any proposed lease will be reviewed by legal counsel prior to Board approval. The fair market value of the lease will be determined by an independent appraiser through comparison with multiple local charter school leases for comparable facilities. No trustee will have an ownership interest in any facility that we consider and secure for the school's use.

R-16d – Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that the proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and that the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.

Request is not applicable at this time.

R-17 – Food Services

Describe the plans for food services the charter school will provide.

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) will create an “invitation to bid” RFP process for meal services. We will ensure that successful vendors operate according to all nutrition and regulatory guidelines of the federal school breakfast and lunch programs. All vendors who apply will need to meet the minimum standard of meeting the requirements for food security, food storage, food handling, and food service.

The Buffalo Creek Academy facility plan and execution will be in compliance with all legal regulations, and our kitchen facilities will be built out to meet any and all state and federal requirements for food warming and/or preparation. Using an RFP approval process, we will require all prospective providers to submit formal bid to make known the costs associated with food nutritional content, security, transportation, storage, handling, and service. On-premises meal preparation will be dependent on the size and space available within our facilities.

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. All students at Buffalo Creek Academy will have access to the meal program. Buffalo has a youth poverty rate of 47.2¹, thus we anticipate that the majority of our students will have Free and Reduced Meal status.

As a basic foundational service of our schoolwide program, we have ensured that we have included all costs in our budget to ensure that all students will have access to daily meals.

Secured access to a meal for every child during the school day is a core priority in our annual budget planning. At Buffalo Creek Academy, we will provide many opportunities and supports for families to access and complete all required paperwork, to ensure that we have the proper documentation associated with the free and reduced rate. This will not be a part of the formal enrollment process but will be done and offered once a family has accepted a seat at Buffalo Creek Academy for their child. Our staff will also conduct a Home Visit with each new family to keep families informed of the meal programs and we will provide annual information sessions for all new and returning families to provide full information as well.

Oversight and management of meal form records, collection, and parental notifications for missing forms (via phone call, text messages, and emails) will be accomplished by our Director of Operations and Operations Manager. We will endeavor to ensure that all families complete the meal program forms each year and provide appropriate incentives for form completion. We will also use the annual student and family orientations to continue to provide information on the meal programs and to sign up families.

¹ www.bizjournals.com/buffalo/news/2019/01/15/buffalo-posts-the-nations-fourth-worst-poverty.html.

R-18 – Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) 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.).

We will have on site in all years a full-time nurse licensed in New York State who will administer daily medication to students who need it, help students who fall ill while in school, and maintain immunization and health records for all students. We will ensure that the nurse is provided with the necessary and separate space¹ and dedicated equipment² to carry out student medical care and administration.

The Office Manager 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 Office Manager, Executive Director, and Director of Operations. The Office Manager 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, whether prescribed or over the counter, while at school. The Director of Operations and the Office Manager 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 Budget line number 123 *Supplies & Materials* calculated as assumption of \$7980 in NYSTL, NYSLIB, and NYSSL spending per student; \$50/student in software & special project materials for CS.

² Budget line-number 131 *Office Expenses* calculated as assumption of \$2500/month for copier lease and office supplies.

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 Creek Academy 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.

R-19 – Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

At Buffalo Creek Academy Charter School (“Buffalo Creek Academy”), we are intent on securing a facility that is in close proximity to public transportation options. We are also planning to ensure that our permanent/long-term site for our middle and high school students provides ease of travelling to school from various parts of the city.

Our school will provide transportation services as outlined in **Figure 19.01**, in accordance with Education Law § 3635. Parents must abide by the district timeline of April 1st when submitting transportation requests before the school year commences.

Figure 19.01: Transportation Services in accordance with Education Law § 3635		
Grades	Condition	Services
5,6,7,8	Students not living within a two-mile radius	Transportation Provided
9,10,11,12	Students not living within a three-mile radius	Transportation Provided
5,6,7,8	Outside radius of two-miles	Transportation through partnership with Buffalo Public Schools
9,10,11,12	Outside radius of three miles	Transportation through partnership with Buffalo Public Schools

We will establish partnership with the Niagara Frontier Transit Authority (“NFTA”) to provide students in grades 9-12 with bus passes for daily travel to and from school. We are aware that student transportation cards will not work on weekends; therefore, we will endeavor to offer discounted metro cards for any Saturday School session or activity necessitating transportation. Our current budget features funds to support such transportation costs accordingly.¹

As a college preparatory school, our budget also features an allocation of funds to be used for educational field trips and college tours each year.²

We will work with the district CSE to ensure that the appropriate services are contracted to provide the specialized transportation needs of our students with special needs who require specific transportation support to and from school as specified in their IEP. As such, our budget features additional funds for special education support services.

Our school calendar will include more school days than the local school district. Budgetarily, we have allotted \$16,800 to cover the forecasted expenses related to our school operating while the local district is not in session, based on the assumption of \$150 per student. This is an approximate estimation based on the School Calendar in **Request R-07ac, Calendar and Schedules** and the Buffalo City School District.³

¹ Budget line number 129, calculated with assumption of \$150 per student for year 1.

² Budget line number 128, calculated with assumption of \$25 per student for year 1.

³ Current (2018-2019) Buffalo City School District Calendar.

<https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/8/Updated%20calendar%202018%202019.pdf>.

R-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 proposed budget(s).

Buffalo Creek Academy Charter School is committed to the long-term fulfillment of our mission and we will carry insurance to protect the school from a variety of liabilities in all years. Please see **Figure 20.01** for the letter that outlines the proposed insurance coverage, as issued by the Seven Marines Insurance Agency, a division of Vanner Insurance Agency. Buffalo Creek Academy Charter School and our insurance provider will notify the Department of Education of any cancellation policy within ten (10) days.

Figure 20.01: Proposed Insurance Coverage

Insurance Proposal for	
BUFFALO CREEK ACADEMY CHARTER SCHOOL	
Commercial Package Policy	
<i>Insurance Company:</i>	<i>Great American Insurance Company ("A" Rated)</i>
<i>Policy Period:</i>	<i>Annual</i>
<i>Estimated Annual Premium:</i>	<i>\$9,100.00</i>
Limit	Coverage
\$ 125,000	Business Personal Property – Special Form, Replacement Cost Basis, 90% Coinsurance, \$1,000 Deductible
\$ 56,000	Technology, \$1,000 Deductible
\$ 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
\$1,000,000	Each Occurrence
\$1,000,000	Personal and Advertising Injury
\$1,000,000	Educators Professional Liability per Occurrence
\$1,000,000	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 payment to students is excluded
	Premium Basis:
	112 Students
	14 Administrators and Teachers

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 Company: Great American Insurance Company
Policy Period: Annual
Estimated Annual Premium: \$4,075.00

<u>Limit</u>	<u>Coverage</u>
\$5,000,000	Each Occurrence
\$5,000,000	Aggregate
\$ 10,000	Self-Insured Retention

Includes Educators Professional Liability, Sexual Molestation and Abuse

Directors and Officers Liability/Employment Practices Liability

Insurance Company: Philadelphia Insurance Company ("A" Rated)
Policy Period: Annual
Estimated Annual Premium: \$3,000.00

Directors and Officers Section

<u>Limit</u>	<u>Coverage</u>
\$1,000,000	Each Occurrence
\$1,000,000	Aggregate \$2,500 Retention

Employment Practices Section

<u>Limit</u>	<u>Coverage</u>
\$1,000,000	Each Occurrence
\$1,000,000	Aggregate \$2,500 Retention

- \$2,000,000 – Annual Premium: \$4,025
- \$3,000,000 – Annual Premium: \$5,025
- \$4,000,000 – Annual Premium: \$6,025
- \$5,000,000 – Annual Premium: \$7,000

New York Student Accident Insurance

Insurance Company: Philadelphia Insurance Company
Policy Period: Annual
Estimated Annual Premium: \$253.12

<u>Limit</u>	<u>Coverage</u>
\$ 25,000	Accidental Death
\$ 25,000	Accident Medical Expense \$0 Deductible
One Year	Benefit Period

Premium Basis: \$2.26 per student grades 5-8

Workers' Compensation

Insurance Company: New York State Insurance Fund – NYS School Safety Group
Policy Period: Annual (Common Anniversary Date July 1)
Estimated Annual Premium: \$7,600.00

<u>Code</u>	<u>Classification</u>	<u>Pavroll</u>
8868	School Professional	\$766,000
9101	Schools – All Other	If Any

Safety Group 491 has earned a dividend for 42 years. Dividend checks are dispersed by the end of March. The most recent dividend was 20%

New York State Disability Benefits

Insurance Company: Guardian Life Insurance ("A++" Rated)
Policy Period: Annual
Estimated Annual Premium: \$758.60 (Based on 3 male and 11 Female employees)

Coverage:

Benefit Period:	26 Weeks
Enriched:	Maximum Benefit \$170 per Week
Rate:	Based on number of 3 Males and 11 Female Employees
Male:	\$28.21 per year per employee – billed annually
Female:	\$61.27 per year per employee – billed annually

Premium Summary

<u>Coverage</u>	<u>Estimated Annual Premium</u>
Commercial package	\$ 9,100.00
Commercial Umbrella	\$ 4,075.00
Directors and Officers/Employment Practices	\$ 3,000.00
Student Accident	\$ 253.12
Workers' Compensation	\$ 7,600.00
NYS Disability Benefits	<u>\$ 758.60</u>
Total Annual Premium	\$24,786.72

We also have a full Employee Benefits Department.

R-21ad – Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences”, or set asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

At Buffalo Creek Academy we believe that our budget should be a clear reflection of the values and priorities of the organization, show fidelity to our mission, and be fiscally conservative in annual planning year by year. With this approach, the Buffalo Creek Academy Founding Team has developed a five-year operation budget to implement all aspects of our academic program.

The budget is only reliant on secured funding and demonstrates our Founding Team’s ability to ensure that all academic and operational factors of our school can be implemented with such secured dollars, or reasonably expected dollars. Our presumptions related to annual increases in revenue are limited only to those linked to annual rates of increase and growth of the school, i.e. enrollment. We made no assumptions in regard to the revenue increases linked to the potentiality of annual adjustment. We do presume annual increases in expenditures, based upon salary costs, facility costs, and other expenses. Each year presented within this budget has a positive monthly cash flow as well as a positive operating budget.

We have provided a brief summary of our year 0 to year 5 financial summary in **Figure 21a-1**.

Figure 21a-1 Five-Year Budget Summary						
	Year 0 2019-2020	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025
Enrollment	0	112	168	224	280	336
Total Revenue	\$450,000	\$2,321,220	\$2,808,331	\$3,744,895	\$4,681,869	\$5,618,843
Total Expenses	\$409,073	\$2,183,864	\$2,796,888	3,568,782	4,351,508	5,234,452
Operating Income (EBIDA)	\$40,928	\$137,356	\$11,443	\$176,113	\$330,360	\$384,391
Beginning Fund Balance	0	0	\$137,356	\$148,799	\$324,912	\$655,272
Ending Fund Balance	\$40,928	\$137,356	\$148,799	\$324,912	\$655,272	\$1,039,663
Operating Income as a % of Total Revenue	9%	5.9%	.4%	4.7%	7%	6.8%
Ending Fund Balance as a % of Total Revenue	9%	5.9%	5.2%	8.6%	9.6%	19.3%
Total Revenue Per Student		\$20,725	\$16,716	\$16,718	\$16,721	\$16,723
Total Expenses Per Student		\$19,499	\$16,648	\$15,932	\$15,541	\$15,579



We are able to conservatively plan for each year of operations, as well as school expansion by using our revenue and expenditure projections. In an act of transparency, we have outlined detailed assumptions which are calculated using accessible algorithms. Our cost assumptions related to facility rent are based on options available on the market and are conservative to assume the most extreme costs that will allow for any contingencies in order to adjust to any market shifts that might occur.

Revenue

Revenues reflected in our budget are highly conservative and only based upon based on those we have reasonable belief we will receive, such as those dollars associated with education for students with special education needs, Title I Funding, and the Charter School Grants to be dispersed between Year 0 and Year 2. We have secured \$400,000 from the Cullen Foundation for start-up monies through our partnership with Building Excellent Schools, which we will distribute evenly across Year 0 and Year 1. To be very conservative in our planning, we did not make any assumptions based upon donations to be raised by the board. That said, we do intend to be a giving board and one that continues to source and sustain multiple revenues streams for the school.

We estimate all revenue line items based upon available rates and project a 0% rate increase in any public dollars. Our contingency for a case where the Charter School Grant dollars projected for Year 0 are reduced will be to reduce the salary for the Executive Director and adjust the staffing model to where the staff onboarding and expansion occurs at a slower rate. This would trigger an aggressive fund development campaign by the board.

The assumptions of regarding the various demographics groups including the percentage of students receiving Special Education services are based on the data from local schools in the 14211, 14212, and 14215 zip codes, particularly those located in or around the Schiller Park area. Our budget includes NYSTL, NYSSL, and NYSLIB allocations and reflects that said funding is accessible through the FAMIS only.

Expenses

A significant portion of our budget each year is attributed to personnel costs. This is to ensure that we staff our school with the required of number of teachers and administrators to ensure a safe and high-quality school experience for our students.

During the planning year, our leadership team will include the Executive Director and Curriculum Coordinator starting on September 1, 2019 and we will hire the Director of Operations on January 1, 2020.

During Year 1 we will add 1 FTE Office Manager, 1 FTE School Nurse, and 1 FTE Social Worker. Our administrative team and teaching staff will grow each year as our school expands to become three academies: Lower Academy (5th and 6th grade students), Middle Academy (7th to 9th grade students), and Upper Academy (10th to 12th grade students). The salary we propose for our staff is at a competitive rate, with \$48, 000 for General Education Teachers and \$51, 000 for Special Education Teachers. We have assumed an increase of 2.5% salary COLA each year. The starting salaries for new position are pro-rated based on the increase COLA rate since the time the starting salary was set. We assume a salary of \$60,000 for the School Nurse, \$65,000 for Dean roles, and \$75,000 for Academy Principals.



Total personnel wages, excluding benefits are \$954,000 in Year 1; \$1,292,850 in Year 2; \$1,707,171 in Year 3; \$2,115,851 in Year 4; \$2,575,747 in Year 5. We assume the amount of \$1,000 per FTE for the cost associated with recruitment. Our assumptions have included the costs associated with professional development during Year 0 in preparation for school launch, as well as the 2.5% annual COLA increase and full benefits package for each posting. Our packages include a 3% match for a 403(b)-retirement account.

Our financial planning including the services of various contracted agencies/personnel to include back office providers, food vendors, and curriculum consultants. We will access full support from Building Excellent Schools, however have not included the cost of those services as those costs are now absorbed by funds provided through an internal grant from Building Excellent Schools.

We have estimated our facility cost at \$50 per square foot, with a requirement of 80 square feet per student. Given the high anticipated lease costs, we anticipate a zero net lease in which all renovation cost are absorbed into the lease details. We have also included the costs associated with student recruitment and enrollment.

Cash Flow

All months in the budget assure positive cash balance. In Year 1, the lowest single month's reserve is \$137,356, with an average of more than \$200,00.

Mitigation Strategies

In the case were the Buffalo Creek Academy financial model experiences duress for a myriad of possible outcomes (reduced in student enrollment, unexpected increases for insurances costs, expected increases in rent costs) we have developed many strategies with which we can continue to operate our school while remaining financially viable, including:

Reduction of Staff or Adjustments to Full-time Roles: Outside of our core instructional staff, we may consider reducing some of our administrative staff to part-time status. We could also reduce non-instructional staff and consider employing consultants for special education and ELL administration and for operational support.

Reduction of Staff Salaries: We are of the knowledge that our staff salary rates could be reduced by 5-10% and still retain competitiveness and cost of living based on estimates and averages from publicly available sources.

Reduction of Staff Benefits: The reduction or elimination of retirement benefits could be a consideration.

Reduction of Adjustment to Instructional Materials: We could seek donations of instructional materials or supplement the higher-quality and higher-cost instructional materials we have currently budgeted for with less expensive options.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and
- Procedures for monitoring and modifying budgets and on what interval.

The Executive Director and Director of Operations will develop the annual budget for the school in collaboration with our Back Office Provider. The Executive Director will develop budgeting priorities each year to ensure alignment between the budgeting and the mission, vision, and academic priorities and strategic goals of the school. The Executive Director will also seek input from Buffalo Creek Academy staff, the Finance Committee, and the full Board of Trustees.

Each year, the Executive Director will initiate the budget development process in January, with the support of the Director of Operations and Back Office Provider. The draft budget will then be submitted to the Finance Committee of the Board of Trustees for their review and feedback in February. The Finance Committee will analyze the draft budget, support any needed revisions, and prepare to provide a recommendation to the school's Board of Trustees for presentation and discussion in March or April, and then approval in May or June at a publicized and open Board meeting. Throughout the course of the budget development process, the budget will be evaluated to ensure fidelity between its contents and the charter, and whether Buffalo Creek Academy is adequately planning and using resources towards achieving those outlined goals. Management and the Back Office Provider will also ensure that the budget is meeting restricted spending compliance requirements. Per SUNY requirements, Buffalo Creek Academy 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.

The Executive Director and the governing Board of Trustees will review standard financial statements, including but not limited to, budget versus actuals report, balance sheet, and cash flow, as well as a set of projections updated monthly. This continuous review process will occur at monthly Board meetings and Finance Committee meetings. As variances become material between the approved budget and actuals, the Executive Director, Finance Committee, and the full Board of Trustees will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget.

Buffalo Creek Academy plans to contract with a back-office provider and evaluate the budgetary impact and feasibility of insourcing this work in future years.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Executive Director plans to hire a state-approved audit firm with New York State charter school experience and expertise to perform its annually required audit. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Finance Committee will solicit proposals for audit services and recommend an audit firm to the broader Board of Trustees for approval. The selected audit firm will report directly to the governing Board. The annual audit will be completed in compliance with all federal, state, and local auditing requirements and regulations, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute.

Executive Director will also leverage the audit firm for any other required reporting, including but not limited to, the initial statement on internal controls required for recently approved SUNY charters, CSP agreed upon procedures reporting for recipients of the CSP grant, an A-133 audit for any charter school expending more than \$750K in federal funds in a given fiscal year, and the



annual submission of its 990 to 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 or dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Audits and Dissolution.

In accordance with Education Law §2851(2)(t), in case of the dissolution of Buffalo Creek Academy, the governing Board will delegate to the Executive Director and the Director of Operations the responsibility of managing the dissolution process. The process will include notification to families of children enrolled at Buffalo Creek Academy. Additionally, an enrollment roster will be sent to Buffalo Public Schools, with Buffalo Creek Academy transferring scholar records to Buffalo Public Schools and notifying parents and/or legal guardians.

Unrestricted assets of Buffalo Creek Academy, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to the Buffalo Public School District as determined.

Buffalo Creek Academy has included a dissolution line item of \$75,000 to be funded in the 2020-21 fiscal year. These funds will be set aside and maintained in an escrow fund or non-liquid savings account with the singular purpose of funding dissolution activities in the event of closure. Specifically, these funds are to pay legal and audit expenses associated with dissolution, along with any unpaid financial obligations and liabilities. Buffalo Creek Academy will maintain these set aside funds earmarked on its balance sheet in perpetuity.

R-21e – Budget Template

Complete the 2019 RFP Budget Template which can be downloaded from:
www.newyorkcharters.org/category/creation-resources/.

Newly formed applicant groups should submit one budget for each proposed school.

Applicants should submit a budget that reflects the most likely facility cost scenario when the school is to begin operation. If a proposal includes a budget that assumes a district provided facility, and applicants later secure a private facility, the institute will require a revised budget.



**GENERAL INSTRUCTIONS FOR 2019 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 contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
570101	ADDISON CSD	12,263	12,480
410401	ADIRONDACK CSD	12,671	13,038
80101	AFTON CSD	14,800	15,288
142101	AKRON CSD	11,134	11,395
10100	ALBANY CITY SD	15,072	15,541
450101	ALBION CSD	11,580	11,734
140101	ALDEN CSD	10,862	11,106
180202	ALEXANDER CSD	12,335	13,021
220202	ALEXANDRIA CSD	13,100	13,268
20101	ALFRED-ALMOND CSD	11,628	12,119
40302	ALLEGANY-LIMESTONE CSD	11,362	11,350
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,463	12,735
580303	AMAGANSETT UFSD	58,648	61,891
140201	AMHERST CSD	11,721	12,003
580106	AMITYVILLE UFSD	18,777	19,104
270100	AMSTERDAM CITY SD	10,443	10,694
120102	ANDES CSD	22,107	22,538
20601	ANDOVER CSD	13,353	13,481
660405	ARDSLEY UFSD	21,471	22,360
640101	ARGYLE CSD	12,402	12,490
571901	ARKPORT CSD	10,680	11,022
131601	ARLINGTON CSD	12,469	12,797
670201	ATTICA CSD	10,552	10,914
50100	AUBURN CITY SD	11,495	11,759
90201	AUSABLE VALLEY CSD	14,185	14,483
491302	AVERILL PARK CSD	11,036	11,310
570201	AVOCA CSD	14,203	14,628
240101	AVON CSD	11,465	11,904
580101	BABYLON UFSD	17,928	18,331
80201	BAINBRIDGE-GUILFORD CSD	12,434	12,489
280210	BALDWIN UFSD	16,658	16,736
420901	BALDWINVILLE CSD	11,722	12,223
521301	BALLSTON SPA CSD	12,797	13,219
401301	BARKER CSD	13,895	13,739
180300	BATAVIA CITY SD	13,293	13,534
570302	BATH CSD	10,780	10,916
580501	BAY SHORE UFSD	16,357	16,730
580505	BAYPORT-BLUE POINT UFSD	18,566	18,993
130200	BEACON CITY SD	12,093	12,392
231301	BEAVER RIVER CSD	10,873	11,422
660102	BEDFORD CSD	21,556	22,246
90301	BEEKMANTOWN CSD	12,708	12,962
20801	BELFAST CSD	12,619	12,754
220909	BELLEVILLE HENDERSON CSD	11,030	11,580
280207	BELLMORE UFSD	20,638	21,284
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,764	15,136
61001	BEMUS POINT CSD	12,810	13,198
490101	BERLIN CSD	13,890	14,158
10201	BERNE-KNOX-WESTERLO CSD	14,371	14,870
10306	BETHLEHEM CSD	13,513	13,713

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District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
280521	BETHPAGE UFSD	18,350	18,888
30200	BINGHAMTON CITY SD	11,220	11,413
661905	BLIND BROOK-RYE UFSD	21,318	21,651
22902	BOLIVAR-RICHBURG CSD	11,885	12,383
630101	BOLTON CSD	21,535	22,004
570401	BRADFORD CSD	14,266	14,560
510101	BRASHER FALLS CSD	11,172	11,580
580512	BRENTWOOD UFSD	14,483	15,007
480601	BREWSTER CSD	17,808	18,243
661402	BRIARCLIFF MANOR UFSD	23,861	24,030
580909	BRIDGEHAMPTON UFSD	54,045	57,471
260101	BRIGHTON CSD	13,448	13,931
171102	BROADALBIN-PERTH CSD	9,636	9,939
261801	BROCKPORT CSD	11,745	12,214
62301	BROCTON CSD	13,437	13,907
660303	BRONXVILLE UFSD	22,606	22,891
250109	BROOKFIELD CSD	12,171	12,473
580203	BROOKHAVEN-COMSEWOGUE UFSD	14,498	15,068
490202	BRUNSWICK CSD (BRITTONKILL)	11,501	11,918
161601	BRUSHTON-MOIRA CSD	12,409	12,693
140600	BUFFALO CITY SD	13,005	13,350
520101	BURNT HILLS-BALLSTON LAKE CSD	11,168	11,713
661201	BYRAM HILLS CSD	21,054	21,631
180701	BYRON-BERGEN CSD	12,347	12,615
190301	CAIRO-DURHAM CSD	11,345	11,398
240201	CALEDONIA-MUMFORD CSD	11,218	11,624
641610	CAMBRIDGE CSD	13,350	13,616
410601	CAMDEN CSD	11,655	12,110
570603	CAMPBELL-SAVONA CSD	11,531	11,923
270301	CANAJOHARIE CSD	11,845	12,286
430300	CANANDAIGUA CITY SD	11,828	12,275
21102	CANASERAGA CSD	13,329	13,617
250901	CANASTOTA CSD	10,837	11,440
600301	CANDOR CSD	12,287	12,704
571502	CANISTEO-GREENWOOD CSD	14,797	15,692
510201	CANTON CSD	12,252	12,648
280411	CARLE PLACE UFSD	21,187	21,462
480102	CARMEL CSD	16,409	16,783
222201	CARTHAGE CSD	8,972	8,572
60401	CASSADAGA VALLEY CSD	12,359	12,297
50401	CATO-MERIDIAN CSD	11,653	11,887
190401	CATSKILL CSD	15,130	15,386
42302	CATTARAUGUS-LITTLE VALLEY CSD	12,368	12,361
250201	CAZENOVIA CSD	11,613	11,755
580233	CENTER MORICHES UFSD	15,847	16,175
580513	CENTRAL ISLIP UFSD	20,614	21,888
460801	CENTRAL SQUARE CSD	10,571	10,872
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	10,253	10,294
661004	CHAPPAQUA CSD	20,041	20,336
120401	CHARLOTTE VALLEY CSD	11,907	12,319

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160801	CHATEAUGAY CSD	11,879	12,254
101001	CHATHAM CSD	13,977	14,247
60503	CHAUTAUQUA LAKE CSD	15,457	15,820
90601	CHAZY UFSD	12,716	12,972
140701	CHEEKTOWAGA CSD	11,235	11,526
140702	CHEEKTOWAGA-MARYVALE UFSD	11,433	11,713
140709	CHEEKTOWAGA-SLOAN UFSD	12,946	12,952
30101	CHENANGO FORKS CSD	11,503	12,030
30701	CHENANGO VALLEY CSD	11,670	11,926
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,674	13,993
440201	CHESTER UFSD	14,170	14,578
251601	CHITTENANGO CSD	11,983	12,159
261501	CHURCHVILLE-CHILI CSD	11,122	11,420
110101	CINCINNATUS CSD	13,691	14,051
140801	CLARENCE CSD	10,001	10,278
500101	CLARKSTOWN CSD	14,310	14,573
140703	CLEVELAND HILL UFSD	11,428	11,674
510401	CLIFTON-FINE CSD	18,107	18,337
411101	CLINTON CSD	12,529	12,623
650301	CLYDE-SAVANNAH CSD	14,326	14,886
60701	CLYMER CSD	15,425	15,883
541102	COBLESKILL-RICHMONDVILLE CSD	11,802	12,187
10500	COHOES CITY SD	12,791	13,170
580402	COLD SPRING HARBOR CSD	21,586	22,091
510501	COLTON-PIERREPONT CSD	19,381	19,804
580410	COMMACK UFSD	16,506	16,846
580507	CONNETQUOT CSD	16,947	17,428
471701	COOPERSTOWN CSD	12,917	13,214
230201	COPENHAGEN CSD	10,935	11,153
580105	COPIAGUE UFSD	15,861	16,229
520401	CORINTH CSD	11,919	12,024
571000	CORNING CITY SD	11,637	12,225
440301	CORNWALL CSD	12,262	12,686
110200	CORTLAND CITY SD	11,142	11,358
190501	COXSACKIE-ATHENS CSD	12,888	13,208
660202	CROTON-HARMON UFSD	16,733	17,089
150203	CROWN POINT CSD	16,175	16,816
22302	CUBA-RUSHFORD CSD	13,488	13,493
241101	DALTON-NUNDA CSD (KESHEQUA)	14,107	13,895
241001	DANVILLE CSD	11,313	11,586
580107	DEER PARK UFSD	16,685	17,186
120501	DELAWARE ACADEMY CSD AT DELHI	14,930	15,384
140707	DEPEW UFSD	11,409	11,571
31301	DEPOSIT CSD	15,304	15,566
250301	DERUYTER CSD	14,069	14,253
660403	DOBBS FERRY UFSD	19,927	20,363
211003	DOLGEVILLE CSD	11,527	11,844
130502	DOVER UFSD	12,245	12,634
120301	DOWNSVILLE CSD	18,143	18,308
610301	DRYDEN CSD	12,012	12,682

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District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
530101	DUANESBURG CSD	10,234	10,068
680801	DUNDEE CSD	10,998	11,641
60800	DUNKIRK CITY SD	13,985	14,270
140301	EAST AURORA UFSD	11,205	11,660
430501	EAST BLOOMFIELD CSD	12,117	12,351
490301	EAST GREENBUSH CSD	12,659	12,974
580301	EAST HAMPTON UFSD	24,729	24,917
260801	EAST IRONDEQUOIT CSD	12,557	12,929
580503	EAST ISLIP UFSD	15,659	15,866
280203	EAST MEADOW UFSD	16,722	16,973
580234	EAST MORICHES UFSD	18,372	18,563
580917	EAST QUOGUE UFSD	23,116	23,527
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,055	17,266
261313	EAST ROCHESTER UFSD	13,585	14,088
280219	EAST ROCKAWAY UFSD	19,383	19,583
420401	EAST SYRACUSE-MINOA CSD	14,674	14,871
280402	EAST WILLISTON UFSD	21,784	22,187
660301	EASTCHESTER UFSD	18,832	19,259
580912	EASTPORT-SOUTH MANOR CSD	14,276	14,629
141201	EDEN CSD	10,674	10,900
660406	EDGEMONT UFSD	18,814	19,250
520601	EDINBURG COMMON SD	21,896	22,487
470501	EDMESTON CSD	12,243	12,603
513102	EDWARDS-KNOX CSD	11,536	11,827
180901	ELBA CSD	12,423	12,736
590801	ELDRED CSD	14,570	15,023
150301	ELIZABETHTOWN-LEWIS CSD	14,358	14,605
622002	ELLENVILLE CSD	16,150	16,473
40901	ELLICOTTVILLE CSD	12,491	12,710
70600	ELMIRA CITY SD	12,012	12,238
70902	ELMIRA HEIGHTS CSD	11,136	11,295
280216	ELMONT UFSD	15,397	15,713
660409	ELMSFORD UFSD	23,211	23,794
580401	ELWOOD UFSD	15,773	16,118
141401	EVANS-BRANT CSD (LAKE SHORE)	12,618	12,810
420601	FABIUS-POMPEY CSD	13,479	13,720
261301	FAIRPORT CSD	11,647	12,033
61101	FALCONER CSD	10,522	10,777
590501	FALLSBURG CSD	20,402	21,059
280522	FARMINGDALE UFSD	17,831	18,311
421001	FAYETTEVILLE-MANLIUS CSD	11,653	12,111
22001	FILLMORE CSD	10,156	10,293
580514	FIRE ISLAND UFSD	108,303	112,278
581004	FISHERS ISLAND UFSD	43,471	41,950
280222	FLORAL PARK-BELLEROSE UFSD	15,937	16,272
442115	FLORIDA UFSD	15,007	15,340
270601	FONDA-FULTONVILLE CSD	12,108	12,106
61503	FORESTVILLE CSD	11,484	11,575
640502	FORT ANN CSD	14,847	14,835
640601	FORT EDWARD UFSD	12,493	12,900

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270701	FORT PLAIN CSD	13,841	14,162
210402	FRANKFORT-SCHUYLER CSD	10,210	10,249
120701	FRANKLIN CSD	14,106	13,934
280217	FRANKLIN SQUARE UFSD	14,412	14,748
41101	FRANKLINVILLE CSD	12,351	12,328
62201	FREDONIA CSD	13,007	13,285
280209	FREEPORT UFSD	16,703	17,151
60301	FREWSBURG CSD	11,206	11,618
21601	FRIENDSHIP CSD	13,385	13,932
141604	FRONTIER CSD	9,759	10,208
460500	FULTON CITY SD	12,616	13,021
520701	GALWAY CSD	11,157	11,353
650902	GANANDA CSD	10,757	10,999
280218	GARDEN CITY UFSD	18,620	18,909
480404	GARRISON UFSD	22,713	23,138
260401	GATES-CHILI CSD	13,359	13,837
220401	GENERAL BROWN CSD	9,580	9,818
20702	GENESEE VALLEY CSD	12,013	12,355
240401	GENESE0 CSD	13,257	13,726
430700	GENEVA CITY SD	13,688	14,179
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,871	14,254
100902	GERMANTOWN CSD	15,614	16,004
470202	GILBERTSVILLE-MOUNT UPTON CSD	12,319	12,576
540801	GILBOA-CONESVILLE CSD	16,707	16,943
280100	GLEN COVE CITY SD	19,185	19,632
630300	GLENS FALLS CITY SD	12,469	12,753
630918	GLENS FALLS COMN SD	13,000	13,590
170500	GLOVERSVILLE CITY SD	10,865	11,063
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,872	13,288
440601	GOSHEN CSD	13,773	14,252
511101	GOUVERNEUR CSD	11,255	11,480
42801	GOWANDA CSD	12,326	12,820
141501	GRAND ISLAND CSD	10,915	11,164
640701	GRANVILLE CSD	11,360	11,569
280407	GREAT NECK UFSD	23,468	23,954
260501	GREECE CSD	11,979	12,252
10701	GREEN ISLAND UFSD	13,662	13,773
660407	GREENBURGH CSD	23,343	23,686
80601	GREENE CSD	11,565	11,757
581010	GREENPORT UFSD	17,700	18,697
190701	GREENVILLE CSD	14,454	14,655
640801	GREENWICH CSD	13,131	13,310
442111	GREENWOOD LAKE UFSD	19,311	19,713
610501	GROTON CSD	11,406	11,317
10802	GUILDERLAND CSD	12,354	12,628
630801	HADLEY-LUZERNE CSD	14,745	15,207
480401	HALDANE CSD	17,487	16,786
580405	HALF HOLLOW HILLS CSD	15,896	16,249
141601	HAMBURG CSD	10,716	10,997
250701	HAMILTON CSD	13,897	14,154

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511201	HAMMOND CSD	13,727	14,120
572901	HAMMONDSPOUT CSD	15,766	16,037
580905	HAMPTON BAYS UFSD	17,093	17,666
120906	HANCOCK CSD	15,267	15,275
460701	HANNIBAL CSD	11,178	11,362
580406	HARBORFIELDS CSD	14,773	15,222
30501	HARPURSVILLE CSD	10,887	11,186
660501	HARRISON CSD	24,457	24,770
230301	HARRISVILLE CSD	13,372	13,899
641001	HARTFORD CSD	13,205	13,433
660404	HASTINGS-ON-HUDSON UFSD	20,404	20,896
580506	HAUPPAUGE UFSD	17,435	18,000
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	18,121	18,221
280201	HEMPSTEAD UFSD	18,702	19,452
660203	HENDRICK HUDSON CSD	19,174	19,498
210601	HERKIMER CSD	10,525	10,764
511301	HERMON-DEKALB CSD	13,646	13,858
280409	HERRICKS UFSD	18,029	18,431
512404	HEUVELTON CSD	11,704	12,132
280214	HEWLETT-WOODMERE UFSD	23,408	23,839
280517	HICKSVILLE UFSD	15,942	16,312
620803	HIGHLAND CSD	13,457	13,676
440901	HIGHLAND FALLS CSD	15,583	15,865
261101	HILTON CSD	11,200	11,568
41401	HINSDALE CSD	10,952	11,246
141701	HOLLAND CSD	12,032	12,083
412201	HOLLAND PATENT CSD	11,388	11,651
450704	HOLLEY CSD	11,275	11,314
110701	HOMER CSD	12,092	12,477
431401	HONEOYE CSD	13,141	13,400
260901	HONEOYE FALLS-LIMA CSD	11,435	11,808
491401	HOOSIC VALLEY CSD	11,338	11,477
490501	HOOSICK FALLS CSD	12,782	13,223
571800	HORNELL CITY SD	10,858	11,112
70901	HORSEHEADS CSD	11,188	11,726
101300	HUDSON CITY SD	14,222	14,774
641301	HUDSON FALLS CSD	11,021	11,239
190901	HUNTER-TANNERSVILLE CSD	17,482	17,655
580403	HUNTINGTON UFSD	18,512	18,951
130801	HYDE PARK CSD	13,055	13,191
200401	INDIAN LAKE CSD	25,054	25,084
220301	INDIAN RIVER CSD	7,996	8,463
200501	INLET COMN SD	27,047	28,264
141301	IROQUOIS CSD	10,751	11,124
660402	IRVINGTON UFSD	21,150	21,911
280231	ISLAND PARK UFSD	28,985	29,263
280226	ISLAND TREES UFSD	16,505	16,784
580502	ISLIP UFSD	15,288	15,586
610600	ITHACA CITY SD	13,670	14,143
61700	JAMESTOWN CITY SD	11,164	11,412

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420411	JAMESVILLE-DEWITT CSD	11,944	12,261
572702	JASPER-TROUPSBURG CSD	11,590	11,729
540901	JEFFERSON CSD	13,445	14,018
280515	JERICHO UFSD	24,911	25,088
630601	JOHNSBURG CSD	19,365	19,681
31502	JOHNSON CITY CSD	13,066	13,564
170600	JOHNSTOWN CITY SD	11,408	11,689
420501	JORDAN-ELBRIDGE CSD	12,623	12,825
660101	KATONAH-LEWISBORO UFSD	21,507	21,522
150601	KEENE CSD	20,661	21,054
450607	KENDALL CSD	13,590	13,556
142601	KENMORE-TONAWANDA UFSD	10,477	10,607
101401	KINDERHOOK CSD	12,239	12,771
580805	KINGS PARK CSD	14,928	15,124
620600	KINGSTON CITY SD	15,461	15,861
441202	KIRYAS JOEL VILLAGE UFSD	37,430	38,560
221401	LA FARGEVILLE CSD	10,458	10,814
141800	LACKAWANNA CITY SD	12,969	13,274
420807	LAFAYETTE CSD	16,766	17,309
630701	LAKE GEORGE CSD	13,521	13,823
151102	LAKE PLACID CSD	15,942	16,414
200601	LAKE PLEASANT CSD	26,331	26,763
662401	LAKELAND CSD	16,009	15,966
141901	LANCASTER CSD	9,442	9,789
610801	LANSING CSD	11,855	12,198
490601	LANSINGBURGH CSD	10,352	10,719
470801	LAURENS CSD	11,634	12,014
280215	LAWRENCE UFSD	23,502	23,528
181001	LE ROY CSD	11,790	12,335
670401	LETCHWORTH CSD	12,337	12,369
280205	LEVITTOWN UFSD	18,280	18,558
400301	LEWISTON-PORTER CSD	12,729	12,912
590901	LIBERTY CSD	17,977	18,477
580104	LINDENHURST UFSD	15,253	15,518
511602	LISBON CSD	13,322	13,924
210800	LITTLE FALLS CITY SD	12,471	12,792
421501	LIVERPOOL CSD	13,529	13,950
591302	LIVINGSTON MANOR CSD	17,085	17,604
240801	LIVONIA CSD	12,356	12,771
400400	LOCKPORT CITY SD	10,915	11,175
280503	LOCUST VALLEY CSD	23,507	23,996
280300	LONG BEACH CITY SD	23,348	23,654
200701	LONG LAKE CSD	43,198	43,695
580212	LONGWOOD CSD	15,380	15,811
230901	LOWVILLE ACADEMY & CSD	10,603	10,968
221301	LYME CSD	14,021	14,055
280220	LYNBROOK UFSD	18,680	19,009
421504	LYNCOURT UFSD	16,499	16,860
451001	LYNDONVILLE CSD	11,519	11,935
650501	LYONS CSD	11,690	11,999

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251101	MADISON CSD	11,738	12,199
511901	MADRID-WADDINGTON CSD	11,491	11,969
480101	MAHOPAC CSD	14,925	15,218
31101	MAINE-ENDWELL CSD	11,197	11,618
161501	MALONE CSD	11,520	11,693
280212	MALVERNE UFSD	20,705	21,730
660701	MAMARONECK UFSD	19,416	19,618
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	11,420	11,724
280406	MANHASSET UFSD	21,735	22,207
110901	MARATHON CSD	12,911	13,639
421101	MARCELLUS CSD	10,775	11,174
121401	MARGARETVILLE CSD	14,376	14,646
650701	MARION CSD	12,418	12,609
621001	MARLBORO CSD	16,512	16,865
280523	MASSAPEQUA UFSD	17,052	17,142
512001	MASSENA CSD	11,197	11,625
581012	MATTITUCK-CUTCHOGUE UFSD	16,967	17,342
170801	MAYFIELD CSD	11,094	11,187
110304	MCGRAW CSD	12,248	12,604
521200	MECHANICVILLE CITY SD	10,780	11,035
450801	MEDINA CSD	11,827	12,242
10615	MENANDS UFSD	16,870	17,548
280225	MERRICK UFSD	18,936	19,286
460901	MEXICO CSD	12,702	12,993
580211	MIDDLE COUNTRY CSD	14,119	14,389
541001	MIDDLEBURGH CSD	13,453	13,793
441000	MIDDLETOWN CITY SD	13,759	14,126
471101	MILFORD CSD	13,217	13,505
132201	MILLBROOK CSD	13,902	14,099
580208	MILLER PLACE UFSD	13,922	14,376
280410	MINEOLA UFSD	24,709	24,959
150801	MINERVA CSD	26,637	26,368
441101	MINISINK VALLEY CSD	11,552	12,057
441201	MONROE-WOODBURY CSD	14,089	14,584
580306	MONTAUK UFSD	32,259	33,111
591401	MONTICELLO CSD	15,106	15,580
51301	MORAVIA CSD	11,202	11,572
150901	MORIAH CSD	12,855	13,143
471201	MORRIS CSD	11,436	11,899
512101	MORRISTOWN CSD	14,680	14,783
250401	MORRISVILLE-EATON CSD	13,114	13,374
212001	MOUNT MARKHAM CSD	12,231	12,665
240901	MT MORRIS CSD	13,120	13,970
660801	MT PLEASANT CSD	19,590	20,199
580207	MT SINAI UFSD	15,841	16,166
660900	MT VERNON SCHOOL DISTRICT	17,794	18,548
500108	NANUET UFSD	19,531	19,117
431201	NAPLES CSD	14,135	14,597
411501	NEW HARTFORD CSD	12,431	12,953
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,771	16,132

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101601	NEW LEBANON CSD	16,792	16,688
621101	NEW PALTZ CSD	14,284	14,718
661100	NEW ROCHELLE CITY SD	17,138	17,668
581015	NEW SUFFOLK COMN SD	16,281	16,242
650101	NEWARK CSD	12,100	12,367
600402	NEWARK VALLEY CSD	11,287	11,621
441600	NEWBURGH CITY SD	15,796	16,159
151001	NEWCOMB CSD	44,080	45,001
400601	NEWFANE CSD	11,086	11,212
610901	NEWFIELD CSD	10,832	11,015
400800	NIAGARA FALLS CITY SD	11,925	12,164
400701	NIAGARA-WHEATFIELD CSD	11,443	11,561
530301	NISKAYUNA CSD	12,790	12,833
580103	NORTH BABYLON UFSD	15,290	15,799
280204	NORTH BELLMORE UFSD	18,493	18,926
142201	NORTH COLLINS CSD	14,023	14,594
10623	NORTH COLONIE CSD	11,708	11,957
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,741	12,973
280229	NORTH MERRICK UFSD	18,825	19,378
651501	NORTH ROSE-WOLCOTT CSD	13,030	13,545
661301	NORTH SALEM CSD	21,280	21,659
280501	NORTH SHORE CSD	24,323	24,887
420303	NORTH SYRACUSE CSD	11,709	11,997
400900	NORTH TONAWANDA CITY SD	11,593	11,869
630202	NORTH WARREN CSD	16,475	16,292
131101	NORTHEAST CSD	16,342	16,460
90501	NORTHEASTERN CLINTON CSD	12,543	12,596
90901	NORTHERN ADIRONDACK CSD	13,594	13,725
580404	NORTHPORT-EAST NORTHPORT UFSD	19,008	19,284
170901	NORTHVILLE CSD	14,440	14,781
81200	NORWICH CITY SD	10,956	11,350
512201	NORWOOD-NORFOLK CSD	11,652	12,063
411504	NY MILLS UFSD	12,834	13,345
500304	NYACK UFSD	19,240	19,752
300000	NYC CHANCELLOR'S OFFICE	14,527	15,307
181101	OAKFIELD-ALABAMA CSD	10,994	11,324
280211	OCEANSIDE UFSD	17,067	17,195
550101	ODESSA-MONTOUR CSD	11,863	11,806
512300	OGDENSBURG CITY SD	14,953	15,475
42400	OLEAN CITY SD	11,976	12,152
251400	ONEIDA CITY SD	12,079	12,368
471400	ONEONTA CITY SD	12,790	13,160
421201	ONONDAGA CSD	13,132	13,652
621201	ONTEORA CSD	19,571	19,861
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	13,497	13,830
142301	ORCHARD PARK CSD	11,523	11,933
412901	ORISKANY CSD	11,992	12,496
661401	OSSINING UFSD	18,796	19,255
461300	OSWEGO CITY SD	13,270	13,258
471601	OTEGO-UNADILLA CSD	12,481	12,617

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
600601	OWEGO-APALACHIN CSD	12,524	12,961
81501	OXFORD ACADEMY & CSD	12,858	12,967
280506	OYSTER BAY-EAST NORWICH CSD	23,533	24,117
581002	OYSTERPONDS UFSD	33,931	32,944
650901	PALMYRA-MACEDON CSD	11,655	12,008
61601	PANAMA CSD	12,826	13,148
512501	PARISHVILLE-HOPKINTON CSD	11,609	12,209
580224	PATCHOGUE-MEDFORD UFSD	13,814	14,350
181201	PAVILION CSD	11,682	11,971
131201	PAWLING CSD	16,571	16,675
500308	PEARL RIVER UFSD	15,858	16,275
661500	PEEKSKILL CITY SD	17,430	17,697
661601	PELHAM UFSD	17,187	17,651
181302	PEMBROKE CSD	12,828	13,543
261201	PENFIELD CSD	13,346	13,586
680601	PENN YAN CSD	12,554	12,593
671201	PERRY CSD	12,041	12,001
91101	PERU CSD	12,849	13,207
431301	PHELPS-CLIFTON SPRINGS CSD	12,376	12,673
462001	PHOENIX CSD	13,226	13,377
440401	PINE BUSH CSD	12,570	13,126
131301	PINE PLAINS CSD	15,565	16,116
60601	PINE VALLEY CSD (SOUTH DAYTON)	12,589	12,683
261401	PITTSFORD CSD	13,722	14,069
280518	PLAINEDGE UFSD	16,704	17,269
280504	PLAINVIEW-OLD BETHPAGE CSD	18,942	19,213
91200	PLATTSBURGH CITY SD	14,604	14,714
660809	PLEASANTVILLE UFSD	17,558	17,881
660802	POCANTICO HILLS CSD	47,333	48,663
211103	POLAND CSD	12,690	12,858
51101	PORT BYRON CSD	11,865	12,124
661904	PORT CHESTER-RYE UFSD	14,392	15,031
580206	PORT JEFFERSON UFSD	22,199	22,792
441800	PORT JERVIS CITY SD	12,904	13,237
280404	PORT WASHINGTON UFSD	21,028	21,583
42901	PORTVILLE CSD	11,058	11,453
512902	POTSDAM CSD	12,390	12,842
131500	POUGHKEEPSIE CITY SD	13,524	13,680
572301	PRATTSBURGH CSD	11,626	11,569
461801	PULASKI CSD	12,580	13,100
641401	PUTNAM CSD	24,966	26,554
480503	PUTNAM VALLEY CSD	17,888	18,253
630902	QUEENSBURY UFSD	10,538	10,812
580903	QUOGUE UFSD	47,923	47,885
500401	RAMAPO CSD (SUFFERN)	17,919	18,270
43001	RANDOLPH CSD	11,720	11,831
10402	RAVENA-COEYMANS-SELKIRK CSD	14,289	14,550
651503	RED CREEK CSD	11,916	12,381
131701	RED HOOK CSD	14,202	14,712
411701	REMSSEN CSD	15,798	16,147

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
580901	REMSENBURG-SPEONK UFSD	37,414	38,521
491200	RENSSELAER CITY SD	9,884	10,489
131801	RHINEBECK CSD	17,681	18,333
472001	RICHFIELD SPRINGS CSD	11,916	12,222
62401	RIPLEY CSD	16,941	16,992
580602	RIVERHEAD CSD	17,076	17,974
261600	ROCHESTER CITY SD	13,090	13,684
280221	ROCKVILLE CENTRE UFSD	19,767	20,259
580209	ROCKY POINT UFSD	13,814	14,375
411800	ROME CITY SD	12,413	12,989
560603	ROMULUS CSD	15,567	16,067
620901	RONDOUT VALLEY CSD	18,589	18,723
280208	ROOSEVELT UFSD	17,425	17,883
591301	ROSCOE CSD	18,826	19,165
280403	ROSLYN UFSD	21,898	22,134
530515	ROTTERDAM-MOHONASEN CSD	9,989	10,370
121502	ROXBURY CSD	17,963	18,507
401201	ROYALTON-HARTLAND CSD	11,207	11,503
261701	RUSH-HENRIETTA CSD	13,330	13,739
661800	RYE CITY SD	19,917	20,287
661901	RYE NECK UFSD	19,357	19,942
580205	SACHEM CSD	14,251	14,488
221001	SACKETS HARBOR CSD	11,104	11,490
580305	SAG HARBOR UFSD	25,725	27,212
580910	SAGAPONACK COMN SD	16,281	16,753
43200	SALAMANCA CITY SD	12,582	12,510
641501	SALEM CSD	14,082	14,199
161201	SALMON RIVER CSD	14,576	15,057
461901	SANDY CREEK CSD	13,911	14,146
91402	SARANAC CSD	12,333	12,688
161401	SARANAC LAKE CSD	14,999	14,951
521800	SARATOGA SPRINGS CITY SD	11,532	11,873
621601	SAUGERTIES CSD	12,822	13,325
411603	SAUQUOIT VALLEY CSD	11,956	12,446
580504	SAYVILLE UFSD	17,460	17,846
662001	SCARSDALE UFSD	23,148	23,530
530501	SCHALMONT CSD	14,862	15,517
530600	SCHENECTADY CITY SD	12,515	12,628
470901	SCHENEVUS CSD	13,566	14,227
491501	SCHODACK CSD	13,169	13,477
541201	SCHOHARIE CSD	13,147	13,532
151401	SCHROON LAKE CSD	16,368	16,887
521701	SCHUYLERVILLE CSD	12,472	12,731
22401	SCIO CSD	12,968	13,122
530202	SCOTIA-GLENVILLE CSD	12,013	12,223
280206	SEAFORD UFSD	16,660	17,070
560701	SENECA FALLS CSD	12,016	12,537
280252	SEWANHAKA CENTRAL HS DISTRICT	13,522	13,842
541401	SHARON SPRINGS CSD	15,154	15,184
580701	SHELTER ISLAND UFSD	29,013	29,556

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
520302	SHENENDEHOWA CSD	11,919	12,263
82001	SHERBURNE-EARLVILLE CSD	11,712	12,094
62601	SHERMAN CSD	11,196	11,278
412000	SHERRILL CITY SD	10,651	11,065
580601	SHOREHAM-WADING RIVER CSD	16,726	17,231
121601	SIDNEY CSD	12,637	13,134
61501	SILVER CREEK CSD	12,223	12,540
421601	SKANEATELES CSD	13,337	13,456
580801	SMITHTOWN CSD	14,969	15,255
651201	SODUS CSD	13,623	13,994
420702	SOLVAY UFSD	12,760	13,019
662101	SOMERS CSD	17,825	18,189
10601	SOUTH COLONIE CSD	13,137	13,272
580235	SOUTH COUNTRY CSD	16,951	17,426
521401	SOUTH GLENS FALLS CSD	11,667	11,847
580413	SOUTH HUNTINGTON UFSD	16,758	17,272
220101	SOUTH JEFFERSON CSD	10,183	10,516
121702	SOUTH KORTRIGHT CSD	14,381	14,715
231101	SOUTH LEWIS CSD	14,513	14,880
500301	SOUTH ORANGETOWN CSD	16,503	16,762
560501	SOUTH SENECA CSD	14,574	14,960
580906	SOUTHAMPTON UFSD	24,414	25,076
50701	SOUTHERN CAYUGA CSD	14,419	14,879
581005	SOUTHOLD UFSD	18,400	18,772
60201	SOUTHWESTERN CSD AT JAMESTOWN	11,202	11,187
131602	SPACKENKILL UFSD	17,018	17,443
261001	SPENCERPORT CSD	11,533	11,970
600801	SPENCER-VAN ETTEN CSD	11,808	12,222
580304	SPRINGS UFSD	22,275	23,162
141101	SPRINGVILLE-GRIFFITH INST CSD	12,347	12,493
161801	ST REGIS FALLS CSD	14,886	15,422
121701	STAMFORD CSD	14,915	14,999
401001	STARPOINT CSD	10,789	11,141
522001	STILLWATER CSD	10,269	10,520
251501	STOCKBRIDGE VALLEY CSD	11,638	12,028
591502	SULLIVAN WEST CSD	16,008	16,203
30601	SUSQUEHANNA VALLEY CSD	13,156	13,473
140207	SWEET HOME CSD	12,954	13,335
280502	SYOSSET CSD	21,263	21,684
421800	SYRACUSE CITY SD	12,930	13,257
100501	TACONIC HILLS CSD	14,622	15,138
220701	THOUSAND ISLANDS CSD	13,027	13,387
580201	THREE VILLAGE CSD	16,887	17,345
151501	TICONDEROGA CSD	14,455	14,829
600903	TIOGA CSD	10,451	10,802
142500	TONAWANDA CITY SD	11,051	11,198
211901	TOWN OF WEBB UFSD	21,143	21,215
591201	TRI-VALLEY CSD	19,324	19,736
491700	TROY CITY SD	16,486	17,048
611001	TRUMANSBURG CSD	11,227	11,514

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
580913	TUCKAHOE COMN SD	29,200	30,114
660302	TUCKAHOE UFSD	21,009	21,257
421902	TULLY CSD	11,036	11,388
160101	TUPPER LAKE CSD	12,461	12,877
441903	TUXEDO UFSD	18,470	18,139
660401	UFSD-TARRYTOWNS	17,449	18,170
81003	UNADILLA VALLEY CSD	12,393	12,785
51901	UNION SPRINGS CSD	13,059	13,703
280202	UNIONDALE UFSD	20,864	21,461
31501	UNION-ENDICOTT CSD	12,048	12,454
412300	UTICA CITY SD	9,780	10,023
660805	VALHALLA UFSD	21,983	22,440
441301	VALLEY CSD (MONTGOMERY)	12,222	12,667
280213	VALLEY STREAM 13 UFSD	16,487	16,771
280224	VALLEY STREAM 24 UFSD	21,044	21,164
280230	VALLEY STREAM 30 UFSD	19,777	20,089
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,858	16,053
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,991	13,735
31601	VESTAL CSD	13,166	13,415
431701	VICTOR CSD	10,518	10,941
11003	VOORHEESVILLE CSD	13,742	14,189
580302	WAINSCOTT COMN SD	16,281	18,412
621801	WALLKILL CSD	11,997	12,287
121901	WALTON CSD	11,718	11,931
280223	WANTAGH UFSD	14,593	15,005
132101	WAPPINGERS CSD	11,887	12,269
631201	WARRENSBURG CSD	15,836	15,994
671501	WARSAW CSD	12,643	13,421
442101	WARWICK VALLEY CSD	13,198	13,509
440102	WASHINGTONVILLE CSD	12,931	13,156
522101	WATERFORD-HALFMOON UFSD	13,844	14,291
561006	WATERLOO CSD	11,263	11,593
222000	WATERTOWN CITY SD	9,985	10,360
411902	WATERVILLE CSD	11,900	12,149
11200	WATERVLIET CITY SD	10,404	10,529
550301	WATKINS GLEN CSD	11,489	11,561
600101	WAVERLY CSD	10,063	10,172
573002	WAYLAND-COHOCTON CSD	11,769	11,938
650801	WAYNE CSD	12,034	12,478
261901	WEBSTER CSD	11,872	12,379
50301	WEEDSPORT CSD	12,820	13,308
200901	WELLS CSD	22,823	23,341
22601	WELLSVILLE CSD	12,671	12,998
580102	WEST BABYLON UFSD	15,849	16,226
210302	WEST CANADA VALLEY CSD	12,723	13,252
420101	WEST GENESEE CSD	11,199	11,361
280227	WEST HEMPSTEAD UFSD	17,759	17,850
260803	WEST IRONDEQUOIT CSD	11,413	11,516
580509	WEST ISLIP UFSD	14,799	15,117
142801	WEST SENECA CSD	11,179	11,286

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
40204	WEST VALLEY CSD	14,623	14,800
280401	WESTBURY UFSD	19,287	20,226
62901	WESTFIELD CSD	12,891	13,055
580902	WESTHAMPTON BEACH UFSD	19,354	19,873
420701	WESTHILL CSD	11,635	11,727
412801	WESTMORELAND CSD	12,938	13,823
151601	WESTPORT CSD	14,591	14,820
262001	WHEATLAND-CHILI CSD	16,259	16,148
170301	WHEELERVILLE UFSD	19,435	19,870
662200	WHITE PLAINS CITY SD	20,443	20,840
641701	WHITEHALL CSD	13,236	13,529
412902	WHITESBORO CSD	10,886	11,417
22101	WHITESVILLE CSD	11,904	12,012
31401	WHITNEY POINT CSD	12,324	12,694
580232	WILLIAM FLOYD UFSD	15,169	15,645
651402	WILLIAMSON CSD	13,113	13,244
140203	WILLIAMSVILLE CSD	11,904	12,143
151701	WILLSBORO CSD	16,355	16,604
401501	WILSON CSD	11,386	11,692
191401	WINDHAM-ASHLAND-JEWETT CSD	19,838	20,191
31701	WINDSOR CSD	11,115	11,505
472506	WORCESTER CSD	13,352	13,790
580109	WYANDANCH UFSD	17,666	18,039
490804	WYNANTSKILL UFSD	12,243	12,967
671002	WYOMING CSD	16,376	16,286
662300	YONKERS CITY SD	15,023	15,607
241701	YORK CSD	11,694	11,968
43501	YORKSHIRE-PIONEER CSD	12,406	12,710
662402	YORKTOWN CSD	17,743	17,837



**2019 New School Proposal
Budget(s) & Cash Flow(s) Template**

Buffalo Creek Academy Charter School

Contact Name: Christopher Ralph Manning
Contact Title: Lead Founder
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2020-21

Pre-Opening Period: July 1, 2019 - June 30, 2020

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 CREEK ACADEMY CHARTER SCHOOL
2020-21 through 2024-25

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Middle School	56	56	56	56	56	10-11
6th Grade	Middle School	56	56	56	56	56	11-12
7th Grade	Middle School		56	56	56	56	12-13
8th Grade	Middle School			56	56	56	13-14
9th Grade	High School				56	56	14-15
10th Grade	High School					56	15-16
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		112	168	224	280	336	

*** N O T E**

Please copy the ENROLLMENT CHART (cells B5:H21) and paste into the Enrollment Section of the New School Proposal.

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Middle School	2	2	2	2	2
6th Grade	Middle School	2	2	2	2	2
7th Grade	Middle School		2	2	2	2
8th Grade	Middle School			2	2	2
9th Grade	High School				2	2
10th Grade	High School					2
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	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Middle School	28	28	28	28	28
6th Grade	Middle School	28	28	28	28	28
7th Grade	Middle School	0	28	28	28	28
8th Grade	Middle School	0	0	28	28	28
9th Grade	High School	0	0	0	28	28
10th Grade	High School	0	0	0	0	28
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		-	-	-	-	-
Total Middle School Enrollment		112	168	224	224	224
Total High School Enrollment		-	-	-	56	112
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		112	168	224	280	336
Change in Net Enrollment from Prior Year (Count)		112	56	56	56	56
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						

*** N O T E**

Enrollment by Grade should equal

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	112	168	224	280	336
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

PRIMARY SENDING SCHOOL DISTRICT	2020-21	2021-22	2022-23	2023-24	2024-25
BUFFALO CITY SD					
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ 916,400,000	\$ 916,400,000	\$ 916,400,000	\$ 916,400,000	\$ 916,400,000
ENROLLMENT (Charter School)	112	168	224	280	336
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

SECONDARY SENDING SCHOOL DISTRICT	2020-21	2021-22	2022-23	2023-24	2024-25
Select from drop-down list ->					
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)					
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

310000 equal
Enrollment by District
RED Numbers
 indicate that corrections are necessary.

BUFFALO CREEK ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	5-6	5-7	5-8	5-9	5-10
Enrollment	112	168	224	280	336	

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	1.0	1.0	2.0	2.0
Deans, Directors & Coordinators	3.0	3.0	3.0	3.0	4.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	6.0	7.0	8.0	9.0	10.0

Description of Assumptions
Assumes 1 Executive Director in all years
Assumes 1 Lower Academy Principal starting in year 2 and 1 Middle Academy Principal starting in year 4
Assumes 1 Dean of Students in all years, 1 Curriculum Coordinator in all years, 1 Student Support Coordinator in years 1 and 2, 1 Director of Student Support Services starting in year 3, 1 Director of Development starting in year 5
Assumes 1 Director of Operations in all years
Assumes 1 Office Manager starting in year 1 and an additional Office Manager in year 3

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	7.0	12.0	17.0	22.0	27.0
Teachers - SPED	1.0	1.0	2.0	3.0	4.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	1.0	2.0	2.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	10.0	15.0	22.0	28.0	35.0

Assumes 7 regular education teachers in year one, adding 5 teachers per year 1 SPED teacher in year one, adding one additional teacher each
Assumes 1 ELL teacher in years one and two, 2 ELL teachers in years 3
Assumes 1 Social Worker in all years

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0

Assumes 1 Nurse in all years

TOTAL PERSONNEL SERVICE FTE	17.0	23.0	31.0	38.0	46.0
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STAFFING PLAN WAGES	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	5-6	5-7	5-8	5-9	5-10
Enrollment	112.00	168.00	224.00	280.00	336.00	

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	WAGES				
		2.50%	2.50%	2.50%	2.50%	2.50%
Executive Management	\$ 100,000	\$ 100,000	\$ 102,500	\$ 105,063	\$ 107,689	\$ 110,381
Instructional Management	\$ 75,000	\$ -	\$ 75,000	\$ 76,875	\$ 78,788	\$ 80,728
Deans, Directors & Coordinators	\$ 65,000	\$ 195,000	\$ 199,875	\$ 204,872	\$ 209,994	\$ 280,244
CFO / Director of Finance	\$ 70,000	\$ 70,000	\$ 71,750	\$ 73,544	\$ 75,382	\$ 77,267
Operation / Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Staff	\$ 40,000	\$ 40,000	\$ 41,000	\$ 42,025	\$ 43,076	\$ 44,152
TOTAL ADMINISTRATIVE STAFF	\$ 405,000	\$ 490,125	\$ 542,378	\$ 630,938	\$ 711,711	\$ 811,711

Description of Assumptions
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons

INSTRUCTIONAL PERSONNEL WAGES	WAGES					
Teachers - Regular	\$ 48,000	\$ 336,000	\$ 584,400	\$ 839,010	\$ 1,099,985	\$ 1,367,485
Teachers - SPED	\$ 51,000	\$ 51,000	\$ 52,275	\$ 104,582	\$ 158,196	\$ 213,151
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 51,000	\$ 51,000	\$ 52,275	\$ 104,582	\$ 107,196	\$ 160,876
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 51,000	\$ 51,000	\$ 52,275	\$ 53,582	\$ 54,921	\$ 56,294
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL	\$ 489,000	\$ 741,225	\$ 1,101,756	\$ 1,420,300	\$ 1,797,807	\$ 2,235,712

Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons

NON-INSTRUCTIONAL PERSONNEL WAGES	WAGES					
Nurse	\$ 60,000	\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613	\$ 66,229
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL	\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613	\$ 66,229	\$ 67,858

Assumes cost based on role responsibility and local comparisons

TOTAL PERSONNEL SERVICE WAGES	\$ 954,000	\$ 1,292,850	\$ 1,707,171	\$ 2,115,851	\$ 2,575,747	\$ 3,115,280
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*** NOTE**
Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

BUFFALO CREEK ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2019 - June 30, 2020

**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	450,000	Assumes CSP installment and Cullen Foundation commitment
Total Expenses	409,073	Assumes staffing and operational start-up costs
Net Income	40,928	Assumes net income from planning year
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	250,000	Assumes from the 550K CSP allocation; 250K (Y1) and 250K (Y2)
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	250,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	200,000	Assumes \$200K from total of \$400K from Cullen Foundation Philathropic Donation; additional \$200K distributed in year 1 of operation
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	200,000	
TOTAL REVENUE	450,000	

BUFFALO CREEK ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2019 - June 30, 2020

**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	450,000	Assumes CSP installment and Cullen Foundation commitment
Total Expenses	409,073	Assumes staffing and operational start-up costs
Net Income	40,928	Assumes net income from planning year

START-UP PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	FTE No. of Positions		
Executive Management	1.00	100,000	Assumes 1 FTE ED @\$100K
Instructional Management	-	-	
Deans, Directors & Coordinators	1.00	70,000	Assumes 1FTE Curriculum Coordinator @\$70K
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	35,000	Assumes .5 FTE Director of Operations starting Jan 1
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.50	205,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	

SUBTOTAL PERSONNEL SERVICE COSTS

2.50	205,000	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	15,683	Assumes payroll taxes for all employees
Fringe / Employee Benefits	18,450	Assumes 9% for health insurance
Retirement / Pension	4,950	Assumes 3% for retirement
TOTAL PAYROLL TAXES AND BENEFITS	39,083	

TOTAL PERSONNEL SERVICE COSTS

2.50	244,083	
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CONTRACTED SERVICES

Accounting / Audit	2,500	Assumes costs for retainer and preliminary audit
Legal	10,000	Assumes cost for policy review
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	500	Assumes monthly costs for payroll service
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	20,000	Principal Andre Geddes curriculum consulting
TOTAL CONTRACTED SERVICES	33,000	

BUFFALO CREEK ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2019 - June 30, 2020

**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	450,000	Assumes CSP installment and Cullen Foundation commitment
Total Expenses	409,073	Assumes staffing and operational start-up costs
Net Income	40,928	Assumes net income from planning year
	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	3,250	Assumes costs for Board retreat and trainings
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	36,000	Assumes costs for furniture per staff and students with early ordering to avoid delays
Telephone	-	
Technology	2,700	Assumes costs of 3 laptops and one printer
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,800	Assumes monthly office expenses
Staff Development	4,000	Assumes PD needs for ED, DCI, and Director of Ops
Staff Recruitment	16,000	Assumes \$1K per FTE hire
Student Recruitment / Marketing	12,500	Assumes web-based support costs on front end and monthly costs for enrollment
School Meals / Lunch	-	
Travel (Staff)	5,500	Assumes travel costs for trainings and mini-residencies in high performing schools for staff training
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	81,750	
FACILITY OPERATION & MAINTENANCE		
Insurance	3,240	Assumes liability, D&O insurance
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	42,000	Assumes 1 month's rent @ \$50 per square foot, 80 sq, ft per student
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	5,000	Assumes 1 month's utilities
TOTAL FACILITY OPERATION & MAINTENANCE	50,240	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	409,073	Assumes total expenses for planning year
NET INCOME	40,928	Assumes net income from planning year

PRE-OPENING CASH FLOW 6-MONTH	BUFFALO CREEK ACADEMY CHARTER SCHOOL						
NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1.Yr."						
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-
EXPENSES							
ADMINISTRATIVE PERSONNEL COSTS							
	FTE No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		BUFFALO CREEK ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2019 - June 30, 2020												
Total Revenue	450,000													
Total Expenses	409,278													
Net Income	40,722													
Cash Flow Adjustments	-													
Beginning Cash Balance	389,385	389,385	360,259	341,134	322,008	302,883	281,258	253,253	227,148	201,043	174,938	149,433	-	
Net Income	389,385	360,259	341,134	322,008	302,883	281,258	253,253	227,148	201,043	174,938	149,433	40,927	40,928	
REVENUE		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUES FROM STATE SOURCES														
Grants														
Stimulus														
DYCD (Department of Youth and Community Development)														
Other														
TOTAL REVENUE FROM STATE SOURCES														
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation	250,000													250,000
Other														
TOTAL REVENUE FROM FEDERAL SOURCES	250,000													250,000
LOCAL AND OTHER REVENUE														
Contributions and Donations	200,000													200,000
Fundraising														
Erate Reimbursement														
Earnings on Investments														
Interest Income														
Food Service (Income from meals)														
Text Book														
OTHER														
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	200,000													200,000
TOTAL REVENUE	450,000													450,000
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS		FTE No. of Positions												
Executive Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Instructional Management														
Deans, Directors & Coordinators	1.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
CEO / Director of Finance														
Operation / Business Manager	0.50							5,833	5,833	5,833	5,833	5,833	5,833	35,000
Administrative Staff														
TOTAL ADMINISTRATIVE STAFF	2.50	14,167	14,167	14,167	14,167	14,167	14,167	20,000	20,000	20,000	20,000	20,000	20,000	205,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular														
Teachers - SPED														
Substitute Teachers														
Teaching Assistants														
Specialty Teachers														
Aides														
Therapists & Counselors														
Other														
TOTAL INSTRUCTIONAL														
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse														
Librarian														
Custodian														
Security														
Other														
TOTAL NON-INSTRUCTIONAL														
SUBTOTAL PERSONNEL SERVICES COSTS	2.50	14,167	14,167	14,167	14,167	14,167	14,167	20,000	20,000	20,000	20,000	20,000	20,000	205,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	1.084	1,084	1,084	1,084	1,084	1,084	1,084	1,330	1,330	1,330	1,330	1,330	1,330	15,883
Fringe / Employee Benefits	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,800	1,800	1,800	1,800	1,800	1,800	18,450
Retirement / Pension	425	425	425	425	425	425	425	600	600	600	600	600	600	4,950
TOTAL PAYROLL TAXES AND BENEFITS	2,784	2,784	2,784	2,784	2,784	2,784	2,784	3,930	3,930	3,930	3,930	3,930	3,930	39,083
TOTAL PERSONNEL SERVICES COSTS	2.50	16,950	16,950	16,950	16,950	16,950	16,950	23,930	23,930	23,930	23,930	23,930	23,930	244,083
CONTRACTED SERVICES														
Accounting / Audit	2,500													2,500
Legal	10,000													10,000
Management Company Fee														
Nurse Services														
Food Service / School Lunch														
Payroll Services	42	42	42	42	42	42	42	42	42	42	42	42	42	500
Special Ed Services														
Titelment Services (i.e. Title I)														
Other Purchased / Professional / Consulting	10,000	10,000												20,000
TOTAL CONTRACTED SERVICES	22,542	10,042	42	42	42	42	42	42	42	42	42	42	42	33,000
SCHOOL OPERATIONS														
Board Expenses	1,600	150	150	150	150	150	150	150	150	150	150	150	150	3,250
Classroom / Teaching Supplies & Materials														
Special Ed Supplies & Materials														
Textbooks / Workbooks														
Supplies & Materials other														
Equipment / Furniture														36,000
Telephone														
Technology	1,800							900						2,700
Student Testing & Assessment														
Field Trips														
Transportation (student)														
Student Services - other														
Office Expense	150	150	150	150	150	150	150	150	150	150	150	150	150	1,800
Staff Development	3,000							1,000						4,000
Staff Recruitment	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000
Student Recruitment / Marketing	7,000	500	500	500	500	500	500	500	500	500	500	500	500	12,500
School Meals / Lunch	3,000							2,500						5,500
Travel (staff)														
Fundraising														
Other														
TOTAL SCHOOL OPERATIONS	17,883	2,133	2,133	2,133	2,133	2,133	4,633	4,033	2,133	2,133	2,133	2,133	2,133	81,750
FACILITY OPERATION & MAINTENANCE														
Insurance	3,240													3,240
Janitorial														
Building and Land Rent / Lease / Facility Finance Interest														42,000
Repairs & Maintenance														
Equipment / Furniture														
Security														
Utilities														5,000
TOTAL FACILITY OPERATION & MAINTENANCE	3,240													47,000
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY														
TOTAL EXPENSES	60,615	29,125	19,125	19,125	19,125	19,125	21,625	28,005	26,105	26,105	26,105	25,505	108,505	409,073
NET INCOME	389,385	(29,125)	(19,125)	(19,125)	(19,125)	(19,125)	(21,625)	(28,005)	(26,105)	(26,105)	(26,105)	(25,505)	(108,505)	40,928
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	389,385	(29,125)	(19,125)	(19,125)	(19,125)	(19,125)	(21,625)	(28,005)	(26,105)	(26,105)	(26,105)	(25,505)	(108,505)	40,928
Beginning Cash Balance		389,385	360,259	341,134	322,008	302,883	281,258	253,253	227,148	201,043	174,938	149,433		
ENDING CASH BALANCE	389,385	360,259	341,134	322,008	302,883	281,258	253,253	227,148	201,043	174,938	149,433	40,927	40,928	

YEAR 1 BUDGET AND ASSUMPTION		BUFFALO CREEK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE				DESCRIPTION OF ASSUMPTIONS	
		JULY 1, 2020 - JUNE 30, 2021				TABLE: Item assumptions that are unique for the 1 Year Budget in this section provided below:	
		2020	2021	2020	2021	2020	2021
Total Revenue		2,208,758	2,282,821	10,000	-	2,221,221	2,282,821
Total Expenses		1,793,230	1,874,434	10,000	-	2,821,540	2,183,864
Net Income		405,488	25,028	(10,000)	-	(282,540)	137,957
Budgeted Student Enrollment		112	112				112
		PROGRAM SERVICES		SUPPORT SERVICES		TOTAL	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE		PROGRAM SERVICES		SUPPORT SERVICES		TOTAL	
REVENUES FROM STATE SOURCES		PROGRAM SERVICES		SUPPORT SERVICES		TOTAL	
Per Pupil Revenue		PROGRAM SERVICES		SUPPORT SERVICES		TOTAL	
PRIMARY School District: BUFFALO CITY SD		1,495,200	-	-	-	-	1,495,200
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:		-	-	-	-	-	-
TOTAL Per Pupil Revenue:		1,495,200	-	-	-	-	1,495,200
Special Education Revenue		-	209,462	-	-	-	209,462
Grants		-	-	-	-	-	-
Stimulus (DYS Department of Youth and Community Development)		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,495,200	209,462	-	-	-	1,704,662
REVENUE FROM FEDERAL FUNDING		IDEA Special Needs		Other		TOTAL	
Title I		50,400	-	-	-	-	50,400
Title II		-	-	-	-	-	-
Title III		-	-	-	-	-	-
Title IV - Other		4,032	-	-	-	-	4,032
School Food Service (Free Lunch)		109,126	-	-	-	-	109,126
Grants		-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		250,000	-	-	-	-	250,000
Other		200,000	-	-	-	-	200,000
TOTAL REVENUE FROM FEDERAL SOURCES		611,558	3,000	-	-	-	614,558
LOCAL AND OTHER REVENUE		Contributions and Donations		Fundraising		Other	
Contributions and Donations		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
State Reimbursement		-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Revenue from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES		-	-	-	-	-	-
TOTAL REVENUE		2,208,758	212,462	10,000	-	-	2,321,221
EXPENSES		ADMINISTRATIVE STAFF PERSONNEL COSTS		INSTRUCTIONAL PERSONNEL COSTS		NON-INSTRUCTIONAL PERSONNEL COSTS	
Executive Management		1.00	50,000	-	-	-	50,000
Instructional Management		-	-	-	-	-	-
Deans, Directors & Coordinators		3.00	130,000	65,000	-	-	195,000
CFO / Director of Finance		1.00	-	-	-	70,000	70,000
Operations / Business Manager		1.00	-	-	-	35,000	35,000
Administrative Staff		4.00	-	-	-	40,000	40,000
TOTAL ADMINISTRATIVE STAFF		10.00	180,000	65,000	-	105,000	350,000
INSTRUCTIONAL PERSONNEL COSTS		7.00	336,000	-	-	-	336,000
Teachers - Regular		7.00	336,000	-	-	-	336,000
Teachers - SPED		1.00	-	51,000	-	-	51,000
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants		1.00	51,000	-	-	-	51,000
Specialty Teachers		1.00	51,000	-	-	-	51,000
Aides		1.00	51,000	-	-	-	51,000
Paraprofessionals & Counselors		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL INSTRUCTIONAL		10.00	488,000	51,000	-	-	539,000
NON-INSTRUCTIONAL PERSONNEL COSTS		1.00	60,000	-	-	-	60,000
Nurse		1.00	60,000	-	-	-	60,000
Custodian		-	-	-	-	-	-
Security		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		1.00	60,000	-	-	-	60,000
SUBTOTAL PERSONNEL SERVICE COSTS		17.00	678,000	116,000	-	105,000	899,000
PAYROLL TAXES AND BENEFITS		72,546	8,874	-	-	22,248	91,668
Payroll Taxes		72,546	8,874	-	-	22,248	91,668
Employee Benefits		14,000	14,000	-	-	-	28,000
Retirement / Pension		20,500	3,000	-	-	4,000	27,500
TOTAL PAYROLL TAXES AND BENEFITS		17,896	25,874	-	-	26,248	44,120
TOTAL PERSONNEL SERVICE COSTS		34,896	142,874	-	-	131,248	385,120
CONTRACTED SERVICES		10,000	-	-	-	21,000	31,000
Accounting / Audit		-	-	-	-	10,000	10,000
Legal		-	-	-	-	11,000	11,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		109,126	-	-	-	-	109,126
Payroll Services		-	-	-	-	1,500	1,500
Special Ed Services		-	38,440	-	-	-	38,440
Statement Services (e.g. Title I)		-	-	-	-	10,000	10,000
Other Purchased / Professional / Consulting		-	-	10,000	-	-	10,000
TOTAL CONTRACTED SERVICES		119,126	38,440	10,000	-	31,500	199,066
SCHOOL OPERATIONS		28,000	-	600	-	-	28,600
Board Expenses		28,000	-	600	-	-	28,600
Classroom / Teaching Supplies & Materials		-	6,440	-	-	-	6,440
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		22,400	-	-	-	-	22,400
Supplies & Materials other		14,138	-	-	-	-	14,138
Equipment / Furniture		5,400	-	-	-	3,000	8,400
Technology		1,500	-	-	-	4,930	6,430
Technology		27,000	-	-	-	37,000	64,000
Student Testing & Assessment		21,880	-	-	-	-	21,880
Field Trip		2,800	-	-	-	-	2,800
Transportation (Student)		16,800	-	-	-	-	16,800
Student Services - other		-	-	-	-	30,000	30,000
Office Expense		16,000	-	-	-	-	16,000
Staff Development		2,000	-	-	-	2,000	4,000
Student Recruitment / Marketing		2,800	-	-	-	2,800	5,600
School Meals / Lunch		15,000	-	-	-	-	15,000
Travel Staff		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		121,138	6,440	600	-	35,000	163,178
FACILITY OPERATION & MAINTENANCE		9,100	-	-	-	-	9,100
Insurance		9,100	-	-	-	-	9,100
Jesterial		35,840	-	-	-	-	35,840
Building and Land Rent / Lease / Facility Finance Interest		448,000	-	-	-	-	448,000
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Security		-	-	-	-	-	-
Utilities		44,800	-	-	-	-	44,800
TOTAL FACILITY OPERATION & MAINTENANCE		537,740	-	-	-	-	537,740
DEPRECIATION & AMORTIZATION		-	-	-	-	25,000	25,000
DEPRECIATION EQUIPMENT & RESOURCES / CONVEYANCE		-	-	-	-	25,000	25,000
TOTAL EXPENSES		1,793,230	187,434	10,000	-	2,821,540	2,183,864
NET INCOME		405,488	25,028	(10,000)	-	(282,540)	137,957
ENROLLMENT - "School Districts are Linked To Above Entries"		PRIMARY School District: BUFFALO CITY SD		Other Districts		TOTAL ENROLLMENT	
PRIMARY School District: BUFFALO CITY SD		112	-	-	-	-	112
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		112	-	-	-	-	112
REVENUE PER PUPIL		19,728	1,942	100	-	-	20,770
EXPENSES PER PUPIL		16,377	1,673	100	-	25,140	19,467

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 (2020-21)	112	13,350	1,495,200	626,020	2,121,220	916,400,000	0.231%
Year 2 (2021-22)	168	13,350	2,242,800	565,531	2,808,331	916,400,000	0.306%
Year 3 (2022-23)	224	13,350	2,990,400	754,495	3,744,895	916,400,000	0.409%
Year 4 (2023-24)	280	13,350	3,738,000	934,869	4,672,869	916,400,000	0.510%
Year 5 (2024-25)	336	13,350	4,485,600	1,133,243	5,618,843	916,400,000	0.613%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			(Enter Source on Tab 2, "Enrollment Chart")				
OTHER NOTES:			https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=188154&FileName=2018.05.11%20final%20report%205-16-18%20FOR%20APPROVAL.pdf				

*** N O T E**

Please copy FISCAL IMPACT CHART (cell range B4:114 and paste into the FISCAL IMPACT Section of the New School Proposal.

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 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 2 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 3 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 4 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 5 (2024-25)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

*** N O T E**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:126 and paste into the FISCAL IMPACT Section of the New School Proposal.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BUFFALO CREEK ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					
	NOTE: Proposed Five Year Budget on this sheet should be for the first five years of actual operation.					NOTE: State assumptions that are being made in the various provided below.
Total Revenue	2,833,230	2,808,331	2,744,895	4,681,869	5,618,843	
Total Expenses	2,183,864	2,796,888	1,548,782	4,351,508	5,234,452	
Net Income (Before Cash Flow Adjustments)	1,977,556	1,444,311	1,196,113	3,330,361	3,884,391	
Budgeted Student Enrollment	112	112	224	280	336	
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
	0.0%	0.0%	0.0%	0.0%	0.0%	
	Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
Basic Tuition (2018-19)	1,495,200	2,242,800	2,990,400	3,738,000	4,485,600	Assumes revenue per enrollment
PRIMARY School District - BUFFALO CITY SD	1,495,200	2,242,800	2,990,400	3,738,000	4,485,600	
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	-	-	-	-	-	
TOTAL Per Pupil Revenue	1,495,200	2,242,800	2,990,400	3,738,000	4,485,600	
Special Education Revenue	209,462	314,944	418,925	523,656	628,387	Assumes \$10390 per eligible student, with conservative estimate of 3% of student eligible numbers likely higher due to community demographics
Grants						
Stimulus	-	-	-	-	-	
DECD (Department of Youth and Community Development)	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	1,704,662	2,556,994	3,409,325	4,261,656	5,113,987	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	5,000	6,000	6,000	12,000	15,000	Assumes revenue per 18% eligible students
Title I	50,400	65,600	100,800	126,000	151,200	Assumes \$520 per eligible student, assumes all 90% eligible, numbers likely higher due to community demographics
Title Funding - Other	4,032	6,048	6,064	10,080	12,096	Assumes \$40 per eligible student, assumes @ 90% eligible, numbers likely higher due to community demographics
School Food Service (Free Lunch)	109,126	163,689	217,706	272,133	326,560	Assumes federal nutrition dollars, with 70% eligible for free and 20% eligible for reduced
Grants						
Charter School Program (CSP) Planning & Implementation	250,000	-	-	-	-	Assumes \$250K installment of CSP grant
Other	200,000	-	-	-	-	Assumes \$200K installment of \$400K Cullen Foundation grant
TOTAL REVENUE FROM FEDERAL SOURCES	526,158	251,137	335,570	420,213	504,816	
LOCAL AND OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Event Reimbursement	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Revenue from meals)	-	-	-	-	-	
Tax Book	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	-	-	-	-	-	
TOTAL REVENUE	2,833,230	2,808,331	2,744,895	4,681,869	5,618,843	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	100,000	102,500	105,000	107,500	110,000	NOTE: For all 5 years of FTE/ending detail please use the "Staffing" tab of this file.
Instructional Management	75,000	76,875	78,750	80,625	82,500	Assumes 1 FTE for all years with 2.5% COLA
Deans, Directors & Coordinators	195,000	199,875	204,750	209,625	214,500	Assumes 1 Chair of Students, 1 Curriculum Coordinator and 1 Student Support Coordinator in Y1, Y2, Y3, Y4, assumes change of Curriculum Coordinator role to Director of Student Support Services in Y2, assumes Director of Development in Y1, assumes all at \$66K with 2.5% COLA
CEO / Director of Finance	70,000	71,750	73,500	75,250	77,000	Assumes 1 Director of Operations in all years with 2.5% COLA
Operational / Business Manager	40,000	41,000	42,000	43,000	44,000	Assumes 1 FTE Office Manager in Y1 and a second FTE in Y1, both @ \$40K with 2.5% COLA
Administrative Staff	405,000	406,125	407,250	408,375	409,500	
TOTAL ADMINISTRATIVE STAFF	715,000	720,125	725,250	730,375	735,500	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - SPED	700	700	700	700	700	Assumes FTEs in all years: 7.33, 7.33, 7.33, 7.33, 7.33 with 2.5% COLA
Teachers - SPED	51,000	52,275	53,550	54,825	56,100	Assumes 1 FTE SPED in Y1 and Y2, 2 FTE in Y3, 3 FTE in Y4, and 4 FTE in Y5, @ \$55K with 2.5% COLA
Substitutes Teachers	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	51,000	52,275	53,550	54,825	56,100	Assumes 5 FTE EL in Y1 and Y2, 2 FTE in Y3 and Y4, and 3 FTE in Y5, @ \$55K with 2.5% COLA
Aides	51,000	52,275	53,550	54,825	56,100	Assumes 1 FTE Social Worker in all years @ \$55K with 2.5% COLA
Paraprofessionals & Counselors	-	-	-	-	-	
Other	489,000	491,225	493,450	495,675	497,900	
TOTAL INSTRUCTIONAL	1,091,000	1,097,775	1,104,550	1,111,325	1,118,100	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Library	60,000	61,500	63,000	64,500	66,000	Assumes 2 FTE nurse in all years @ \$30K with 2.5% COLA
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	60,000	61,500	63,000	64,500	66,000	
PERSONNEL TAXES AND BENEFITS						
Payroll Taxes	93,660	95,330	97,000	98,670	100,340	Assumes all payroll taxes for FTEs
Fringe / Employee Benefits	119,000	120,000	121,000	122,000	123,000	Assumes health insurance @ 37% per FTE
Retirement / Pension	24,340	24,340	24,340	24,340	24,340	Assumes 3% annual match per FTE
TOTAL PERSONNEL TAXES AND BENEFITS	236,960	239,670	242,340	245,010	247,680	
TOTAL PERSONNEL SERVICE COSTS	1,707,960	1,720,375	1,737,140	1,753,910	1,771,280	
CONTRACTED SERVICES						
Accounting / Audit	23,000	23,690	24,380	25,070	25,760	Assumes annual costs with 3% COLA
Legal	10,000	10,300	10,600	10,900	11,200	Assumes annual costs with increases over time
Management Company Fee	-	-	-	-	-	
Nurse Services	109,126	163,689	217,706	272,133	326,560	Assumes annual costs with increases tied to student enrollment
Food Service / School Lunch	1,500	1,545	1,590	1,635	1,680	Assumes annual costs with 3% COLA
Payroll Services	38,660	37,960	37,260	36,560	35,860	Assumes annual costs with increases tied to student enrollment
Special Ed Services	10,000	10,000	10,000	10,000	10,000	Assumes annual costs with increases over time
Tutoring Services (i.e. Title I)	-	-	-	-	-	
Other Purchases / Professional / Consulting	192,266	177,394	162,522	147,650	132,778	
TOTAL CONTRACTED SERVICES	574,552	553,568	532,588	511,605	490,628	
SCHOOL OPERATIONS						
Board Expenses	600	600	600	600	600	Assumes \$500 per month with 3% COLA
Classroom / Teaching Supplies & Materials	28,000	14,420	14,851	15,282	15,713	Assumes annual costs tied to enrollment and new students, with 3% COLA
Special Ed Supplies & Materials	6,440	6,633	6,826	7,019	7,212	Assumes annual costs tied to enrollment and new students, with 3% COLA
Textbooks / Workbooks	22,800	11,200	11,534	11,868	12,202	Assumes annual costs tied to enrollment and new students, with 3% COLA
Supplies & Materials other	14,538	21,807	29,076	36,345	43,614	Assumes annual costs tied to enrollment and new students, with 3% COLA
Equipment / Furniture	10,000	5,459	5,823	6,187	6,551	Assumes annual costs tied to enrollment and new students, with 3% COLA
Telephone	1,900	1,978	2,057	2,136	2,215	Assumes costs of phone for ED and Director of Operations and 3% COLA
Technology	37,000	38,500	39,900	41,300	42,700	Assumes costs tied to increased enrollment
Student Testing & Assessment	21,480	11,463	11,909	12,355	12,801	Assumes costs tied to increased enrollment
Field Trips	2,800	4,200	5,600	7,000	8,400	Assumes costs tied to increased enrollment
Transportation (Student)	16,800	17,364	17,928	18,492	19,056	Assumes costs tied to increased enrollment
Other Expenses	10,000	10,000	10,000	10,000	10,000	Assumes costs tied to school growth
Staff Development	16,000	24,000	32,000	40,000	48,000	Assumes \$18 per FTE
Staff Recruitment	7,000	8,000	9,000	10,000	11,000	Assumes \$18 per new FTE hire need
Student Recruitment / Marketing	2,800	2,884	2,971	3,058	3,145	Assumes annual costs with 3% COLA
School Meals / Lunch	15,000	22,500	29,925	37,350	44,775	Assumes annual costs tied to school growth
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	213,578	202,568	212,207	218,977	227,887	
FACILITY OPERATION & MAINTENANCE						
Insurance	9,100	13,650	18,200	22,750	27,300	Assumes annual costs tied to school growth
Jewelry	35,840	36,915	38,022	39,163	40,338	Assumes annual costs tied to school growth
Building and Land Rent / Lease / Facility Finance Interest	448,000	476,000	504,000	532,000	560,000	Assumes annual costs tied to school growth
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	44,800	57,600	70,400	83,200	96,000	Assumes annual costs tied to school growth
Utilities	537,240	684,165	831,497	979,240	1,126,982	
TOTAL FACILITY OPERATION & MAINTENANCE	1,074,980	1,168,330	1,262,119	1,356,053	1,450,290	
DEPRECIATION & AMORTIZATION						
DEPRECIATION KNOWLEDGE & RESERVE / CONTINGENCY	15,000	-	-	-	-	
TOTAL EXPENSES	2,183,864	2,796,888	1,548,782	4,351,508	5,234,452	
NET INCOME	1,977,556	1,444,311	1,196,113	3,330,361	3,884,391	
ENROLLMENT - "School Districts Are Linked To Above Entries"						
PRIMARY School Districts - BUFFALO CITY SD	112	112	224	280	336	
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	112	112	224	280	336	
REVENUE PER PUPIL	202,222	16,716	16,718	16,721	16,723	
EXPENSES PER PUPIL	19,499	16,648	15,932	15,541	15,579	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Add Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Proceeds from a Loan or Line of Credit	0	0	0	0	0	
Other	0	0	0	0	0	
Total Financing Activities	0	0	0	0	0	
Total Cash Flow Adjustments	0	0	0	0	0	
NET INCOME	1,977,556	1,444,311	1,196,113	3,330,361	3,884,391	
Beginning Cash Balance	0	137,356	148,799	160,24		



February 20, 2019

Re: Commitment of Start-Up Funds to Buffalo Creek Academy Charter School

To Whom It May Concern:

We are pleased to inform you that the Cullen Foundation, in partnership with Building Excellent Schools and the BES Fellowship, will make available \$400,000 of start-up funds for the planning year (fiscal year 2019-2020) to Buffalo Creek Academy Charter School contingent upon its charter authorization. These funds will be characterized as a \$400,000 grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Aasimah Navlaxhi".

Aasimah Navlaxhi
Chief Executive Officer

R-21g – Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

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).

Note: This request seeks school level information about individual schools. Applicants seeking to replicate under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at: www.newyorkcharters.org/category/creation-resources. If information responsive to this Request is contained in a business plan, reference the business plan in this Response.

Request is not applicable.

R-23a – Supplemental Information

a. Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable. b. 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.

At Buffalo Creek Academy, our motto is “**Sharpen the Mind, Carve the Path.**” We take exception to the notion that each child who is born into poverty is on a path that is pre-destined to lead back to where they started, in a poverty-stricken condition which has limited if not non-existent alternatives. We believe that no matter where a child is born, or to whom, life’s alternatives are born from and highly dependent upon their **sharpened minds**.

We do not hold the naïve perspective of life’s many journeys. That is, we are keenly aware that the world is not a meritocracy and that the paths to success do not automatically appear when a young person attends middle or high school, goes off to college, or after college graduation. We believe that the onus of college graduation is shared between the child and the many people that s/he interacts with during those precious years in school, to learn and master what it takes to **carve-that-path**.

Our school program has been designed down to the smallest detail in terms of just how we plan to **sharpen the minds** and strengthen the characters of our students. We are steadfast in our belief in the impact that a rigorous academic experience has on a child’s ability to surmount the obstacles they will face in life.

We know that our community on the East Side of Buffalo is full of naturally curious yet chronically underserved children who are just as able to achieve greatness as the next child. We understand that their circumstances might leave them and perhaps those around them to believe that their chances at graduating from college are highly unlikely. Buffalo Creek Academy must exist for this reason. Children are born to learn; their minds are naturally curious, and their school has a huge impact on their approach to learning. We will be the school that enchants their natural love of learning and develops within them our **LIFE** values of Leadership, Integrity, Focus, and Excellence. Our students will reclaim agency over their own futures and that of our community.

R-23b – Supplemental Attachments

b. 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.

Request is not applicable.