



PROPOSAL TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Charter School Name:	Buffalo Creek Academy Charter School		
Education Corp. Name:	Buffalo Creek Academy Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Propo:
School District (or NYC CSD):	Buffalo City School District	Opening Date:	8/1/2020

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	5-6	112
Year 2	5-7	168
Year 3	5-8	224
Year 4	5-9	280
Year 5	5-10	336

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

Lead Applicant Contact Information					
First Lead Applicant Name:	Christopher Ralph Manning				
Applicant is a:	☐ Parent ☐ Teacher ☒ School Administrator ☒ District Resident ☐ Education Corp./Charter School				
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
Second Lead Applicant Name:					
Applicant is a: ☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School					
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section. ☐ Not Applicable ☐ Additional Applicants Listed in "Other"					

Media/Public Contact Information (required)					
Name:	Christopher Ralph Manning	Phone #:	716-602-9472	Email:	cmanning@buildingexcell

Lead Applicant Signature			
Signature:	Dr. Christopher Ralph Manning Digitally signed by Dr. Christopher Ralph Manning Date: 2019.02.26 20:07:29 -05'00'	Date:	2/26/2019

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

Program Design**MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)**

There is no change from the Intent to Apply form.

KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

School Management**MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)**

There is no change from the Intent to Apply form.

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

There is no change from the Intent to Apply form.

School Facility Plans (If different from Intent to Apply Form)

There is no change from the Intent to Apply form.

Board Member Names and Biographical Summaries (If different from Intent to Apply Form)

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

The Founding Team of Buffalo Creek Academy Charter School will populate the inaugural Board of Trustees, with the exception of Dr. Christopher Manning, whom we intend to serve as our Founding Executive Director. All members came together through the fall of 2018, and together are deeply committed to the success of our mission, our community, and the delivery of LIFE-changing results for our students.

Proposed Board Chair Candace Moppins is a Buffalo native and Executive Director of the Metro Community Development Corporation, based out of the Delavan-Grider Community Center. After studying at the City University of New York, Ms. Moppins became a Registered Nurse, completing her studies at Trocaire College's Main Campus in Buffalo.

**Other**

R-00b – Statistical Overview

Request is not applicable.

R-00c - Replication Checklist

Request is not applicable.



Buffalo Creek Academy

Response 00bc-1

R-01ac – Community Need and Proposed School Impact

a. Community Description and Need

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

City of Buffalo

“Schools need to be hell-bent on maintaining high standards and high expectations, while also ensuring that all students and staff have the resources and support they need to meet those high standards. Too often, especially in under-resourced communities and schools, we lower the bar for our kids. Either we don’t think they are capable, or we feel bad that they carry so many more burdens and challenges. But lowering the bar is a huge disservice.” – Katie Campos, Former Executive Director, Teach For America Buffalo¹

The City of Buffalo has a population of 258,612² and a population density of 6,346 people per square mile. The poverty rate in Buffalo is twice that of the rest of Western New York State. Over a third of Buffalo residents were considered poor in 2015, an increase from 31% in 2014.³ The region’s poverty rate for the Black/African-American population was 32.3%, while for the White population it was 9.3%. Across the city, 14% of the region’s White population live in areas of concentrated poverty, compared to 64% of the Black population living in such concentration.⁴

Buffalo Public Schools (“BPS”) provides education for the vast majority of families within the city, with over 31,398 students enrolled across 67 public schools; the city also has 20 public charter schools.⁵ Looking at the demographics of students attending public school in Buffalo, 76% of students are eligible for free lunch and 1% are eligible for reduced-price lunch. The student population is diverse, with 1% of students identifying as American Indian or Alaskan Native, 47% identifying as Black or African American, 19% identifying as Hispanic or Latino, 9% identifying as Asian or Native Hawaiian/Other Pacific Islander, 20% identifying as White, and 4% identifying as multi-racial. Further, 20% of BPS students require special education services, and 10% are English Language Learners. In 2017, the high school graduation rate for Buffalo was 63%.⁶

Communities of East Buffalo

“East Buffalo is in need of more schools. Now whether the schools are traditional public schools, charter schools, or private schools, the new schools need to provide a quality

¹ Ms. Campos attended high school with Buffalo Creek Academy Charter School Founding Board member Jessica Smith; Ms. Campos expressed these thoughts in email discussion with Ms. Smith on February 2, 2019.

² Buffalo City US Census Data. <https://www.census.gov/quickfacts/fact/table/buffalocitynewyork/PST045217>.

³ Child Poverty Rates in Buffalo. <https://buffalonews.com/2016/10/01/half-buffalo-children-live-poverty-new-census-figures-show/>.

⁴ Buffalo Truth Commission Report.

https://ppgbuffalo.org/files/documents/poverty_low_wage_work_income_inequality/truth_commission_report_poverty_in_buffalo_causes_impacts_solutions.pdf.

⁵ Buffalo Public Charter School Data. <https://data.nysed.gov/profile.php?instid=800000052968>.

⁶ Buffalo Public School Data. <https://data.nysed.gov/gradrate.php?year=2018&instid=800000052968>.



education for our children.” - Ulysees Wingo, Buffalo Common Council Member and Pastor of Antioch Baptist Church⁷

The East Side of Buffalo is known for its lack of infrastructure, high rates of poverty, and limited options for quality schools.⁸ While considering and researching multiple areas throughout Buffalo in need of a college preparatory charter middle and high school, it became apparent to the Founding Team that the area on the easternmost edge of Buffalo was the area with the greatest amount of need.⁹ Childhood poverty is represented at a higher rate on the East Side, at a rate of 74%¹⁰ which is higher than 98.8% or more neighborhoods across our country.

The target location for Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) is the Schiller Park community and surrounding areas, which in total encompass the zip codes of 14211, 14212, and 14215, and has 270,416 residents. There are 8 traditional public schools and 5 public charter schools, spanning grades 5-12, located in these areas.

Looking historically, the population of Schiller Park has decreased in size over the last 60 years¹¹ even as it maintains a high population density. The community’s economic base has also decreased over time, with lowered property values and adult education attainment rates, and high crime rates. Racially isolated, Schiller Park is less diverse when compared to other neighborhoods in Buffalo, with resident demographics of 82% Black, 11.5% White, 2.5 % Hispanic, 1.8 % Asian, and 2.5 % mixed race.

Research continues to show poverty as a significant risk factor for student achievement: “Across the U.S., large numbers of young children are affected by one or more risk factors that have been linked to academic failure and poor health. Chief among them is family economic hardship, which is consistently associated with negative outcomes in these two domains.”¹² The median household income in Schiller Park is \$27,234, which is nearly 20% lower than that of Buffalo as a whole at \$32,883, and nearly 60% lower than that of the State of New York household income at \$64,894.¹³

Research also continues to show a family’s educational attainment as a strong predictor of student achievement.¹⁴ Educational attainment per household in Schiller Park is low when compared to that of greater Buffalo: 42.5% of adults in Schiller Park hold less than a high school diploma, compared to 16.1% in Buffalo; 11% of adults hold a high school diploma, compared to 28.1% in Buffalo; 5.9 % of adults hold a bachelor’s degree, compared to 16.6 % in Buffalo; 4.3 % of adults hold a master’s degree, compared to 7.2% in Buffalo.¹⁵

The average household size is 6.2 people in Schiller Park, compared to 2.3 people in Buffalo: 12.6% of the families in Schiller Park are married-couple with children, compared to 24.2 % in Buffalo; 27.4 % of the households in Schiller Park are single-mother households, compared to

⁷ Lead Founder and proposed Executive Director Dr. Christopher Manning spoke directly to the Councilman and Pastor regarding his outlook on the proliferation of public school choices on December 1, 2018 while attending a career fair at the Gateway-Longview’s Family Resource Center on Buffalo’s East Side.

⁸ Blatto, Anna. *A City Divided: A Brief History of Segregation in Buffalo*. April 2018. Partnership for the Public Good. This research is complimented by the consistent trend of voices across the community which express this lack of infrastructure and resources, and these views are further supported by the personal and professional experiences of several members of our Founding Team.

⁹ <https://www.theguardian.com/society/2016/jan/07/east-buffalo-drug-addiction-violence>.

¹⁰ <https://www.neighborhoodscout.com/ny/buffalo/bailey-dotat>.

¹¹ Ibid.

¹² Robbins, Taylor, Shannon Stagman, and Sheila Smith. “Young Children At Risk: National and State Prevalence of Risk Factors.” Oct 2012 National Center for Children in Poverty. www.nccp.org/publications/pub_1073.html.

¹³ <https://www.deptofnumbers.com/income/new-york/>.

¹⁴ Robbins, Taylor. www.nccp.org/publications/pub_1073.html.

¹⁵ <https://www.deptofnumbers.com/income/new-york/>.

19.4 % in Buffalo. The property value for detached houses in Schiller Park is \$54,742, compared to \$357,272 statewide. The crime index for Schiller Park is 537.4, compared to 236.5 nationwide.¹⁶ Reported each year by the FBI, the crime index illustrates the trends and statistics of criminal activity as it has occurred nation-wide, with data disaggregated by zip code.

Despite these difficulties, and embedded within the broader renaissance within the city, the residents of Schiller Park experience themselves as separate from those improvements, and are currently working to bring business to the area and increase the quality of life in a section of the city that they experience as being left out and behind initiatives as being brought to other sections of the city. There are new restaurants opening and discussions at the Common Council level with regard to further development projects.¹⁷ The quality of life here, however, continues to be challenged by the lack of access to a high-achieving middle and high school specifically designed to address the needs of young people growing up here, in poverty, with the majority of adults undereducated, and with a need for hope and transformation - to fulfill the persistent dreams of parents, grandparents, and guardians for a better life for their children and the next generation of their families.¹⁸

Rationale for Selecting the Community

There are many community issues such as unemployment, crime, and poverty rates that could stand to be reduced as the result of a more educated labor force.¹⁹ We also know that Buffalo as a city is in need of more schools that drive high performance and actively works towards the betterment of its many communities.²⁰ Impacted by a myriad of social issues with which the larger city is grappling, this community was selected based on many conversations and listening sessions conducted by the Founding Team on the East Side of Buffalo. Many community leaders, business owners, home-owners, and religious leaders have made it clear that providing a quality education option on the East Side has been a continuous need for many years.

“When thinking of a quality school I would 1st want people in charge, teachers and administration, to be diversified [sic] and more reflective of Buffalo. The school would also need extra support to aid the student, and possibly family, with building a solid foundation. Many times, children can't concentrate on academics because of their home life. The school should uplift children, teach life skills and provide exposure to various career paths.”
- Parent and Resident of East Buffalo²¹

“Schools in East Buffalo need quality staff, culturally responsive teachers, continues [sic] parent engagement, support services for students, and [support from] counselors.”
- Grandparent and Resident of East Buffalo²²

The Founding Team also reviewed student performance data from state assessments which indicates that all of the traditional public school and charter school choices that currently exist on the East Side of Buffalo are not producing results that are high in ELA proficiency or Math proficiency; for more details, please see **part b** of this response. It is our firm belief that such

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ For more detail on our community outreach and family voices regarding education, please see **Request 4**.

¹⁹ Ibid.

²⁰ Lead Founder and proposed Executive Director Dr. Christopher Manning conducted community surveys throughout the fall and winter of 2018 and 2019; these remarks are taken directly from survey responses. For more detail, please see **Request 4**.

²¹ Electronic survey submitted through the community survey option on proposed school website on 8 February 2019.

²² Founding Team Member Simone Ragland surveyed this parent in Schiller Park on February 12, 2019 during community canvassing.

proficiency is imperative for the intellectual development of children who are to be placed on the path to college graduation. For these reasons, the Founding Team is convinced that the East Side of Buffalo, and more specifically the Schiller Park community, needs a high-quality middle and high school option for economic growth, an increased standard of living, and the real hope that such educational attainment will bring to families struggling to break the bounds of poverty, undereducation, and generational hopelessness that they are currently experiencing.²³

b. Programmatic Impact

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

Responses should include:

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

Educational Options and Student Academic Performance in Buffalo

On average, students attending Buffalo Public Schools underperform students across New York State in English Language Arts and Mathematics. **Figure 1.01** outlines school options in Schiller Park for Traditional Public Schools (TPS)²⁴ and Charter Schools²⁵ and includes performance on statewide exams. Based on the 2017-2018 New York State data, approximately 23% of students in Buffalo Public School require special education services²⁶ and 16% are English Language Learners.²⁷

Figure 1.01: 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
Charter - Westminster Charter School	K to 8	18%	9%	N/A
Charter - King Center Charter School	K to 8	33%	34%	N/A
Charter - Charter School of Inquiry	K to 6	17%	16%	N/A
Charter - Persistence Preparatory Academy	K to 8	N/A	N/A	N/A
Charter - Buffalo Collegiate Charter School	4 to 12	N/A	N/A	N/A
TPS - PS 084 Health Care Center for Children ²⁸	K to 12	See Footnote	See Footnote	N/A

²³ *Expanding Under-represented Minority Populations*. National Academy of Sciences. (2011) Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/22379652>.

²⁴ <https://data.nysed.gov/profile.php?instid=800000052968>.

²⁵ <https://data.nysed.gov/profile.php?county=14>.

²⁶ <https://data.nysed.gov/enrollment.php?year=2017&instid=800000052968>.

²⁷ Ibid.

²⁸ PS 84 does not report 3-8 ELA or 3-8 Math proficiency on the NYSED data website.



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%

Programmatic Impact of Proposed Charter School on Local Options

Currently, there is a local student population in grades 5-10 of 14,200.²⁹ Buffalo Creek Academy will use a slow growth model which forecasts an enrollment of 56 additional fifth grade students each year. Our enrollment will also feature a continuous enrollment of all grades up to the 10th grade year. In the academic year 2024-2025, Buffalo Creek Academy would have a fully enrolled Lower Academy (grades 5-6) and Middle Academy (grades 7-9) as well as the first level of the Upper Academy (grades 10-12). This projected enrollment status would equate to 336 students at Buffalo Creek Academy at full capacity during the charter term, which would account for 2.3% of students enrollment in the 5th- 12th grade range in the local school district.

School Performance in Buffalo

The 2017 high school graduation rate in Buffalo was 62.7%³⁰; in the 2016-2017 academic year, no schools in Buffalo met AYP requirements as set out by the State of New York.³¹ Buffalo Creek Academy is designed to be a proof point in the community and larger city and is designed to address the specific needs of our community and deliver a high-performance school, bringing nation-wide best practices implemented successfully for the community of Schiller Park.

Addressing the Need

With a focus on rigor and structure, Buffalo Creek Academy will ensure that over 75% of fifth through eighth graders achieve proficiency results in ELA and Mathematics. As a middle to high school model, we further intend and design the proposed school so that 65% of high school students will score a 75 or above on the Regents exam in ELA and Mathematics. For more detail on our academic goals and metrics, please see our Accountability Plan in **Request 6**.

Building levels of literacy that sustain life, build future learning opportunities, and advance economic health is a profound and continuing challenge in Buffalo Public Schools.³² Embedded within the Schiller Park community, which boasts a remarkable degree of socioeconomic diversity, Buffalo Creek Academy will implement mastery-based academic programs with a focus on literacy, as well as on mathematics, along with developing student consciousness and ownership of making positive community impact and embodying a global perspective.

Buffalo Creek Academy Charter School believes that all students, regardless of their race, gender, home language, religion, or socioeconomic status deserve a public education that ensures their academic and life success. Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds. Our rigorous approach to teaching will allow us to celebrate academic growth and achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.

²⁹ This is the most current information available (2016-2017) for Buffalo Public School enrollment data.

³⁰ Channel 5 New Reporting on the 2017 graduate rate. <https://www.youtube.com/watch?v=oJ2FcSSQgl0>.

³¹ We recognize changes to ratings used by NY State, including the use of the term AYP; however, as recent measure of school performance and growth measures, we found this data point helpful when considering school quality as available to families and determining the proposed location for Buffalo Creek Academy.

³² Remarks made by Buffalo Public Schools Superintendent Dr. Kriner Cash at school board meeting. <http://news.wbfo.org/post/clock-ticking-future-struggling-build-academy>.



Buffalo Creek Academy will provide a rigorous and structured college preparatory education to all students, regardless of race, gender, home language, religion, or socioeconomic status. To address the needs of the community, the following elements inform all details of our school design.

1. Rigorous academics prepare students to excel in and graduate from college.

New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. Like our city's superintendent, we believe that "performance is the ultimate narrative"³³ and thus will implement rigorous middle and high school curriculum aligned to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) and we will incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars.³⁴ Our college-bound mission will guide all academic content, as local families are in deep need of a local proof point for what is possible within their community and tangible example of quality education for their children.

2. Frequent assessments and a focus on results allow students to excel in middle and high school.

Rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant growth and achievement.³⁵ We will align unit exams and quizzes to state standards and end-of-year benchmarks. We will digitize assessment processing and calibrate writing expectations through exemplars. Teachers will have real-time data to inform supports, re-teachings, and re-assessments. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments; six-week assessments will inform data analysis which will connect to immediate action plans. Families are hungry for knowing how their children are growing, and for a school that will provide the vision and plan to move results forward.

3. Structure and safety within a values-driven, caring community promote academic growth.

Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow **LIFE**-affirming values, guided by our **LIFE** values of Leadership, Integrity, Focus, and Excellence. Every single day, every single student is greeted at our school door with the simple and powerful words, "We care about you" and each student affirms their value with "I care about my future." Focused on achievement in every classroom and social and emotional growth through daily **Caring Circles**, learning *and* caring are the two central points of focus of our school community. Each interaction is framed through the word "care," which we term our **Care Factor**. As educators of students in high-need communities attest, "students do not care how much you know until they know how much you

³³ Quote from Dr. Kriner Cash, Superintendent of Buffalo Public Schools, retrieved from <https://www.buffaloschools.org/Page/117>.

³⁴ Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: Text Exemplars http://www.corestandards.org/assets/Appendix_B.pdf.

³⁵ All high-achieving schools studied throughout the BES Fellowship use a constant, strategic, and sequential cycle of aligning assessments to year-end goals and student growth; Lead Founder and proposed Executive Director Dr. Christopher Manning has studied this approach at multiple schools in New York State and across the country. He brings particular network and support with and from the Democracy Prep network, and particularly from its Harlem Middle School Principal Andre Geddes who also served as title within the Success Charter Network. For Letter of Support from Principal Geddes, please see Request 4.



care,” and all students will consistently and ritualistically experience words of care from us even as we challenge them to higher requirements of learning and the work ethic needed to get there.³⁶

4. Community engagement and a global perspective allow students to make positive impact.

Key elements of our school design, aligned to our mission, inform the details of our academic program. We seek to close the civic engagement gap that exists among low-income people of color.³⁷ Through partnership with the Delavan-Grider Community Center³⁸, and informed by civic engagement work conducted by Democracy Prep Public Charter Schools in Harlem, NY, our civic engagement program will be fueled by student-driven projects at every grade level. Following the ‘Roots and Shoots’ principles of Jane Goodall, students will “identify and address problems in their communities, while becoming the compassionate citizens that our planet needs.”³⁹ Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college, as well as lead in our community and our ever-changing global environment.⁴⁰

Community Need and Support

Buffalo Creek Academy’s mission will combine academic achievement with community engagement and thus further Superintendent Kriner Cash’s efforts in improving academic achievement and social conditions for students.

As indicated previously, the crime index for Schiller Park is 537.4⁴¹, compared to 236.5 nationwide. Violent streets and low performing schools are a constant in Buffalo and Schiller Park. In March 2018 while launching the New Education Bargain (“NEB”) program, Dr. Cash stated that “Buffalo is just the right size to become a proof point for America.”⁴² The Founding Team fully agrees and seeks to be part of the needed work of providing such proof point in our city.

In addition to the NEB, there are many social and educational reform efforts active in Buffalo to make the community a safe place where children can attend school and succeed. During the Buffalo City Schools Board Meeting of March 21, 2018, for example, Superintendent Cash called on the Buffalo Mayor and Common Council to provide funding for law enforcement to maintain a continuous presence in volatile areas to protect students from gun violence.⁴³

It is clear to the Founding Team that the Schiller Park community is in need of a high-performing school that connects academic achievement to community development and have designed all

³⁶ Comment from Sue Walsh, CAO of Building Excellent Schools and former Principal of Boston Collegiate Charter School (formerly South Boston Harbor Academy), and attributed to Spencer Blasdale, former Principal of Academy of the Pacific Rim Charter School.

³⁷ Lead Founder and proposed Executive Director of Buffalo Creek Academy completed leadership residency at Democracy Prep Public Schools as a part of the Building Excellent Schools Fellowship. <http://democracyprep.org/about/>. For Letter of Support, please see Request 4.

³⁸ For Letter of Support from Delavan-Grider Community Center, please see Request 4.

³⁹ <http://www.janegoodall.org/our-work/our-approach/roots-shoots/>. Lead Founder and proposed Executive Director Dr. Christopher Manning attended professional development/civic engagement coordinator training with Democracy Prep Public Schools, as based on Jane Goodall’s Roots & Shoots.

⁴⁰ Cambridge Assessment International Examinations Global Perspectives Curriculum.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.

⁴¹ Crime Index Rates measure the number of reported crimes; numbers are represented per 1,000 residents.

⁴² Buffalo City Schools Superintendent Remark on the launch of the New Education Bargain initiative.

<https://www.buffaloschools.org/Page/85217>.

⁴³ Buffalo City Schools Board Meeting Minutes from 21 March 2018.

<https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/7096/bm032118.pdf>.

elements of the school accordingly and have populated our Founding Team, which constitutes our inaugural Governing Board and Executive Director, with individuals that have the vision, determination, skill set, and commitment to execute and oversee the proposed school.

c. Fiscal Impact

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

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

In accordance with Education Law § 2851(2)(q), Buffalo Creek Academy provides a detailed analysis of the impact that it will have on public and nonpublic schools in the areas within which it intends to be located. In the Fall of 2020, Buffalo Creek Academy plans to enrolled 112 students in grades five and six (56 students per grade; 28 students per class). As such, Buffalo Creek Academy will receive \$1,495,200.00 from New York State per pupil funding. This amount represents approximately 19% of the proposed Buffalo Public School District Budget.⁴⁴ In the fifth year of Buffalo Creek Academy's operations, in 2024-2025, we will have an enrollment of 336 students from grade five through grade ten. This enrollment pattern will result in us receiving approximately \$5,113,987.20 from New York State per pupil funding, representing .56% of the Buffalo Public School District budget for that year.

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:			https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=188154&FileName=2018.05.11%20final%20report%205-16-18%20FOR%20APPROVAL.pdf				
OTHER NOTES:							

⁴⁴ Buffalo City School District Budget proposal.
<https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=188154&FileName=2018.05.11%20final%20report%205-16-18%20FOR%20APPROVAL.pdf>.

R-02ab – Addressing Need

a. Mission

Provide the mission statement for the proposed charter school.

Our Mission

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

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the specific key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

Key Design Elements

Proposed for the families and students residing within the Schiller Park community of Buffalo, New York, which boasts a remarkable degree of socioeconomic diversity and has profound academic need, Buffalo Creek Academy Charter School ("Buffalo Creek Academy") will offer a mastery-based middle and high school with a focus on literacy, mathematics, community impact, and global perspectives. Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.

Our mission is informed by Building Excellent Schools ("BES") principles of school design¹ and our design elements incorporate proven practices from high-performing charter schools demonstrating what is possible, particularly within high needs communities. We are invigorated by the priorities of Buffalo Superintendent Dr. Kriner Cash on the launch of the New Education Bargain and his belief, which we share, that "Buffalo is just the right size to become a proof point for America."² With a bold and clear mission statement to guide us, as a team we are determined to *provide* and as a school we are designed to *be* a proof point in Schiller Park. Through the BES Fellowship and BES Follow On Support, Buffalo Creek Academy will receive continuous professional training and executive coaching regarding academic rigor aligned to all NY State Standards, school culture development aligned to our vision and ambitious goals, and systems-level leadership that will allow for successful start-up and sustainable quality over time. For Letter of Support from BES, please see **Section R-04e Evidence of Support**.

Buffalo Creek Academy believes that all students, regardless of race, gender, home language, religion, or socioeconomic status deserve a quality public education that prepares them for a life

¹ BES Principles of School Design <http://buildingexcellentschools.org/approach/>.

² Superintendent Cash's remarks during the launch of the New Education Bargain <https://www.buffaloschools.org/Page/119>.



of continuous learning, economic success, and positive community impact. Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds. Our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact. The charter school will open with 112 students in grades five and six (56 students per grade), add one grade and 56 students per year, and reach full growth in 2026-2027. The Founding Team was established in the Fall of 2018 with the clear objective of providing the school experience and academic programs that would meet the needs of young people growing up in Buffalo, and specifically for those sub-groups of students with the most substantial levels of academic struggle. Key elements of our school design, aligned to our mission, inform all details of our academic program.

1. Rigorous academics prepare students to excel in and graduate from college.

New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. Like our superintendent, we believe that “performance is the ultimate narrative”³ and will implement rigorous middle and high school curriculum aligned to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014); we will incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars.⁴ As noted within *What Works: Inside Model Charter Schools*, “while it may be innovative, the curriculum used at charter schools should be aligned with the state standards so that students are receiving the knowledge, concepts, and skills at each grade level that the state has determined to be essential.”⁵ Our college-bound mission and all state standards as adopted will guide all academic content, and our approach to teaching will incorporate methods that foster content mastery and growth across each academic discipline. Research shows and our local community engagement work reinforces that “[m]any low-income parents value homework as an important connection to the school and the curriculum—even as their children report receiving little homework.”⁶ Our school will reinforce daily academic learning with a homework system that ensures each student submits their homework each day, and all teachers will provide detailed homework feedback to each student each day.⁷ We will implement rigorous academics, prioritizing reading and mathematics in all grades and expanding to a full college preparatory course of study in the high school,⁸ ensuring that our students are able to rise to high expectations⁹ with ambition.¹⁰ With our focus on building achievement and implementing rigorous curriculum in all grades, all students regardless of incoming ability or need will be best positioned to perform at and above their grade levels, closing the achievement gap for some of our city’s most vulnerable students.¹¹

³ Quote from Dr. Kriner Cash, Buffalo Public Schools Superintendent, retrieved from <https://www.buffaloschools.org/Page/117>.

⁴ Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: Text Exemplars http://www.corestandards.org/assets/Appendix_B.pdf.

⁵ <http://www.centerii.org/search/Resources/WhatWorksModelCharter.pdf>

⁶ <https://www.educationnext.org/case-for-quality-homework-improves-learning-how-parents-can-help/>.

⁷ Our daily teacher schedule allows for extended preparation time that will allow teachers the temporal resources to attend to this duty for daily homework review and feedback and ongoing communication with families.

⁸ Cordes, S. A. (2018). “Charters and the common good: the spillover effects of charter schools in New York City.” *Education Next*, 18(2), 60-67.

⁹ We are informed by the work and model of Purpose Preparatory Charter School, a TN Reward School (highest 5% of achievement growth results statewide) and a BES school studied as part of the BES Fellowship. <https://www.purposeprep.org/our-model>.

¹⁰ We are informed by the work and model of Memphis RISE Charter School, a TN Reward School (highest 5% of achievement growth results statewide) and a BES school studied as part of the BES Fellowship Memphis RISE Charter School Approach <https://memphisrise.org/who-we-are/>.

¹¹ Building Excellent Schools Principles of School Design #1. <http://buildingexcellentschools.org/approach/>.

2. Frequent assessments and a focus on results allow students to excel in middle and high school.

Rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant growth and achievement.¹² We will align unit exams and quizzes to state standards and end-of-year benchmarks. We will digitize assessment processing and calibrate writing expectations through exemplars. Teachers will have real-time data to inform supports, re-teachings, and re-assessments, as well as to inform the implementation of our RTI system of tiered supports. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments; six-week assessments will inform data analysis which will connect to immediate action plans. Our teachers will be deliberate, engaging, knowledgeable, and adamant about academic results¹³ and all operational features of the school will be designed to enhance the academic experience of each student.¹⁴ Academic rigor will be supported by a robust parental communication system¹⁵ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic growth, and ongoing, measurable achievement. Within classrooms, standards will be high; when it is evident that a student is struggling to meet the standards, teachers will adjust instructional methodology, and more protracted struggle will trigger our RTI system of tiered supports aligned to the standards, and in both cases, the standards will remain the same. Our teachers will work with every student to ensure that each objective and aligned task is mastered to the required level.

3. Structure and safety within a values-driven, caring community promote academic growth.

Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow **LIFE**-affirming values, guided by our **LIFE** values of Leadership, Integrity, Focus, and Excellence. Research on “developmental assets’ that serve as general protective factors” for academic success include a “caring school climate, [p]arental involvement in schooling, [c]lear rules and consequences. . . [and] high expectations.”¹⁶ Every morning, every Buffalo Creek Academy student will be greeted with the simple and powerful words, “We care about you”; each student will then affirm their value with “I care about my future.” Focused on achievement in classrooms and social and emotional growth through **Caring Circles**, learning and caring are each a central focus of our community.¹⁷ Each interaction will be framed through the word “care,” which we term our **Care Factor**. Our students will enjoy an environment that is free from distractions, prompts good behavior, and recognizes the sanctity of safety and learning. Leadership will be demonstrated by students each day through their behavior, academic achievement, positive contribution to the school community, and a positive influence on fellow community members. Integrity will be modeled each day by students who abide by the community standards, even when teachers are not watching. Each student will model the community value of Focus while inside and outside of the classroom. Excellence will

¹² High-achieving charter schools use a constant, strategic, and sequential cycle of aligning assessments to year-end goals and student growth; Lead Founder and proposed Executive Director Dr. Christopher Manning has studied this approach at multiple schools in New York State and across the country and is informed by additional research conducted by Dr. Roland Fryer of Harvard University and his comparative study of high-poverty, high-achieving schools.

¹³ Building Excellent Schools Principles of School Design #4 <http://buildingexcellentschools.org/approach/>.

¹⁴ Shin, H. J., Fuller, B., & Dauter, L. (2017). “Heterogeneous Effects of Charter Schools: Unpacking Family Selection and Achievement Growth in Los Angeles.” *Journal Of School Choice*, 11(1), 60-94. doi:10.1080/15582159.2016.1238278.

¹⁵ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.

¹⁶ https://www.collaborativeclassroom.org/wp-content/uploads/2017/12/getresults5_ch3Schaps.pdf.

¹⁷ We are informed by the work of many schools and the focus on Social Emotional Learning, including the work at Valor Academy in Nashville, TN. <https://chanzuckerberg.com/story/valor-collegiate-and-the-power-of-circles/>.

be demonstrated in all academic and extracurricular activities. Students will give their very best for each task, assignment, and assessment based on our high standards and our **LIFE** values.

4. Community engagement and a global perspective allow students to make positive impact.

Community-focused activities and multi-cultural global studies ensure that all students develop positive self- and other-awareness and the ability to make impact. We seek to close the civic engagement gap that exists among low-income people of color.¹⁸ Through partnership with the Delavan-Grider Community Center, our civic engagement program will be fueled by student-driven projects at every grade. Following the 'Roots and Shoots' principles of Jane Goodall and the civic engagement models being implemented at Democracy Prep Public Charter Schools, and specifically in Harlem, NY, students will "identify and address problems in their communities, while becoming the compassionate citizens that our planet needs."¹⁹ Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment.²⁰ Creating connection between academic achievement and community development, we will motivate students to excel inside of school and engage positively outside of school. Students will participate in continuous civic engagement²¹ which provides access to community outreach organizations and will participate in community-based problem-solving activities; we will care for our community and encourage family members to involve themselves in community activities through student-managed volunteer programs.

To ensure that we are truly impacting our community as intended and that our community is truly benefiting from Buffalo Creek Academy, we will evaluate our effectiveness of implementing our key design elements in a way which ensures that over 75% of fifth through eighth graders achieve proficiency results in ELA and Mathematics, as well as 65% of high school students score a 75 or above on the Regents exam in ELA and Mathematics. For more detail on our academic goals and metrics, please see our Accountability Plan in **Request 6**.

Building levels of literacy that sustain life, build future learning opportunities, and advance economic health is a profound and continuing challenge in Buffalo Public Schools.²² Embedded within the Schiller Park community, Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through structure, and grow **LIFE**-affirming values guided by our **LIFE** values of Leadership, Integrity, Focus, and Excellence and our ethos of **Care** embodied in our use of **Care** language and our **Care Circles**. Our aim is to leverage the diversity of our proposed community by using our curriculum, guided by our key design elements, to develop student consciousness of and ownership for making positive community impact and embodying a global perspective.

¹⁸ Lead Founder and proposed Executive Director Dr. Christopher Manning completed leadership residency in Democracy Prep Public Schools as a part of the Building Excellent Schools Fellowship <http://democracyprep.org/about/>. For Letter of Support from Democracy Prep Harlem Middle School Principal Andre Geddes, please see **Request 4**.

¹⁹ <http://www.janegoodall.org/our-work/our-approach/roots-shoots/>. Lead Founder and proposed Executive Director Dr. Christopher Manning attended professional development/civic engagement coordinator training with Democracy Prep Public Schools, as based on Jane Goodall's Roots & Shoots. For Letter of Support from Democracy Prep Harlem Middle School Principal Andre Geddes, please see **Request 4**.

²⁰ Cambridge Assessment International Examinations Global Perspectives Curriculum <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.

²¹ <https://edexcellence.net/articles/how-one-charter-network-is-helping-attach-students-to-civil-society>.

²² Remarks made by Buffalo Public Schools Superintendent Dr. Kriner Cash at school board meeting. <http://news.wbfo.org/post/clock-ticking-future-struggling-build-academy>.

R-03ad – Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair, mark “Education Corp./Charter School.” Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

Figure 3.01: Lead Founder Applicant Information	
Name:	Christopher R. Manning
Address:	
Phone Number:	
Additional Phone Number:	
Email:	

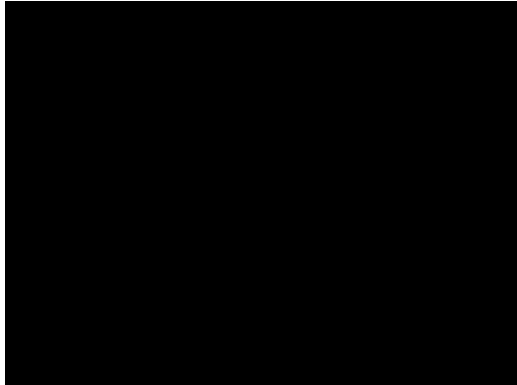
Lead Founder and Proposed Executive Director Dr. Christopher Manning is an administrator and community resident and 2019 Building Excellent Schools (“BES”) Fellow. Building Excellent Schools is a highly respected, national non-profit that recruits and trains high-capacity individuals to design, found, 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.

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 his 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 his 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 Instructor and Program Leader. It was during his time at OIS that he 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 to the United States, noting the similarities between the challenges faced by children studying in developing countries and those of students studying in high poverty, under-served communities here within the United States. This is when he decided to return home from overseas and place his skill sets in service of public education 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, as a service man 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 and the strong support of the larger Buffalo and Schiller Park communities.

b. Proposal History

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

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 as well as academic, organizational, financial, and regulatory oversight of the proposed charter school. 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. Manning was strategically guided by the 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 across Buffalo. After populating these lists in our database, we then received training on how to effectively speak about the early versions of the proposed schools’ 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.

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 charter schools. BES has a 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 throughout the nation. BES has been working in Buffalo since 2016, with that relationship solidified through a long-standing partnership with the Cullen Foundation.

The Founding Team began communicating weekly at the start of November 2018, reviewing key components of the school proposal, providing thoughtful and increasingly detailed input into the

proposed school design and our ongoing community engagement plan in which all members have participated. Highlights of some of that input are bulleted below:

- **Simone Ragland** encouraged us to focus on ensuring the community is aware we will accept student with IEPs; her background in special education and social work informs her knowledge of the level of support that will be required for the East Side community.
- **Cedric Holloway** used his connections in the law enforcement community to ensure our outreach included first responders. With these connections, we were able to gain feedback regarding community needs from those agencies who maintain a constant presence within Schiller Park and greater East Side due to high violent crime rates. These connections within the law enforcement community informed our design of the **LIFE** values which are, in part, designed to reduce the truancy and petty crime trends prevalent in the community. He used the many connections he has with families on the East Side through his non-profit organization which focuses on mentoring African-American youth to reduce the high school drop-out rates and increase the college acceptance and college graduation rates, ensuring families that we will truly have a positive impact on the high school graduation, college acceptance, and college graduation rates.
- **Candace Moppins** used her connections in the community development field to ensure that we reach out to all community centers and those places that act as pseudo-community centers in housing projects. With many families relying on facilities close to their home for safety reasons, she has helped us connect with families who have no transportation and therefore cannot frequent the main community centers.
- **Victoria Mueller** has extensive background in marketing, contributing to our using social media platforms to reach potential families and ensure that community members are aware of our mission and outreach activities. Her input in the outreach and survey planning area helped us to devise strategies we used to conduct needs assessments and gain insight into the level of community demand for our proposed school.
- **William Oliver** capitalized on social capital within the veteran community of western New York to provide us access to monthly meetings and veteran-owned businesses to support our proposal.
- **Ivory Robinson** with his background in technology informed our decision to ensure that computer literacy is a part of our curriculum; his actions to increase East Side technology access makes him keenly aware of the technological disparities in many households.
- **Jessica Smith** used her intimate knowledge of the legal field to ensure we sought insight from law professions currently serving existing East Side schools. We were then better equipped to plan a school culture including a structured, caring approach to alleviate behavior trends that results in children entering the criminal justice system early in life.

We began meeting formally as a full group since early December 2018 and the held a full-day retreat on February 9, 2019, during which we dug deep into the details of our proposal.

First, we revisited and discussed in detail all Key Design Elements which initially brought the team together, upon which the school is built, and around which we all stand in commitment: **(1) Rigorous academic prepare students to excel in and graduate from college.** Our full team is excited for the work raising the bar and have confidence that under Dr. Manning's leadership and the resolve of the Founding Team that we will meet that bar and unleash the full potential of our students. **(2) Frequent assessments and a focus on results allow student to excel in middle and high school.** Members of our team know the reality of students falling through the cracks, moving from grade to grade unprepared for the next, and feeling increasingly hopeless and unprepared and seeing school as increasingly irrelevant to their future. Our shared

commitment to the use of assessments is to rebuild that hope and rebuild that relevancy, and show where we are, how we are growing, and where we are determined to go. **(3) Structure and safety within a values-driven, caring community promotes academic growth.** Our team respects deeply how structure can save a child, how it can give form and purpose, and know that structure must hold deep care, starting with leadership and ritualized across the school. The work and experiences of our Founding Team show the truth of that combination, and it is a powerful element of the proposed school. **(4) Community engagement and a global perspective allow students to make positive impact.** Our individual professional and personal experiences combine to a common truth that students grow as people and as aspiring students when they see the world as larger than themselves and when they see the impact they can make, right now, and when they see the larger world of which they are valuable part. To lift up our students, our academic focus absolutely involves our larger community and reaches out to a world view that belong to all of us, including those young people growing up in Schiller Park.

Next, we discussed our **LIFE** values of Leadership, Integrity, Focus, and Excellence, and the critical role these will play in our mission's success. Several of our Team members have been members of the military, and all have been part of transformative professional experiences and know the collective and life-changing power of values when they are held central to the organization and every individual within it, and we know that our community, depressed in economy and in spirit, hungers for these values that affirm life, lift up hope, and allow all of us to be part of something larger than ourselves even as we are affirmed individually within that larger group. We do not choose an acronym for the sake of the acronym but do know that the word **LIFE** will be a rallying cry for our families, our staff, and our students, as together we affirm the **LIFE** of our students, their value, and their ability.

We also spent time going into other core components of our design: the annual calendar and its fidelity to our mission and relationship with our Key Design Elements; our staff and student schedules, with a "day in the life" of a student and another of a teacher that combine to bring to life the reality of those Elements.

We devoted extensive time to the roles of governance and management, the charter bargain that provides the autonomy of staffing, design, and budget for the accountability for measurable and continuous results, and the tools and processes that an effective governing board engaged in oversight will use to oversee the school's continuous academic and fiscal health.

For more detail on our Community Engagement, please see **Request 4**; for more detail on our Accountability Plan, please see **Request 6**; for more detail on our Founding Team, please see **Request 14**.

c. List of Founding Team Members

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

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

Erin Walsh-Hagan has served as Dr. Manning's School Design Coach during the BES Fellowship and has worked closely with him as he thought through the various Key Design Elements of the school and the academic program as proposed. In her role as Director, Leadership Development,

Ms. Walsh-Hagan spearheads the Summer Leaders Internship Program and supports leaders in The Fellowship and Follow-On Support programs. Prior to joining BES, Ms. Walsh-Hagan managed and developed principals as the Managing Director of School Leadership for UP Education Network, a Massachusetts-based nonprofit school management organization whose mission is to rapidly transform chronically underperforming district schools. Prior to joining UP, she spent nine years at Community Day Charter School (CDCPS) in Lawrence, MA. She served as Head of Lower School, as well as CDCPS's English Language Learning Coordinator and the Senior Head of Literacy for the network and previously served as their Reading Specialist. She has also worked as a special education teacher in Boston Public Schools. Ms. Walsh-Hagan earned her BA in Sociology from Clark University and her M.S.Ed. in Language and Literacy in Special Education from Simmons College.

Paul Adler will serve as the BES Follow On Support Coach for Dr. Manning post-authorization during the planning year and minimally the first two years of operation. As Director of Follow On Support, Mr. Adler provides continued high-impact, mission-driven Follow On Support to BES leaders and BES schools in their planning year and first two years of operation and begins that work with BES Fellows during the final stages of their Fellowship training year. Mr. Adler served for six years as the founding Principal of Achievement First Brooklyn High School. He led the first three graduating classes to college readiness, with all students being accepted to four-year colleges, and he led the school to be ranked in the top third of 29 schools in the Achievement First network for academic performance. Previous to his work as Principal with Achievement First, he was a Teach For America Corps member, teaching seventh grade math in Compton, California. Paul received a Master of Arts in Educational Leadership from Teachers College Columbia University, Masters of Arts in Teaching in Mathematics Education from Harvard University, and Bachelor of Arts in Quantitative Economics from Tufts University.

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

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- The name of the proposed charter school(s) when previously submitted;
- The date(s) of the previous submission(s); and,
- A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore,

Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);
- If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial.
- If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,
- Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.

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

This response is not applicable.

R-03e – Letters of Justification

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

Request is not applicable.

R-03f – Founding Team Resumes

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

Christopher Manning's Resume

Dr. Christopher Ralph Manning

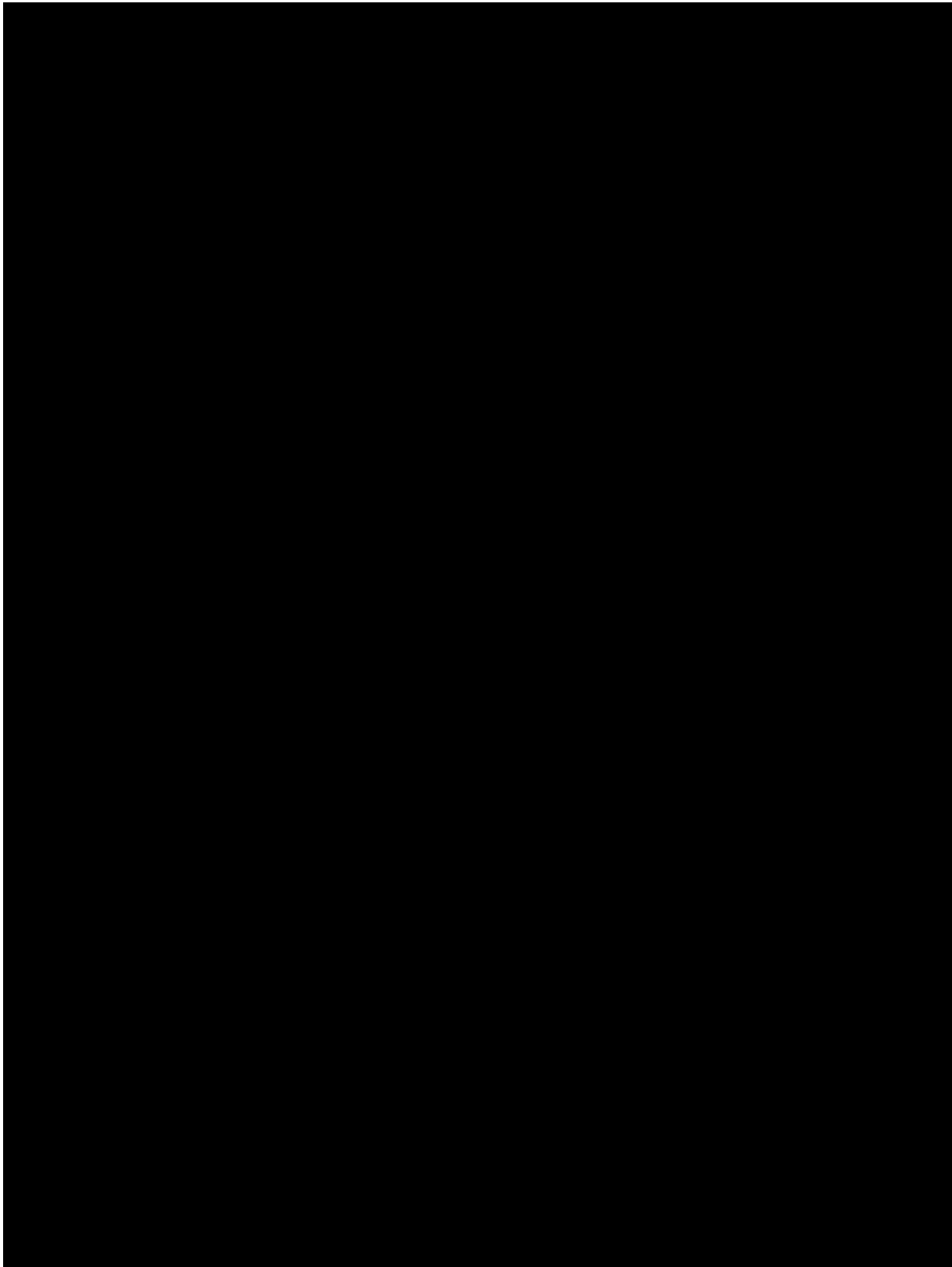
Email: [REDACTED]

Address: [REDACTED]

Phone Number: [REDACTED]

FULL-TIME WORK EXPERIENCE _____

[REDACTED]



PROFESSIONAL CONFERENCES

- Delegate, Council of British International Schools 35th Annual Conferences, London, UK - Apr 2016
- Delegate, Council of British International Schools 36th Annual Conferences, London, UK - May 2017
- Delegate, Cambridge Schools Conference, Johannesburg, South Africa - Mar 2016
- Recruiter, International Recruiting Conference, International School Services, Bangkok, Thailand - Jan 2015

FORMAL EDUCATION

Colorado Technical University, Colorado Springs, CO | Mar 2013 - Aug 2018

- **Doctor of Management**

Northcentral University, San Diego, CA | Mar 2014 - Jun 2017

- **Education Specialist Degree**, Educational Leadership

Northcentral University, San Diego, CA | Mar 2014 - Sept 2014

- **Post-Master's Certificate**, Educational Leadership

American Intercontinental University, Schaumburg, IL | Mar 2012 - Feb 2013

- **Master of Education**, Instructional Design and Technology

American Military University, Charles Town, WV | Nov 2008 - Nov 2011

- **Bachelor of Arts**, Military Management and Program Acquisition

Community College of the Air Force, Air University, Montgomery, AL | Mar 2003 - Nov 2008

- **Associate of Applied Science**, Criminal Justice

PROFESSIONAL EDUCATION

Harvard Graduate School of Education, Cambridge, MA | Feb 2016 - Apr 2017

- **Certificate of Advanced Educational Leadership** | 1-Year Program, Online

The Principal's Center, Harvard University, Cambridge, MA | Jun 21-27, 2015

- **Art of Leadership Institute (AOL15)** | 1-Week Program, In-residence

PROFESSIONAL CERTIFICATIONS

Community College of the Air Force, Air University, Montgomery, AL, USA | Jul 2013

- **Professional Manager Certification** | Indefinitely Valid (#11609-P) | [Link](#)

Collaborative Institutional Training Initiative (CITI Program), Fort Lauderdale, FL, USA

- **Management Researcher** | Dec 2017 to Dec 2020 (#25504229) | [Link](#)

Cambridge Assessments International Examinations, Cambridge, UK

- **Cambridge Professional Development Program Leader** | Dec 2016 to Dec 2019

Council of British International Schools (COBIS), London, UK

- **COBIS Peer Accreditor** | Oct 2017 to Oct 2020

International Baccalaureate Organization (Asia Pacific), Singapore, Republic of Singapore

- **IB Diploma Program Administrator - Category 1** | Feb 2015 to Feb 2020

SCHOOL TEACHING EXPERIENCE _____

[Redacted content]

PROFESSIONAL & UNIVERSITY TEACHING EXPERIENCE _____

[Redacted content]

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

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

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

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

Note: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

The Founding Team for Buffalo Creek Academy has conducted extensive community engagement to further develop our already well-established relationships with community members and community leaders. We have built relationships with religious leaders and church congregations throughout the East Side community.¹ We have also worked very closely with those organizations that provide after school programs and provide support programs for neighborhood youth within the 1421, 14215, and 14212 zip codes and specifically within the Schiller Park area. As a part of our outreach strategy, our team identified common areas and events where we maintained a presence. Additionally, we collected event flyers, searched for events on organizational social media pages and canvassed social areas (barbershops, beauty salons, and resource centers) to learn of community events where we could connect with more community members and seek their insight into community needs. **Figure 4.01** outlines the events the lead founder and founding team members attended through the Buffalo Community.

Figure 4.01: Events Attended by Lead Applicant and/or Founding Board Members			
Event Name	Organization	Date	Outreach Accomplished
Famous Flea Market Outdoor Sale & VFW	VFW Post 8113	9/8/2018	Meeting new people, sharing news with potential parents, establishing Ties with Organization
9/11 Memorial Ceremony	VFW	9/11/2018	Meeting new people, sharing news with potential parents
Free Community Health and Wellness Event	Buffalo City (Multiple Organizations)	9/12/2018	Meeting new people, sharing news with potential parents
Volunteer Day		9/12/2018	Meeting new people, sharing news with potential parents
Poetry Mic Night	Caffèology	9/14/2018	Meeting new people, sharing news with potential parents
Hunter's Blessing	Orchard Part American Legion Post 567	9/15/2018	Meeting new people, sharing news with potential parents, establishing ties with Organization

¹ Many members of our Founding Board are members of the churches located on the East Side; we have also visited many churches to share information about the proposed school, to include Antioch Baptist Church, and we have spoken with the congregations of each church. We received a Letter of Support from the Pastor of Mount Olive Baptist Church; please see section R-04e, Evidence of Support.



Downtown Food Tour: Chippewa Street	Downtown Food Tour	9/15/2018	Meeting new people, sharing news with potential parents
Sunday service	Antioch Baptist Church	9/22/2018	Met with church leader and provided insight into Buffalo Creek Academy Mission
Tropical Glass Terrarium Workshop		10/11/2018	Meeting new people, sharing news with potential parents, establishing ties with Organization
City Planning Event	City of Buffalo	12/12/2028	Met with Common Council leadership and shared information about Buffalo Creek Academy's Mission and Founding Team
Sunday service	True Bethel Baptist Church	12/16/2018	Met with church leader and provided insight into Buffalo Creek Academy Mission, learned about the cultural and educational landscape of Buffalo from church leader
Sunday service	Mt. Olive Baptist Church	2/3/2019	Distribution of flyers - 70
UB STEP Field Trip - Parents in office for drop off		2/6/2019	Flyers and survey given to parents (12)
Outreach to list serve of UB STEP families past and present		2/6/2019	400 emails sent
Community Engagement		2/9/2019	Obtained surveys from parents of 3rd and 4th graders
Church Service	First Calvary Missionary Baptist Church	2/10/2019	Tabling after service, sharing flyers (25), survey completion
Obtain surveys		2/11/2019	Surveyed parents of 3rd and 4th grade students
UB Minority and Faculty and Staff Association Meeting	MFSA	2/12/2019	10-minute presentation to assembly, shared flyers (40), shared survey link with list serve

Our Founding Team used phone call, emails, social media platforms and Feet on the Street ("FOT") campaigns to reach community members and stakeholders. We did so to ensure that our school design is informed by what the community needs. The East Side of Buffalo has a rich history and a very proud community. We wish for Buffalo Creek Academy to contribute to the historical wealth and community pride through providing a high-quality education to the up and coming generations that will lead the community in the decades to come.

As a part of our collective efforts to engage our community, we contact hundreds of community members and leaders from various professional and economic backgrounds including non-profit organizations, religious-based organizations, community service organizations, individuals and business with an interest or personal attachment to the increased quality of education on the East Side.

Figure 4.02: Community Members & Stakeholders Contacted

Individual & Organization Contacted	Date of Contact	Method
Teresa Bianchi, Executive Director, Habitat for Humanity Buffalo	9/11/2018	Email
Lori Overdorf, Director of Development & Youth Services, Valley Community Association, Inc.	9/11/2018	Email
Kellena L.W. Kane, Senior Development Manager, Uniland Development Company	9/11/2018	Email
Pam Acker from the Say Yes program	9/14/2018	Email
Jason Whitaker from the Say Yes program	9/14/2018	Email
Jonathan Staples from the Say Yes program	9/14/2018	Email
Danyel Sease from the Say Yes program	9/14/2018	Email
Gwen Humphrey from the Say Yes program	9/14/2018	Email
Marion Slaughter from the Say Yes program	9/14/2019	Email
Harvey Miles from the Say Yes program	9/14/2018	Email
Albert Wilson from the Say Yes program	9/14/2018	Email
Byron Trice from the Say Yes program	9/14/2018	Email
Bridget Brace-MacDonald, Director of Outreach Activities, Genome, Environment & Microbiome Community of Excellence, University at Buffalo	9/14/2019	Email
Emily Bolles from PUSH Buffalo	9/14/2018	
Michael McCarley Sr. from Buffalo Urban League	9/14/2018	Email
Constance Denise Strother, Urban Designer Committee Member / Fillmore Forward Inc.	9/14/2018	Phone
JoAnna Rozier-Johnson, Director of Youth Services & Youth Development Trainer	9/14/2018	Phone
Gabrielle Mosher from Urban League Youth Professional Education Committee	9/14/2018	Email
Mary Owusus, Vice President, Digital Strategy and Analytics	9/16/2018	Email
Kathrine Pizzuto, Community Coordinator at People, Inc.	9/16/2018	Email
Alessandra Duarte, Community Coalition Coordinator for the West Side Youth Development Coalition	9/16/2018	Email
Matthew Austin, Knowledge Management Officer at the Community Foundation	9/16/2018	Email
Garret Wyckoff, Director of Supply Chain Management at The VMC Group	9/16/2018	Email
Bridget Brace-MacDonald, Director of Outreach Activities, Genome, Environment & Microbiome Community of Excellence, University at Buffalo	9/16/2018	Email
Samantha L. Nephew, Executive Director at Erie County Democratic Committee	9/16/2018	Email
Kelly (Wofford) Showard, Director of Community Relations at Erie County Medical Center Corporation	9/16/2019	Email
Matthew Herman, Regional Sales Manager at Spectrum Enterprise (Formally Time Warner Cable Business Class)	9/16/2018	Email
Arthur Hall, Community Planner - Buffalo Urban Renewal Agency		Email
Nicole Y. Stewart, Organizational Strategist and Consultant	9/16/2018	Email



Maisha Drayton, Director, Community and Stakeholder Engagement to Promote Health Equity, CAI (Cicatelli Associates Inc)	9/16/2018	Email
Addison Baker, Manager at The Fusion Group, Inc.	9/16/2018	Email
Fellicia Young, Manager, Talent Acquisition at BlueCross BlueShield of Western New York	9/16/2018	Email
Cheryl Houston, Community Services for Every1	9/16/2018	Email
Vondolyn Salter-Lane, MA-MHC, Mental Health Therapy	9/16/2018	Email
Anne Coach, Chief Executive Officer, Coach at Accessible Academics	9/16/2018	Email
Thomas Colson, CEO/President at Executive IP	9/16/2018	Email
Jocelyn Gordon, MBA, MUP Executive Director at BENLIC- Buffalo Erie Niagara Land Improvement Corporation	9/16/2018	Email
Chaunci Hinton, Director at National Statler Center a program of the Olmsted Center for Sight	9/16/2018	In-person, Phone
Christopher Jerzewski, Chief Development Officer at StraussGroup - Executive Search Consultants / Recruitment Firm	9/16/2019	Email
Patrick O'Connor, President, Buffalo Rehab Group Physical/RunSmartonline	9/16/2018	Email
Carl Knickerbocker, Business Coach and Founder	9/16/2018	In-person, Email, Phone
Julie Barrett O'Neill, Buffalo Office, Executive Director at Local Initiatives Support Corporation (LISC)	9/16/2018	Phone
Dale McKim, Executive Vice President - Chief Risk Officer, Evans Bank	9/16/2018	Email
Sharon L. Hanson, Healthcare Consultant	9/16/2018	Email, Phone
Warren E. Clark, President and CEO at Better Business Bureau of Upstate New York	9/16/2018	Email
Cindy Odom, Executive Director, Western Region Hillside Family of Agencies and Board Member for Buffalo State College	9/16/2018	Email, Phone
Christopher Jerzewski, Chief Development Officer at StraussGroup - Executive Search Consultants / Recruitment Firm	9/16/2018	Email
Kelly (Wofford) Showard, Director of Community Relations at Erie County Medical Center Corporation	9/16/2018	Email
Kristen Luppino-Gholston, Daemen College - Civic Engagement	9/16/2018	Email
Sudha Bommi, Executive Director, Clinical Operations at Roswell Park Comprehensive Cancer Center	9/29/2018	Email
Paul Hardaway, Plant Manager at Peerless-Winsmith, Inc	9/29/2018	Email
Darryl McPherson, Attorney & Counselor at Law	9/29/2018	Email
Phillip Dabney-Jr., Legal Counsel at Buffalo Municipal Housing Authority	10/7/2018	Email
Joseph Hanna, Partner at Goldberg Segalla LLP	10/7/2018	Email
David Roger, CEO, Life Storage	2/1/2019	In-person
Council Member Rasheed N.C. Wyatt	2/1/2019	Email
Dean Suzanne Rosenblith, UB Graduate School Education	2/1/2019	Email
Raechele L. Pope, Associate Professor; Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, University at Buffalo	2/1/2019	Email
Lavette Richards, Buffalo Resident	2/1/2019	Phone
Natasha Mehta, Buffalo Resident	2/2/2019	Email
Katie Campos, Buffalo Resident	2/2/2019	Email



Dewan Stroud, Buffalo Resident	2/3/2019	Email
Vanita Jameson, Buffalo Resident	2/4/2019	Social Media
Fana Witt, Buffalo Resident	2/4/2019	Social Media
Keith Carter, Buffalo Resident	2/4/2019	Social Media
Andrea Dudley, Buffalo Resident	2/4/2019	Phone
Raziya Hill, Buffalo Resident	2/4/2019	In-person
Alejandro Real, Buffalo Resident	2/4/2019	In-person
Leatrice Hamilton, Buffalo Resident	2/4/2019	In-person
Deborah Brittain, Buffalo Resident	2/4/2019	In-person
Michael Brown, Buffalo Resident	2/4/2019	In-person
Fana Witt, Buffalo Resident	2/4/2019	Social Media
Evelyn Burgess, Assistant Director of Upward Bound Program	2/7/2019	Email
Letitia Thomas, PhD	2/7/2019	Email
Steve Peraza, Buffalo Resident	2/7/2019	Email
Jonathan Smith, Buffalo Resident	2/8/2019	Phone
Allan Leeper, Buffalo Resident	2/8/2019	Phone
Starlet Leeper, Buffalo Resident	2/8/2019	Phone
Marques Richardson, Buffalo Resident	2/8/2019	Phone
Yvonne Smith, Buffalo Resident	2/8/2019	Phone
Daniel Robertson, Buffalo Resident	2/8/2019	Phone
Jeremy Lyman, Buffalo Resident	2/8/2019	Phone
Jessica Peraza, Buffalo Resident	2/8/2019	Phone
Samantha Smith, Buffalo Resident	2/9/2019	Social Media
Jed Michael, Buffalo Resident	2/9/2019	Social Media
Amanda Funk, Buffalo Resident	2/9/2019	Social Media
Joe Cam, Buffalo Resident	2/9/2019	Social Media
Jed Michael, Buffalo Resident	2/9/2019	Social Media
Amanda Funk, Buffalo Resident	2/9/2019	Social Media
Joe Cam, Buffalo Resident	2/9/2019	Social Media
Danise Wilson, Director - Erie Niagara Area Health Education Center	2/10/2019	Email
Kevin Ragland, First Calvary Missionary Baptist Church, Board Trustee	2/10/2019	In-person
Nick Lanthier, Buffalo Resident	2/11/2019	Social Media
Deborah Sealesv, Buffalo Resident	2/11/2019	In-person
Devin Stroud, Buffalo Resident	2/11/2019	In-person
Tamir Walker, Buffalo Resident	2/11/2019	In-person
Tasha Jones, Buffalo Resident	2/11/2019	In-person
Durhilda Ann Brown, Buffalo Resident	2/11/2019	In-person
Erin Clark, Buffalo Resident	2/11/2019	In-person
Brandyn Berry, Buffalo Resident	2/11/2019	In-person
Derrick Byrd Jr., Buffalo Resident	2/11/2019	In-person
Romuald Nadratowski, Buffalo Resident	2/11/2019	In-person
Gerald Seals, Buffalo Resident	2/11/2019	In-person
Venice L. Brown, Buffalo Resident	2/11/2019	In-person
Dolores Wilkenson Jacobs, Buffalo Resident	2/11/2019	In-person
Marion Ester, Buffalo Resident	2/11/2019	In-person
Bessie Pope, Buffalo Resident	2/11/2019	In-person

Dr. Uzo Ihenko, Deputy Director of Building Operations City of Buffalo Department of Public Works, Parks & Streets [REDACTED] [REDACTED]	2/11/2019	Email
Cecelie Owens, Buffalo Resident	2/12/2019	Email
Douglas Hoston, Liberty Partnership Program, Assistant Director	2/12/2019	In-person
Amanda Reed Quality and Patient Safety Nurse at Catholic Health	2/12/2019	In-person
Council Member Rasheed N.C. Wyatt	2/1/2019	Email
Dean Suzanne Rosenblith, UB Graduate School Education	2/1/2019	Email
Raechele L. Pope, Associate Professor; Associate Dean for Faculty and Student Affairs and Chief Diversity Officer, University at Buffal	2/1/2019	Email

In addition to being designed based on the best practice of school across the United States², we have designed our school programs to ensure that they are responsive to the needs of the 14211, 14212, and 14215 zip codes, particularly the Schiller Park area. We are determined to ensure that community members know that we were listening during our many conversations over the phone, via email, and in-person, and via social media. **Figure 4.03** outlines the may responses we received during our many conversations. The last column in the figure outlines how our key design elements and other key factors of our overall school design are responsive to community needs and concerns.

Figure 4.03: Online Petition Responses from Parents		
Status	Response (What are the non-negotiables for quality education?)	Buffalo Creek Academy Design Elements
Community Member/Stakeholder	There is a serious need for a quality school option on the East Side, children must feel safe before they can focus on learning.	Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow LIFE -affirming values, guided by our LIFE Values of Leadership, Integrity, Focus, and Excellence.
Community Leader	There needs to real attention provided the afterschool programs for children on the East Side.	Excellence is one of our LIFE Values . Excellence will be demonstrated in all academic and extracurricular activities.
Community Leader	Charter School should provide a quality option for children. It is not just a matter of school choice it is the types of choices parents have. Parents on the East Side deserve quality options.	Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.

² Lead Founder Dr. Christopher Manning is a Fellow in the Building Excellent Schools Fellowship. As such he has travelled across the United States studying some of the highest performing urban charter schools in the nation.



Community Member/Stakeholder	Schools should prepare children for life after the classroom. Students should not only be able to go to college, they should be able to function in society and in their chosen profession.	Our students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment. ³
Community Leader	Schools should ensure that they seek out and partner with community organizations that are here to provide support.	Through partnership with the Delavan-Grider Community Center and the George K. Arthur Community Center, and Edwards Saunders Community Center, our civic engagement program will be fueled by student-driven projects at every grade.
Community Leader	School curricula should include extracurricular activities that interest the students and provide opportunities for students to experience their community from a different angle.	We seek to close the civic engagement gap that exists among low-income people of color. ⁴ Through partnership with the Delavan-Grider Community Center, our civic engagement program will be fueled by student-driven projects at every grade.
Community Member/Stakeholder	Mr. Rogers is keenly interested in hearing about improving educational opportunities for the youth on the East side of Buffalo. He has devoted his personal and professional career to assisting others in need - business, religious, and community-wide. Mr. Rogers understands through rigorous structure and building a solid community foundation, these students will be bright shining beacons of knowledge. He supports Buffalo Creek Academy and looks forward to the next stage of the Charter process - 'Approval'!	Buffalo Creek Academy believes that all students, regardless of race, gender, home language, religion, or socioeconomic status deserve a quality public education that prepares them for a life of continuous learning, economic success, and positive community impact.
Community Member/Stakeholder	Quality teaching is essential. The real-life value of what is being taught is important. The information that is being taught should be information that is valuable to the students in that they can actually take it into the real world. Student to teacher ratio is important so that the students can get more individual attention.	To ensure that our teachers are leveraging our assessment cycle and data-analysis sequence to the fullest benefit of our students, and in addition to our 20 days during our Summer Session, our calendar features 12 days of professional development which includes regularly scheduled data days. These are days dedicated to allowing teachers to provide their full attention to instructional design and intervention planning that will

³ Cambridge Assessment International Examinations Global Perspectives Curriculum.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.

⁴ Lead Founder and proposed Executive Director Dr. Christopher Manning completed leadership residency in Democracy Prep Public Schools as a part of the Building Excellent Schools Fellowship <http://democracyprep.org/about/>. For Letter of Support from Democracy Prep Harlem Middle School Principal Andre Geddes, please see Request 4.



		ensure the success of each of our students.
Community Member/Stakeholder	Safety is important. Foreign language classes, music, and arts are needed. Teachers that are highly motivated and stay engaged with both the parents and the students.	Community-focused activities and multi-cultural global studies ensure that all students develop positive self- and other-awareness and the ability to make impact. Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels.
Community Member/Stakeholder	Teachers who think outside the box in regard to making kids who learn differently more likely to participate.	Within classrooms, standards will be high; when it is evident that a student is struggling to meet the standards, teachers will adjust instructional methodology, and more protracted struggle will trigger our RTI system of tiered supports aligned to the standards, and in both cases, the standards will remain the same. Our teachers will work with every student to ensure that each objective and aligned task is mastered to the required level.
Community Member/Stakeholder	Teachers that are enthusiastic and willing to be flexible with their teaching style. A well-rounded curriculum with real world application.	Teachers will have real-time data to inform supports, re-teachings, and re-assessments, as well as to inform the implementation of our RTI system of tiered supports.
Community Member/Stakeholder	Tools and resources such as updated text books are important. Quality teachers and a safe environment is needed. Developing a curriculum that evolves to meet the demands of the time. For example, technology is subject that students really need to know that was not the case 30 years ago. Additional support in academic areas that students struggle is important.	With our focus on building achievement and implementing rigorous curriculum in all grades, all students regardless of incoming ability or need will be best positioned to perform at and above their grade levels, closing the achievement gap for some of our city's most vulnerable students
Community Leader	Teachers with cultural sensitivity that are able to related to the students and handle the problems they face. Support in the school to handle issues that the students face outside of the classroom. Have counselors, not just guidance counselors. Diversity in the staff. A course with life skills is important. Discussions about college should happen with students before they get to high school. There should also so be an alternative to suspension.	We will implement rigorous academics, prioritizing reading and mathematics in all grades and expanding to a full college preparatory course of study in the high school



Community Member/Stakeholder	Equitable education and equal resources, diversity in the teaching staff, and libraries are important. Libraries teach research methods, librarians teach students literacy skills, librarians support the curriculum and provide resources to the students and provide access information. The staff needs to meet the students where they are and be prepared to handle issues that the students are facing out of the school. A consistent message that is easy for the students and parents to digest so that they are aware of the standards set by the school and can work to attain it is important. Teach technology for educational purposes and productivity tools so that they can use and get the most out of their resources. (ex. Microsoft Word and PowerPoint). It is important to have teachers that can get behind the goals of the school.	Academic rigor will be supported by a robust parental communication system ⁵ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic growth, and ongoing, measurable achievement.
Community Member/Stakeholder	Safety and basic needs, art, music, languages; etc. Good teachers who are invested in the children's education	We believe that providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	I think the most important factor is strong leadership that exemplifies a dedication to the students and a work ethic for teachers and students alike to strive towards. School leaders should be accessible to families, impartial in holding teachers and students accountable, and quite simply the first to arrive and the last to leave. Nadia Lopez, a principal in Brooklyn who gained some fame after being featured in Humans of NY wrote about this in detail in The Bridge to Brilliance. Much like her, I think the administration in the school really sets the tone in many ways for the school, which can really make or break the school's culture. On the same note, there needs to be transparency and consistency when it comes to discipline. The school's	With his own experiences as a young man of color growing up in the United States, as a service man 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. Every morning, every Buffalo Creek Academy student will be

⁵ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.



	(high) expectations, rules and consequences should be a part of the common language every member of the school community shares. Consistency is especially important as favoritism and exceptions can be detrimental to sense of safety and order in a school, which need to be in place before a quality education can take place. Choice is another important element. Teachers need to have some level of control over the content and skills that they teach. This allows their classrooms to reflect their passions, which I think curricular mandates can sometimes stifle, as that is part of the reason I left. Students should also be able to have some degree in choice to explore their interests through electives or independent studies. Some of the best work products I have seen students produce have been the result of the least restrictive guidelines, with guidance throughout the research and revision process. Finally, I think character or social emotional education are important. I think the role of education is not simply academic but also to teach children how to communicate, advocate and care for their communities and their selves. Restorative practices provides a good framework for this in terms of fostering a sense of community, communication and empathy. However, this is not enough in terms of teaching children healthy coping skills, building self-esteem and many of the other necessary components of social emotional skill building and mental health education that are currently missing from what we consider a quality education.	greeted with the simple and powerful words, “We care about you”; each student will then affirm their value with “I care about my future.” Focused on achievement in classrooms and social and emotional growth through Caring Circles, learning <i>and</i> caring are each a central focus of our community.
Community Leader	1) current textbooks 2) knowledgeable faculty 3) interactive teaching methods 4) parent/guardian engagement 5) current technologies 6) diverse extracurricular programming 7) proper classroom furnishings 8) safe environment	Our mission is informed by Building Excellent Schools (“BES”) principles of school design⁶ and our design elements incorporate proven practices from high-performing charter schools demonstrating what is possible,

⁶ BES Principles of School Design <http://buildingexcellentschools.org/approach/>.



		particularly within high needs communities.
Community Member/Stakeholder	A quality education must effect: The capacity to think critically and make decisions through systematic investigation and reasoning An ability to communicate verbally and in writing An awareness of the local and global worlds in which we live An appreciation for humanity and the experiences shared among us A compassion for others both similar and different than oneself A respect for the earth, its flora and fauna, and the environment we all share To effect these learning outcome, an education must: Convene people of diverse backgrounds Encourage participation and cooperation among students, parents, and community in the educational experience Welcome, explore, and appreciate difference Promote problem solving Facilitate conflict resolution Create opportunities for travel and experiential learning	Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds. Our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Academic success rate. The development of a well-rounded student. Interaction and communications between schools and parents.	Academic rigor will be supported by a robust parental communication system⁷ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic growth, and ongoing, measurable achievement.
Community Member/Stakeholder	1. College completion rates and job placement rates - I would like to know whose successful, not just who went to college or enrolled in a trade school. 2. Inclusion - I believe the schools can do a better job of uplifting students by having a curriculum that is inclusive of other cultures. 3. Let kids review teachers. This will provide more info on teachers' strengths and weaknesses, allowing	Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our

⁷ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.



	for better teacher development. 4. Life Skills 5. Personal Development	community and ever-changing global environment.
Community Member/Stakeholder	Confidence, inspiration, beneficial life/working skills and articulation. In this day and age I feel that much of the things that are being taught are useless in the real world and now every bit and piece of information can be found within seconds on the internet. At this point what should be the main focus is critical thinking, information analysis, credible information, and research skills. Much of these things are expected in college but not everyone goes the college route and are left with a high school education that really only prepared them for regents exams and not as much useful skills like how to do taxes, how to build a resume, how credit works, investing your money, etc.	Building levels of literacy that sustain life, build future learning opportunities, and advance economic health is a profound and continuing challenge in Buffalo Public Schools. ⁸ Embedded within the Schiller Park community, Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through structure, and grow LIFE -affirming values guided by our LIFE Values of Leadership, Integrity, Focus, and Excellence and our ethos of Care embodied in our use of Care language and our Care Circles
Community Member/Stakeholder	An educator that looks like my child - a person of color. One who is sympathetic and genuinely cares whether my child exceeds or not.	Each interaction will be framed through the word "care," which we term our Care Factor . Our students will enjoy an environment that is free from distractions, prompts good behavior, and recognizes the sanctity of safety and learning.
Community Member/Stakeholder	Not requiring that my son doesn't do his best. Educators praising for low grades. This mind set teaches them that barely is enough.	Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Smaller class sizes	Each student will model the community value of Focus while inside and outside of the classroom.
Community Member/Stakeholder	A school where parents are welcomed and input by parents/guardians are valued.	Academic rigor will be supported by a robust parental communication system ⁹ that will provide continuous feedback on student performance and school expectations for homework, evening reading, weekly academic

⁸ Remarks made by Buffalo Public Schools Superintendent Dr. Kriner Cash at school board meeting.
<http://news.wbfo.org/post/clock-ticking-future-struggling-build-academy>.

⁹ BES Principle of School Design #8 <http://buildingexcellentschools.org/approach/>.



		growth, and ongoing, measurable achievement.
Community Member/Stakeholder	Sending a child to a school where they will receive a great education.	Providing high-quality instruction for students who bring a broad range of backgrounds, our rigorous approach to teaching will allow us to celebrate academic achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Respect from administration towards parents. Seasoned educators in the classroom.	Our annual calendar will also feature designated dates when we will formally engage our parents to ensure that they are participating fully as members of our school community. Parents will attend annual events at the beginning and end of each year as well as Coffee and Cake Night and our annual Half-time Dinner.
Community Member/Stakeholder	First and foremost, congratulations on your new journey with Buffalo Creek Academy. My non-negotiables when it comes to quality education include: · Hiring highly qualified, professional, engaging, and accessible teachers and/or staff. · Providing college preparatory and/or vocational prep courses. · Focusing on literacy, mathematics, civic engagement, computer science, and community service. · Having high standards for leadership, integrity, and excellence – teaching life values/skills. · Having an environment that's conducive for learning. · Having a natural tolerance of others, and demonstrating what "real" respect looks like. · Having educational resources available for students to promote higher education	Our mission is to ensure that all students are prepared to graduate from college and positively impact our community. Students in the fifth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics. These double blocks will allow us to increase the literacy and numeracy levels of our students in the shortest amount of time.
Community Member/Stakeholder	Academic excellence/preparation for the next level (high school or college) Safety Diversity – My child should feel comfortable at his school and have other kids that look like him Competent caring teachers	Our academic calendar is one that embeds data-analysis cycles to ensure that we are continuously aware of how our students are performing and to determine necessary and timely adjustments to ensure all students are successfully reaching annual growth and absolute goals and are cumulatively and measurably placed on the path to college graduation in all years.



Community Member/Stakeholder	Use of technology to increase their ability to use technology in college.	Computer Science is provided once per week for 50 minutes
Community Member/Stakeholder	Safe and open environment to learn and express ideas. Well prepared instructors and up to date books/technology.	We believe at Structure and safety within a values-driven, caring community promote academic growth
Community Member/Stakeholder	Teacher evaluations, extracurricular activities, security, decent lunch meals, freedom of expression (although this can be tricky because people may have different views on what's appropriate or not), equal scholarship opportunities for juniors and seniors.	Our academic year begins with three full weeks of Teacher Summer Session ("Summer Session") professional development. The Summer Session allows school leadership the opportunity to inculcate within our teachers the very same values and behaviors we will expect from our students. We will also conduct curriculum planning, as well as hone teachers' instructional practices that have proven to support the most at-risk students in reaching their highest academic potential.
Community Member/Stakeholder	I'd say it depends on what type of education you're talking about - the experience of the instructor(s) is important, especially when weighed against the bloat of a modern education. Also, value... for example, my most recent degree totaled out at about 120k at 7% compounding for a field that produces far fewer employment opportunities and income potential than had I done a 20K auto body repair thing. Additionally, it only qualifies me in some places, not others, so reciprocity of education is important. Is it recognized everywhere? So involvement, experience, value... And is it a match. The best career is only as good as your passion for it. You'd better not hate what you do.	It is our firm belief that proficiency in literacy and mathematics is imperative for the intellectual development of children who are to be placed on the path to college graduation. Through this focus our programs are designed to ensure that students embark on their future with an informed understanding of how to positively contribute to our community, country, and world. This is how quality is defined at Buffalo Creek Academy
Community Member/Stakeholder	Free discussion without hypersensitivity and facts being facts, not shades of grey.	Students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment
Community Member/Stakeholder	As a parent I think that security is always a concern. You just have to make sure there's some sort of protocol. We also looked at how they rank in the county, state, and maybe	We believe that structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of



	even nationally on testing and average grades with the schools.	care allows joy of community and creativity of learning to thrive
Community Member/Stakeholder	Dedicated teachers who give time to work with the children that they are instructing.	Full days in our Lower Academy will provide 425 instructional minutes; the abbreviated days provide 265 instructional minutes. Full days in our Middle and Upper Academies will provide 400 instructional minutes (with an additional 50 minutes for students who are in Tutoring/intervention rather than Extracurriculars) instructional minutes and 200 instructional minutes on abbreviated days. Our academic calendar of 185 academic days of instruction provides a total of 66,600 minutes or 1,110 hours of instruction to our Lower Academy students and 59,200 minutes or 988 hours (rounded) of instruction to our Middle and Upper Academy students
Community Youth (with guardian's permission)	Keeping graduating rates high	The 2017 high school graduation rate in Buffalo was 62.7% ¹⁰ ; in the 2016-2017 academic year, no schools in Buffalo met AYP requirements as set out by the State of New York. ¹¹ Buffalo Creek Academy is designed to be a proof point in the community and larger city and is designed to address the specific needs of our community and deliver a high-performance school, bringing nation-wide best practices implemented successfully for the community of Schiller Park.
Community Youth (with guardian's permission)	Charter schools are where you get the best education!	Our mission is informed by Building Excellent Schools ("BES") principles of school design ¹² and our design elements incorporate proven practices from high-performing charter schools demonstrating what is possible, particularly within high needs communities.
Community Youth (with guardian's permission)	Teachers that want to be there for us kids.	Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through

¹⁰ Channel 5 New Reporting on the 2017 graduate rate. <https://www.youtube.com/watch?v=oJ2FcSSQgl0>.

¹¹ We recognize changes to ratings used by NY State, including the use of the term AYP; however, as recent measure of school performance and growth measures, we found this data point helpful when considering school quality as available to families and determining the proposed location for Buffalo Creek Academy.

¹² BES Principles of School Design <http://buildingexcellentschools.org/approach/>.



		structure, and grow LIFE -affirming values guided by our LIFE values of Leadership, Integrity, Focus, and Excellence and our ethos of Care embodied in our use of Care language and our Care Circles
Community Youth (with guardian's permission)	Working hard	Our rigorous approach to teaching will allow us to celebrate academic growth and achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and positive community impact.
Community Member/Stakeholder	Improve the health and wellness of children by providing healthy, nutritious meals in schools.	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.
Community Member/Stakeholder	Graduation rate must be higher	As a minimum, our accountability plan shows that each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.
Community Member/Stakeholder	Increase graduation rate	
Community Member/Stakeholder	Rate of graduation	
Community Member/Stakeholder	Infusion of Black History, bring back trade school	With his own experiences as a young man of color growing up in the United States, as a service man 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.
Community Member/Stakeholder	Home participation	Our annual calendar will also feature designated dates when we will formally engage our parents to ensure that they are participating fully as members of our school community. Parents will attend annual events at the beginning and end of each year as well as Coffee and Cake Night and our annual Half-time Dinner. These and other events will allow our school to recognize and celebrate the many cultures represented among our school population.
Community Member/Stakeholder	Teach black history	With his own experiences as a young man of color growing up in the United States, as a service man 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.
Community Member/Stakeholder	Improve the caliber of teachers	Teacher development is continued throughout the year to ensure that our talented and passionate professionals are up to date with the highest-leverage instructional practices used by the highest-performing urban charter schools.
Community Leader	Must be a system designed to help every child reach his/her full potential Must have high attendance standards Must have low classroom size standards Must be a system that is not purely measured by testing Must focus on the whole child; social, emotional, mental, physical and cognitive development regardless of gender, race, ethnicity or socioeconomic status Must ensure that each child is healthy and promotes a healthy lifestyle Has personalized learning that is supported by qualified, caring adults	Buffalo Creek Academy believes that all students, regardless of race, gender, home language, religion, or socioeconomic status deserve a quality public education that prepares them for a life of continuous learning, economic success, and positive community impact. Our school will provide high-quality instruction for children who come to us from a broad range of backgrounds.



	Is academically challenging preparing children for college	
Community Member/Stakeholder	As far as what is nonnegotiable, I believe caring, devoted, and patient teachers who are able to cater to a variety of learning styles is important. I also need teachers to regularly communicate with parents and respond to the communication attempts of the parents. I also believe a quality, challenging curriculum that does not focus exclusively on state testing is important. Kids should have an opportunity to do interactive assignments, use their creativity, and engage with their peers regularly. To this end, too, extracurricular opportunities, as well as field trips, are extremely important to me. I also feel some level of diversity/inclusion is important. Finally, I feel children should be regularly celebrated, and that's a nonnegotiable for me. Award ceremonies, certificates, and other forms of encouragement to keep them motivated are imperative, especially in elementary school.	Every morning, every Buffalo Creek Academy student will be greeted with the simple and powerful words, "We care about you"; each student will then affirm their value with "I care about my future." Focused on achievement in classrooms and social and emotional growth through Caring Circles, learning <i>and</i> caring are each a central focus of our community.¹³ Each interaction will be framed through the word "care," which we term our Care Factor.
Community Leader	I think the non-negotiable in creating a high-quality school for our kids is actually a few things working together. · First, I think that the school needs to be values-based and deeply rooted in the community it is serving. The teachers, aides, - the vast majority of the members of the staff and administration should come from the community it is serving, and everyone should be unequivocally committed to that community, and they should show it—live there, spend their money there, attend community events, get to know the community they serve. · Part two of this is that this investment in the community should be reflected in all the school does – its curriculum, how it teaches history, how it celebrates students and its community. The focus should be on critically analyzing and celebrating the community it serves in order to always be a part of it and always striving to	We promote academic achievement and grow LIFE-affirming values, guided by our LIFE Values of Leadership, Integrity, Focus, and Excellence. Creating connection between academic achievement and community development, we will motivate students to excel inside of school and engage positively outside of school. Students will participate in continuous civic engagement¹⁴ which provides access to community outreach organizations and will participate in community-based problem-solving activities; we will care for our community and encourage family members to involve themselves in community activities through student-managed volunteer programs.

¹³ We are informed by the work of many schools and the focus on Social Emotional Learning, including the work at Valor Academy in Nashville, TN. <https://chanzuckerberg.com/story/valor-collegiate-and-the-power-of-circles/>.

¹⁴ <https://edexcellence.net/articles/how-one-charter-network-is-helping-attach-students-to-civil-society>.



	making it better. Too many schools take students out of their community and offer them an “escape,” and that isn’t sustainable for our students. Second, the school needs to be hell-bent on maintaining high standards and high expectations, while also ensuring that all students and staff have the resources and support they need to meet those high standards. Too often, especially in under-resourced communities and schools, we lower the bar for our kids. Either we don’t think they are capable, or we feel bad that they carry so many more burdens and challenges. But lowering the bar is a huge disservice.	Buffalo Creek Academy will focus on academic rigor, implement frequent assessment, ensure safety and security through structure, and be guided by our LIFE Values.
Community Member/Stakeholder	The best schools are culturally responsive, structured, work effectively to engage the parents, have quality staff.	With his own experiences as a young man of color growing up in the United States, as a service man 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.
Community Member/Stakeholder	"Education needs to be challenging. I didn't feel challenged and then when I made it to college I didn't feel prepared for it. School should also help teach analytical skills not just memorizing facts."	New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar.
Community Member/Stakeholder	Flexible curriculum that allows for innovation and creative thinking. Exposure to arts and music. Working in teams and integrated technology. Field trips and recess. If possible NO common core. I would love to see cultural competency lessons. After school programs.	Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college and lead in our community and ever-changing global environment.¹⁵ Creating connection between academic achievement and community

¹⁵ Cambridge Assessment International Examinations Global Perspectives Curriculum.
<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>.



		development, we will motivate students to excel inside of school and engage positively outside of school.
Community Member/Stakeholder	After school programs, Academic services, i.e. tutoring and support services, music program, safe environment, culturally diverse staff and administration -reflective of the student body, rigorous academics, college preparatory curriculum, Support services for family such as food bank, health, clothing and resource center.	Research continues to show poverty as a significant risk factor for student achievement: "Across the U.S., large numbers of young children are affected by one or more risk factors that have been linked to academic failure and poor health. Chief among them is family economic hardship, which is consistently associated with negative outcomes in these two domains." ¹⁶ Buffalo Creek Academy will provide a high-quality education for the children in the Schiller Park and surrounding area. We believe that academic achievement is a major contributor in disrupting the cycle of economic hardship.
Community Member/Stakeholder	It is refreshing to hear about a school that will provide college preparation, develop leaders who have integrity and a heart for their community. This is needed for the East Side of Buffalo. A school must be committed to being an asset in the community it serves and committed to producing young people who value their community and want to contribute to its growth and development. The staff must be well educated and trained to provide a well -rounded and challenging curriculum that inspires and provokes thought, creativity and problem-solving. The culture of the school should be inclusive, accepting, nurturing and with a promotion of balance. A school should be a place students look forward to attending, the staff makes all the difference.	Students will reflect on how events that take place outside of their community, city, state, and country have an impact on personal, national, and global levels. High school students will develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college, as well as lead in our community and our ever-changing global environment

¹⁶ Robbins, Taylor, Shannon Stagman, and Sheila Smith. "Young Children At Risk: National and State Prevalence of Risk Factors." Oct 2012 National Center for Children in Poverty. www.nccp.org/publications/pub_1073.html.

Figure 4.04: Example Response¹⁷ to Community Survey from Lead Founder

From: Christopher Manning
Sent: Friday, February 8, 2019 12:49 PM
To: [REDACTED]
Subject: Thank you Fantah Whitt!

Dear Fantah Whitt,

Thank you for providing your feedback to us regarding what comes to your mind when you think of a quality school. On behalf of the founding team, I really want to express our appreciation for you taking the time to share your perspective with us. This is not an automated message, I write each email personally when I reply to survey responses, I assure you.

I have read your remarks and will be sure to keep them in mind while I and the founding team design and propose our charter to the New York State. If you have any more other information to share or if you know any other parents who you feel should share their perspective with us, please do pass on to them our link for our community survey (below). We will keep you posted on our progress through our newsletter and social media.

Community Survey: <https://www.buffalocreekacademy.org/survey/>

Sharpening Minds and Carving Paths,
Dr. Christopher R. Manning, Lead Founder
Buffalo Creek Academy Charter School (proposed 5th-12th grade college-prep charter school)



Christopher R. Manning | Fellow | Building Excellent Schools | [REDACTED]
buildingexcellentschools.org | [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Youtube](#)

b. Description and Analysis of Community Support

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

Since August of 2018, the Founding Team worked to ensure that our outreach efforts maximized community awareness around our mission, vision, key design elements, and approach to teaching. We are committed to bringing a game-changing school to the East Side community. Throughout our many discussions we were able to ascertain how much support exists in the community in terms of bringing a high-quality school into the community. The community members, business leaders, community grass-roots leadership, and families made it very clear that Buffalo Creek Academy is supported based on their discussion with multiple members of our Founding Team and what they were able to learn from our website and social media. We are deeply committed to living up to every work uttered during our information session and fulfilling our mission.

¹⁷ This example email is representative of the type of communication that we sent to each person who completed the school survey. Additional email correspondence is available upon request.

Figure 4.05 depicts the names and organizations of those community members and leaders who represent wide range of professional and personal ties to Buffalo and who have formally expressed their support for the proposed school. As such, Buffalo Creek Academy is supported by business leaders, religious leaders, community development professional, higher education, and everyday residents who are intimately aware of the need that exist for a high-quality school and are passionate about seeing it become a reality.

Figure 4.05: Letters of Support		
Name	Designation	Organization
William Gillison	Pastor	Mt. Olive Baptist Church
Cornelius Johnson	Executive Director	Community Alliance, Inc.
Brittany Mazurkiewicz	Director of Selection	Northwestern Mutual
Dr. Kathy Evans-Brown	Prevention Services and Wraparound Services Coordinator	Buffalo Urban League
Sabrina Perry	Director, Upward Bound Program	University at Buffalo
Katie Campos	Executive Director	Teach For America Buffalo
Bill Alexander	Manager, Field Operations	American Heart Association
Paul Athoe	Financial Representative	Northwestern Mutual
Michelle Jones	Project Director, Liberty Partnership Program	University at Buffalo
Richard Serra	President and CEO	Allpro Parking, LLC
Theodore Kornyoh	Chief Executive Officer	Kalieda Health
Tonya Myles-Day	Professor, Social Work Department	SUNY Buffalo State College
Andre Geddes	Principal, Harlem Prep Middle School	Democracy Prep Public Schools
Janice Hunt	Professor	Medaille College
Whitney Walker	Executive Director	VOICE-Buffalo
Shana Richardson	Academic Skills Coordinator	Canisius College

c. Description and Analysis of Student Demand

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

In addition to the many events we attended, we also hosted many events in order to engagement our community all while remaining active members of the East Side Community. We also provided many opportunities for families to provide their own insight on whether or not Buffalo Creek Academy was something needed by the East Side Community. We were honored to provide the online surveys via our LinkedIn Page, Facebook, Website, and our social media webpages.

During our review of the many responses that were provided by parents, we learned of the many expectations that parents on the East Side Community have. We also learned what indicates to a parents that the school is high quality. Our Founding Team has and will continue to host and attend events that will allow us to continue to share our mission and the listen to the more important teachers in a child's life, those around them when they go home night.

Buffalo Creek Academy's Founding Team has and will continue to maintain a presence at community events. This will continue to provide us the opportunity to keep ourselves abreast with the needs of the community as well as ensuring that our school positively contributes to the development of the East Side Community and Buffalo as a whole. We have gathered 225



Buffalo Creek Academy

signatures from Buffalonian families; of that 107 have children who are age-eligible to start the 5th or 6th grade in the Fall of 2020.

R-04d – Evidence of Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, sign-in sheets, survey results, etc.).

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Table of Contents		
Figure #	Description	Page #
Figure 04d-1	Buffalo Creek Academy Website Homepage	2
Figure 04d-2	Buffalo Creek Academy Website Founding Team Page	3
Figure 04d-3	Buffalo Creek Academy Facebook Page	4
Figure 04d-4	Buffalo Creek Academy Instagram Page	5
Figure 04d-5	Buffalo Creek Academy LinkedIn Page	6
Figure 04d-6	Tabling at Metro CDC Bread Drive on November 26, 2018	7
Figure 04d-7	Info Session at Westside Bazaar on November 27, 2018	8
Figure 04d-8	Info Session at Edwards Saunders Community Center Shoe Drive on November 28, 2018	9
Figure 04d-9	Career Fair at Gateway Longview Community Resource Center on December 1, 2018	9
Figure 04d-10	Tabling at Delavan-Grider Community Center on December 1, 2018	10
Figure 04d-11	Founding Team Members Sharing Info at City Planning Event on December 12, 2018	10
Figure 04d-12	Sharing Mission Statement with Common Council Leader at City Planning Event on December 12, 2018	11
Figure 04d-13	Feet on the Street: Carwash on December 15, 2018	11
Figure 04d-14	Feet on the Street: Taking Signatures and Posting Flyers on East Side on February 5, 2019	12
Figure 04d-15	Tabling at George K. Arthur Community Center February 7, 2019	13
Figure 04d-16	Info Session with Metro CDC Board on February 7, 2019	13
Figure 04d-17	Info Session at Tully Rinckey LLC. on February 13, 2019	14
Figure 04d-18	Community Event at Johnnie B. Wiley Pavilion on February 17, 2019	15
Figure 04d-19	Buffalo Creek Academy Community Survey and Results	17

Figure 04d-1 – Buffalo Creek Academy Website Homepage



Buffalo Creek Academy

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

Figure 04d-2 – Buffalo Creek Academy Website Founding Team Page



Figure 04d-3 – Buffalo Creek Academy Facebook Page

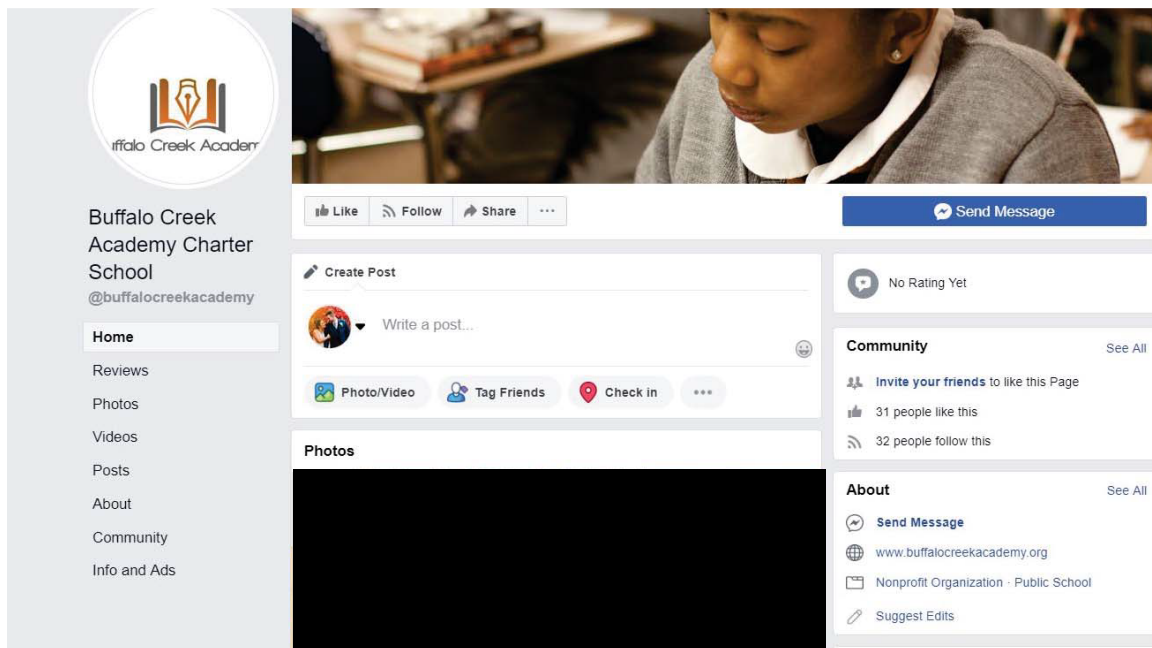
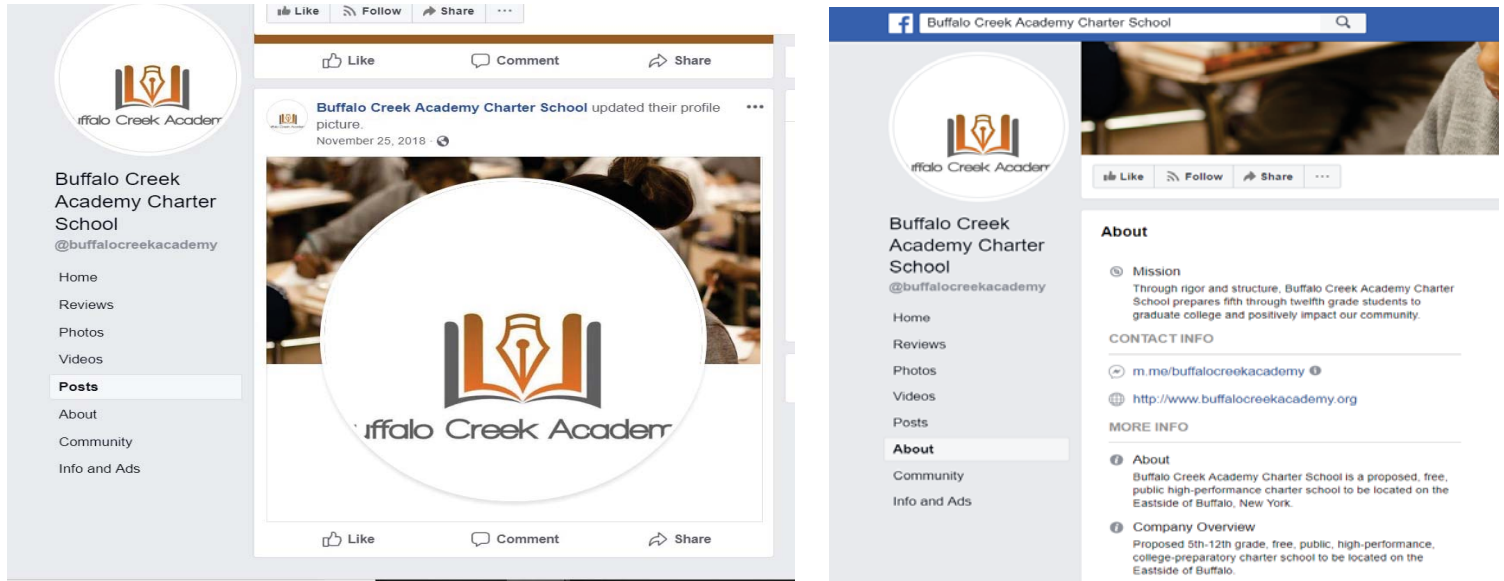


Figure 04d-4 – Buffalo Creek Academy Instagram Page

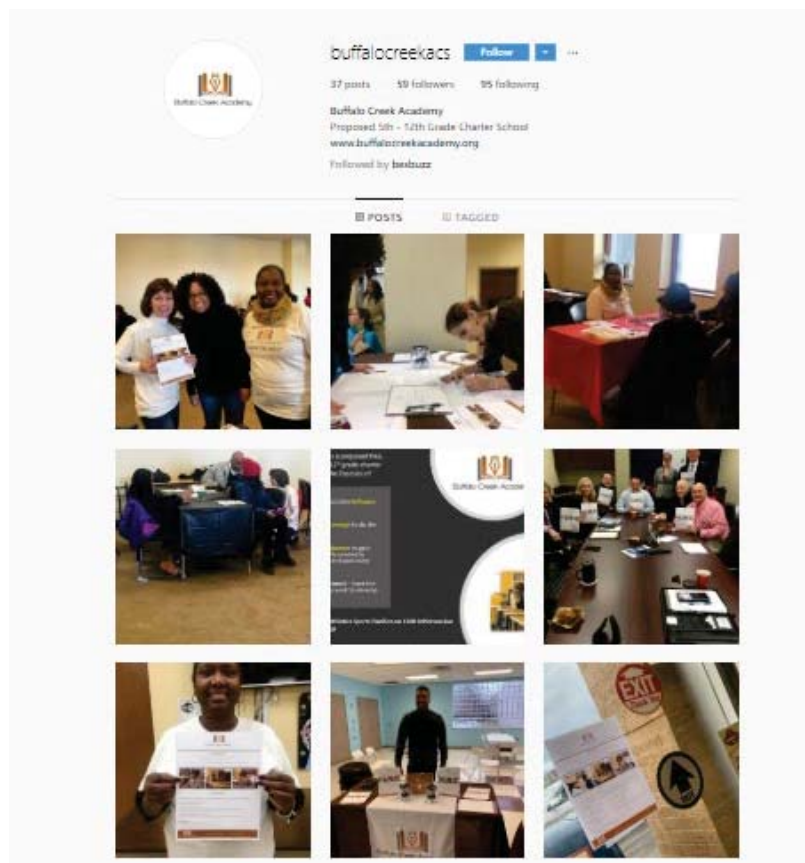
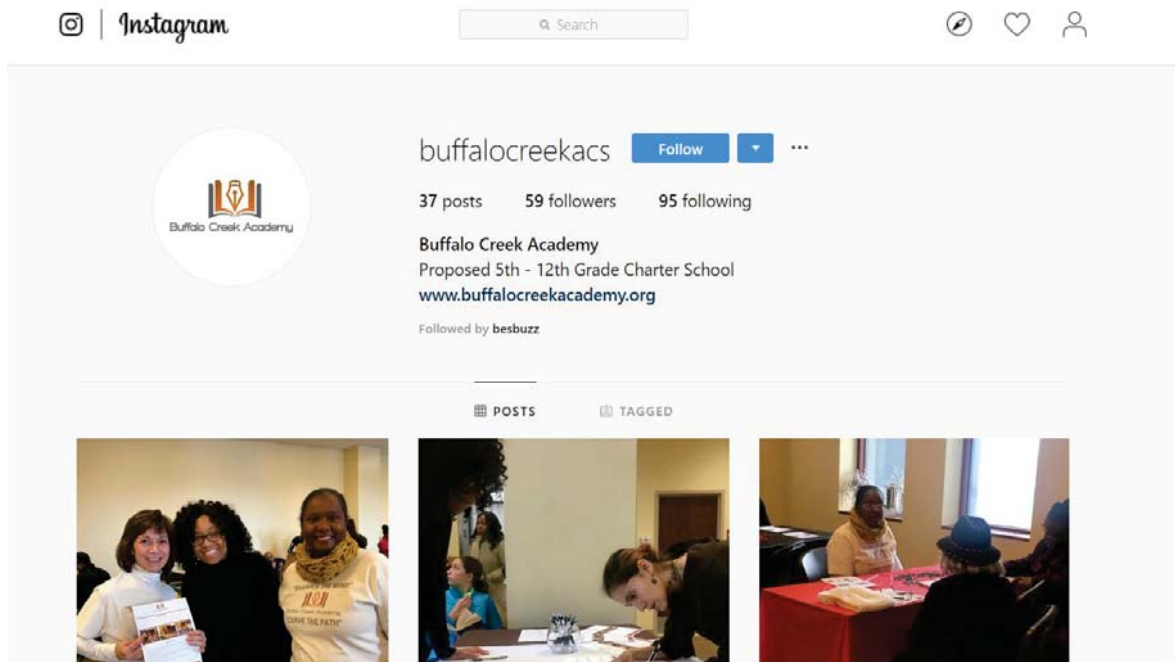
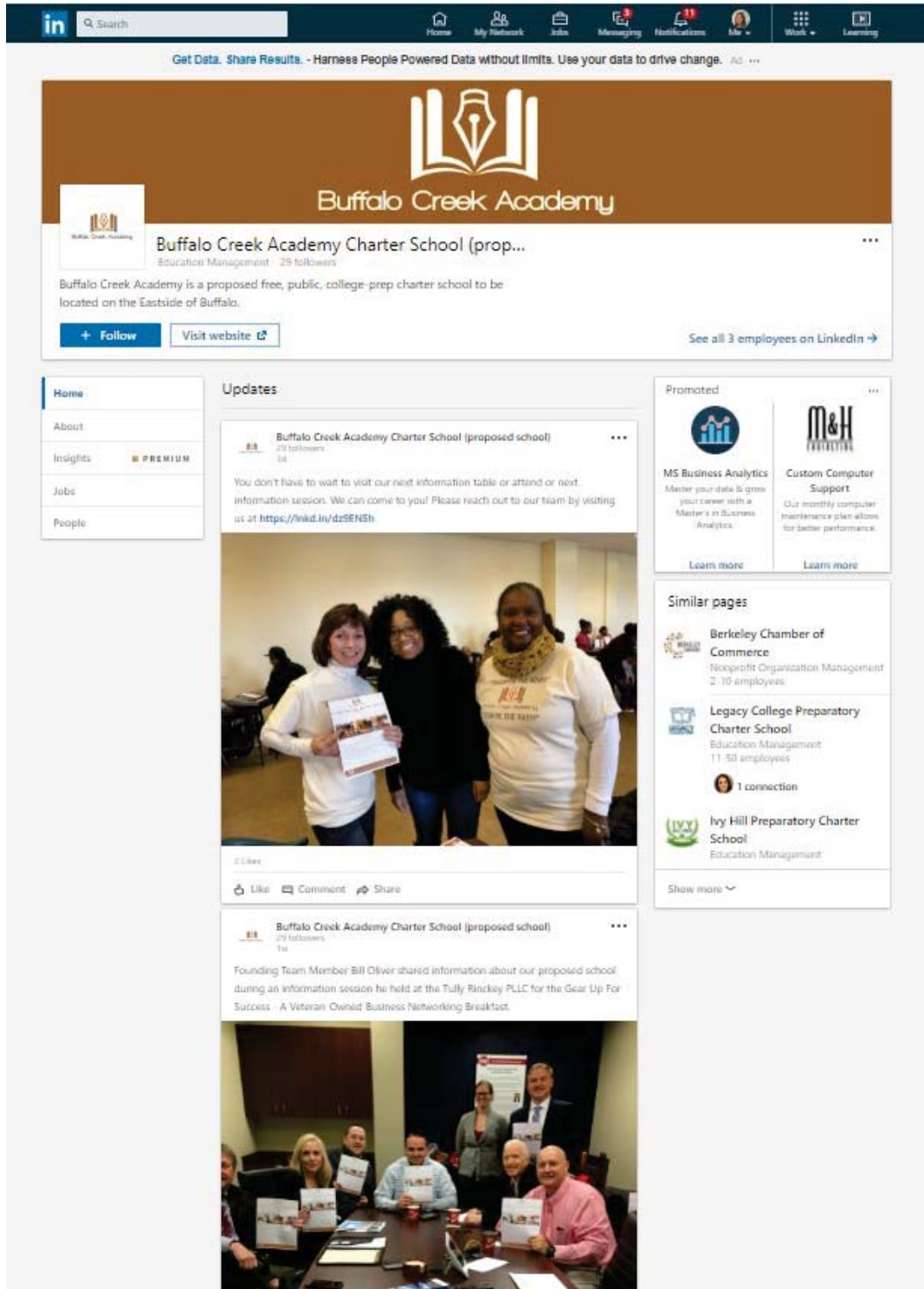


Figure 04d-5 – Buffalo Creek Academy LinkedIn Page



in Search

Home My Network Jobs Messaging Notifications Me Work Learning

Get Data. Share Results. - Harness People Powered Data without limits. Use your data to drive change. Ad

Buffalo Creek Academy

Buffalo Creek Academy Charter School (prop...

Education Management · 29 followers

Buffalo Creek Academy is a proposed free, public, college-prep charter school to be located on the Eastside of Buffalo.

+ Follow Visit website

See all 3 employees on LinkedIn

Home

About

Insights PREMIUM

Jobs

People

Updates

Buffalo Creek Academy Charter School (proposed school)

29 followers

You don't have to wait to visit our next information table or attend our next information session. We can come to you! Please reach out to our team by visiting us at <https://linkd.in/dz9ENSh>

2 Likes

Like Comment Share

Buffalo Creek Academy Charter School (proposed school)

29 followers

Founding Team Member Bill Oliver shared information about our proposed school during an information session he held at the Tully Rinckey PLLC for the Gear Up For Success - A Veteran Owned Business Networking Breakfast.

Promoted

MS Business Analytics

Master your data to grow your career with a Master's in Business Analytics.

Learn more

Custom Computer Support

Our monthly computer maintenance plan allows for better performance.

Learn more

Similar pages

Berkeley Chamber of Commerce

Nonprofit Organization Management · 2-10 employees

Legacy College Preparatory Charter School

Education Management · 11-50 employees

1 connection

Ivy Hill Preparatory Charter School

Education Management

Show more

Figure 04d-6 – Tabling at Metro CDC Bread Drive November 26, 2018



Figure 04d-7 – Info Session at Westside Bazaar November 27, 2018



buffalocreekacs • Following
West Side Bazaar

buffalocreekacs Lead Founder, Dr. Manning, visits the Western Bazaar in Buffalo, NY today to share information about Buffalo Creek Academy with store owners and patrons.



5 likes

NOVEMBER 27, 2018

Add a comment...



buffalocreekacs • Following
West Side Bazaar

buffalocreekacs Lead Founder, Dr. Manning, visited the West Side Bazaar today to share information about Buffalo Creek Academy with store owners and patrons.



2 likes

NOVEMBER 27, 2018

Add a comment...



**Figure 04d-8 – Info Session at Edwards Saunders Community Center Shoe Drive
November 28, 2018**



**Figure 04d-9 – Career Fair at Gateway Longview Community Resource Center
December 1, 2018**



Figure 04d-10 – Tabling at Delavan-Grider Community Center December 1, 2018



buffalocreekacs • Following
Delavan Grider Community Center

buffalocreekacs Founding Team Member, Victoria Mueller at the Delavan-Grider Community Center sharing information about our proposed school.



159 views

DECEMBER 1, 2018

Add a comment...



Figure 04d-11 – Founding Team Members Sharing Info at City Planning Event December 12, 2018



buffalocreekacs • Following
Buffalo, New York

buffalocreekacs 5 members of the Buffalo Creek Academy Founding Team attended a city planning event tonight to share our insights and learn about the new park/recreation projects coming to Buffalo.



9 likes

DECEMBER 12, 2018

Add a comment...



Figure 04d-12 – Sharing Mission Statement with Common Council Leader at City Planning Event December 12, 2018



Figure 04d-13 – Feet on the Street: Carwash December 15, 2018



Figure 04d-14 – Feet on the Street: Taking Signatures and Posting Flyers on East Side
February 5, 2019

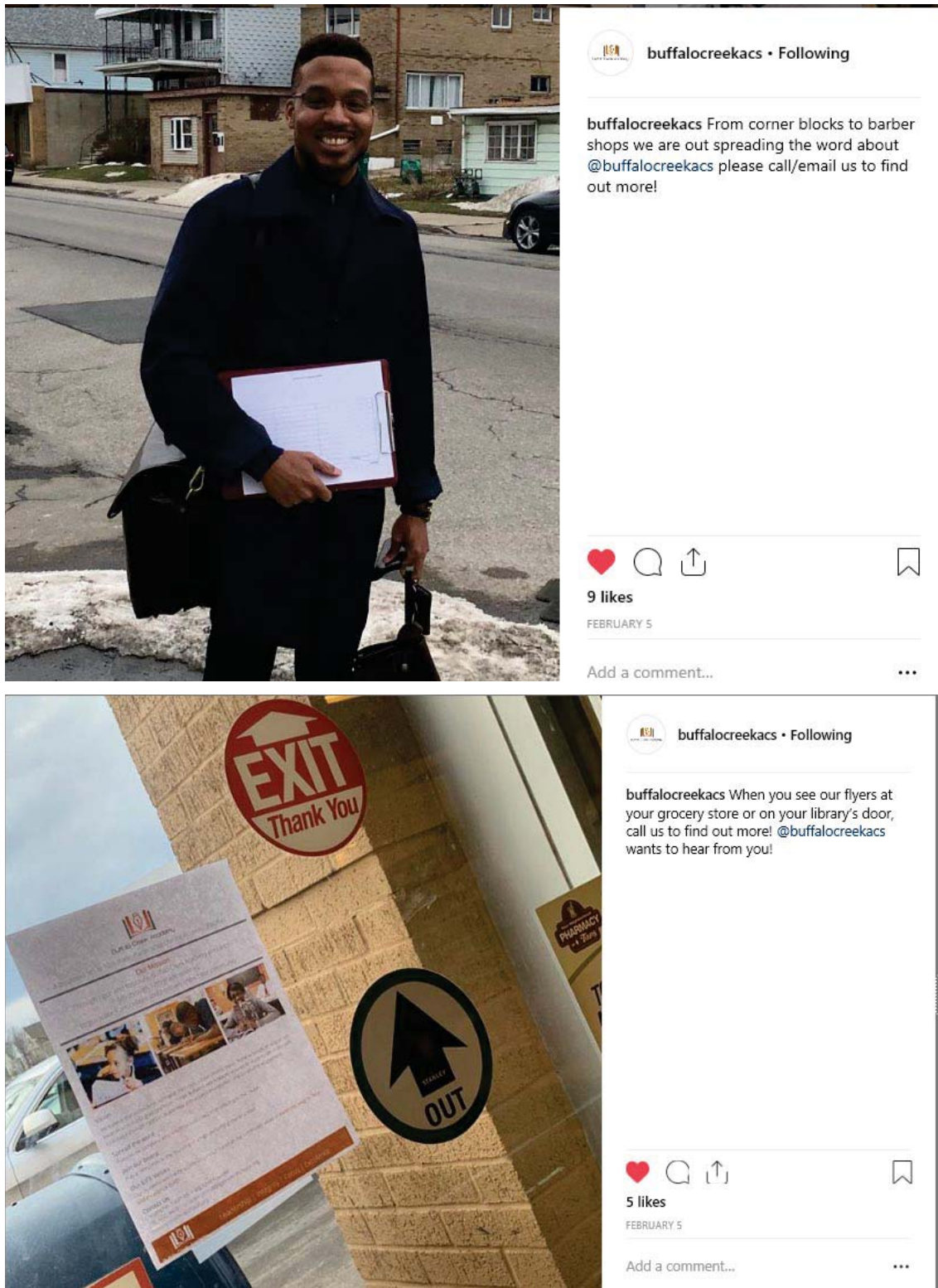


Figure 04d-15 – Tabling at George K. Arthur Community Center February 7, 2019



Figure 04d-16 – Info Session with Metro CDC Board February 7, 2019



Figure 04d-17 – Info Session at Tully Rinckey LLC. February 13, 2019



buffalocreekacs • Following

buffalocreekacs Founding Team Member Bill Oliver shared information about @buffalocreekacs during an information session he held at the Tully Rinckey PLLC for the Gear Up For Success - A Veteran-Owned Business Networking Breakfast.



6 likes

6 DAYS AGO

Add a comment...



Figure 04d-18 – Community Event at Johnnie B. Wiley Pavilion February 17, 2019



buffalocreekacs • Following

buffalocreekacs Many families and community members sat down with Founding Team Member Candace Moppins as she shared information about @buffalocreekacs 's academic program, LIFE values, and civic engagement programs. For more info, please visit us at www.buffalocreekacademy.org.



9 likes

2 DAYS AGO

Add a comment...

...



buffalocreekacs • Following

buffalocreekacs We are working for you and we need to hear from you! Founding Team Member Jessica Smith set-up an information table today to share details about our proposed school and to conduct/collect community surveys ensuring that our school design is informed by our community's needs. For more about @buffalocreekacs please visit buffalocreekacademy.org and contact us!



6 likes

2 DAYS AGO

Add a comment...

...



buffalocreekacs • Following

buffalocreekacs Founding Team Member Victoria Mueller seen here sharing information about @buffalocreekacs's approach to learning with our fellow community members. For more info, please visit us at www.buffalocreekacademy.org.



5 likes

2 DAYS AGO

Add a comment...



Figure 04d-19 – Buffalo Creek Academy Community Survey and Results

Buffalo Creek Academy Charter School Community Survey

Buffalo Creek Academy Charter School is a proposed 5th-12th grade college-prep charter school, with plans to open in August 2020 on the East Side of Buffalo. The purpose of this survey is to assess the level of demand from the East Side Community, especially parents of students in the 3rd and 4th grades.

We need to hear from you! Thank you for supporting our mission of educational equity, opportunity, and excellence.

Our Mission:

Through rigor and structure, we prepare fifth through twelfth grade students to graduate from college and positively impact our community.

Name (First & Last)

Your answer

Email address

Your answer

Do you live in the city of Buffalo?

☐ Yes

☐ No

What is your zip-code?

☐ 14211

☐ 14212

☐ 14215

☐ 14213

☐ Other: _____

Do you have school-aged children?

- ☐ Yes
- ☐ No

If so, what grades are they currently studying in?

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

When you think of a quality school what comes to mind?

Your answer _____

Do you feel there is a need for a new high-performing college-preparatory school in our community?

- ☐ Yes, I feel we do need a new high-performing, college preparatory school in our community.
- ☐ No, I am completely satisfied with the current schools and there is no need for a new high-performing, college-preparatory school in our community.

Do you wish there were more school options in our community?

- ☐ Yes
- ☐ No

Which of the following are important to you?

- ☐ Extended School Day
- ☐ Extended School Year
- ☐ Enrichment Activities
- ☐ High Expectations
- ☐ Inclusive/Supportive Environment
- ☐ Culturally Responsive environment
- ☐ A school that also focuses on civic engagement/community development

Would you be willing to support a college preparatory 5th-12th grade school for the students of Buffalo?

- ☐ Yes
- ☐ No

SUBMIT

Never submit passwords through Google Forms.

	Name (First & Last)	Email address	Do you live in the city of Buffalo?	What is your zip-code?	Do you have school-aged children?	If so, what grades are they currently studying in?	Do you feel there is a need for a new high-performing college-preparatory school in our community?	Do you wish there were more school options in our community?	Which of the following are important to you?	Would you be willing to support a college preparatory 5th-12th grade school for the students of Buffalo?	When you think of a quality school what comes to mind?
1	Quala Blakely		Yes	14208	Yes	10th Grade	Yes	Yes	Enrichment Activities, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Good educators & small class sizes.
2	Tiana Daniels		Yes	14208	Yes	10th Grade	Yes	No	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	Yes	challenging curriculum, high expectations, experiential learning, diverse student body and teaching staff
3	Roderick Moppins Jr.		Yes	14213	No	11th Grade	Yes	Yes	Enrichment Activities, High Expectations, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	High expectation for academic success
4	Jasmine Marks		Yes	14209	No	11th Grade	Yes	Yes	High Expectations, Culturally Responsive environment	Yes	Prepare you for college
5	Chante Murphy		Yes	14211	Yes	11th Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	quality services for students with disabilities, quality education, quality teachers who are culturally competent
6	Cindy stroud		Yes		Yes	11th Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Teachers that care
7	Tracy Thornton		Yes	14215	Yes	12th Grade	Yes	Yes	Extended School Day, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Engaged, qualified teachers, Challenging curriculum, staff trained in culturally competence, supports for all students

8	Keisha Jacobs	Yes	14215, 14208	Yes	12th Grade	No	Yes	Extended School Day, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	No	services for students with special needs, diverse staff and student population
9	Icsha eden	Yes		Yes	2nd Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Elmwood village
10	Christopher Bishop	Yes	14215	Yes	2nd Grade, 6th Grade, 7th Grade, 11th Grade, 12th Grade	Yes	Yes	High Expectations, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Best education, quality teacher
11	Monique Barnes	Yes	14215	Yes	2nd Grade, 7th Grade, 11th Grade					Keeping in contact with parents, Enrichment activities, High expectations, appropriate teacher student ratio, Behavior management
12	Isabel Jackson	Yes	14211	Yes	3rd Grade, 4th Grade, 5th Grade, 6th Grade	Yes	Yes	High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	Yes	Parental involvement, high expectations from educators and administration
13	Aimee Chapman	Yes	14204	Yes	3rd Grade, 6th Grade, 7th Grade					Better tests scores Bullying programs needed Enrichment activities High Expectations Inclusive/supportive environment
14	Kendell Dudley	Yes	14215	No	4th Grade	Yes	Yes	Enrichment Activities	Yes	No bullying, able to learn, no more than 20 students in class
15	Tamika Potts	Yes	14216	Yes	4th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	
16	Larry Daniel	Yes	14215	Yes	4th Grade, 5th Grade	Yes	Yes	High Expectations	Yes	special attention to individual needs, improve parent/teacher relationships, more intervention, stronger connections
17	Alfonso Thornton	Yes		Yes	4th Grade, 6th Grade	Yes	Yes	Enrichment Activities, High Expectations, Inclusive/Supportive Environment, A school that also focuses on civic engagement/community development	Yes	A school who performance is showing on each and every student from ALL grade levels. Not covering it up with kids that don't perform well. There should be prove of there improvements as well
18	Kris Sokolofsky	Yes	14222	Yes	5th Grade					kind of curriculum that promotes that kind of thinking. After school activities, sports, music. A school where the leadership and teachers are heavily involved with parents and families and have good communication. Smaller class sizes would be amazing. A school that encompasses the whole child. Teachers who are positive and encouraging and use strength based intervention. After school activities that are of no cost to parents that would help to support the Gap in after school Child Care needs for kids in 5th 6th and 7th grade
19	John Collins	No	14228	Yes	6th Grade	Yes	Yes	Extended School Year, Enrichment Activities, High Expectations	Yes	Music and Arts
20	Douglas Hoston	Yes	14214	Yes	6th Grade	Yes	Yes	Extended School Day, Enrichment Activities, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Quality staff, Culturally responsive, parent engagement, support services for students and counselors
21	Tashay Williams-Johnson	Yes	14215	Yes	6th Grade, 9th Grade	Yes		High Expectations	Yes	Hands on educators, administration and parents, academic excellence
22	Alanna Moppins	Yes	14215	No	7th Grade	Yes	Yes	Extended School Day	Yes	Respectful kids and adults, Attention to detail, explaining classwork so students can understand it.
23	Ja'ona Wimes	Yes	14211	No	7th Grade	Yes	Yes	Enrichment Activities, Culturally Responsive environment	Yes	teaching
24	Amir Hill	Yes	14215	No	9th Grade	Yes	Yes	Inclusive/Supportive Environment	Yes	More academic preparation. More field trips, some that are recreational and some that are fun and/or both.
25	Evelyn Colangelo	Yes	14215	No	9th Grade	Yes	Yes	Culturally Responsive environment	Yes	of your skin. Students should not be made a difference in because of their race
26	Stephanie Shepherd	Yes	14215	Yes	9th Grade	Yes	Yes	Enrichment Activities	Yes	Teachers
27	Jennifer Peeler-Adams	Yes	14215	Yes	Kindergarten					Higher learning
28	Shana Taylor	Yes	14215	Yes	Kindergarten	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	good attentive teachers, good and challenging curriculum, accountability, and support for families and students
29	Lisa Brown	Yes	14215	Yes	Kindergarten	Yes	Yes	High Expectations, Inclusive/Supportive Environment	Yes	Discipline, academic success, parental involvement
30	Jonika Fields	Yes	14211	Yes	Kindergarten, 3rd Grade, 6th Grade, 9th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Good teachers, supports for students, effective learning strategies, high expectations
31	Fantah Whitt	Yes	14211	Yes	Kindergarten, 9th Grade					When thinking of a quality school I would 1st want it to be people in charge, teachers and administration, to be diversified and more reflective of Buffalo. The school would also need extra support to aid the student, and possibly family, with building a solid foundation. Many times children can't concentrate on academics because of their home life. The school should uplift children, teach life skills and provide exposure to various career paths.

								Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development		Magnet, Charter and Private schools offer the best options for the educational needs of school aged children
32	Nicole Stewart	No	22304	No	Yes	Yes		Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Where you learn about the responsibilities of life. Budgeting money. And helping children prepare for college. Filling out applications whats expected.
33	Nicholas Mogavero	No	14051	No	Yes	Yes		Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Educators who are responsive to students and use a holistic approach
34	Althea Porter	Yes	14208	No	Yes	No		High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment	Yes	Teaching the whole child
35	Lisa Cunningham-Graham	No	14217	No	Yes	Yes		High Expectations	Yes	Children being on the honor roll
36	Trevin Randle	Yes	14215	No	Yes	Yes		High Expectations, A school that also focuses on civic engagement/community development	Yes	Properly prepared for the future
37	Sabata Ferguson	Yes	14211	No	Yes	Yes		High Expectations	Yes	Students on the merit roll/honor roll
38	Jamea Casoli	Yes	14211	No	Yes	Yes		High Expectations, Culturally Responsive environment	Yes	Good black teacher
39	Kioni Kearney	Yes	14209	No	Yes	Yes		High Expectations, Inclusive/Supportive Environment	Yes	Maintaining good grades
40	Cameron Baker	Yes	14209	No	Yes	Yes		High Expectations	Yes	More networking with local business
41	Zyon Kincannon	Yes	14215	No	Yes	Yes		Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Kids should be able to attend a school of their choice and not be corralled to a school because there are available seats. More different types of schools.
42	Tyshawn Jones	Yes	14211	No	Yes			Extended School Day, Extended School Year, High Expectations, Inclusive/Supportive Environment	Yes	The ability of a student to be able to ask for help and receive it in a dignified manner.
43	Myree Harris	Yes	14208	No	Yes	Yes		High Expectations, Inclusive/Supportive Environment	Yes	A teacher that can instruct in different ways to increase participation, understanding and include all learning styles in daily instruction
44	Caleb Harris	Yes	14208	No	Yes	Yes				
45	Nia Harris	Yes	14208	No	Yes	Yes		High Expectations	Yes	Discipline of the children in the classroom needs to be conducive for learning
46	Shannah paige	Yes	14215	Yes	Kindergarten	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	
47	Tianna Suttle	Yes	14215	Yes	2nd Grade, 7th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Academic excellence
48	Tianna Suttle	Yes	14215	Yes	2nd Grade, 7th Grade	Yes	Yes	Extended School Day, Extended School Year, Enrichment Activities, High Expectations, Inclusive/Supportive Environment, Culturally Responsive environment, A school that also focuses on civic engagement/community development	Yes	Academic excellence

R-04e – Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, survey results, etc.).

Table of Contents		
Figure #	Description	Page #
Figure 04e-1	William Gillison Pastor Mount Olive Baptist Church	2
Figure 04e-2	Cornelius Johnson Citizens' Alliance, Inc.	3
Figure 04e-3	Brittany Mazurkiewics Northwestern Mutual	4
Figure 04e-4	Kathy Evans-Brown, PhD. Buffalo Urban League	5
Figure 04e-5	Sabrina C. Perry University at Buffalo – The State University of New York	6
Figure 04e-6	Bill Alexander American Heart Association	7
Figure 04e-7	Paul Athoe Northwest Mutual	8
Figure 04e-8	Michelle Jones University at Buffalo – Graduate School of Education	9
Figure 04e-9	Richard A. Serra Allpro Parking, LLC.	10
Figure 04e-10	Theodore Kornyoh Kaleida Health	11
Figure 04e-11	Tonya Myles-Day, LMSW Buffalo State – The State University of New York	12
Figure 04e-12	Andre M. Geddes Democracy Prep Public Schools	13
Figure 04e-13	Janice M. Hunt Medaille College	14
Figure 04e-14	Whitney Walker VOICE Buffalo	15
Figure 04e-15	Shana Richardson, M.A. Canisius College	16
Figure 04e-16	Katie Campos Teach for America - Buffalo	17
Figure 04e-17	Erin Walsh-Hagan Building Excellent Schools	18



A CHURCH FOR ALL GENERATIONS

February 19, 2019

William Gillison, Pastor

Dear SUNY Charter Schools Institute:

This letter confirms that my organization, Mt. Olive Baptist Church, supports the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo.

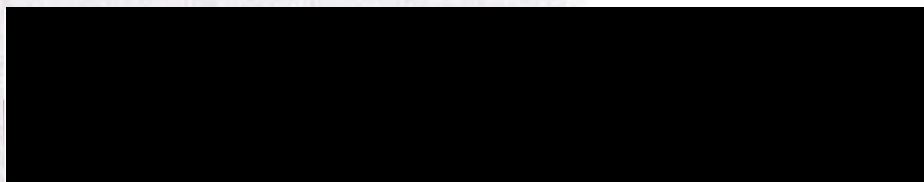
I am familiar with the school's unique approach to education which includes a focus on care and civic engagement. I am deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leader has designed the academic and cultural programs which feature frequent assessments and a college-bound focus.

We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to our children; and that is the providing of a game-changing education.

Sincerely,

A handwritten signature in black ink, appearing to read "Wm. Gillison", is written over a dotted line.

Rev. William Gillison
PASTOR



MOBCBuffalo.org



Citizens' Alliance,
Inc.

Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. It is apparent to me that the quality of schools currently on the eastside is disappointing. Though the district has reported improvements, the results still fall very short of indicating that the vast majority of students who are attending school on the eastside will graduate and move on to pursue a college degree.

Buffalo Creek's Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in the public education. I've reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background in Community Service has provided me a unique insight into education here in Buffalo.

When I was first told of this proposed school I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder to place my support behind them.

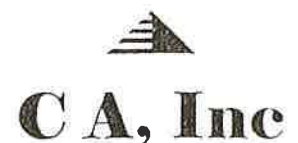
Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,



Cornelius Johnson

Executive Director



CA, Inc

Figure 04e-3

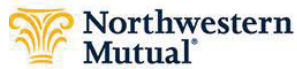
Dear SUNY Charter Schools Institute,

This letter confirms that my organization, Name of Organization, supports the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo. I am familiar with the school's unique approach to education which includes a focus on care and civic engagement. I am deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature frequent assessment and a college-bound focus. We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to children; and that is the providing of a game-changing education.

Sincerely,



Brittany Mazurkiewicz | Director of Selection



160 YEARS
STRONG AND GROWING



February 14, 2019

Dear SUNY Charter Schools Institute,

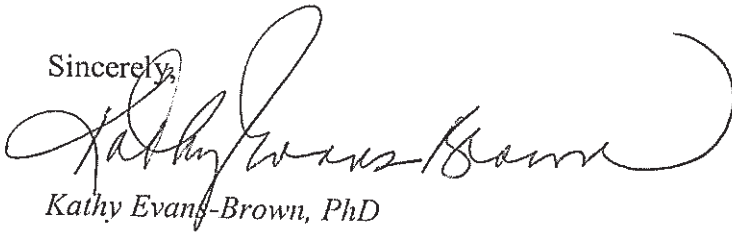
I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. It is apparent to me that the quality of schools currently on the eastside of Buffalo is disappointing. Though the district has reported improvements, the results still fall very short of indicating that the vast majority of students who are attending school on the eastside will graduate and move on to pursue a college degree.

Buffalo Creek's Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in the public education. I've reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background in Middle and Secondary School Education, Higher Education, Human Services and Management-Leadership & Organizational Change has provided me a unique insight into education here in Buffalo, New York.

When I was first told of this proposed school back in 2018 by Ms. Simone Ragland I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside of Buffalo. Hence, I could not be prouder than to place my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,



Kathy Evans-Brown, PhD

Coordinator of Preventive Services and Wraparound Programs

Buffalo Urban League



University at Buffalo
The State University of New York

Office for University Preparatory Programs
Upward Bound Program

February 13, 2019

Dear SUNY Charter Schools Institute,

This letter confirms that my organization, the University at Buffalo - Upward Bound Program, unequivocally, supports the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo.

I am familiar with the school's unique approach to education, which includes a focus on care and civic engagement. What's more, I am deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leadership has designed the academic and culture programs which feature frequent assessment and a college-bound focus.

Despite the many challenges associated with working with 3rd and 4th grade education, I am certain that the Buffalo Creek Academy will perform in an exemplary fashion. The Academy's concept is unique and I find its approach to education to be extremely compassionate about enlightening its students on the important benchmarks that effect middle, secondary and postsecondary education. Consequently, I am convinced it will be an invaluable resource in guiding its students to much success.

We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to children; and that is the providing of a game-changing education. Please count on the Upward Bound Program at the University at Buffalo wholehearted support. The Buffalo Creek Academy is one that I can recommend with complete confidence.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sabrina C. Perry'.

Sabrina C. Perry, Director
Upward Bound Program



Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffalo Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approach this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,



Bill Alexander

Manager Field Operations

American Heart Association



Northwestern Mutual

Paul J Athoe
Financial Representative



Thursday, February 14, 2019

Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffal Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approach this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,

A handwritten signature in black ink that reads "Paul Athoe".

Paul Athoe, Financial Representative

Northwestern Mutual



Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffalo Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approve this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,

A handwritten signature in blue ink that reads 'Michelle Jones'. The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Michelle Jones

Project Director

University at Buffalo

Liberty Partnerships Program

Liberty Partnerships Program
Office of University Preparatory Programs



www.buffalo.edu



Allpro Parking, LLC


www.allproparking.com


February 18, 2019

SUNY Charter Schools Institute
 41 State Street
 Albany, NY

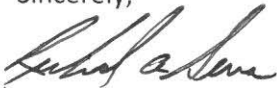
Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I pen this letter of support for Buffalo Creek Academy Charter School. When I was approached by a business associate that met with the Founding Team and shared their vision, I also wished to share my support. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving, but is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming and many people are starting the work force without a high school diploma.

I am pleased to see that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am in support of the establishment of this proposed school that is poised to open in 2020. The eastside of Buffalo is in urgent need for such a school and the community needs to see that this happens. We employ many inner city residents and want their families and community to have a fair and equal opportunity for education, jobs, and careers.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approach this school and change the lives of many children here in Buffalo, the city of good neighbors.

Sincerely,



Richard A. Serra
 President and Chief Executive Officer

Allpro Parking, LLC

Figure 04e-10

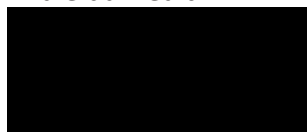
Dear SUNY Charter Schools Institute,

This letter confirms that I support the establishment/founding of Buffalo Creek Academy for the eastside community of Buffalo. I am familiar with the school's unique approach to education which includes a focus on care and civic engagement. As an Alum of the Massachusetts Institute of technology and someone dedicated to building classrooms in sub-Saharan Africa, I'm deeply impressed by the founding team and their efforts to canvass the community to seek their input, ensuring that the school will definitely meet the needs of the eastside community. I am also impressed by the great detail with which the proposed school leader has designed the academic and related programs featuring frequent assessment and a college-bound focus. We look forward to working with Buffalo Creek Academy as they work to provide the most honorable public service to children; and that is the providing of a game-changing education.

Sincerely,

tkornyoh

Theo Kornyoh
Chief Technology Officer
Kaleida Health





Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. It is apparent that the quality of education at schools currently on the Eastside of Buffalo is discouraging. Though the district has reported improvements, the results are indicative of the vast majority of students, attending schools on the Eastside that will graduate and move on to pursue post-secondary education.

Buffalo Creek Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in public education. I have reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background as an undergraduate and graduate professor has provided me a unique insight into education here in Buffalo. The greatest challenge I have observed is student's lack of preparation for academics at the college level, specifically in reading, writing and comprehension.

In addition, as an educator and working with underrepresented youth as the Executive Director of Buffalo-Area Engineering Awareness for Minorities, I see the many disparities in terms of lack of educational resources for our students. Many alternate programs such as BEAM and UB STEP are in existence to identify and fill the gaps for students and provide educational resources that is not offered in urban schools.

When I was informed of this proposed school back in 2018, I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the Eastside of Buffalo, and I could not be more proud than to place my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the Eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Tonya Myles-Day".

Tonya Myles-Day, LMSW
Professor, Social Work Department
SUNY, Buffalo State College



To Whom It May Concern:

I write you today to introduce myself. I am Andre Marlon Geddes, and I have been in education now for 15 years. I started out in a tradition Department of Education public school "PS 42" in the Bronx, transitioned into the charter world by joining "Success Academy" and now am currently at "Democracy Prep Charter School". I hold a bachelor's degree in Liberal Arts from The College of New Rochelle and a Master of Education in Teacher Education from Kaplan University.

During my time with SA, I have been a Principal, Assistant Principal, Dean of Students and teacher at multiple schools since 2009. I transitioned out of Success Academy as I wanted to take on new challenges hence me currently being the Principal of Harlem Prep middle School. I am also an adjunct professor for Touro college. Over the last 15 years my experiences have allowed me to learn a great deal about education and meet many a great people. One of these people being Dr. Christopher Ralph Manning.

I had the honor of meeting Dr. Manning as he joined my current school "Harlem Prep Middle School" while completing his residency with "Building Excellent Schools". During my first interactions with Dr. Manning it was apparent to me that he had a clear vision of what he wanted to accomplish and why it was so incredibly important. Dr. Manning stuck to the guidelines of his residency with the professionalism that it takes do the work that is needed to successfully build a phenomenal charter school. He came in with a thirst for continued knowledge that I have not seen equal to my own in quite some time.

During his stay at my school Chris and I had many a thought-provoking conversation. This is where Chris and I were able to discuss: Curriculum, School policy, building aesthetics, School leadership, family engagement, Student and staff joy etc. While working in education my thirst for knowledge is what keeps me pushing forward. Chris too has this thirst and with there being so much more to learn in the educational field, it is clear that this is what drives Chris and will Make "Buffalo Creek Academy" a school that will be a house of learning for any scholar to attend.

It is because I truly believe that Chris and his vision for "Buffalo Creek Academy" is to serve the youth of today's society on one of the highest levels that I wish to continue to professionally cooperate with his team. Here is another opportunity to give back, model for our scholars on another level and be warriors in the fight to obliterate the achievement gap. Being in this field for some time now and on many levels has allowed me to understand that mistakes will happen, but these mistakes will only make the bar for excellence continue to rise. I would love an opportunity to become a member of the advisory Council and if allowed to become a member, I will be a thought partner to help make sure "Buffalo Creek Academy" is a successful model of academics and culture.

Sincerely,

Andre M. Geddes



February 18, 2019

Dear SUNY Charter Schools Institute,

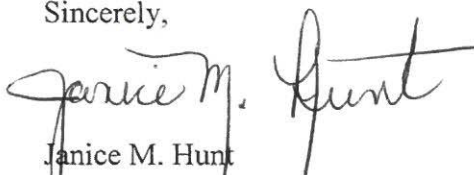
It is with great pride and excitement that I write this Letter of Support for the approval of Buffalo Creek Academy Charter School. As a Professor at a local college and eastside resident, I see first-hand the lack of preparation for college resulting in low performances for many students. Their focus is usually in sports with minimum attention to academics, or the other end of the spectrum is to just get a job and work. Many of our youth exhibit very limited aspirations for a brighter future which is disheartening.

With the resurgence and growth taking place within the city in certain areas, the families and students of the eastside need the same thing to happen. We deserve to have the same quality, equity, opportunity, and excellence as anyone else and I truly believe that is the aim of Buffalo Creek Academy Charter School. With their strategic plan and approach in Literacy, Mathematics, Civic Engagement and Computer Science, they will prepare students to graduate from college and to positively impact our community and that's great news!

Their motto "Sharpen the Mind, Carve the Path" along with their values of Leadership, Integrity, Focus, and Excellence "LIFE" is a good indicator of their direction and focus. It's time for a change!

Thank you for considering the charter application for Buffalo Creek Academy Charter School. I am a staunch supporter for the fruition of this endeavor.

Sincerely,


Janice M. Hunt
Professor



"Faithfully Bringing Forth Justice"

(Isaiah 42:3)

February 19, 2019

Dear SUNY Charter Schools Institute,

It is with great pleasure and pride that I submit this letter of support for Buffalo Creek Academy Charter School. When I was approached by the Founding Team months ago with this vision, I was immediately impressed and intrigued. It is known throughout Buffalo that the schools on the eastside are struggling and are not contributing to the upward mobility of community families. The graduation rate is improving but it is still at a rate that allows for far too many young people to negotiate life without a college degree. The drop-out rates are alarming, many children are starting the work force without even a high school diploma.

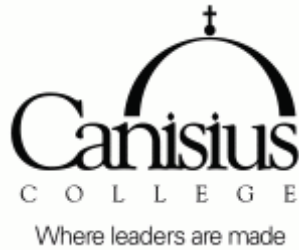
I am proud to say that Buffalo is rising, however, the shame is that not all people in Buffalo are enjoying the fruits of this "renaissance" of sorts. Much of this has to do with the economy on the eastside and the workforce is not benefitting from a school system that is still pulling itself out of a failing state. All children deserve a quality education and Buffalo Creek Academy aims to offer the children on the eastside just that. For this reason, I am wholeheartedly in support of the establishment of this proposed school that is poised to open in 2020. The eastside is in urgent need for such a school and I am willing to do what it takes in my capacity to help this to happen.

Thank you for considering the charter application for Buffalo Creek Academy. I strongly urge the State of New York to approve this school and change the lives of many children here in Buffalo, the city of good neighbors.

Blessings and peace,

A handwritten signature in blue ink, appearing to read "Whitney Walker", is written over a light blue circular stamp.

Whitney Walker
Executive Director, VOICE-Buffalo



**Canisius' Opportunity Programs for
Education**

Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. As a parent of three small children, a homeowner on the East side of Buffalo, and as an individual who came up through Buffalo's public school system, I am acutely aware of the importance of quality education, as well as the lack of superior schools in my community. Though the district has reported improvements, the results still fall very short of indicating that the vast majority of students who are attending school on the eastside will graduate and move on to pursue a college degree.

Buffalo Creek Academy's clear focus on rigorous academics, frequent assessment, and a structured environment are highly commendable and a much-needed change in public education. I've reviewed the school's design features and they represent a thoughtful and calculated approach to education that is truly student-centered. My background as a student affairs professional at Canisius College, with a special focus working with underrepresented students, many of whom come from this very community, has provided me a unique insight into education here in Buffalo.

When I was first told of this proposed school in late 2018, I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder in placing my support behind them.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for the sake of the families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,

Shana Richardson

Shana Richardson, M.A, M.S. expected May 2019
Academic Skills Coordinator, Arthur O. Eve Higher Education Opportunity Program, Canisius College
Adjunct Instructor, English Department, Canisius College

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

February 21, 2019

Executive Director
Katie Campos

Board of Directors

Chair
Alex Montante

Officers
Glenn Jackson, *Chair-Elect*
Jane Hettrick, *Vice Chair*
Leigh Hunt Farah, *Treasurer*
Anne Joyce, *Secretary*

Kathy Best
Lenora Foote
Colleen Heidinger
Mary Ruth Kapsiak
Rashied McDuffie
Gail Mitchell
Tanya Perrin-Staples
David Rust

Ex-Officio
Kwame Griffith

Joelle Formato, *Alumni Chair*
Jasmine Fluker, *Collective Chair*

Dear SUNY Charter Schools Institute,

I am writing this letter in strong support for Buffalo Creek Academy Charter School's charter application to New York State Board of Regents. There is an incredible need for high-quality schools for students who live on the East Side of Buffalo. While Buffalo Public Schools is making great progress, there is an urgent need for high quality option for students and their parents; our students deserve schools like Buffalo Creek Academy that prepare them to graduate from high school ready to go to college.

Buffalo Creek Academy's clear focus on rigorous academics, structured environment, and consistent progress check points will create a necessary and high-quality option for our students. I've reviewed the school's design features and they represent a thoughtful and intentional approach to education that is truly student-centered. My background in community organizing, education policy and managing an education non-profit has provided me proximity to issues of educational inequity in Buffalo, and enable me to form a strong opinion about what it will take to provide all of our students access to an excellent education.

When I was first told of Buffalo Creek Academy in September 2018, I listened deeply and then watched closely as the vision of the school emerged. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder than to place my support behind this committed group of community leaders.

Thank you for considering the proposal for Buffalo Creek Academy Charter School. I am very hopeful that this school does become a reality for families on the eastside of Buffalo and for the City of Buffalo as a whole.

Sincerely,



Katie Campos
Executive Director
Teach For America - Buffalo



February 21, 2019

To SUNY Charter Schools Institute:

I enthusiastically support the charter application for Buffalo Creek Academy Charter School and Lead Founder, Dr. Christopher Manning.

Chris is currently a Fellow with Building Excellent Schools, a highly selective, nationally recognized non-profit that trains high capacity leaders to design, found, lead, and sustain high-performing urban charter schools. I have had the opportunity to work closely with Chris through the Fellowship for the past seven months and have observed first-hand the many strengths he brings to this work. Chris is an ambitious leader who brings experience in teaching, as well as designing, founding and leading schools. Chris served as Founding Head of School for RISE Schools in Bangladesh where he was responsible for leading the organization from start-up through fully operational with over 300 students and 50 staff members. In his time as School Director at the Oxford International School in Kyrgyzstan, Chris led a population of over 500 students, as well as a Senior Leadership Team and over 70 staff members. Through his work internationally, Chris is uniquely positioned to create a culturally-sensitive school environment – one that engages the community and changes the lives of students in Buffalo.

Chris has brought together a diverse team that is committed to making Buffalo Creek Academy a reality for students and families in Schiller Park and they have designed the school with the needs of the community in mind.

It is a privilege to work closely with Chris and I have confidence that his leadership and the intentionally designed school model will ensure Buffalo Creek is a high-achieving school.

It is without reservation that I support Buffalo Creek Academy and Lead Founder, Dr. Christopher Manning.

A handwritten signature in blue ink, appearing to read "Erin Walsh-Hagan".

Erin Walsh-Hagan, Director, Leadership Development
Building Excellent Schools



R-04f – Evidence of Student Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

NOTE: if evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school the East Side of Buffalo
Jennifer Peeler	[REDACTED]	1	YES
Dehonda McCullough	[REDACTED]	1	YES
Charisse Thompson	[REDACTED]	1	✓
Gennie Powell	[REDACTED]	1	✓
Evonda Washington	[REDACTED]		



Circle One: Information Session/Tabling Event

Host (s): Frank E. Miller, author

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
<u>Jalishah M. Miller</u>	[REDACTED]	<u>1</u>	<u>yes</u>
<u>MAURICE W. MILLER</u>		<u>0</u>	<u>yes</u>
<u>MAURICE W. MILLER</u>		<u>0</u>	<u>yes</u>
<u>W. Miller</u>		<u>0</u>	<u>yes</u>
<u>Jarvis Gayle</u>		<u>0</u>	<u>yes</u>
<u>Candace Barnes</u>		<u>0</u>	<u>yes</u>
<u>Lebanon Spencer</u>		<u>0</u>	<u>yes</u>
<u>Amerika Hithukya</u>		<u>0</u>	<u>yes</u>
<u>Valerie Spayed</u>		<u>0</u>	<u>yes</u>
<u>Darius Spayed</u>		<u>0</u>	<u>yes</u>
<u>Saymon Spayed</u>		<u>1</u>	<u>yes</u>
<u>M. Miller</u>		<u>1</u>	<u>yes</u>
<u>Robert Polichette</u>		<u>0</u>	<u>yes</u>
<u>Maquana Steele</u>		<u>0</u>	<u>yes</u>
<u>Chris Barker</u>		<u>0</u>	<u>yes</u>
<u>Jonathan Carlson</u>		<u>0</u>	<u>yes</u>



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): _____

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Adrian Esten	[REDACTED]	1 3 rd	yes
Amira Fields		2	yes
Phylicia Adams		1	yes
Leona Suttle		1	yes
Donelli Cavato		1	yes
Nia Hollingsworth		1	yes
Monique Barnes		1	yes
Shelton Johnson		1	yes
Alexandria Johnson		1	yes
Quiana Ferguson		1	yes
Perry Boone	[REDACTED]	1	yes
Candace McFoy		1	yes
Donell Silvery		1	yes
Quis Mubton		1	yes
Nicole Braxton		1	yes
Shana Taylor		1	yes



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): Rice Shopper Tops Family Dollar ^{Market} 14212

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Joselyn Santiago		1	yes
Felix D. Jr		1	yes
Berice TARRANT		0	yes
Laura Smith		1	yes
Shelia Martin		1	yes
Carmelle Hill		1	yes
Sherrice Johnson		0	yes
Stamatis Papanicolaou		2	yes
Justine Wheeler		1	yes
Chinelle Wheeler		3	yes
SONYA LOURY		1	yes
Emen Trubendell		1	yes
Mary O'Brien		1	yes
Yelena Martins		0	yes
Dennis Brown		1	yes
Shavane Parker		1	yes



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): _____

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
SHANIAH PAIGE		1	yes
Shanita Medley		1	yes
Jerileen Beeton		1	yes
Shantell Meddwell		1	yes
Chandra Hill		1	yes
Chandra Thomas		2	yes
Leonard ADNC		0	yes
Merly Butler		3	yes
Mark Williams		1	yes
Mary Johnson		1	yes
Diamond Smith		1	yes
Shantelle King		1	yes
Jodie Gonzalez		1	yes
Joel Medley		1	yes
Nicole Green		2	yes



Circle One: Information Session/Tabling Event

Host (s): WILLIAM OLIVER

Organization:

Location: TULLY LINK/ VETERAN NETWORK

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
<u>Carly Buchanan</u>		<u>afhc</u>	<u>yes</u>
<u>Trisha Hill</u>		<u>0</u>	<u>yes</u>
<u>JIM SPUNAVE</u>		<u>0</u>	<u>yes</u>
<u>Anthony Kuhn</u>		<u>0</u>	<u>yes</u>
<u>Bill Marlowe</u>		<u>0</u>	<u>yes</u>
<u>REP MARCOU</u>		<u>0</u>	<u>yes</u>

Sharpen the Mind | Carve the Path

BLUE CARDINALS NETWORK
TERRENCE G.

F - BITES - BOBBY ANDERSON

NORTH LARD ~~QUAD~~ CORADO
PROJECT



Buffalo Creek Academy

Circle One: Information Session/Tabling Event

Host (s): Cedric Holloway

Organization: _____

Location: _____

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Larry J. Daniel	[REDACTED]	1	yes
AJSA Brown			yes
Jessie Cross		1	yes
Julie St. Rias		0	yes
Joshua Williams-Johnson		0	yes
Bertha Howell		0	yes
Nashawn Gurnier		0	yes
Mina Idol's		0	yes
Anthony W. Pence		x	yes
Mike Planet Walker		0	yes
Karl P. [unclear]		0	yes
Malen Price		0	yes
* Cynthia White		1	yes

Name	Email address/Phone Number	Number of children in 3 rd & 4 th grade	I support a high-quality school option on the East Side of Buffalo
Anders Simmen			Yes
Archibald Olsson			Yes
Amelia Hobbs Lee			Yes
Michelle Price Banks			Yes
Frank Williams III			Yes
Sarah Barnes			Yes
Malin Foster			Yes
Linda Jones			Yes
Adriana			Yes
RENATO SEPATTON			Yes
Debra Shroyer			Yes
Lapisha Gray			Yes
Natasha Roberts			Yes
Marie Berger			Yes
Leiya Sogut			Yes
Lisa Cunningham-Corleum			Yes
Jay Hawkins Sr.			Yes
Wendy Johnson			Yes
James H. Jr.			Yes
Sammy			Yes
Joe			Yes
Janice Day			Yes
Duane Brown			Yes
Yancy Carson			Yes
Dora White			Yes
Danella H. Thomas			Yes
Sean W. Ingle			Yes
Deatrice Hamilton			Yes

Completed

Completed



Host(s): Edna Hooley

Location:

Shannon Anthony



Host(s): Carolee Meppis

Organization: Metro DC

Location: Delaware Center for Community Center

Response 04f-12



Circle One: Information Session/Tabling Event

Organization: _____

[illegible]

R-05ac – Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and
- A statement regarding whether the school might seek to apply for a full-day universal pre-K program.

NOTE: Pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.

Buffalo Creek Academy Charter School ("Buffalo Creek Academy") proposes to open in August 2020 with 112 students, with two classes of 28 students in the fifth grade and two classes of 28 students in the sixth grade. Buffalo Creek will enroll 56 additional fifth graders in each subsequent year, maintaining a slow growth model until we reach a full grade 5-12 school in 2026-2027.

As a public school, we intend to backfill seats in all grades. During the initial charter term, and at maximum capacity, we will enroll 336 students in grades 5-10 and will apply for a second charter that will allow us to grow our full grade span through and including grade 12 with a total capacity will be 448 students. As a 5-12 school, we will not apply for a full-day universal pre-K program.

Buffalo Creek Academy will specifically serve the Schiller Park community within the City of Buffalo; we have identified students living in the zip codes of 14211, 14212, and 14215 as particularly without access to a seamless, high-quality college preparatory middle and high school and manifesting the academic need towards which our proposed school is designed. For more detail on our target community, student population and its subgroups, please see **Request 1**.

Our decision for starting at the fifth grade is rooted in the fact that current students moving from elementary school to the traditional middle school do not have the necessary literacy and math skills to do middle school work. As example, third grade scores indicate average literacy and mathematics proficiency rates of 23% and 21%, respectively; achievement in grades four and five show similarly low rates of proficiency.¹

As a non-traditional grade start, we also decided to provide a sixth grade entry point in year one, better ensuring our financial viability in year one as families are most typically looking for schools as their child(ren) transition(s) from traditional elementary to traditional middle school. We expect that as the school grows and our reputation is established within the community our ability to attract a robust interest in our fifth grade, non-traditional grade point start, will be in place.

Students currently in the third grade will be of age to enroll in the fifth grade in 2020; current academic challenges warrant an early start to middle school and will allow us to focus our fifth and sixth grades - our Lower Academy - to remediate academic challenges brought from the younger grades and instill the mindsets and habits needed for success in the middle and upper grades of 7-12. The seventh through ninth grades will compose our Middle Academy, and the tenth through twelfth grades will constitute our Upper Academy. We are informed by the leaders

¹ <https://data.nysed.gov/assessment38.php?subject=ELA&year=2018&instid=800000052968> and <https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2018&instid=800000052968>.

of high-achieving middle-high charter schools such as Brooke Charter Schools in Massachusetts, who indicate the need to keep ninth grade closer to the middle school model, based upon the developmental needs of students at that age. This will also allow us as a New York public charter school to have students complete all Regents exams by the conclusion of the Middle Academy, and focus squarely on the SAT, Advanced Placement opportunities, and full college readiness in the Upper Academy.

Lower, Middle, and Upper Academies²

Separate research studies “credit small schools with reducing the negative effects of poverty on student achievement, reducing student violence, increasing parent involvement, and making students feel accountable for their behavior and grades.”³ In response to such research, we have designed a school that will provide a small school experience across three distinct academies, with no one academy larger than 168 students, and each with targeted instructional, operational, and leadership teams, allowing close relationships across the school community and close relationships with our families as their students move across grades. We know that “[a]lthough a variety of factors affect student achievement, the greatest factor [in small schools] was the reduction of anonymity - going to a school where someone knows you and your name.”⁴

When families choose our school for the fifth grade, we will use the fifth and sixth grade years for rigorous preparation for the upper middle school and initial high school grades. The Middle Academy, grades seven through nine, will be a three-year program to prepare student for the rigorous, college-preparatory curriculum of the upper high school grades. Additionally, the structure and program developed for middle school students will recognize the need for peer interaction and stages of identity development experienced by students of their age.

There are currently no high-quality high school options for students living in Schiller Park; all of the charter schools end at the sixth or eighth grade, and there are three traditional public high school; the 2017 high school graduation rate in Buffalo was 62.7%.⁵ The high school level, or our Upper Academy of grades ten through twelve, will include a college counseling and placement program with staff and resources targeted for this element of our mission, and staff devoted to long-term tracking of our alumni beyond high school graduation. Both approaches are informed by the work of multiple successful charter schools and charter school networks, and most specifically informed by the organizational and staffing pattern of Democracy Prep Public Charter Schools founded in New York City.⁶

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);

² We are excited to work with the community to more symbolically and meaningfully name the three academies of the school, using terms that speak to the dreams and aspirations of our families. For now, we are using the more generic terms of Lower, Middle, and Upper as placeholders for each set of grades; with renaming of these based upon community input and impact, all set of designated grades (lower, middle, upper) will remain the same.

³ “Are Small Schools Better Schools?” *Education World*. 2000. https://www.educationworld.com/a_issues/issues108.shtml.

⁴ Ibid.

⁵ Channel 5 New Reporting on the 2017 graduate rate. <https://www.youtube.com/watch?v=oJ2FcSSQgl0>.

⁶ Lead Founder and proposed Executive Director Dr. Christopher Manning completed leadership residency with Democracy Prep Public Schools where he specifically studied the alumni tracking systems and the college preparatory programs of the school and its larger network.

- Describe any at-risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students;
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup;
- Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program (“CSP”) grant funding. CSP grant funding in New York is currently in transition. The New York State Education Department (“NYSED”) is expected to provide information about CSP grant changes in the future. See Appendix A and the Guidance Handbook for further information; and,
- Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why the targets are not being met, efforts made to meet the targets, and what new strategies will be employed to meet the targets.

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information refer to the Guidance Handbook.

Buffalo Creek Academy holds firm to our commitment of recruiting and educating a student population that is representative of the East Side Community and the larger Buffalo Public School District. Our Executive Director and Board of Trustees will ensure that we accomplish the SUNY Board of Trustees mandated enrollment targets for numbers of students in our population who are economically disadvantaged and receive free or reduced-price lunch, students with disabilities, and students who are English Language Learners (ELLs). **Figure 5.01** outlines how many students will be designated for each category within our inaugural class of 112 students in the academic year 2019-2020, and within our fifth year of 336 students in academic year 2024-2025. Through our monthly reporting requirements as management to our Governing Board and our oversight responsibilities as that Governing Board, we will communicate and oversee in all monthly reports the breakdown of our student demographics for student enrollment and retention, including all SUNY-required demographics. The Board will review our enrollment and recruitment policies and practices on an annual basis to ensure that we are meeting all goals and metrics.

Figure 5.01: Enrollment Targets for Year 1 and Year 5							
Academic Year	Total Enrollment	Economically Disadvantaged		English Language Learners		Students with Disabilities	
		Percentage	Count	Percentage	Count	Percentage	Count
2020-2021	112	83.7%	96	10.9%	13 ⁷	21.1%	24 ⁸
2024-2025	336	81.5%	276 ⁹	11.6%	39 ¹⁰	19.9%	67 ¹¹

As a part of our outreach strategy, our team has identified common areas and events where we will work to recruit students within Schiller Park and the surrounding zip-codes. We will use these engagement events to further develop our already well-established relationships with community members and community leaders. For evidence of our community engagement and support, please see **Request 4**. As a community deeply entrenched in church, we have built relationships with parishioners and leadership of multiple churches¹² and with multiple community organizations that provide programming for youth and families, and we will continue to network to open doors for our outreach. Our team has also maintained continuous communication with the

⁷ Rounded.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Many members of our Board are members of the churches located on the East Side; we have also visited many church to share information about our proposed school, to include one of the largest, Antioch Baptist Church, and we have spoken with the congregations of each church. We are grateful for a Letter of Support provided by the Pastor of Mount Olive Baptist Church; please see section **Request 4-e, Evidence of Support**.



local church organizations as the congregants and church leaders all live and work within the area from which we are proposing to recruit our students.

Our founding team member Cedric Holloway leads the Omega Mentoring, Inc. based out of the Johnnie B. Wiley Amateur Athletics Sports Pavilion (Cedric's late father's name-sake) where our Board member is the Executive Director. The Omega Mentoring program is a program that has offered mentoring services for youth living on the East Side for over two decades. Many alumni of this program are parents of students who will be eligible for enrollment in 2020. Furthermore, Founding Team Member Candace Moppins is the Executive Director of the Metro Community Development Corporation which is based out of the Delavan-Grider Community Center. The Delavan-Grider is the largest community center on the East Side of Buffalo. Here we have and will continue to hold information session and will hold recruiting events for targeted population.

Our strategy is informed by the best practices of the strongest charter schools both in New York State and around the United States, and further informed by the deep local intelligence and experience of our Founding Team. These strategies include a calculated approach where we work hard to build an application based that is upwards of 300% of our projected enrollment for Year 1, which is 112 students in the grades five (56) and six (56), and which includes a minimum of six touch points with each family between application submission and the first day of school to maximize the translation rate of applications to fully enrolled students. These efforts will be implemented to ensure that our enrollment status is "at capacity" during our first year of operations and onwards. As a part of the Buffalo Creek Academy enrollment and recruitment efforts, we will continue throughout the school's life-cycle with a continuous presence on social media and at community events offering families the opportunity to complete our Intent to Apply forms to ensure that we meet comparable goals and metrics in all years of operation. All materials will be provided in the home language of local families; we have used the International Institute for translation of documents during our current community engagement work, translating documents into Arabic, Bengali, Burmese, French, and Spanish, and will continue to do so going forward. Our proposed Executive Director brings a working knowledge of Bengali.

Building and Maintaining our Presence

We will leverage the connections we have already made in the community and will continue to establish new connections to establish our school physically and in the minds of community members. We have established close connections with the many community centers located on the East Side of Buffalo, to include the Delavan-Grider Community Center, Edward Saunders Community Center, and the Gateway-Longview's Family Resource Center.¹³

Our team has placed hundreds of flyers and newsletters within local grocery stores, beauty salons, corner stores, restaurants, cell-phone shops, dollar stores, and housing offices throughout the East Side, and have talked with hundreds of residents throughout that process as well as within a variety of other venues and events; please see section **Request 04d Evidence of Outreach** for details on the many establishments we have and will continue to visit and work with in the weeks and months ahead.

Maintaining our Presence at Community Events

We will ensure that we maintain a continuous presence at annual events that draw hundreds of families in attendance. Our founding team will continue to engage families at the Annual Martin

¹³ For all details on community outreach, please see Request 4.

Luther King Picnic and Parade, Juneteenth Parade and Celebration, Thanksgiving Turkey Drive, Christmas Food Drive, and Winter Clothing Drive; in the 2018-2019 winter cycle, the Buffalo Creek Academy has participated in all events on behalf of the proposed school and will participate in the Juneteenth events in the coming months. These events occur within the many community centers that we continue to frequent and well as in the Martin Luther King Memorial Park, a park that is the epi-center of community activity on the East Side during the Summer, Fall, and Spring.

Direct and Electronic Outreach Activities

Our Founding Team and the school staff as hired will continue to reach out to families directly using our social media platforms and various forms of outreach material to include;

- Social Media: LinkedIn, Facebook, Twitter, and Instagram
- School Website
- School Newsletter in print and electronically to our mailing list
- Information tables at frequented business establishments
- Canvassing the neighborhoods and housing offices where potential families frequent

c. Student Enrollment Table

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

Figure 5.02: Charter Enrollment by Grade							
GRADES	LEVEL	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	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	

Once Buffalo Creek Academy reaches the point of reauthorization, our school will expand to full grade span, up through and including the twelfth grade to fulfill our mission and vision for the families of Schiller Park and surrounding area. **Figure 5.03** depicts our projected enrollment once there are students enrolled in all grades five through twelve.

Figure 5.03: School Enrollment Projection at Full Growth without Attrition

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
5 th	56	56	56	56	56	56	56
6 th	56	56	56	56	56	56	56
Lower School Total	112	112	112	112	112	112	112
7 th		56	56	56	56	56	56
8 th			56	56	56	56	56
9 th				56	56	56	56
Middle School Total		56	112	168	168	168	168
10 th					56	56	56
11 th						56	56
12 th							56



Buffalo Creek Academy

High School Total					56	112	168
Whole School Total	112	168	224	280	336	392	448

R-05d – Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: www.newyorkcharters.org/applications-admissions-materials/.

Buffalo Creek Academy Charter School (“Buffalo Creek Academy”) shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school.

Our school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school.

This admissions policy was influenced by Valence College Preparatory Charter School and Persistence Preparatory Charter School; both schools have been authorized by the SUNY Charter Schools Institute.

Buffalo Creek Academy will be an open enrollment charter school and welcomes all students who come through our doors.¹ If we receive a greater number of applications than seats available, we will administer a random/blind public lottery; in our inaugural year of 2020-2021, there will 112 available seats available for our fifth and sixth grade classes (56 per grade); in all future years there will be 56 available seats for grade five and additional seats in grades six through eight as may become available. We will conduct separate lotteries for each grade level into which we enroll, ensuring families have either an assigned seat or an ordered wait list designation.

Eligibility and Lottery

Buffalo Creek Academy does not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, national origin, disability, genetic information, religion, sexual orientation, gender identify, socioeconomic status, parent's or guardian's marital status, political affiliation, or any other protected status.

A student will be eligible to apply to Buffalo Creek Academy for the fifth grade if s/he is set to finish the fourth grade in the spring of 2020, and sixth grade if s/he is set to finish the fifth grade in the spring of 2020. Each applicant must be a resident of New York State by the application deadline.² For our first class in 2020, all students who have submitted a complete application by April 1, 2020, will be eligible for the public lottery.

¹ Practices are in compliance with the policies laid out in this document and mandated by New York Education Law § 2854(2)..

² Two forms of proof of residency will be required for all students, with the exception of homeless students. If an applicant seeks to apply for preferential status based on residency, they must provide proof prior to the application deadline. Residency will be documented for all students during the registration process after the lottery. Acceptable forms of proof of residency include an original signed lease, deed, or mortgage agreement, utility bill, paystub or other proof of payroll including mailing address, official documentation with a name and mailing address, or credit card statement.

The lottery will be held in a public space, no more than ten (10) business days after the application deadline of April 1; we will post public notice of the lottery date, time, and location on our school's website and through media platforms.

If by April of 2020 it is determined that our facility would not be able to provide the sufficient space required for such an event, we will use the Delavan Grider Community Center, located in the school's proposed community and providing full accessibility to the public; if unavailable, we will use another public venue that provides full accessibility to the public.

An impartial person, who is not a board member, employee of the school, or parent or family member of a current student or applicant, will conduct the randomized lottery. To administer the lottery, Buffalo Creek Academy will use a random number generator to assign random numbers to all applicants. The lottery will be attended by a third-party auditor to ensure that the process is conducted transparently and in accordance with the policies laid out in this document and as mandated by New York Education Law § 2854(2). Attendance on the day of the lottery by families/students is not mandatory nor required to earn a seat at Buffalo Creek Academy. We will draw all names until every applicant has either a seat or an ordered number on the wait list.

Families will be notified of their seat or waitlist number via U.S. mail within one week of holding the lottery and will have one week from the post-marked mailing to accept their seat.

Buffalo Collegiate Academy will document all steps of our lottery process and make them available to SUNY Charter Schools Institute or NYSED upon request.

Priority Enrollment

Preferential treatment will be awarded to students residing in the City of Buffalo.

Buffalo Creek Academy will track two applicant groups - those who are City of Buffalo residents and those who live outside of the City of Buffalo. In the case that we receive more applications than we have seats, we will first hold a random public lottery for students who reside within the City of Buffalo, placing all students and generating a waitlist as required.

Once we have concluded the public lottery for City of Buffalo residents, we will commence a second random public lottery for all remaining applicants. Remaining applicants will either continue the waitlist or in the case where there is no waitlist generated by demand within the City of Buffalo, the applicants from outside of the district will establish the waitlist for our school. In the case that we receive less applications from City of Buffalo than there are available seats, students from the City of Buffalo will receive automatic enrollment; we will then hold a separate lottery for all remaining applicants who are residing outside of our proposed school community.

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

Siblings of Students Currently Enrolled

Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program. This is defined as guardian(s) who have custody of children at least 50% of the time and includes half-siblings, step-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary



Buffalo Creek Academy

dependents. If a child is drawn for an enrollment seat at Buffalo Creek Academy, siblings will be automatically granted enrollment if there is space available in their grade-level. Siblings of students currently enrolled will receive an exemption from future lotteries and will be automatically granted a seat at their grade level if available.

Children of Founders

Children of the founding school leaders and founding Board members will not participate in the lottery. These are individuals listed on the charter application submitted to the State University of New York Charter Schools Institute on February 24, 2019.

Children of School Employees

Children of school employees will be exempt from the lottery provided that the parent employed at Buffalo Creek Academy has full or joint custody of the child. Employees include anyone who works at least half-time for Buffalo Creek Academy, who started work on or before the first day of school of the year in which they are submitting their application, and includes all staff members, including teachers, administrators, custodial staff, office staff, classroom assistants, etc.

R-06af – Curriculum and Instructional Design

a. Curriculum Selection and Processes

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

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

Curricular Program and Instructional Techniques

The mission of Buffalo Creek Academy Charter School ("Buffalo Creek Academy") is to prepare fifth through twelfth grade students to graduate from college and positively impact our community. We will do this through rigorous academics and a highly-structured environment.

The instructional design and curriculum planning will be accomplished by the Executive Director and the Curriculum Coordinator in the planning year who will use the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) to adopt, refine, and design as needed all of the assessment tools and curricular materials.¹ We will draw significant materials for our curricular program from the publicly available materials of Success Academies as well as in our partnership with leadership within Democracy Prep Public Schools; the Executive Director and Curriculum Coordinator will have the direct and specific support of Democracy Prep Harlem Middle School Principal and former Success Academy Principal Andre Geddes as curriculum consultant and trainer during the planning year. Mr. Geddes brings his 10-year experience with Success Academies and his current vantage point as principal in Democracy Prep Public Schools. As a BES Fellow, our Lead Founder has experience as leader-in-residence at Democracy Prep Harlem Prep Middle School, working closely with Mr. Geddes in the winter of 2019. For Letter of Support from Mr. Geddes, please see **Request 4**.

With a prioritized focus on the development of powerful literacy skills for all students, our curricular program will be further informed by approaches outlined in Lemov's *Reading Reconsidered*², instructional and professional development techniques detailed in Bambrick-Santoyo's *Get Better Faster*³, and instructional taxonomies provided within Lemov's *Teach Like a Champion 2.0*.⁴

At Buffalo Creek Academy, we will incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars.⁵ The scope and sequences for every

¹ We will be adopting curriculum from several sources, outlined throughout this response, and will be refining these sources based upon any internal needs, and supplementing per any unique offerings or requirements of our school. For details, please see various components of this response accordingly.

² Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016.

³ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.

⁵ Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: Text Exemplars
http://www.corestandards.org/assets/Appendix_B.pdf.



content area will be developed by the Curriculum Coordinator during the planning year and revised by Grade Level Leaders under the Curriculum Coordinator every year thereafter.⁶

Buffalo Creek Academy curriculum approach is directly informed by our mission to provide a rigorous and structured college preparatory education to all students, regardless of race, gender, home language, religion, or socioeconomic status. We have chosen Success Academy's curriculum as the basis for our English Language Arts, Mathematics, and Science curriculum as they adhere to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and align to our elements of school design and rigorous college preparatory mission. We have selected Democracy Prep Public School's social studies program as it adheres to NY Social Studies Learning Standards (2014) and aligns to our elements of school design and focus on building community engagement and a global perspective.

The curricular program will align with all aspects of our vision and key design elements.

Rigorous academics prepare students to excel in and graduate from college.

New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. Success Academy's reading program focuses on the development of learners' skills in a way that also impassions students towards reading.⁷ Success Academy's math program is designed and constructed to ensure that students are equipped with the conceptual understanding required to grasp the "why" behind mathematics.⁸

Frequent assessments and a focus on results allow students to excel.

With a firm belief that rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment, our curriculum approach will keep a focus on constant academic growth and achievement and will be fully aligned with a frequent assessment cycle that aligns directly to the standards being taught within our scope and sequence in all courses.⁹

Structure and safety within a values-driven, caring community promote academic growth.

Our curriculum will feature an Advisory scope and sequence in all grades that builds in students our **LIFE Values** of Leadership, Integrity, Focus, and Excellence. Rather than an informal setting too often seen in under-developed advisory programs, our advisory will be values-based and highly structured, as we believe that structure is the foundation of joy and creativity, that predictability and clarity create a sense of personal safety and communal well-being, and that an **Ethos of Care** allows joy of community and creativity of learning to thrive. Our scope and

⁶ We will be further supported by our BES Coach Paul Adler in our planning year and minimally first two years of school operation. Mr. Adler began his teaching career as a middle school math teacher and served as the Founding Principal of Achievement First Brooklyn High School, overseeing the school's academic program and student success.

⁷ Success Academy Approach: <https://www.successacademies.org/our-approach-elementary-school/>.

⁸ Ibid.

⁹ All high-achieving schools use a constant, strategic, and sequential cycle of aligning assessments to year-end goals and student growth; Lead Founder and proposed Executive Director Dr. Christopher Manning has studied this approach at multiple schools in New York State and across the country. In Dr. Manning's work internationally, he led schools with assessment cycles aligned to Cambridge Assessments International, and while the standards are not identical to those in the U.S., that work shares common principles of effective practice that are readily transferable to the proposed work in Buffalo.



sequence will provide a common language of **Care**, critical for the success of our target community. Examples of this language, tied to our values, will be taught and used schoolwide, and will include such phrases as: **I care** how you influence your classmates, so I need you to show your **Leadership**. **I care** about your character so I need you to act with **Integrity**. **I care** about your education therefore I need you to **Focus**. **We care** about our community, so we are engaged and always working towards **Excellence**.

Community engagement and a global perspective allow students to make positive impact.

Our social studies curriculum will feature community-focused activities and multi-cultural global studies to ensure that all of our students develop positive self- and other-awareness and the ability to make a positive impact on our community. Based on Democracy Prep Public School's Civic Education program, Buffalo Creek Academy's One Community Program will feature a course in civic education in all grades 5-12. With Cambridge curriculum used by over 300 schools in and across the United States¹⁰, our Social Studies curriculum will also feature a series of grade-appropriate global perspectives courses based on Cambridge Assessment International Examination's Global Perspectives syllabi. Lead Founder and proposed Executive Director Dr. Christopher Manning has taught the global perspectives courses at the secondary level and was a part of the pilot program in 2015 when Cambridge initially built out the Global Perspectives program for the primary (elementary) level. Having led three Cambridge Schools in Bangladesh (2) and Kyrgyzstan (1), Dr. Manning is equipped with the skills, content, and experience required to adapt the global perspectives program around the needs of our school student population.

College Preparatory Course of Study

Our classes will have an average size of 28 students and our school will backfill enrollment in all grades. Our goal is for 80% of our students to enroll in at least one Advanced Placement course starting in grade ten. There are four core areas of content on which we focus our foundational curriculum design: English Language Arts ("ELA"), Mathematics, Science, and Social Studies. The core classes will be present throughout the entire Lower Academy (grades 5-6), Middle Academy (grades 7-9), and Upper Academy (grades 10-12) for all students. In addition to the core courses, Lower and Middle Academy students will take Computer Science once per week; Upper Academy students will have opportunity to take more extended study of Computer Science. Starting in grade nine students also will study a Foreign language.¹¹

In the last year of our Middle Academy (grade 9) and all grades of our Upper Academy (grades 10-12), we will offer a wide variety of elective courses to ensure that our students are prepared for the undergraduate degree program of their choice upon graduation. In the ninth and tenth grades, elective courses will be made available according to each student's academic performance. In ninth grade, students will only take a Foreign Language course in addition to Computer Science and their core courses. In tenth grade, students will have the chance to select multiple electives depending on their academic achievement.

The Executive Director and Curriculum Coordinator will develop the scope and sequences for ELA, Math, Science, Social Studies, and Computer Science during the planning year based on Success Academy's and Democracy Prep's curriculum as stated above. The lesson plans for the

¹⁰ List of Cambridge Schools in the USA <https://www.cambridgeinternational.org/usa/find-a-school/>

¹¹ Final decision on which foreign language will be made one year prior to the roll-out of our ninth grade, which will be in the summer of 2023; as Buffalo has become an increasingly diverse city with an influx of refugees and immigrant communities from such regions and nations as Bangladesh, Somalia, and Eritrea, our final decision on language choice will take into account the communities we are serving, our college preparatory mission, and our ability to staff our instructional team accordingly.

first eight weeks (typically the first two units) of instruction will be provided to the teachers to ensure that they become familiar with the Buffalo Creek approach towards lesson planning. 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.¹² For example, during an ELA class, a teacher might be guiding students as they analyze Maya Angelou's *I Know Why A Caged Bird Sings* and all notes to be made on the overhead projector, dot cam, or smart board will have been predetermined prior to the classroom lesson's execution and the teacher will provided guiding notes according to a marked/annotated lesson plan. Within this scenario, as the teacher would make annotations, the students would then be able to engage deliberately according to those details. The teacher would help students understand what "context" means by making statements without providing direct answers, but instead highlighting the confusion and guiding students to make the context clear through attention to pertinent textual details.

After the first eight weeks (typically the first two units of study), teachers will develop their unit plans, lesson plans, and mastery quizzes based on the scope and sequences provided to them and under the guidance of the Executive Director and Curriculum Coordinator. Once the Academy Principal is brought on for those grades, the Principal will take on that role otherwise led by the Executive Director.¹³ The Executive Director, and then Principal(s) as hired, will appoint Grade Level Leaders to oversee teachers during scope and sequence development. There will be continuous monitoring of pacing according to the scope and sequences and a monthly review of adjustment to student performance data.

Throughout the academic year to keep all students, families, and teachers abreast of the academic performance of our students, we will conduct internal teacher-developed unit assessments which will be aligned to each interim assessment. These interim assessments will be essential to our ability to conduct error analysis, identify and remediate gaps, and forecast State-level assessment performance results.

Figure 6.01: Curriculum Development Resources ¹⁴	
Subject Area	External Resources and Materials
English Language Arts	Success Academy Curriculum
Mathematics	Success Academy Curriculum
Science	Success Academy Curriculum
Social Studies and Civic Engagement	Success Academy Social Studies Curriculum & Democracy Prep Civic Engagement Program
Computer Science	Success Academy Curriculum

¹² Lead Founder and proposed Executive Director Dr. Christopher Manning studied teacher lesson plan annotations at Roxbury Prep Academy in New York City as a part of the BES Fellowship and has used such study to inform this element of our approach to curricular and more specifically lesson planning development.

¹³ For staffing plan, please see responses to Request 9 and Request 12.

¹⁴ Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass. 2010.

English Language Arts

Lower and Middle Academy students in grades five through six and seven through nine, respectively, will have 175 minutes of literacy instruction each day, 125 of which will come from ELA and the other 50 will come from text-based social studies. These minutes will be carefully planned and will include at a minimum: 50 minutes of reading, 50 minutes of writing, 50 minutes of literacy-based, text-driven social studies, and 25 minutes of guided reading. As a part of our extended day schedule, students who require additional support in the area of literacy development will receive individualized tutoring in areas of phonics¹⁵ and fluency in order for all students to read and comprehend complex, grade-level literary and informational texts independently and proficiently. For this reason, our tutoring will concentrate on the components of phonics, fluency, text-based analysis, and reading comprehension using complex non-fiction literature, and supplementary material¹⁶. Tutoring will occur for one full hour at the end of four school days each week, just before school dismissal. For information on the daily schedule, please refer to **R-07ac Calendars and Schedules**.

The approach of our English Language Arts program is strategically sequenced across our Lower (5-6 grades), Middle (7-9 grades), and Upper (10-12 grades) Academies. Students in our Lower Academy will develop the necessary skills to read at or above their grade level within the shortest time-frame possible. In year one, students will arrive to our school in grade five and six, and in future years the majority will arrive in grade five; we anticipate that a significant portion of the student population will be either native speakers of English who read below grade level or English Language Learners¹⁷ (“ELLs”). On average, based on local and current metrics from NY State Assessments, 23% of students in Buffalo are proficient in ELA¹⁸ and 4% of students are English Language Learners. Our approach to ELA will consist of daily read-alouds, comprehensive, text-based and text-rich discussions, and written summary of text. Students will practice supporting their observations and analysis through the use of in-text citations during discussion and in all writing under the teacher’s guidance and supervision, and then conduct their own analysis using citations as a part of individual, independent work. During discussions, student will be asked to provide textual evidence for their responses and counter quotes for their disagreements and differentiate between the quality and suitability of various pieces of evidence to best substantiate claims. The utilization of instructional scaffolding will be critical for those reading below grade level and our ELL students. Teachers will require students to identify character traits and use descriptive language to describe characters as they are portrayed in the text. Students will write their essays with all elements: hook, thesis statement, paragraphs including claim, evidence, explanation, evidence, explanation, and concluding statements. These elements will be found on essay writing checklists provided to all students for independent self-direction and monitoring of all elements.¹⁹ Students will be expected to write each element and color coordinate to differentiate the elements. Students will consistently annotate text within an active and structured reading approach. Students will answer standards-aligned questions based on the text and use the new knowledge to prepare thoughtful essay responses. Staff will use all classroom space to further student learning. Teachers will circulate the class continuously as students are competing individual work. Students with IEPs will be provided instruction in accordance with their plan.

¹⁵ For remedial phonics instruction, we will likely use such curriculum as Wilson or another Orton-Gillingham-based program.

¹⁶ 5RF3. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

¹⁷ NYSED Student Performance Data

<https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2018&instid=800000052968>

¹⁸ Ibid

¹⁹ Lead Founder, Christopher Manning, studied Emblaze Academy as a part of the BES Fellowship. During the school study, Dr. Manning attended ELA lessons and took photographic evidence of the content checklist and observed the lesson during it usage noting teacher and student action, as well as how the checklist guided student thought and actions during essay composition.

In the Upper Academy (grades 10-12), our reading instruction will hold true to our mission of academic rigor and will feature a comprehensive variety of non-fiction texts written for multiple audiences and from various author perspectives. Upper Academy students will be provided with reading instruction consisting of wide-ranging genres of literature and pieces based in multiple historical contexts and global settings. Upper Academy students will be challenged with reading assignments that will require them to analyze texts and paired selections of texts from a personal, regional, national, and global perspective, all while identifying opinions, facts, value statements, and judgements made by various authors.

A common thread of writing instruction will extend across the entire spectrum from fifth grade to twelfth grade and will be considered the **writing basics**, that is, the first and second halves of the Buffalo Creek writing process. The first half of the process involves conventions, spelling, and grammar. The second half is intense proofreading, precise editing, and polished rewriting.

In the Lower Academy there will be an increased focus on the **listening and speaking** element of literacy. We believe that language modeling is very important for a student's literacy development. It is not only ELL student who have disparities in listening to and speaking Standard English. At Buffalo Creek, we believe that all of our students will need to learn to speak as well as write. Developing a student's spoken vocabulary requires that they are offered the opportunity to practice using the words on a continuous basis. In the Middle Academy (grades 7-9) there will be an increased focus on **complex composition**. Students in the sixth grade will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, as well as: introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.²⁰ Students in grades 7 and 8 will introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, demonstrating an understanding of the topic or text.²¹

From day one we will work to build our students literacy skills as they learn about the world around them²² and engage in analysis of speeches, poetry, autobiographical nonfiction, drama, and fiction.²³ Upper Academy students in grade 10 -12 will hone their writing skills in alignment with the Next Generation English Language Arts and Mathematics (2017). As part of their 12th grade senior requirements, students will compose a senior thesis that will prepare them for the essay composition that will be expected of them during their undergraduate studies. As outlined in **Figure 6.02**, in grades 5-8, English Language I will be a literature course and English Language II will be a composition course; in grades 9-12, the courses will be based on the subjects (American Literature, World Literature, AP English, etc.).

²⁰New York State Next Generation English Language Arts Learning Standards.
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-english-language-arts-standards.pdf>.

²¹ Ibid.

²² <https://www.engageny.org/resource/grade-5-ela-curriculum-map>.

²³ <http://mc-14193-39844713.us-east-1.elb.amazonaws.com/resource/grade-12-ela-curriculum-map>.

Figure 6.02: Reading and Writing Sequence

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts I	English Language Arts I	English Language Arts I	English Language Arts I	American Literature	World Literature	AP English	AP English
English Language Arts II	English Language Arts II	English Language Arts II	English Language Arts II			English 11	English 12

Mathematics

Buffalo Creek Academy's approach to mathematics will be informed by the New York Next Generation Mathematics Learning Standards (2017). Students studying in grade 5-8 will have double periods of math; these grade spans are present in the Lower and Middle Academies of Buffalo Creek Academy. The two initial grades of the Middle Academy will be based on a continual advance from grade five to maintain adherence to the 5th-8th grade program.

Math at Buffalo Creek Academy will focus on mathematic procedures and mathematic application with the following areas of concentration:

- **Procedures:** Focused on the mathematical process and fluency, designed to ensure students receive instruction aligned with the grade-level standards found within the New York Next Generation Mathematics Learning Standards (2017)
- **Application:** Focused on problem solving, designed to allow students to apply the knowledge and conceptual understanding of the New York Next Generation Mathematics Learning Standards (2017)

Students will analyze problems and persist in solving them while using abstract and quantitative reasoning. Teachers will require students to build practical arguments and apply critical analysis of one another's' reasoning. Students will show proficiency by applying their mathematical knowledge to solve every day problems found in life using the appropriate mathematical tools, such as ruler, calculator, protractor, software, and spreadsheets. Proficiency will also be shown through precise mathematical communication by specifying the meaning of mathematical symbols and units of measure. Teachers will provide students with a variety of tasks that range from discerning patterns and structures to identifying the regularity of repeated reasoning. Students will be pushed to evaluate the practicality of intermediate results throughout the problem-solving process.²⁴ Based upon academic growth, students will begin to differentiate in their math course sequence in grade 7, with all students completing a college preparatory course of math study that prepares them for the requirements of state assessments, the SAT, and AP opportunities as appropriate. As stated, our goal is that 80% or more of students are enrolled in one or more AP courses and earn college credit prior to high school graduation.

²⁴ Based on the 8 NY Standard for Mathematical Practice found within the New York State Next Generation Mathematical Learning Standards (2017).

Figure 6.03: Mathematics Sequence

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math I and Math II ²⁵	Math I and Math II	Math I/II or Pre- Algebra	Math I/II or Algebra I	Algebra I	Geometry I	Pre-Calculus	AP Calculus
				Geometry	Algebra II or Trigonometry	Algebra II or Pre-Calculus ²⁶	Advanced Statistics or Discrete Mathematics

Social Studies

At Buffalo Creek Academy, we believe that social studies content and instruction is complimentary to the literacy instruction and as such we focus on skill-development in the areas of comprehension, inference, and text analysis. Our approach towards social studies will be based on the Democracy Prep's course titled Global Literacy ("GL"). This GL course will combine study of history and civic challenges of the past into the present. Buffalo Creek Academy students will participate in written and oral arguments to develop their ability to communication as well as the literacy skills required for college success.²⁷

Buffalo Creek Academy students must successfully pass the US History and Government Regents exam, and the Global History and Geography Regents exam in Grade 12. These senior level exams will require that our students showcase an advanced level of knowledge application as well as comprehension skills. Our courses of study in the social studies area are designed to ensure that our students are developed to compose analysis reports that synthesizes various information sources when responding to Document Base Questions ("DBQs"). Furthermore, during high school course, our students will learn to master non-fiction texts in various series organized in a way that will require increased literacy skills as they progress.

Figure 6.04: Social Studies Sequence²⁸

Grade	Content Focus Area
Grade 5	The Western Hemisphere
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	History of the United States and New York – II
Grade 9	Global History and Geography – I
Grade 10	Global History and Geography – II
Grade 11	United States History and Government

²⁵ Math I is Procedures; Math II is Application for this and all other references within this figure.

²⁶ Based on NY Plus (+) Standards (2017). <http://www.nysed.gov/common/nysed/files/math-revised-2017-standards-plus.pdf>.

²⁷ Democracy Prep Global Citizen Program <http://democracyprep.org/global-citizens/>.

²⁸ Our social studies sequence is based on the New York Social Studies framework.

Grade 12	Participation in Government Economics, the Enterprise System, and Finance

Science

At Buffalo Creek, our approach to science will be aligned to New York Next Generation Science Standards.²⁹ As such, the foundation of science program will focus on the central purpose of scientific inquiry and developing natural phenomena as a continuing and creative process³⁰. Students in the Lower Academy (5-6) will learn and apply scientific concepts, theories, principles as they pertain to the living environment and physical setting.³¹ Our approach will acknowledge the interconnectedness of the content and skills required for mathematical problem solving and that of scientific application. The academic rigor of the science curriculum in the Lower and Middle Academies will be designed to ensure that by eighth grade, students will be prepared to take high school level science in the ninth grade. Our high school science program will ensure that all students can gather and process information, generate and analyze ideas, identify common themes, realize ideas and present results.

Figure 6.05 Science Sequence							
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
5th Grade Science	Integrated Science I	Integrated Science II	Integrated Science III	Regents Living Environment	Regents Earth Science	Regents Chemistry	Regents Physics
				Regents Earth Science	Regents Chemistry	Regents Physics or AP Physics	AP Biology or AP Chemistry

Information Computer Technology (ICT)

During our Information Computer Technology Courses ("ICT"), students will learn how to use computer for academic purposes. We are aware of the increase reliance on technology in the undergraduate and graduate environment in many present-day university programs. We also understand that this reliance impacts what students need to know upon their arrival to college. That said, we have decided to adapt the Cambridge Assessment International Examination³² ("Cambridge")'s ICT course model³³ for our students. This model is used across the nation (there are over 300 Cambridge schools in the USA) and around the world. The program will be provided from grade 5 to grade 12. The program will be administered for the Lower, Middle, and Upper Academies according to the threshold descriptors provided by Cambridge. The scope and sequences and assessment planning will all be aligned to the Cambridge amplifications of

²⁹ "Next Generation Science Standards." Next Generation Science Standards, 11 Oct. 2017, www.nextgenscience.org/.

³⁰ Ibid.

³¹ Ibid.

³² Lead Founder and proposed Executive Director Dr. Christopher Manning has led three Cambridge Schools. He has administered the ICT course for K-12 grade students and has witnessed the benefits of using such a program that links all grades and transfers across multiple subjects.

³³ Cambridge ICT Starters Syllabus for 2018. <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>.

assessment criteria found within the syllabus³⁴. This series of courses will be administered according to the Cambridge ICT Starters Administrative Guide³⁵.

Scope and Sequence Development

In the planning year, the scope and sequence for year one of operation will be developed by the Executive Director and Curriculum Coordinator and will be presented to teachers as a part of the Summer Session. For information regarding our Summer Session Professional Development, please refer to **R-09ad Instructional Leadership**. In all future years, and under the guidance and oversight of the academy-level Principals, scope and sequence development will be accomplished by the teachers each summer and approved by academy-level Principals before the start of the school year. The scope and sequence will be mapped backwards from year-end goals, aligned to all interim and unit assessments, and aligned to all Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014). In order to maintain rigorous instruction aligned to the scope and sequences, weekly teacher observations and ongoing data analysis will be aligned with the details of the scope and sequence, noting where student learning should be and thus where instruction should be focused. All scope and sequence documents will be reviewed annually for revision, overseen by the Executive Director until Academy Principals are in place, and as hired, overseen by the Principal, and led in all years by the Curriculum Coordinator with the support and inclusion of Grade Level Leaders.

b. Assessment System

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

- Describe each assessment's purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;
- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results: teachers; school leaders; the education corporation's board of trustees; students and parents; and,
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

Buffalo Creek Academy's rigorous and frequent assessments and robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant growth and achievement.

We believe that we must carry out frequent evaluation of our progress to determine the efficacy of the curricular, instructional, and cultural practices within our school. For our system to truly follow the continuous improvement model, frequent assessment must be seen as complimentary to our well-managed planning and execution.

We will ensure effective school operations by aligning our instructional practices, professional development program, and student academy performance results with the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies

³⁴ Ibid.

³⁵ <https://www.cambridgeinternational.org/Images/467451-cambridge-ict-starters-administrative-guide-2018.pdf>.

Learning Standards (2014). This alignment will ensure that said assessment results will inform families of student academic performance as well as contribute to daily, weekly, monthly, and quarterly data analysis to identify and remediate gaps. Instructional decisions will be based on achievement data and families will use this data to learn of gains and deficits of their students and will allow the Board of Trustees establish and track achievement priorities aligned to our accountability goals and metrics.

At Buffalo Creek Academy our success will be defined based on how we meet the standards set out by state-level assessments from which all of our internal exams will be based.

We will use strategic assessments to provide us information on a variety of essential components to ensure our students are growing at the proper pace to be competitive with other students pursuing selective four-year colleges. All the while, we will be cautious about the impact of over-testing our students. Therefore, we have carefully designed an assessment system that will provide a comprehensive picture of student achievement throughout a student's career, and most importantly inform the continuous development and refinement of all curricular choices, student supports, instructional approaches, and teacher development.

We will assess all newly enrolled students using the Scholastic Reading Inventory in order to capture students' literacy levels and thus allow us to be as responsive as possible to students' need from the start. All students will also be assessed using the Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") in Reading Comprehension and Mathematics, during the first week of school to establish a national benchmark against which we will measure student growth and programmatic impact at the midpoints and end-points of each academic year. As a key part of the transition out of Middle Academy (grades 7-9), students in the fall and spring of grade 10 will be required to complete the ACT Aspire³⁶ in order for students, teachers, and school leadership to evaluate and continuously improve our academic program.

All daily exit tickets, weekly mastery quizzes, frequent unit assessments, cyclical interim assessments, and comprehensive end-of-year exams will be designed internally to set a high bar for instructional rigor so that teachers are constantly driving towards ambitious end-of-year goals. Frequent assessments will be a part of a larger continuum to assess progress towards high student achievement goals. The continuum for student assessment will create a foundation that promotes intrinsic motivation for students and reinforces the efficacy and focus teachers need to have in relation to their instructional impact. The celebration and acknowledgment incorporated into the continuum will promote student mastery and student growth, and it will serve as a public incentive for students who have achieved to continue to do so, and an invitation to other students within our school community to monitor their behaviors that prevent achievement and adjust course. As these levers drive student ownership of their achievement, adults will be ensuring that they are constantly examining data and reflecting on their own practices so that they can make parallel changes to their own practices to model meta-cognition and reflection to students with aligned changes to their teaching.

At Buffalo Creek Academy, daily exit tickets, weekly mastery quizzes, and frequent unit assessments will be appropriately aligned to interim exams to scaffold and reinforce key skills. These results will be processed quickly through efficient testing systems (well-designed quizzes that expedite feedback, online testing tools, or computer programs that increase the efficiency of feedback and organization) so that students, teachers, and parents can make the information actionable in the days and weeks that immediately follow. This system will demonstrate the

³⁶ We will provide financial assistance to all families as needed; no student will be denied access to taking the ACT based on a family's finances.



importance of these feedback mechanisms as students will see that they are individuals with specific needs who have the supportive network of educators who will be responsive so that they do not fall further behind as the course drives towards its ambitious goals. The Board's Academic Achievement Committee, as well as the full Board, will be presented with monthly academic dashboards to ensure that governance is tracking the school's progress towards goals.

At Buffalo Creek Academy, we believe that it is imperative that families have frequent access to important information regarding their child's academic and behavioral progress. During Student and Family Orientation, families will be provided with a comprehensive picture of our approach to on-going communication, as well as what they can expect regarding our assessment cycle. They will learn when assessments are given, for what purposes, and how teachers will communicate progress. At the beginning of the year, advisors will share the results of the beginning of the year diagnostic assessments such as Scholastic Reading Inventory and MAP, as well as the supports that will be in place through Tier 1 instruction as well as tutoring and intervention. Our progress report meetings will allow for a more formal communication of student progress at the mid-point of each quarter.

Through our rigorous assessment system, examined and improved upon year to year based on outcomes, we will consistently refine our inputs to deliver excellent academic outcomes. That mantra will focus our locus of control by pushing ourselves to refine our curriculum, build our capacity for instructional execution, and develop our student and adult culture and supports as one constantly driving towards ambitious and explicit increases in student achievement.

Figure 6.06 Buffalo Creek Academy Assessments and Use				
Type	Description	Format	Frequency	Purpose
Exit Tickets	5-minute assessment based on lesson learning objective	Multiple Choice and Open-ended responses	Daily	Assess mastery of learning objective
Mastery Quizzes	15-minute assessment of learning objectives taught throughout week	Multiple Choice and Open-ended responses	Weekly	Assess recall and mastery of learning objectives covered throughout week
Unit Assessments	Assessment of all content covered within particular unit	Subject specific - multiple choice and open responses	Monthly (approximate)	Results used to measure mastery, identify skills gaps, adjust content delivery, inform instructional design, and use as key reference point for progress monitoring



Interim Assessments	Assessment internally developed and aligned to New York State exam; Assessment of entire quarter course at midpoint and end of quarter	Multiple choice and free response questions	Every 6 weeks	Interim assessment data used to predict performance on state exams, adjust curriculum and instruction
Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP")	Nationally-normed computer adaptive assessment administered at start, midpoint, and end of each year	Computer-based	Three times per year	Assesses reading, math, and language abilities and provides percentile rankings that approximates grade level; allows measurement of growth throughout year and from year to year; allows comparison to students across country and is predictive of performance on state assessment
End-of-Year Assessment	Final exam of course which covers all learning	Multiple choice and open response questions	Once per year	Assessment used to assess mastery and adjust curriculum
New York Regents Exam	Third-party/externally developed, state-level assessment	Multiple Choice	Once per year	Upon completion of certain number of Regent Exams student may earn a diploma
Scholastic Reading Inventory	Commercial computer-adaptive reading assessment	Computer-based	Once at enrollment	Upon enrollment to identify students' reading level
Upper Academy (Grade 9-12) only				
ACT Aspire 10th Grade	Used to measure student academic growth and compares growth to national peers	Multiple choice and open ended	Twice per year in grade 10	Used to measure growth of individual students, cohorts, and school



10 PSAT ³⁷ 11th Grade	Used as college-readiness benchmark mid-year and end of year	Multiple choice and open ended	Two times per year	Used to determine college readiness
SAT 12th Grade	Used as college-readiness benchmark, end of year	Multiple choice and open ended	Two times per year	Used as part of college admissions
Advanced Placement Exam	Externally developed assessment	Multiple choice and open ended	Once per year	Some colleges give credit for score of 3 or higher, with more competitive colleges giving credit for a 4 or 5.

All operational needs for collecting and presenting data to the instructional team and the larger staff will be managed by the Operations Manager; training and leading staff in the analysis of data will be led by the Executive Director and then Academy Principals as hired. The Operations Manager will also work with the Executive Director to populate the monthly academic dashboard for the Academic Achievement Committee and full Board for its review and analysis and will include within that dashboard the annual goals and metrics aligned to various assessments and a breakdown of achievement results by all subgroups of learners within our school community.

All families will be provided with an annual school calendar, that lists all major assessment windows and the type of assessment within each window; families will also receive monthly newsletters which also capture this information; our website and all social media of the school will also transmit current and ongoing calendar details regarding assessments.

All formal report cards, issued at the end of each marking quarter, will include all up-to-date assessment results and analysis of their results in relation to growth and absolute goals.

c. Instructional Methods

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

- The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;
- Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a); and,
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.

We believe that a rigorously designed curriculum must be paired with high-quality instruction and transformational teachers. Our mission is to ensure that all students are prepared to graduate from college, and to do this, we must ensure that all students receive a consistent, well-planned, and expertly executed lesson within each class, across the disciplines, and in all grades.

To achieve the ambitious goal of providing quality instruction in every classroom, our school will implement school-wide instructional practices and strategies based on the best practices of the highest performing urban charter schools across the nation, that share the same demographics

³⁷ Cost is covered by Buffalo Creek at \$16 per student registration fee.



as the community in Schiller Park, and we will build a professional development and teacher coaching cycle to build these skills within all teachers.³⁸

To maintain a structured environment in which we consistently uphold our **LIFE** values of Leadership, Integrity, Focus, and Excellence, it will be essential that students know what to do from the moment they cross our threshold into the school environment. This is especially important in the classroom as we believe that every moment of teaching and learning matters, and that even as a 5-12 school, we have limited time to remediate gaps and accelerate learning, thus putting every student firmly on the path to college.

We believe that positive narration is a critical method to use in order to reinforce positive learning behaviors, and in order to uphold our high academic standards, all students must follow the teachers' instructions 100% of the time.³⁹ This means that no students will be allowed to opt out of participating and that students will be asked to repeat an action or activity in order to showcase their ability to do it correctly. Teachers will use the cold call method to ensure that all students are attentive to each question asked, because they are always eligible to be called upon, and the expectation is that they will be always prepared to provide an answer.

Fidelity to our instructional model will be solidified through four weeks of professional development during each summer professional development (Summer Session). New teachers will complete the same professional development as a part of their onboarding experience. Teachers will also receive training on the intellectual preparation protocols required to provide quality instruction; please see **Figure 6.07** for details. All classes will be managed using the same instructional practices from the fifth grade to the ninth grade (Lower and Middle Academies). Starting in tenth grade (Upper Academy), high school students will be allowed more self-direction as a part of the learning model. This will be done to recognize the maturing learning needs of our students and to ensure a smooth transition to the college learning environment after high school. While not an instructional strategy within the classroom, intellectual preparation for teachers prior to entering the classroom will be key; please see more detail on this in our narrative details on professional development found in **R-09ad Instructional Leadership**.

Figure 6.07: Math Intellectual Preparation Protocol: Overview⁴⁰

Phase #	Description
<i>Phase 0 will begin with the coach and quickly become pre-work for the teacher</i>	
0 – Picking the Math	Define the purpose of the unit
	Name the focus for the lesson
	Select the problem
Phase #	Description
<i>Phases 1 and 2 should happen either in the meeting or as pre-work depending on the phase of facilitation/level of teacher proficiency.</i>	
1 – Depth & Proficiency in Content	Craft 2-3 possible solution pathways using multiple representations and strategies
	Final check for alignment and revise as needed
	Select solution pathway that best illustrates the focal math concepts; and, order alternate pathways to develop depth of understanding and connection making in order to make sense of the most efficient pathway

³⁸ As a part of the Building Excellent Schools Fellowship, Lead Founder and proposed Executive Director Dr. Christopher Manning studied over 40 high performing, urban, college preparatory charter schools across the United States and has used this study to inform our approach to instructional strategies shown to be effective with similar communities as those we will be serving in Buffalo.

³⁹ Based on best practices observed at Emblaze Academy Charter School in Bronx, NY.

⁴⁰ Based on the intellectual preparation protocols used within the Achievement First Charter School Network.

	Articulate the relationship between representations and strategies, and how they validate and/or shed light on the underlying focal math concepts
	Synthesize the key why, what and how points linking the focal math concepts to the representations and strategies, and the relationships between them
2 – Questioning and Misconceptions	Draft focal questions to bring out key points
	Identify misconceptions
	Revise focal questions to draw out and address misconceptions
3 – Practice	Practice delivery

The foundation on which our instructional methodologies rest is made up of the instructional taxonomies, grounded in the approaches and techniques outlined in *Teach Like a Champion 2.0*⁴¹, *Get Better Faster*⁴², and *Reading Reconsidered*.⁴³

Figure 6.08: Instructional Taxonomies	
Taxonomy	Description and Criteria for Success
What to Do	- Teachers provide specific, concrete, sequenced, and observable directions. - Teachers integrate non-verbal signals with directions.
Positive Narration	Teachers acknowledge at least two to three students meeting expectations within 30 seconds of giving clear directions.
Strong Voice	- Teachers square-up and stand still while speaking to signal importance. - Teachers give directions when students are silent. - Teachers address students with their voice in normal register. - Teachers do not engage with disruptive students. - Teachers do not talk over students not complying with instructions. - Teachers self-interrupt when necessary as a non-verbal signal to students. - Teachers use economy of language, w/fewest words needed to provide instructions. - Teacher speak quietly and slowly to gain control of class, exhibiting quiet power.
100%	- Teachers expect 100% student engagement. - Teachers scan room and wait until 100% of students are engaged with their learning task before moving on the next activity. - When consequences become necessary, teachers give consequences with emotions aside and quickly acknowledge when student has corrected themselves.
Cold Call	- As a routine, teachers call on students who do not have their hands up. - Teachers establish classroom cultures where all students continuously think of answers to all questions.
Precise Praise	Teachers give praise for student actions for behavioral and academic reasons.
No Opt Out	- Teachers do not accept “I don’t know” as response; teachers use other students to help struggling student. - Teachers will “close the loop” by circling back to a struggling student to ensure that

⁴¹ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.

⁴² Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴³ Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016.

	student has discovered and can articulate the correct answer.
Do It Again	- Teachers provide quick, on the spot feedback to improve student behavior or answer and then have student immediately repeat the action. - Teachers reinforce school and classroom culture of high expectation and consistency by requiring students to repeat routines and answers once they have perfected them.
The Care Factor	Teachers use the word care as an “anchor” word to be tied to various interactions with student whether behavioral or academic.

Consistent Whiteboard Configuration, Show Call, and Aggressive Monitoring

We believe that children find security and success in routine. At Buffalo Creek Academy, routine is established through our daily schedule and it is also maintained within the classroom and many other aspects of our use of physical space that inform our students’ learning within each day.

The whiteboard is a central tool used by teachers to provide samples of student work, introduce topics, provide visual indicators of behavior, and conduct the lesson. Our school will use a standard configuration for the whiteboard across classrooms within each Academy. No matter which classroom a student walks into, they will know where to find the information required for them to start learning in the shortest time possible. By removing any opportunity for confusion, we ensure that every possible minute in the instructional day is used for instructional purposes.

Rooted in our belief in frequent assessments and a focus on results will allow students to excel, aggressive monitoring of student work will be a key instructional practice at Buffalo Creek Academy. Aggressive monitoring is a process by which teachers examine students’ independent work, while students engage in the task, to determine whether students are on track to master the lesson objective.⁴⁴ Teachers circulate purposefully during independent practice, monitor the quality of student work and, with pen in hand, mark up student work giving them targeted feedback to address immediately. This process allows teachers to assess student work in the moment, address errors and misconceptions in real time, and select student work to “show call”⁴⁵.

At Buffalo Creek Academy, show calls will be used frequently to maximize rigor, create a culture of accountability, and normalized error. In a show call, a teacher will select a piece of written work identified through aggressive monitoring. This work will be selected to illustrate an effective strategy, highlight a misconception or common error, or spark a discussion around conflicting ideas or opinions across student work. The teacher then will present a student’s work via document camera and open up a discussion about process and ideas. Effective show calls result in broadening student thinking and understanding of key concepts.

Data Literacy

We believe that all teachers must be data literate. They must possess the skills required to interpret and use student performance data in order to plan, deliver, and adjust high-quality, data-informed instruction. We believe that data should inform instructional planning and the adjustment of said plans. Teachers will be trained on every aspect of student performance data such as exit

⁴⁴ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴⁵ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.



ticket results, data collected during aggressive monitoring, formative assessment/weekly test results, classwork and homework performance results, and unit assessment data. Following each week of instruction, teachers will discuss student performance data at the micro level reviewing responses and then analyzing the actual questions based on erroneous response data during grade level content meetings. These efforts will be led by the Grade Level Leaders and overseen by the Curriculum Coordinator (Y1) and the Academy Principals (Y2 and beyond as hired).

In addition to on-going daily data analysis, we also dedicated several professional development sessions in the form of Data Days. During each Data Day, teachers will work in grade-level teams to review questions and solve the problems, conducting a deep analysis of the steps required to solve the problems from a student perspective.⁴⁶ During micro-analysis, teachers will solve assessment questions themselves to identify common errors and misconceptions in order to design instructional strategies that will equip students with knowledge and skills required for mastery. Teachers will identify the particular skills required for students to be successful on our internal assessments as well as the third-party assessments after completing the assessments themselves. They will then review the course scope and sequence and identify if those skills are present among the objectives. Teachers will discuss how they could model steps to answer questions using the correct procedure. Following assessments, teachers will discuss pitfalls to inform instructional strategies used to ensure student avoid said pitfalls. Instructional leaders will also grade internal assessments in order to develop a concrete understanding of how students responded to particular questions. Teachers will backwards plan steps to answering a particular type of question to gain insight into student steps.

A typical Data Day would feature the following agenda:

8:00-8:30 AM: Data Day Opening - School Overview of Data, led by Executive Director

8:30-10:00 AM: Content Team Analysis Data, led by the Curriculum Coordinator

- o Data analysis in content teams, with action planning around content specific next steps,

10:00-10:15 AM: Break

10:15-11:45 AM: Grade Team Analysis, led by Grade Level Leaders

- o Data analysis in grade teams, with action planning around students receiving Academic and Behavior RTI interventions.

11:45-12:30 PM: Working Lunch, led by Grade Level Leaders

- o Share out of content and grade team takeaways

12:30-4:00 PM: Individual Data Analysis Meetings with Coaches and Work Time

- o All teachers meet with instructional coaches to review next steps and finalize data driven action plans

Extended Day and Teacher Professional Development

⁴⁶ This practice is informed by the data analysis processed used at Community Day Charter School, a high-performing urban charter school in Lawrence, Massachusetts.



Our school day is longer than the typical Buffalo Public school day.⁴⁷ We use this time to prioritize Math and ELA instruction, as well as daily Tutoring and Intervention. Students in the fifth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics and an additional 50 minutes of Tutoring and Intervention daily.

Lead Founder and proposed Executive Director Dr. Christopher Manning previously led two accredited professional development centers that produced highly-trained teachers. As a former university instructor and corporate training manager with a master's degree in instructional design, Dr. Manning will develop the teacher training program in a way that allows all teachers to perform to their highest potential and achieve the best results from our students. As a former Founding Head of School and systems-level leader, Dr. Manning brings extensive experience supervising and coaching Teachers, Principals, Assistant Principals, Curriculum Coordinators and Examination Officers. This career experience, coupled with the extensive training and development received through the Building Excellent Schools (BES) Fellowship and ongoing support provided by an experienced school leader in New York State post-charter authorization, will together inform the internal training program design at Buffalo Creek Academy.⁴⁸

Each summer, teachers will receive 20 full days of professional training and development around their scopes and sequences as well as development and implementation of daily Exit Tickets, weekly Mastery Quizzes, monthly Unit Tests, Cyclical Interim Assessments, Trimester Assessments, and End-of-Year Exams. The Curriculum Coordinator in all years and Academy Principals (Y2 and onward as hired), and with the support of Grade Level Leads starting in Year 2, will model the teaching taxonomies during teacher training and ensure that all teachers have extensive practice with their teaching methodologies during the summer, before they teach students. When the entire year plan is not provided to the teachers, the teachers will develop the unit plans based on the scopes and sequences under the supervision of the Curriculum Coordinator. The Executive Director must approve all unit plans before they are taught in class. This close monitoring best ensures that all unit plans are aligned to the scope and sequence and that unit plan design is informed by student performance data. The use and analysis of daily Exit Tickets and weekly Mastery Quizzes will inform the on-going lesson planning that sits inside of each unit.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in **Request 7 – Calendar and Schedules**. This should include, at minimum:

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

English Language Arts

We believe that through a comprehensive level of mastery of literacy our students can access and excel in the Next Generation English Language Arts Learning Standards (2017). The aim of our English Language Arts program is to enable a high-level of engagement with quality instruction and rigorous text, allow us to meet all accountability goals outlined in **R-06g Accountability Plan**, and successful execution of our ambitious college preparatory mission for

⁴⁷ The typical Buffalo Public School day is 6 hours; we provide, on average, an additional 3 hours per day as well as an extended year of 185 days and an extended week that includes Saturday Academy. For more details, please see **Request 7**.

⁴⁸ Please see Letters of Support from Andre Geddes, Democracy Prep, and Erin Walsh-Hagan, BES, in **Request 4**.



all students. English Language Arts will be a mandatory course for every student in all grades during their time at Buffalo Creek Academy. All English Language Arts courses will be fully aligned with the Next Generation English Language Arts Learning Standards (2017). We will draw curricular resources for our ELA program from Success Academy curriculum and will use multiple primary texts as outlined below. There will be a variety of elective courses as well as Advanced Placement courses offered within the high school, starting in Grade 10.

English Scope and Sequence for Lower Academy (Grades 5-6)

Grade 5

English Language Arts I

This course is designed based on the New York State reading standards for Grade 5. During⁴⁹ this course, students will learn to accurately quote from text when explaining and making inferences from text. Students will analyze two or more main ideas of a text and provide explanation as to how they are supported by key details, and they will summarize the text. Students will compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Students will determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Fifth grade students will conduct detailed analysis of how visual and multimedia elements contribute to the meaning and tone of a text. Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as “Zlateh the Goat” by Isaac Bashevis Singer, “Casey at the Bat” by Ernest Lawrence Thayer, and *Where the Mountain Meets the Moon* by Grace Lin.⁵⁰

English Language Arts II

In compliment to English Language Arts I, this course teaches students to produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience. Fifth grade students will also conduct short research projects that utilize a variety of sources to develop their knowledge by investigating different components of a topic. Under the teacher’s guidance and support, students will use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others. Students will demonstrate adequate typing skills⁵¹ by typing a minimum of two pages in a single sitting. As a part of the composition course, students will be required to gather relevant information from print and digital sources or recall relevant information from experiences in order to summarize or paraphrase information in notes and finished work. As a part of their college preparation, students will be required to provide a list of resources with each essay or piece of composition.⁵²

Grade 6

English Language Arts I

⁴⁹ Students will enter below grade level as informed by current performance scores the NY State assessments in ELA. As such, the school will draw on key foundational standards from grades 3 and 4 as needed to ensure the remediation needed. Our Tutoring/Intervention period four days per week will provide additional support.

⁵⁰ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁵¹ See ITC Course Description.

⁵² Ibid.



In sixth grade, students will learn to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will also learn to determine a theme or central idea of a text and how it is conveyed through particular details; students will learn to provide a summary of the text distinct from personal opinions or judgments. Students will learn to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. During this course, students will learn to determine the meaning of words and phrases as they are used in a text, such as figurative and connotative meanings and they will analyze the impact of a specific word choice on meaning and tone. Students will learn to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. By the end of the course, students will showcase their ability to read and comprehend literature, including stories, dramas, and poems found within the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as *Little Women* by Louisa May Alcott, *The Dark Is Rising* by Susan Cooper, and “The Road Not Taken” by Robert Frost.⁵³

English Language Arts II

In compliment to English Language Arts I, this course introduces students to how to compose a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect, and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Students will learn to use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Sixth grade students will be taught and expected to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. Students will demonstrate the ability to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

English Scope and Sequence for Middle Academy (Grades 7-9)

Grade 7

English Language Arts I

During this course, students will learn to compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. As a part of the language portion of the course, students will interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Students will also use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). As part of the reading portion of this course, students will read text that is on grade level according to NYS standards, such as *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry and “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill.⁵⁴

English Language Arts II

In compliment to English Language Arts I, in this course seventh grade students will demonstrate the ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or

⁵³ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁵⁴ Ibid.



trying a new approach, focusing on how well purpose and audience have been addressed. Students be expected to apply NYS grade 7 reading standards to literature, e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”.⁵⁵ Seventh grade students will create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. As a part of the language portion of this course, students will be required to explain the function of phrases and clauses in general and their function in specific sentences. Students will also distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Grade 8

English Language Arts I

In this course, students will be expected to analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.⁵⁶ Students will also determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Eighth graders will demonstrate the ability to analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Students will determine a central idea of a text including its relationship to supporting ideas. As a part of this course, students will be required to come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. They will also verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as *Travels with Charley: In Search of America* by John Steinbeck (1962) and *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845).⁵⁷

English Language Arts II

In compliment to English Language Arts I, in this course eighth grade students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient, and they will recognize when irrelevant evidence is introduced. Students will also be expected to introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.⁵⁸ As a part of the writing curriculum students will also develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Grade 9

English Language Arts I

⁵⁵ Engage New York ELA Reading Literature 7.9. <https://www.engageny.org/ccls-ela/rl79>.

⁵⁶ <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>.

⁵⁷ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁵⁸ Ibid.



English I is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills by conducting and participating within in-depth discussions and will be asked to compose well-written analytical responses to fiction and nonfiction classic and contemporary selections. Students will be asked to write in multiple genres, including argumentative, informational, and narrative forms. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. The course will backwards-map from the New York Next Generation Learning Standards for English Language Arts. At the high school level, the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard for verbal discourse. Sample Anchor Texts from English/Language Arts I include: *Fahrenheit 451* (Ray Bradbury), *The Color Purple* (Alice Walker), *When I Was Puerto Rican* (Esmeralda Santiago), *The Odyssey* (Homer), *Romeo and Juliet* (William Shakespeare), *The Tragedy of Macbeth* (William Shakespeare), “Farewell Address” (George Washington), “Gettysburg Address” (Abraham Lincoln), “Letter from Birmingham Jail” (Martin Luther King, Jr.).⁵⁹

English Language Arts II

During this course students in Grade 10 will learn to analyze text in order to: identify the key ideas for conclusive points of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.⁶⁰ Students will: determine the central ideas of a primary or secondary source; provide an accurate summary of how key events or ideas developed within the information found in a text. Students will read multiple texts and then make a comparison of two or more authors to determine how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.⁶¹

Mathematics

All Buffalo Creek Academy mathematics courses will be aligned to the New York 2017 Next Generation Mathematics Learning Standards. Students will be required to enroll in a math course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Success Academy and including all ancillary text as needed. Beginning in the eighth grade, the math department will provide an accelerated path to Common Core Algebra as well as Advanced Placement courses.

Mathematics Scope and Sequence – Lower School (Grade 5 and 6)

Grade 5

Mathematics I

Fifth graders will develop their fluency in many areas, to include addition, subtraction, multiplication, and division of fractions. During this course students will develop fluency in

⁵⁹ Text List for P-12 ELA. <https://www.engageny.org/resource/text-list-for-p-12-ela>.

⁶⁰ Course-walk from Common Core to Next Generation Standards for Learning – Math (9/10).

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-ela-standards-literacy-grades-9-10-crosswalk.pdf>.

⁶¹ Ibid.



calculating the differences and sum of fractions to make estimations of them. Students will learn to think critically and conceptualize. Students will determine why division procedures work based on the meaning of the base-ten numerals and properties of operations. Students will also make sense of problems and persevere in solving them. This is a course designed to meet the needs of 5th grade students under the 5th Grade New York 2017 Next Generation Mathematics Learning Standards. This course will focus on six core components: (1) place value and decimals and fractions; (2) multiplication with multi-digit numbers (including decimals and fractions); (3) adding and subtracting fractions; (4) multiplication and division of fractions and decimals; (5) addition and subtraction of volume and area, and (6) problem solving with a coordinate plane.

Mathematics II

In compliment to Mathematics I, this course is designed to enhance students' knowledge of prerequisite skills that are needed to access the grade level mathematics course. This course is provided to students as a second course to support and supplement the mathematics class in grade 5, and particularly allows for individualization of supports and extended time for independent practice.

Grade 6

Mathematics I

This is a course designed based on the content requirements outlined in the New York 2017 Next Generation Mathematics Learning Standards. This course will feature four core components: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics II

In compliment to Math I, this course is provided to students as a second course to support and supplement the core mathematics class in grade 6. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course, and particularly allows for individualization of supports and extended time for independent practice.

Scope and Sequence for Mathematics – Middle Academy (Grades 7-9)

Grade 7

Mathematics I (Grade 7, non-accelerated)

This is a course designed based on the requirement outline in the New York 2017 Next Generation Mathematics Learning Standards. This course will focus on four core components: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics II (Grade 7, non-accelerated)

In compliment to Math I, this course is provided to students as a second course to support and supplement the core mathematics class in Grade 7. The course is designed to improve the students' knowledge of prerequisite skills that are needed to access the grade level mathematics course, and particularly allows for individualization of supports and extended time for independent practice.

Mathematics I (Grades 7 and 8, accelerated)

This course varies from the non-accelerated 7th Grade course because it contains content from the 8th grade level. The Mathematical Practice Standards are applied through this course. Coupled with the content standards, students experience mathematics as a coherent, useful, and logical subject that calls on them to apply their situation analysis and problem-solving skills. The course retains coherence by building on content from the 6th Grade and the additional content, when compared to the non-accelerated course, requires an accelerated pace for instruction and learning. Content is organized into four core components: (1) Rational Numbers and Exponents; (2) Proportionality and Linear Relationships; (3) Introduction to Sampling Inference; and (4) Creating, Comparing, and Analyzing Geometric Figures.

Grade 8

Mathematics I (Grade 8, non-accelerated)

This is a course designed based on the content requirements outlined in the 8th New York 2017 Next Generation Mathematics Learning Standards. This course will focus on three core components: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Integrated Algebra (Grades 8 or 9, accelerated)

This course formalizes and extends the mathematics learned in the middle grades. The core components of this course extend students' understanding of linear relationships by contrasting them with exponential phenomena and applying linear models to data that exhibit a linear trend. This course uses properties and theorems involving congruent figures to extend students understanding of geometric knowledge from prerequisite courses of study. The course concludes by tying together the algebraic and geometric ideas studied. During this course students experience mathematics as a coherent, useful, and logical subject that requires students to apply their situation analysis and problem-solving skills.

Grade 9

Integrated Algebra (Grades 8 or 9, accelerated)

This course formalizes and extends the mathematics learned in the middle grades. The core components of this course extend students' understanding of linear relationships by contrasting



them with exponential phenomena and applying linear models to data that exhibit a linear trend. This course uses properties and theorems involving congruent figures to extend students understanding of geometric knowledge from prerequisite courses of study. The course concludes by tying together the algebraic and geometric ideas studied. During this course students experience mathematics as a coherent, useful, and logical subject that requires students to apply their situation analysis and problem-solving skills.

Geometry (grades 9 and 10)

This course is designed to build upon New York 2017 Next Generation Mathematics Learning Standards for Geometry/10th Grade Math. During this course, students learn a balance of trigonometry and the application of algebra to geometry. The course includes the study basic geometry: angles, angle pairs, area and perimeter of complex figures, polygons, triangles, and segments in two- and three-dimensional planes, right triangles and the Pythagorean Theorem, trigonometric right triangles and the Pythagorean Theorem, trigonometric functions including sine, cosine, tangent, cotangent, cosine, and secant.

Grade 10 (Algebra II)

This course is based aligned to the New York Next Generation Mathematic Learning Standards. In this course students will be mathematical explorers. We believe that exploring requires the student to learn the concept through a variety of instructional activities.⁶² In Algebra II, students will be required to factor quadratic expressions to reveal the zeros of the function it defines. Students will learn to understand inverse relationships between exponents and logarithms algebraically and graphically. Represent and evaluate the sum of a finite arithmetic or finite geometric series, using summation (sigma) notation. Students will explore the derivation of the formulas for finite arithmetic and finite geometric series. Grade 10 students will use formulas to solve problems use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Focus of standard is on $\cos(x)$, $\sin(x)$ and $\tan(x)$.

History-Social Science

All Buffalo Creek Academy social studies courses will be aligned to the New York State Next Generation Grades 6-12 History/Social Studies Learning Standards (2017). Students will be required to enroll in a social studies course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Democracy Prep Public Charter School and including all ancillary text as needed, including the use of multiple primary sources.

History-Social Science Scope and Sequence – Lower Academy (Grades 5-6)

Grade 5

The Western Hemisphere

This course examines the impact of cultures, civilizations, and empires before and after European imperialism, and students learn the history and geography of the Western Hemisphere. By examining societies, students will engage in projects and assignments that will require them to

⁶² Based on New York Next Generation Learning Standards. <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-math-standards-algebra-ii-snapshot.pdf>.



compare and contrast different aspects of societal development. Student will also develop a comprehensive understanding of modern nations through the study of archaeology. This course covers a period that span from prehistory to modern times. Tasks during this course will require students to engage in civil activity by analyzing modern political and economic issues. This course begins to expose students to the intense ethical questions that arise from the disrupting cultures through force and cultural assimilation and colonialism.

Grade 6

American History and Government

During this course, students will extend their understanding of the American government and how it has developed over time. Students will develop a baseline understanding of the principles and unique structures that exist within our democratic republic while analyzing the U.S. Constitution and landmark Supreme Court cases. Student will consider the social and cultural implications of important legislation and political events and discuss the principles that inform our political processes. Students will develop study strategies and organizational skills, including careful reading and annotation, primary source analysis, critical thinking, note-taking, and research skills. Students will develop interpersonal communication skills through collaborative projects, class discussion and debate, the writing of expository essays, oral presentations, and electronic communication. Students will use a variety of digital tools to enhance a 21st-century learning experience. By the end of this course, students will have a concrete understanding of the American government, furthering their ability to act as informed, committed participants in our democracy.

History-Social Science Scope and Sequence – Middle Academy (Grades 7-9)

Grade 7

History of the United States and New York I

This course is aligned to New York State K-12 Social Studies Framework in the choice and analysis of text and its writing assignments. During this course, student will examine the social, political, intellectual, cultural, and economic aspects of the United States. Students will study United States History from the first settlers in America through the Civil War. Students will develop the skills necessary to gather, interpret, and use evidence. They will build on concepts learned in the 6th grade to develop skills in chronological reasoning, and comparison and contextualization. Content covered will include: Native American societies across North America; colonial development and European exploration of the Americas; American independence and the American revolution; development of the Constitution and the Bill of Rights; westward expansion; reform movements and the Second Great Awakening, and New York State's role in those movements; events leading to the Civil War, and the Civil War. Students will gain a greater understanding of key events that shaped our modern nation and state and view present day issues through a historical context.

Grade 8

History of the United States and New York II

This course examines the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. This course builds on knowledge

developed in the History of the United States and New York by examining industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. This course covers many themes such as; changes in technology, economic change, immigration and migration patterns in the US, urbanization and suburbanization, the development and expansion of the federal government, as well as an early study of U.S. foreign policy.

Grade 9

Global History and Geography I

Students will study and analyze many occurrences that helped to shape the modern world. This course of study will cover the period from the late 18th century through to the present. Students develop an understanding of the historical roots of current world issues as well as the rise of democratic ideas. Students will relate their understanding of current issues to historical, geographic, political, economic, and cultural contexts. Student projects will require that they focus on historical methods and critical thinking skills while analyzing a variety of primary resource visuals, artifacts, documents, and maps.

History-Social Science Scope and Sequence – Upper Academy⁶³ (Grades 10-12)

Grade 10

Global History and Geography II

Students studying Global History and Geography II will explore the scientific and intellectual revolutions of the 18th Century through the end of Cold War and the closing of the 20th Century. This course focuses on the many events that contributed to the shaping modern Africa, Asia, Europe, South America, and Southwest Asia (the Middle East). Students will learn of the political revolutions, rise of global nationalism, impact of economic and social revolutions and the outcomes of global imperialism.

Science

All Buffalo Creek Academy science courses will be aligned to the New York State P-12 Science Learning Standards (2016). Students will be required to enroll in a science course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from Success Academy and including all ancillary text as needed.

Scope and Sequence for Science – Lower Academy (Grades 5-6)

Grade 5

5th Grade Science

This course is aligned to the NY Science Standards. Students will learn the concepts of data collection and data analysis and used these skills to observe the patterns needed to serve as

⁶³ For the purposes of this requirement, details have been provided on the course offered in Grade 10. In Grades 11 and 12 our students will study Global History and Geography II in preparation for the Regents Exam for Global History and Geography. <http://www.nysed.gov/curriculum-instruction/social-studies>.

evidence to support the idea that the Earth orbits around its axis and revolves around the sun. During this course students will engage in meaningful learning about scale, proportion, and quantity, including that matter particles are very small, and space is vast; objects look different at different scales. Students will explore how physical sciences help to explain the mechanisms of Earth systems. Student projects will demand that they extend their knowledge of the concepts of energy and how matter flows, as well as the idea of stability and change in Earth's larger systems.

Grade 6

Integrated Science I

This course is aligned to the NY Science Standards. During Integrated Science I, students will explore the cross-cutting concepts of structure and function, patterns, systems, and system models. Students will learn about weather, climate, energy, and the organization of living things. The first half of the course begins with the introduction to weather and climate, including the underlying causes of Earth's weather patterns. Then, students will explore global climate change and engage in engineering activities to discover the many ways in which to minimize human impact on the global environment. In the latter half of the course students will embark on a study of the structure of living things from cell to organism. Students will learn how behavior, environment, and genetic factors impact the survival and growth of organisms.

Scope and Sequence for Science – Middle Academy (Grades 7-9)

Grade 7

Integrated Science II

This course is aligned to the NY Science Standards. During Integrated Science II, students will build on the concepts learned in Integrated Science I and extend their knowledge in the concepts of energy and matter, the cause-effect, cycles, and conservation. Students will continue their exploration into the human impact on these systems as well as engineering approaches to these concepts. Students will further their scientific knowledge by exploring ecosystems, natural resources, and the structure and property of matter.

Grade 8

Integrated Science III

In this Integrated Science course aligned with the NY Science Standards, students will explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts will inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Scope and Sequence for Science – Upper Academy (Grades 10-12)

In order for our high school students to qualify to take a Regents exam in any of the sciences, students must complete a course of study leading to that exam and complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory documented laboratory reports. Our students will be required to pass at least one high school Regents exam in any of the four content areas to satisfy the requirements for a high school diploma. Therefore, we



have designed and will continue to develop our science curriculum to ensure our students are prepared for the Regents Exams and SATs and continue on the path to college graduation.

Regents Living Environment (Grades 9)

This course will fulfill both the Buffalo Creek Academy requirement for graduation as well as the laboratory science requirement for colleges. This course calls for students to develop a reasoned approach to problem solving and a higher understanding of how biology is present in their daily lives. Topics covered in this course include DNA, evolution, photosynthesis, cellular respiration, energy and reproduction.

Regents Chemistry (Grades 10)

This course will fulfill the Buffalo Creek Academy requirement for graduation as well as the laboratory science requirement for colleges. This course demands that students have a firm foundation in basic algebraic and problem-solving skills. Topics covered in this course include atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations.

Information Computer Technology (ICT)

During our Information Computer Technology Courses (“ICT”) students will learn how to use the computer for academic purposes. We are aware of the increased reliance on technology in the undergraduate and graduate environment in many present-day university programs. We also understand that this reliance will impact what students need to know upon their arrival to college. That said, we have decided to adapt the Cambridge Assessment International Examination⁶⁴ (“Cambridge”)’s ICT course model⁶⁵ for our students. This model is used across the nation (there are over 300 Cambridge schools in the USA) and around the world. The program will be provided from Grade 5 to Grade 12. The program will be administered for the Lower, Middle, and Upper Academies according to the threshold descriptors provided by Cambridge. The scope and sequences and assessment planning will all be aligned to the Cambridge amplifications of assessment criteria found within the syllabus.⁶⁶ This series of courses will be administered according to the Cambridge ICT Starters Administrative Guide.⁶⁷

Grade 5 - ICT Starters

Students will complete Starting with Text⁶⁸ module. In this module students will be introduced to word processing using Microsoft Word. They will learn to use the software to create and edit text. Students will focus on how to input text using the keyboard. Students will also learn how to use the mouse to move around within the document, and to access the many features available in the toolbar such as spellcheck, save, and print. In addition to our 5th Grade students learning how to save and retrieve documents, they will apply their ICT skills to use the word-processing software to improve the accuracy of their work.

⁶⁴ Lead Founder and proposed Executive Director Dr. Christopher Manning has led three Cambridge Schools. He has administered the ICT course for K-12 grade students and has witnessed the benefits of using such a program that links all grades and transfers across multiple subjects.

⁶⁵ Cambridge ICT Starters Syllabus for 2018. <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>.

⁶⁶ Ibid.

⁶⁷ <https://www.cambridgeinternational.org/Images/467451-cambridge-ict-starters-administrative-guide-2018.pdf>.

⁶⁸ Ibid.

Grade 6 – ICT Starters

Our 6th Grade students will continue their ICT skill development with the Starting Images module to introduce our students to the use of graphics software for creating, editing, and saving pictures. They will also develop the skills required to select and use a number of basic graphical tools. Students will learn how to draw and modify simple pictures or patterns, using a combination of lines, simple shapes, and fill tools: they will learn to select colors, shapes, and line widths from a simple tool palette. They will apply their skills to select, cut, copy, paste, and undo commands to modify their work, and will save the finished picture.

Grade 7 – ICT Starters

Grade 7 students will complete the module Starting Graphs.⁶⁹ During this course, students will learn how to use ICT to classify information and present their findings in the form of simple charts or graphs. This will add value to the presentations they will create for the English Language Arts and Social Studies courses. Our 7th Grade students will discover the mathematical implication of using ICT as they use graphs and charts to answer questions or compare information.

Grade 8

Our Grade 8 students will complete the Starting Programming module. During this course, our students will plan simple programs and then create them in Scratch software⁷⁰ by controlling the actions of a sprite (an on-screen character that can be programmed to move relative to the background) by giving it a sequence of instructions.⁷¹ This course has been designed to guide learners as they move through the design process. In the first steps, students analyze the specified objective and plan an approach to achieve it (e.g. to move a sprite to a particular location). Students then create a working program in Scratch that meets the outlined objective. By the end of this course, students will be able predict the output of another program by following its logic (rather than by observing it running).⁷²

Grade 9

In preparation for the increased demands and standards placed on our students in the Upper Academy, our Grade 9 students will complete the Research for Academic Purposes course, based on Cambridge's Started Searching.⁷³ During this course our students will learn to use the internet and e-books to discover the many ways they can access digital information. Students will learn the various search technique. These skills be used across many subjects including English Language Arts and Social Studies. Students will differentiate between menus and indexes, and they will learn how to identify specific links and buttons on webpages used for scholarly research such as Google Scholar. Students will learn how to identify and differentiate between opinions, value statements, and facts. They will use these skills to improve their accuracy when citing and quoting sources to support their ideas and claims.

Grade 10

⁶⁹ Ibid.

⁷⁰ The details of our budget planning for technology could be found in R-21e Budget Template.

⁷¹ Cambridge ICT Starters syllabus. <https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english-.pdf>.

⁷² Ibid.

⁷³ Ibid.

In the Upper Academy, Grade 10 students will continue to use their ICT skills for academy purposes. They will also begin to hone their professional use of ICT; in this stage our students will complete the Starting Email⁷⁴ module. This course will be an introduction to using email professionally. Students will learn to use different types of email software to write and send messages, and to collect, read, and reply to messages. These skills will be applied as a part of their community outreach projects. Students will be introduced to the professional advantages that email brings to organizations, students will also learn the main features of email software used for professional purposes.

Physical Education (Grades 5-12)

In this course, students will study the essentials of healthy living in a safe and structured physical education class. Topics including nutrition, the importance of sleep, and self-care will be paired with exercise and games designed to develop skills in teamwork as well as physical acuity. Students will build flexibility and strength while learning the basics of a number of team and individual sports.

Course sequences for high school graduation can be seen in **section a** in **Figures 6.01** through **6.05** and below in response to **section e**.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include any additional specific graduation requirements and the rationale for their selection.

Promotion and Retention Policy

Standards for Promotion⁷⁵

Students will earn promotion from grade to grade based on demonstrated mastery of our school's standards, which are informed by and align with the NYS P-12 Common Core Learning Standards as most currently adopted in each content area. We detail our approach to and requirements for grading and promotion to teachers during our Summer Professional Development Session ("Summer Session") each year. Training includes strong focus on how we intend to support every student's success through promotion, and our commitment to avoiding social promotion based on age rather than readiness for the next grade. Teachers will grade students on a 100-point scale, with corresponding letter grades. These grades will be provided to families on mid-Quarter progress reports and end-of-Quarter report cards. We will use IEP goals to inform grades as indicated on the student's IEP; otherwise, all grade level goals apply. Standards for promotion are detailed below. Classes considered for promotion are ELA I and II (or appropriate grade level math course), Math I and II (or appropriate grade level math course), Science, and Social Studies.

⁷⁴ Ibid.

⁷⁵ Based on the Standards of Promotion Policies of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

Grading Policy⁷⁶

At Buffalo Creek Academy, we prepare students in fifth through twelfth grade to graduate from college and positively impact their community. We believe that mastery is indicated upon the minimal achievement of 70% of the learning objective. Each grade level has a progressive series of objectives that must be achieved to inform the school that the student has attained the intended level of mastery to progress on towards the next grade level's objective. Each course of study will include a series of explicit learning objectives, and these objectives will be assessed daily and weekly during the units of study as well as at a pre-established cyclic and end-of-year sequence. At the end of each unit there will be cumulative learning objectives that must be mastered. All objectives will be based on the New York State Learning Standards as adopted for each content area.

Figure 6.09: Grading Scale

Points	Letter grade	Description
97-100	A+	Demonstrating advanced levels of mastery with the content standards.
93-96	A	
90-92	A-	
87-89	B+	Demonstrating proficiency in the content standards with only minor gaps in understanding or execution.
83-86	B	
80-82	B-	
77-79	C+	Demonstrating basic competency with the content standards.
73-76	C	
70-72	C-	
60-69	D	Scholar has not yet mastered the content standards and must demonstrate at least basic competency to earn credit.
0-59	F	

For grade-level promotion, mastery is indicated by a 70% or higher. Internally developed comprehensive assessments are given at the end of each Quarter and account for 25% of each Quarter's grade.

A student who earns a 70% or higher in all core classes (defined as those that meet four or five times per week) and reaches annual reading targets earns promotion; a student who fails to earn 70% in one or two classes is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in each subject(s).

A student who fails three or more courses is retained. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP and which differ from schoolwide goals. All students with IEPs will receive progress reports on their growth and performance towards IEP goals to the same extent and at the same intervals as all regular education students.

A student must also fulfill attendance requirements and may be retained if s/he is absent for more than 10 days of the school year. We will closely monitor all daily attendance and meet with families when a student has earned three absences, six, and then nine, working as needed from attendance improvement plans to best support the success of every student. Further, families will receive weekly performance snapshots through our student information management system and

⁷⁶ Based on the grading policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.



will have multiple opportunities throughout the year to discuss academic progress and performance, especially if a student is at-risk academically for retention. The Executive Director and Curriculum Coordinator (Y1) and Academy Principals (Y2 and beyond) as hired will track students' academic progress, and ensure all academic supports are in place. The Executive Director will make all final promotion decisions.

Graduation Requirements

Coursework

- 4 years of English
- 4 years of Math
- 4 years of Social Studies
- 4 years of Science
- 3 years of foreign language
- 2 years of PE
- .5 year of Health
- 1.5 years of Electives (i.e. ACT Aspire/PSAT/SAT/ACT⁷⁷ Prep)

Regents Exams

- Integrated Algebra / Algebra I CC
- Living Environment
- Global History
- Geometry / Geometry CC
- Chemistry or Physics
- English / English CC
- US History
- Algebra II Trigonometry
- Canvassing/Community Development⁷⁸
- Volunteering/Service Learning/Internship⁷⁹
- Cause-Related Fundraising⁸⁰

Extracurricular Points

- 16 points by end of senior year (4 points per year)

Additional Requirements

- Pass all classes with 70%+
- Satisfactory score on SAT/ACT⁸¹
- At least 2 acceptances to four-year colleges/universities

⁷⁷ We will encourage and support students as they may choose to take the Universities and Colleges Admission Service ("UCAS") in addition to or in substitution of the SAT/ACT should they want to pursue advanced study abroad rather than in the United States.

⁷⁸ This graduation requirement is aligned with our mission's focus on community impact and our overall focus on developing a global perspective. It is also informed by graduation requirements of Democracy Prep Public Schools.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ We will encourage and support students as they may choose to take the Universities and Colleges Admission Service ("UCAS") in addition to or in substitution of the SAT/ACT should they want to pursue advanced study abroad rather than in the United States.

- Satisfactory Community Development Project

Attendance and Tardiness Policy⁸²

- **Attendance:** At Buffalo Creek Academy we believe that timely attendance to school every day is critical to long-term academic success.
- **No Absences** in a Quarter: The student and family are congratulated and recognized for exceptional attendance and commitment to their education.
- **Three Absences in a Quarter:** Buffalo Creek Academy considers three absences in a single Quarter a serious issue. When this occurs, the school reserves the right to notify the student's parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance "action plans" may be required.
- **Six Absences in a Year:** Buffalo Creek Academy considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the student's parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed, and an attendance plan will be developed.
- **More than Nine Absences in a Year:** If a student is absent more than nine times in a year, the student may be considered a truant. When this occurs, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the school leader. The school leader reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the Buffalo Office of Child and Family Services or the New York State Office of Children and Family Services.
- **Twenty Absences in a Year:** If a student is absent twenty times in a year, the student may be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.
- **Tardiness:** We believe that being on time to school each day is critical for school and life success. A Buffalo Creek Academy student is considered tardy if they arrive to school after 7:40 AM.
- **No Tardies in a Quarter:** The student and family are congratulated and recognized for being "on time" and for their true commitment to education.
- **Three Tardies in a Quarter:** If a student is late three times in a Quarter, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an "On Time" plan.
- **Three Tardies Equals One Absence:** Three tardies is equivalent to one absence and will be recorded as such in the student's file.
- **Seven Tardies in a Year:** If a student is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an "On Time" plan will be developed, or — if such a plan is already in place — will be modified or reinforced.

⁸² Based on the Attendance Policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

- Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a student is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the student will be at risk of not being promoted to the next grade. Students with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

f. Programmatic Audits

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

The plan should include, but is not limited to, the:

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

Financial Audit⁸³

The Buffalo Creek Academy Board of Trustees will form from its membership a Finance Committee, which will be responsible for selecting an auditor to annually certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Buffalo Creek Academy. The Board of Trustees will ensure that both internal and external controls are in place to prevent any fiscal mismanagement. It will also ensure that the auditor will have access to all needed financial and, where required, nonfinancial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor. According to the NYSED Audit Guide, and in accordance with the charter school's charter agreement, the charter school shall retain an independent Certified Public Accountant ('CPA'), licensed in New York State, to perform an audit of the charter school's annual financial statements in accordance with GAAS ('Generally Accepted Auditing Standards') and GAGAS ('Generally Accepted Government Auditing Standards') issued by the Comptroller General of the United States as well as any additional requirements and guidelines provided by the Board of Regents.

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school. After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and with the auditor will report to the Board of Trustees with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrongdoing, reckless conduct causes a loss

⁸³ Based on the Financial Audit Policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

of confidence in the abilities or integrity of the school or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to SUNY and The Board of Regents via the Annual Report regarding how the exceptions and deficiencies have been or will be resolved.

Annual Reporting⁸⁴

In adherence to Education Law § 2851(2)(f), Buffalo Creek Academy will conduct annual audits to ensure the fidelity of instructional methods, curricular resources, and assessments in service of our mission to prepare all students for college preparatory high schools. We plan to submit an annual report to our authorizer as well as The New York State Board of Regents, including the following information:

- Financial health of the organization
- Revenues
- Expenditures
- Enrollment
- Academic health of the organization
- Student outcomes
- Student growth
- Student attrition
- Student discipline rates
- Special student populations (IEP, ELL) performance
- Organizational outlook
- Action planning for specific issues
- Highlights from the previous year

Buffalo Creek Academy will hire an outside contractor to perform a whole school review to assess our entire educational program. Audit events will include:

- Interviews with board, staff, students, families
- Operational observations
- Instructional observations
- Interview with Buffalo Creek Academy leadership team

We intend to create a transparent environment for the audit process, sharing any and all information with our staff as requested. Based on the outcomes of the audit, Buffalo Creek Academy leadership will present outcomes to all staff as well as the Board of Trustees of the organization. Annual Reports will be available on the Buffalo Creek Academy website as well as SUNY's website.

Administrative Review

The Board of Trustees will conduct an annual internal administrative audit, consisting of:

- Board of Trustees' self-review
- Board of Trustees' review of the Executive Director

⁸⁴ Based on the Annual Reporting of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.

- Executive Director's review of the Curriculum Coordinator (Y1) and Academy Principals (Y2 and beyond)

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Follow-on Support from Building Excellent Schools

Buffalo Creek Academy plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Buffalo Creek Academy will receive support from Building Excellent Schools in the form of follow-on services focused on successful start-up and early operation. The follow-on services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance.

R-06g – Accountability Plan

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

Draft Accountability Plan

As a charter school proposed within the State of New York, we are provided with significant autonomies in exchange for high levels of accountability. In accordance with Title 8, New York Regulation 119.3, each charter school must report student performance on state assessments. Additionally, basic educational data must be reported each year, including but not limited to: (1) student enrollment by grade, gender, and race/ethnicity; (2) data on students by district or residence; (3) professional qualifications of each teacher and classes taught by each teacher; (4) the number of students with limited English proficiency; (5) the number of students identified as eligible for free- and reduced-lunches; (6) data on technological and media resources; and (7) any additional information prescribed by the commissioner comparable to the data required of public school or required by Federal law or regulation.

At Buffalo Creek Academy we believe that by establishing clear and ambitious school performance goals with accompanying metrics, our organization will be held accountable by SUNY, the public, and our families for academic results each year and across years, organizational success each year and across years, and fiscal health each year and across years. New York State requires that all charter schools report annually on all revenues, expenditures, salaries, and measures of per pupil expenditures. By doing so, we will remain faithful to our legal duties, stewards of the public's trust, and further our ability to prepare fifth to twelfth grades students to graduate from college and positively impact our community.

When examining academic performance, these measures include absolute, comparative, and growth measures and extend into college readiness, which is at the core of our school's mission. When examining organizational success, these measures include parent satisfaction, enrollment and attendance, and the work of our Board of Trustees. When examining fiscal health, these measures include sound fiscal planning, implementation, and oversight as stewards of public dollars.

**Buffalo Creek Academy Charter School
Accountability Plan
For the Accountability Period 2020-2021 to 2024-2025**

Academic Goals

Goal 1: English Language Arts

Goal: Students will be proficient in English language arts.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 5-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system

High School

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

Comparative Measures

Middle School

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

High School

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

Growth Measures

Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 5-8 will be above the state's unadjusted median growth percentile.
- Each year, all students will average a growth of at least 5 percentile points on the Reading Comprehension section of the nationally norm-referenced Northwest Education Association Measures of Academic Progress ("NWEA MAP") assessment until the average percentile score reaches 85.

High School

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

Goal 2: Mathematics

Goal: Students will demonstrate leadership in mathematics.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 5-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, Accountability Performance Level (APL) on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Middle School

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

High School

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

Growth Measures

Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 5-8 will be above the state's unadjusted median growth percentile.
- Each year, all students will average a growth of at least 5 percentile points on the Mathematics section of the nationally norm-referenced Northwest Education Association

Measures of Academic Progress (“NWEA MAP”) assessment until the average percentile score reaches 85.

High School

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

Goal 3: Science

Goal: High School students will pass at least one of the state’s science Regents exams in Living Environment, Earth Science, Chemistry, or Physics.

Absolute Measures

Middle School

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

High School

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

Comparative Measures

Middle School

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

High School

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

Goal 4: Social Studies

Goal: Students will be proficient in social studies.

Absolute Measures

High School

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

Comparative Measures

High School

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

Goal 5: Elementary and Secondary Education Act (ESEA)

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

Goal 6: High School Graduation

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

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

Goal 7: College Preparation

Goal: Students will graduate prepared for college.

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a Math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL 8: FISCAL SOUNDNESS

Goal: The school will demonstrate fiduciary and financial responsibility.

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

GOAL 9: ENROLLMENT

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

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

GOAL 10: PARENT SATISFACTION

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

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

GOAL 11: BOARD OF TRUSTEES

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

- The Board will conduct formal annual review of the Executive Director.
- The Board will conduct annual self-evaluation to assess its strengths and weaknesses.
- The Board will conduct formal annual review of its bylaws and all policies.
- The Board will conduct annual formal review of the organization's strengths/weaknesses.

R-07ac – Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

At Buffalo Creek Academy Charter School ("Buffalo Creek Academy") we have built our academic calendar by: (a) prioritizing student learning time; (b) pre-scheduling all internal/external assessment cycles; (c) ensuring sufficient extended opportunities for remediation and mastery to earn annual promotion; and (d) embedding data-analysis cycles to ensure that we are continuously aware of how our students are performing and to determine necessary and timely adjustments to ensure all students are successfully reaching annual growth and absolute goals and are cumulatively and measurably placed on the path to college graduation in all years.

Our calendar also reflects the time we have dedicated to ensuring that our families are engaged, informed, and brought into the school to reaffirm their own contributions to our shared mission.

Our calendar was finally designed with fidelity to our key design elements;

- Rigorous academics prepare students to excel in and graduate from college
- Frequent assessments and focus on results allow students to excel in middle and high school
- Structure and safety within a values-driven, caring community promote academic growth
- Community engagement and global perspective allow students to make positive impact

Our academic year begins with three full weeks of Teacher Summer Session ("Summer Session") professional development. The Summer Session allows school leadership the opportunity to inculcate within our teachers the very same values and behaviors we will expect from our students. We will also conduct curriculum planning, as well as hone teachers' instructional practices that have proven to support the most at-risk students in reaching their highest academic potential. Teachers will train on topics such as: scope and sequences, lesson planning, core beliefs, LIFE Values, and 100% Core Taxonomy, for more details on the Teacher Summer Session, please see section **Request-09ad Instructional Leadership**. Teacher development is continued throughout the year to ensure that our talented and passionate professionals are up to date with the highest-leverage instructional practices used by the highest-performing urban charter schools.

Informed Design

Our academic calendar has been modeled on those middle/high schools that have opened in New York and were also founded by Building Excellent Schools (BES) Fellows.¹ We have

¹ Lead Founder and proposed Executive Director Dr. Christopher Manning modeled the Buffalo Creek Academy Calendar on the training of Building Excellent Schools and even more specifically on the calendars of Buffalo Collegiate Charter School and Valence College Preparatory Charter School as they hold similar missions and are managing towards similar variables with similar goals.



included all holidays on the Buffalo Public Schools District Annual Calendar.² Given our opening grades in 2020-2021, our calendar reflects the dates in the 2020-2021 Elementary and Intermediate Level Testing Schedule distributed by the New York Assistant Commissioner of State Assessment.³

We will start our academic year on August 24, 2020 and end on June 23, 2021 totaling to 185 days of high-quality instruction for Buffalo Creek Academy students. Our calendar is organized into four quarters. This calendar model has been utilized by the Democracy Prep Public Schools, Buffalo Collegiate, and Valence College Prep, all urban charters school in New York State. The four-quarter model allows for the school faculty to assess student performance results every six weeks (approximately) and allows for families to receive progress report and attend families conferences mid-way through each quarter. Families will also receive cumulative quarterly reports cards at the ends of each quarter. Our four-quarter system has been built around our interim assessment cycle, which occurs approximately every six weeks. Occurring just before our grade reporting (progress reports and report cards) to students and families, these assessments occur mid-way through and at the end of each quarter, respectively.

To ensure that our teachers are leveraging our assessment cycle and data-analysis sequence to the fullest benefit of our students, and in addition to our 20 days during our Summer Session, our calendar features 12 days of professional development which includes regularly scheduled data days. These are days dedicated to allowing teachers to provide their full attention to instructional design and intervention planning that will ensure the success of each of our students. There will be times when these days will be used for the entire staff and on other occasions this time will be allotted to specific groups and teams within the school. The whole group meetings will be utilized to discuss those issues and activities that have school wide significance and also to ensure the school meets legal requirements in the areas of child protection, student safety, and required annual training. For more detail regarding the abbreviated days, please see **Response-09ad Instructional Leadership**.

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 are operating to the fullest benefit of our students. The abbreviated days will mean a 1:10 PM dismissal in all academies. Though the abbreviated days are shorter, they will include all core academic subjects.

Full days in our Lower Academy will provide 425 instructional minutes; the abbreviated days provide 265 instructional minutes. Full days in our Middle and Upper Academies will provide 400 instructional minutes (with an additional 50 minutes for students who are in Tutoring/intervention rather than Extracurriculars) instructional minutes and 200 instructional minutes on abbreviated days. Our academic calendar of 185 academic days of instruction provides a total of 66,600 minutes or 1,110 hours of instruction to our Lower Academy students and 59,200 minutes or 988 hours (rounded) of instruction to our Middle and Upper Academy students. Our Lower Academy schedule includes 60 additional minutes of instruction during our Tutoring/Intervention sessions which are held four (4) times per week. This provides an additional 8,880 minutes or hours 148 of instruction, totaling to a cumulative amount of 75,400 annual minutes or 1,257 hours (rounded) of instruction for our most at risk Lower Academy students. Our Middle and Upper Academies provide an additional 50 minutes of Extracurriculars four times per week. Our calendar also

²Buffalo Public School District Annual Calendar for 2018-2019.

<https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/8415/Option%20A%20-%202018-2019%20Calendar.pdf>.

³ 2018-2019 Elementary and Intermediate Level Testing Schedule Memo by Steve Katz, Assistant Commissioner of State Assessment. <http://www.p12.nysed.gov/assessment/schedules/2019/elitestschedule1819c.pdf>.



includes 28 Saturday Academy sessions to provide additional instruction and support for our students who require remediation, all to ensure that our students are able to take full advantage of the high-quality instruction provided throughout the normal days of the academic year.

Our Saturday Academy program is designed to ensure that we provide an additional three hours of instructional support for our students who have been identified through observation and analysis of academic performance. This analysis will include a detailed look at interim assessment data, including nationally normed assessment data, as well as what state-level assessment data is available to the school at that time. Those students whose achievement results are less than 75% in ELA or mathematics as average grade on internal assessments and less than the 50th percentile of performance on national assessments will be assigned to mandatory Saturday Academy. In year 1, we estimate that approximately 25% (based on currently 3-4 grade ELA and Math results for Buffalo Public School System) of our students will require Saturday Academy. For more details on Saturday Academy staffing, please see **Response-12d - Personnel Policies**. Attendance and absenteeism tracking for Saturday Academy will follow the same procedures as the tracking that occurs throughout the traditional academic week; any student who is assigned Saturday Academy is required to attend and any absence will be counted as a regular absence similar to absence during a school day within the traditional school week.

Saturday Academy sessions will occur on 28 Saturdays throughout the academic year, for 180 minutes per session. These supplemental minutes of instruction will focus on strengthening student knowledge in the areas of struggle: those student who are struggling in the area of mathematics will receive additional instruction on numeracy. Those students struggling in the area of reading will receive additional instructional in the area of reading comprehension and vocabulary development.

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

Our annual calendar will also feature designated dates when we will formally engage our parents to ensure that they are participating fully as members of our school community. Parents will attend annual events at the beginning and end of each year as well as Coffee and Cake Night and our annual Half-time Dinner. These and other events will allow our school to recognize and celebrate the many cultures represented among our school population. We will ensure that all publications and invitations are translated into the various languages that are present in our school community to include; Arabic, Bengali, Burmese, French, and Spanish. **Figure 7.01** depicts our preliminary draft calendar for the 2020-2021 academic year.

Figure 7.01: 2020-2021 Academic Calendar

May 2020							June 2020							Important Dates						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	May 22 - Home visits start						
						1		1	2	3	4	5	6	June 18 - Home visits end						
3	4	5	6	7	8	9	7	8	9	10	11	12	13	July 27 - August 21 - Summer Professional Development						
10	11	12	13	14	15	16	14	15	16	17	18	19	20	August 24 - First Day of School + Student & Family Orientation						
17	18	19	20	21	22	23	21	22	23	24	25	26	27	August 25-28 MAP BOY Assessment						
24	25	26	27	28	29	30	28	29	30					September 7 - NO SCHOOL - Labor Day						
31														September 8 - NO SCHOOL - Data Day						
Instructional Days:0							Instructional Days:0							September 18 - Family Back to School Night						
PD Days: 0							PD Days: 0							September 25 -1st Quarter Progress Reports & Family Conferences						
July 2020							August 2020							October 3 - Saturday Academy						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	October 9 - International Day & Global Fashion Show						
				1	2	3								October 10 - Saturday Academy						
5	6	7	8	9	10	11	2	3	4	5	6	7	8	October 12 - NO SCHOOL - Data Day						
12	13	14	15	16	17	18	9	10	11	12	13	14	15	October 17 - Saturday Academy						
19	20	21	22	23	24	25	16	17	18	19	20	21	22	October 24 - Saturday Academy						
26	27	28	29	30	31		23	24	25	26	27	28	29	November 6 - End of 1st Quarter						
Instructional Days: 0							Instructional Days: 6							November 7 - Saturday Academy						
PD Days: 5							PD Days: 15							November 11 - NO SCHOOL - Veteran's Day						
September 2020							October 2020							November 12 - NO SCHOOL - 1st Qtr Report Cards & Data Day						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	November 14 - Saturday Academy						
			1	2	3	4						1	2	November 21 - Saturday Academy						
6	7	8	9	10	11	12	4	5	6	7	8	9	10	November 26-27 - NO SCHOOL - Thanksgiving Break						
13	14	15	16	17	18	19	11	12	13	14	15	16	17	November 30 - NO SCHOOL - Staff PD Day						
20	21	22	23	24	25	26	18	19	20	21	22	23	24	December 4 - 2nd Quarter Progress Report & Family Conferences						
27	28	29	30				25	26	27	28	29	30	31	December 5 - Saturday Academy						
Instructional Days: 20							Instructional Days: 21							December 12 - Saturday Academy						
PD Days: 1							PD Days: 1							December 14 - 16 - Interim Assessments						
November 2020							December 2020							December 18 - End of 2nd Quarter (Sci & Soc St.)						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	December 19 - Saturday Academy						
1	2	3	4	5	6	7			1	2	3	4	5	December 23-January 1 - NO SCHOOL - Winter Break						
8	9	10	11	12	13	14	6	7	8	9	10	11	12	January 4 - NO SCHOOL - Staff PD Day						
15	16	17	18	19	20	21	13	14	15	16	17	18	19	January 5-7 - MAP MOY Assessment						
22	23	24	25	26	27	28	20	21	22	23	24	25	26	January 9 - Saturday Academy						
29	30						27	28	29	30	31			January 14 - Family "Half-Time" Dinner						
Instructional Days: 16							Instructional Days: 16							January 15 - NO SCHOOL - Data Day						
PD Days: 2							PD Days: 0							January 16 - Saturday Academy						
January 2021							February 2021							January 18 - NO SCHOOL - MLK Day						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	January 19 - 21 - Interim Assessments						
					1	2								January 22 - End of 2nd Quarter						
3	4	5	6	7	8	9	7	8	9	10	11	12	13	January 23 - Saturday Academy						
10	11	12	13	14	15	16	14	15	16	17	18	19	20	January 29 - NO SCHOOL - 1st Qtr Report Cards & Data Day						
17	18	19	20	21	22	23	21	22	23	24	25	26	27	January 30 - Saturday School						
24	25	26	27	28	29	30	28							February 6 - Saturday School						
31														February 12 - Coffee & Cakes with Families						
Instructional Days: 16							Instructional Days: 14							February 15-19 - NO SCHOOL - February Vacation						
PD Days: 3							PD Days: 1							February 22 - NO SCHOOL - Data Day						
March 2021							April 2021							February 27 - Saturday School						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	March 6 - Saturday School						
		1	2	3	4	5						1	2	March 8 - 10 - Interim Assessments						
7	8	9	10	11	12	13	4	5	6	7	8	9	10	March 12 - 3rd Quarter Progress Report & Family Conferences						
14	15	16	17	18	19	20	11	12	13	14	15	16	17	March 13 - Saturday School						
21	22	23	24	25	26	27	18	19	20	21	22	23	24	March 20 - Saturday School						
28							25	26	27	28	29	30		March 22 - NO SCHOOL - Data Day						
Instructional Days: 19							Instructional Days: 21							March 27 - Saturday School						
PD Days: 1							PD Days: 0							April 02 - NO SCHOOL - Good Friday						
May 2021							June 2021							April 5-9 - April Vacation						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	April 10 - Saturday Academy						
						1			1	2	3	4	5	April 16 - End of 3rd Quarter						
2	3	4	5	6	7	8	6	7	8	9	10	11	12	April 12-14 - State Assessment						
9	10	11	12	13	14	15	13	14	15	16	17	18	19	April 17 - Saturday Academy						
16	17	18	19	20	21	22	20	21	22	23	24	25	26	April 21-23 - Proposed State Math Assessments						
23	24	25	26	27	28	29	27	28	29	30				April 24 - Saturday Academy						
30	31													May 1 - Family Appreciation Day						
Instructional Days: 19							Instructional Days: 17							May 3-5 - New York State Math						
PD Days: 1							PD Days: 2							May 8 - Saturday Academy						
Key														May 10 - NO SCHOOL - Data Day						
First and Last Day of School for Students														May 15 - Saturday Academy						
Beginning & End of Quarter / Progress Reports & Report Cards														May 20 - 4th Quarter Progress Reports & Family Conferences						
Staff Professional Development Days														May 22 - Saturday Academy						
Public Holidays & Vacations														May 29- Annual Award Ceremony (Students, Staff & Families)						
Home Visits/Family Events														May 31 - NO SCHOOL - Memorial Day						
Assessments														June 05 - Saturday Academy						
Saturday Academy														June 7-9 - MAP EOY Assessment						
Total Instructional Days: 185														June 12- Saturday Academy						
														June 16-18 - Final Exams						
														June 23 - Last Day of School for Students						
														June 24-25 - Staff Professional Development						
														July 6 - July 17 - Summer Academy						

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

Schedule Rationale

At Buffalo Creek Academy, we have designed our traditional middle school grades to maximize the amount of time our students are engaging in higher-level learning across all subject areas and all academic disciplines. Our doors open to students at 7:10 AM, with opportunity for breakfast, and an official school start time of 7:40 AM and a student dismissal time of 4:50 PM Monday through Thursday and 1:10 PM on Friday.

Students will have an AM Homeroom each day during which homeroom teachers will focus on our **LIFE Values**, ensure students are ready for the school day with all supplies and other materials, and provide daily announcements; announcements could include updates on classroom level recognition, classroom level duties, and focus topics for the upcoming Town Hall. Students will also have a PM Homeroom during which they will have opportunity to express **Care** for one another and ensure they have all of their supplies for their night's homework. For staff, there is a daily Staff Morning Huddle and Staff Evening Huddle, each for 10 minutes. During huddle, focus areas will change based on the day; Mondays, Wednesdays, and Fridays are reserved for operational and cultural topics; Tuesdays and Thursdays are reserved for academic topics. The Executive Director, Curriculum Coordinator, and Operations Manager will make announcement or speak about the updates. Huddles will be used to focus on our key priorities for the day and to consistently solidify staff culture.

Our mission is to ensure that all students are prepared to graduate from college and positively impact our community. Students in the fifth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics. These double blocks will allow us to increase the literacy and numeracy levels of our students in the shortest amount of time. Our fifth through eighth grade students will have 125 minutes of ELA (including Guided Reading), 100 minutes of Mathematics, 50 minutes of Science, and 50 minutes of Social Studies daily Monday through Thursday, and 105 minutes of ELA (including Guided Reading), 80 minutes of Mathematics, 40 Minutes of Science, and 40 minutes of Social Studies on Friday, totaling 1800 minutes or 30 hours of core instruction each week. Computer Science is provided once per week for 50 minutes; Civic Engagement is provided once per week for 50 minutes; Physical Education is provided twice per week for 100 minutes.

The Social Studies curriculum will be developed by the Executive Director for the first two years of the school and delegated to others in future years. Social Studies will alternate between content that addresses history and geography and content that addresses civic engagement, based on



the civic engagement curriculum of Democracy Prep. As stated above, we will also have one additional 50-minute section per week focused solely on Civic Engagement as part of our Electives block. Our proposed Executive Director completed leadership residency with Democracy Prep Public Schools and attended the network level civic engagement coordinator training in Harlem in January 2019. We will have direct support from Mr. Andre Geddes, Principal of Democracy Prep's Harlem Prep Middle School. As described in the Letter of Support (see **Request-04f – Evidence of Support**), Mr. Geddes will actively support the design and implementation of our Civic Engagement program. Aside from the core instructional components of our schedule, students will also receive Tutoring/Intervention sessions to improve their literacy, which comprise 240 minutes of our instructional program per week.

As part of our core instructional minutes, and counted as part of our ELA minutes, fifth through eighth grade students will receive 125 minutes of Guided Reading each week which will consist of academically heterogeneous groups of students working with a teacher on specified literacy skills. This weekly ELA classes will be on-grade-level and designed to ensure success on the New York state assessments. Our high academic and behavioral standards are in place to ensure that our teachers can focus on providing high-quality instruction to help our students achieve the goals they established for themselves, and those established for them by the school. Not counted in our instructional minutes is a daily 50-minute period of Accountable Reading, during which students will be supported in selecting, reading, and responding to high-interest texts that promote a love of and fluency in reading.

Students will experience the same schedule four times throughout the week; on Fridays, students will experience an abbreviated schedule where in the Lower Academy they will still have ELA, Math, Science, Social Studies, and Electives, but for a shorter duration, and in the Middle and Upper Academy will have only the core subjects; in the Middle Academy there will be Tutorial/Intervention even on abbreviated days, given that we may have students who are joining us after the Lower Academy who may need more remediation and intervention minutes. Under the abbreviated schedule, students will be dismissed at 1:10 PM.

Figure 7.02: Weekly Instructional Minutes for Each Core Subject

Grade	ELA	Math	Social Studies	Science	Foreign Language	Electives	Total Instructional Minutes	Total Instructional Hours
5 th	600	480	240	240		240	1800	30
6 th	600	480	240	240		240	1800	30
7 th	450 ⁴	450	250	250		200	1600	26.7
8 th	450	450	250	250		200	1600	26.7
9 th	450	250 ⁵	250	250	250	200	1600	26.7

Figure 7.03: Sample Lower Academy (5-6) Student Schedule (Regular)

Figure 100: Sample Lower Secondary (5-6) Student Schedule (Regular)								
Time		Period	5th Grade		6th Grade			
In	Out		Cohort 1	Cohort 2	Cohort 1	Cohort 2		
7:00 AM	7:10 AM	Staff Morning Huddle						0:10

⁴ ELA instruction minutes go from 600 to 450 per week as students are no longer taking Guided Reading for a total of 100 minutes per week and on the abbreviated day Middle Academy Students only take one section of ELA instruction.

⁵ Middle Academy students in grade 9 who are on or above grade level in math as measured by state and national assessments, will take 100 minutes of ELA, 50 minutes of Math, 50 minutes of Social Studies, 50 minutes of Science, 50 minutes of Electives (Computers, Civic Engagement, Physical Education), and 50 minutes of Foreign Language. Students in grade 9 who are not yet on grade level in Mathematics will continue to take two periods of Mathematics and delay the start of Foreign Language study until grade 10. All Middle Academy students will continue to have a daily block for Tutoring/Intervention.

7:10 AM	7:40 AM	Student Arrival					0:30
7:10 AM	7:40 AM	Breakfast (Optional)					
7:40 AM	8:00 AM	AM Homeroom					0:20
8:00 AM	8:50 AM	1st Period	ELA	Math	ELE	Sci	0:50
8:50 AM	9:40 AM	2nd Period	ELA	Math	Sci	ELECTIVE	0:50
9:40 AM	9:50 AM	AM Break					0:10
9:50 AM	10:40 AM	3rd Period	Soc Stud	ELA	ELA	Math	0:50
10:40 AM	11:30 AM	4th Period	ELECTIVE ⁶	ELA	ELA	Math	0:50
11:30 AM	12:20 PM	Accountable Reading	AR	AR	AR	AR	0:50
12:20 PM	12:45 PM	Lunch/Guided Reading	Lunch	Lunch	GR	GR	0:25
12:45 PM	1:10 PM	Lunch/Guided Reading	GR	GR	Lunch	Lunch	0:25
1:10 PM	2:00 PM	5th Period	Math	Sci	Math	Soc Stud	0:50
2:00 PM	2:50 PM	6th Period	Math	Soc Stud	Math	ELA	0:50
2:50 PM	3:00 PM	PM Break					0:10
3:00 PM	3:50 PM	7th Period	Sci	ELECTIVE	Soc Stud	ELA	0:50
3:50 PM	4:40 PM	Tutoring/Intervention					0:50
4:40 PM	4:50 PM	PM Homeroom					0:10
4:50 PM		Dismissal					
Total Required Minutes for Students							550
5:00 PM	5:10 PM	Staff Evening Huddle					0:10
Total Hours for Teachers							10:10 ⁷

Figure 7.04: Sample Lower Academy (5-6) Student Schedule (Abbreviated)							
Time		Period	5th Grade		6th Grade		
In	Out		Cohort 1	Cohort 2	Cohort 1	Cohort 2	
7:00 AM	7:10 AM	Staff Morning Huddle					0:10
7:10 AM	7:40 AM	Student Arrival					0:30
7:10 AM	7:40 AM	Breakfast (Optional)					
7:40 AM	8:00 AM	Town Hall					0:20
8:00 AM	8:40 AM	1st Period	ELA	Math	ELE	Sci	0:40
8:40 AM	9:20 AM	2nd Period	ELA	Math	ELA	Math	0:40
9:20 AM	9:30 AM	AM Break					0:10
9:30 AM	10:10 AM	3rd Period	Math	ELA	ELA	Math	0:40
10:10 AM	10:50 AM	4th Period	Math	ELA	Sci	ELECTIVE	0:40
10:50 AM	11:15 AM	Lunch/Guided Reading	GR	GR	Lunch	Lunch	0:25
11:15 AM	11:40 AM	Lunch/Guided Reading	Lunch	Lunch	GR	GR	0:25

⁶ Computer is offered once per week; Civic Engagement is offered twice per week; and Physical Education is offered once per week, for a total of 50 minutes, 50 minutes, and 100 minutes, respectively.

⁷ We recognize that this is a longer day for teachers, however teachers have three prep periods totaling 150 minutes on traditional days, allowing them to successfully manage professional responsibilities within the work day rather than in the evening hours.



11:40 AM	12:20 PM	5th Period	ELECTIVE	Sci	Math	ELA	0:40
12:20 PM	1:00 PM	6th Period	Sci	ELECTIVE	Math	ELA	0:40
1:00 PM	1:10 PM	PM Homeroom					0:20
1:10 PM		Dismissal					
1:30 PM	3:30 PM	Professional Development					2:00
Total Required Minutes for Students							340
Total Hours for Teachers							8:30

Figure 7.05: Sample Middle & Upper Academy Student Schedule (Regular) ⁸				
Time		Period	9 th	
In	Out		Cohort 1	
7:00 AM	7:10 AM	Staff Morning Huddle		0:10
7:10 AM	7:40 AM	Student Arrival		0:30
7:10 AM	7:40 AM	Breakfast (Optional)		
7:40 AM	8:00 AM	AM Homeroom		0:20
8:00 AM	8:50 AM ⁹	1st Period		0:50
8:55 AM	9:45 AM	2nd Period		0:50
9:50 AM	10:40 AM	3rd Period		0:50
10:45 AM	11:35 AM	4th Period		0:50
11:35 AM	12:00 PM	Lunch		0:25
12:05 PM	12:55 PM	5th Period		0:50
1:00 PM	1:50 PM	6th Period		0:50
1:55 PM	2:45 PM	7th Period		0:50
2:50 PM	3:40 PM	8th Period		0:50
3:45 PM	4:00 PM	PM Homeroom		0:15
4:00 PM	4:50 PM	Extra-Curricular/Tutoring/Intervention		0:50
4:50 PM	Dismissal			
Total Required Minutes for Students				510
5:00 PM	5:10 PM	Staff Evening Huddle		0:10
Total Hours for Teachers				10:10

⁸ Middle Academy students in grade 9 who are on or above grade level in math as measured by state and national assessments, will take 100 minutes of ELA, 50 minutes of Math, 50 minutes of Social Studies, 50 minutes of Science, 50 minutes of Electives (Computers, Civic Engagement, Physical Education), and 50 minutes of Foreign Language. Students in grade 9 who are not yet on grade level in Mathematics will continue to take two periods of Mathematics and delay the start of Foreign Language study until grade 10. All Middle Academy students will continue to have a daily block for Tutoring/Intervention.

⁹ In grades 5-6 students remain within the classroom and so there are no passing periods; starting in grade 7, students move from class to class, and thus the schedule allows for 5 minutes of passing time; we will ultimately adjust this number of minutes based upon facility dimensions and transition needs; it is most likely that the passing minutes will decrease.

**Figure 7.06: Sample Middle & Upper Academy Student Schedule (Abbreviated)¹⁰**

Time		Period	9 th	
In	Out		Cohort 1	
7:00 AM	7:10 AM	Staff Morning Huddle		0:10
7:10 AM	7:40 AM	Student Arrival		0:30
7:10 AM	7:40 AM	Breakfast		0:30
7:40 AM	8:00 AM	Town Hall		0:20
8:05 AM	8:55 AM	1st Period		0:50
9:00 AM	9:50 AM	2nd Period		0:50
9:55 AM	10:45 AM	3rd Period		0:50
10:50 AM	11:40 AM	4th Period		0:50
11:45 AM	12:10 PM	Lunch		0:25
12:10 PM	1:00 PM	Tutoring/Intervention		0:50
1:00 PM	1:10 PM	PM Homeroom		0:10
1:10 PM		Dismissal		
1:30 PM	3:30 PM	Professional Development		2:00
Total Required Minutes for Students				305
Total Hours for Teachers				8:30

As stated, Electives will alternate between Physical Education (twice per week), Civic Engagement (once per week), and Computer Science (twice per week). Additionally, students will experience a 20-minute Town Hall meeting each week with their Academy. At this time the individual academies will celebrate achievement, reinforce our school culture, and emphasized our dedication to living by our **LIFE Values**. Once per quarter, the entire school will come together for a full school Town Hall meeting, led by student leaders in the Upper Academy.

Day in the Life of a Lower Academy Student¹¹

Wake-up and School Arrival 6:00 AM to & 7:15 AM

Jo'Anne wakes up and starts her day after her mother wakes her up early to prepare her hair. Jo'Anne is starting to become excited about her reading, which is totally new for her; she fell asleep late last night because she was trying her best to finish a book - she is participating in a reading competition. Jo'Anne was named after her aunt, and though she adores her Aunt Jo'Anne, she tells everyone that she prefers them to call her Jo because at her school she is told it is important to know who you are and having courage is a part of acting with Integrity.

After preparing herself for school, Jo gets in the car so that her mother can drive her to school. Suddenly, she has an uneasy feeling. She is not sure if her mother or father signed her lifework diary last night before they placed it in her backpack. Last night was her father's turn, and he sometimes forgets. She immediately reaches for her backpack in a panic. Jo's mother, knowing

¹⁰ In Middle Academy, students on abbreviated days have one ELA, one Math, one Social Studies, and one Science class. All classes remain at 50 minutes, and the abbreviated day allow for two hours of weekly Professional Development.

¹¹ The day in the life for a Middle/Upper Academy student would be similar. The only difference would be with the daily schedule. The language will remain the same, however transitions in the hallways would not be silent from 9th grade on.



her daughter, knew what was happening and said in a warm tone "Don't worry Jo, I saw your father sign your diary last night before he placed it in your bag." Jo felt a sense of relief.

Jo and her mother soon arrive in front of Buffalo Creek Academy at 7:12 AM to see Mr. Pimm, waiting to greet her at the door. She also notices her friend Joseph as he moves his way up the ramp next to the staircase in his wheelchair. As she approaches Mr. Pimm, who always looks at her in the eyes with his hand outstretched and says, "We care about you Jo'Anne," she replies, returning eye contact and making a smile, "I care about my future." The doors of the school opened at 7:10 AM. There are plenty of students who are already inside the main cafeteria enjoying their breakfast and doing their brain-work.

7:15 AM – 7:40 AM

As Jo finishes greeting Mr. Pimm, she enters the school and sees Ms. Brown standing in the hallway reminding students to remain silent as they enter the cafeteria. Approximately 11 students are standing in line silently with their backpacks on, and their homework folders in their right hand. Jo notices that most of the folders are blue which means that these are fifth graders from the class named North Carolina University. Jo likes the fact that all the classes are named after universities. Upon seeing the folders, Jo remembers that her folder is green and also that she asked her mother for a green scarf for the upcoming Eid¹² celebrations. While Jo was day-dreaming, Ms. Brown took notice that she had not yet retrieved her folder from her backpack and quietly attracted her attention by tapping on the sign on the wall that read "how to prepare for breakfast." The sign, like many other signs found throughout the school, told Jo and her fellow students what they must do so that they could become what her teachers call "self-managers." Jo immediately removed her backpack from her shoulders and retrieved her green folder. Jo's folder was green because her class was named after Dartmouth University.

Jo enters the cafeteria, and there is low classical music by William Grant Still. Jo likes the fact that she can recognize the music of the famous African American Composer, partially because his music is always played during breakfast. As she enters the cafeteria, she passes by a long table where Ms. French is standing with a smile. Ms. French greets Jo and quietly watches as Jo places her LIFE work folder inside the crate with Dartmouth written on it. As Jo places her LIFE work in the crate, she looks at Ms. French and says with a smile, "It is my life" to which Ms. Frenchy says with a smile as well, "It is your work." The cafeteria is a large room with four large tables, one for each class within the school. Jo's school, which she has learned to call an academy, has two classes of fifth grade and two of sixth grade, with 30 students in each class.

Jo easily finds her table because it is the one that has the Dartmouth pennant displayed above it. Also, Ms. Collier and Mr. Price are inside the cafeteria to help her and other students in case they have a difficult time finding their seats. Jo finds her seat, and there is her breakfast snack already placed next to her name, she places her backpack on the floor under her seat and begins to eat. Her brain-breakfast is in a folder under her snack, so she is cautious not to make a mess with her food while she eats. Once Jo finishes her breakfast, she moves it all aside and begins her brain-breakfast which includes five writing prompts, from which she must select one to write a four-sentence paragraph and five math problems on her grade level. She knows that she has to finish the brain breakfast either during breakfast or for homework, and that her teachers will always review and give it back to her by the next day.

¹² Eid is a Muslim holiday.



As Jo completes her work, she notices that other Dartmouth students are starting to arrive. She sees Morrie and Glenda walking towards the Dartmouth table, followed by Ashton and Rayvon. Everyone takes their seats and begin to eat, except for Ashton, who eats breakfast at home, so there is only brain breakfast next to his seat. Jo looks over at the large digital clock in the cafeteria and the time is 7:37 AM, she becomes excited because she knows that at 7:38 AM one teacher will say "two more minutes" and then it is her job to retrieve the rolling trashcan so that her classmates can clear their trash and prepare for the morning chants. At 7:38 Mr. Price says, "Two more minutes" and all the students return his words in a chorus "two more minutes." Jo quickly moves from her seat and retrieves the trashcan. Jo is proud that this is her job, she takes pride in her school and likes that everyone has a job to keep it neat and tidy. As Jo collects the trash from the table, Rayvon is collecting all of the brain-work folders and placing them in the crate at the end of the table. At 7:40 all students are sitting quietly with their hands folded and Ms. Miller arrives standing at the end of the table in the center aisle between the four tables.

Without saying a word, Ms. Miller holds up one finger with one hand. That signals to the Dartmouth table, now filled with 29 other students, to stand up behind their seats in preparation for the school song. Mr. Price counts to three and everyone, staff included begin to sing:

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!

Jo loves the school song because Mr. Pimm told her that it means that eagles and education are like the rays of the sun. Also, the last part of the song is loud, and it always gets the Jo and her classmates very excited. After the school song, Mr. Pimm is standing in the front of the entire school and says, "Good Morning, Eagles," to which everyone replies, "Good Morning, Mr. Pimm" Jo loves this part because this is when she gets to do her classroom chants and hear all of the other classroom chants. She does her best to see if she can remember everyone's chant. Mr. Pimm goes from table to table to hear the classroom chants, after which he says, "Track your teacher" and the students are led outside of the cafeteria to their classrooms by their teachers.

7:40 AM – 8:00 AM

After Jo and the rest of Dartmouth finish their classroom chant, they are led to the Dartmouth room by Ms. Miller. As they walk silently all in one single file line, Jo notices Mr. Crane walking with his class in the same hallway, and she admires how straight and quiet their line is. Ms. Miller stopped next to the door for Dartmouth University and greeted every student as they walked in. Jo shakes hands and greets Ms. Miller and then enters the classroom. Jo is excited because at 7:40 AM homeroom starts, and this is when she gets to reflect on her day and prepare herself to be as productive as possible. Ms. Miller made an announcement during AM Homeroom about the on-going book-reading competition. Jo is currently in first place for the fifth grade, she is excited to tell her mom and dad, but she knows that Ms. Miller always sends updates to parents each day, so they will know before she can surprise them. The Buffalo Creek Academy LIFE values stand for Leadership, Integrity, Focus, and Excellence. During the morning homeroom, the students always reflect on one LIFE value. Jo was told that Leadership was the value to reflect on today. She immediately thought of her father who always shares stories about leaders he respects, she thought of her teacher Ms. Miller, and she thought of Michelle Obama because she was always impressed to see her on the television speaking with so much confidence. Jo was instructed to write down three sentences about Leadership and be ready to share it with the rest



of the class. Jo wrote about Ms. Miller. She likes the way Ms. Miller speaks, the way she always looks so professional, and the way that she always remains calm. When it is Jo's turn to share out what she has written, Jo stands up and reads aloud in a confident voice, what Ms. Miller calls the "college speaker style." Ms. Miller tells Jo'Anne that what she is describing is called "Leadership by example." Jo likes the idea of leading people just by being a good example because she knows that her friends Morrie and Glenda always tries to do everything she does, so she wants to provide an excellent example for them. Homeroom ends with the teacher and students reciting the Pledge of Allegiance and the Buffalo Creek Pledge, and the homeroom teacher sharing how much she **cares** about her students, their studies, and their future, and that she is excited for the learning and the challenges that the day will bring.

8:00 AM – 9:40 AM

Jo's first two classes every day are English Language Art (ELA) classes. Jo loves to read and as a result, she has found that this is a class that she enjoys the most. The class begins with a John Collins Writing Assignment, Type 1, which means that Ms. Miller has placed a prompt on the whiteboard and Jo must respond to it using her knowledge and imagination. Jo loves Type 1 prompts because they are timed, and she knows that she has to write at least 10 lines in five minutes. Jo will have 100 minutes of ELA and 100 minutes of Mathematics instruction, 50 minutes of Social Studies, 50 minutes of Science and 50 minutes of Electives which alternates between Physical Education, Computer Science, and Civic Engagement.

9:40 AM – 9:50 AM

At the end of ELA classes, Jo and her class have a 10-minute morning break. During this time those students who have earned enough **Care Credit** are allowed to have a quick recess outside. Those who have not earned enough **Care Credit** remain in the classroom to complete break-work or reflection work brought by the Dean of Students (DOS). Jo has earned the required **Care Credit** to have a quick recess, so at 9:40 she and her classmates are allowed to play either outside or with board games in the hallway just outside of the classroom. Mr. Price is in the hallways to keep an eye on all of the students while they enjoy their recess. When he notices Jo, he comes over and says, "Jo, I hear you are in first place for the book reading competition, keep up the great work." Jo is happy to hear that from Mr. Price, the Dean of Students.

9:50 AM – 11:30 AM

After the morning break, Jo studies Social Studies and Computer Science for 50 minutes each. Jo enjoys Computer Science because she knows how to compose essays using Microsoft Word. Jo enjoys typing because she can almost type all of her letters without looking down at the keyboard; she is always impressed when she sees Mr. Krett typing without looking at his hands.

11:30 AM – 12:20 PM

This is one of Jo's favorite parts of the day. She gets to snuggle on the rug with her favorite stuffed animal from the teacher's basket and she gets to read a book that really interests her. She has 40 minutes to read and then 10 minutes to respond to guiding questions in the Reading Log notebook that her teacher gave her at the start of the year. Jo is already on her third book of the year, with over 1000 total pages, and it is not even November!

12:20 PM – 1:10 PM



Following Computer Science class, Jo goes to lunch with her classmates. Jo enjoys lunch; she gets to go outside and play during recess. Jo's lunchtime lasts for 25 minutes, and within that time Jo knows that she must eat her lunch and play outside. When it is time to go to her classroom for Guided Reading, Jo sees Mr. Prices holding up his right hand in the air; when he does this, all of the students outside have to stop playing and listen for his instructions. Mr. Price says, " Line up with your class and proceed to Guided Reading." Ashton is the class captain, so he is the first in line; Jo is the second. Mr. Prices takes the students to their classroom where Ms. Koller is waiting for them to do Guided Reading with them for 25 minutes while the North Carolina University class goes to lunch, Jo notices them walking to lunch while she is returning to her class.

1:10 PM – 2:50 PM

Jo has two sessions of Math after Lunch and Guided Reading. Math is challenging for Jo, but she is starting to understand the material and she always gets extra help at the end of the day during Tutorial, and her grades are starting to get better, too. Her teacher encourages her every day, and never let's take short cuts!

2:50 PM – 3:00 PM

After Jo completes her lesson in Math she has a "PM Break." There is always a healthy snack and a chance to stretch their legs and do a few encouraging cheers as they get ready for their last classes of the day. Jo enjoys the PM break because she practices for the daily spelling bee that Mr. Crane holds as she and her friends await the school bus.

3:00 PM – 4:40 PM

After the PM Break Jo has her daily science class where she gets to learn new science vocabulary and engage in hands-on science experiments with her classmates. Then she spends the last class period with her math teacher working on her math skills and getting to re-take a quiz from last Friday to show how much she has learned.

4:40 PM – 4:50 PM

Following her tutoring block, Jo prepares with her classmates for dismissal. She gathers her backpack from her classroom, checks her homework binder with her binder buddy, and quickly lines up in the hallway adjacent to the parking lot. Jo's mother works evenings, so she takes the bus home where her older sister waits for her. Jo stands in line quietly waiting for Mr. Crane to arrive. She loves his daily spelling-bees. Once the buses arrive, Mr. Crane looks at Jo and her friends and says with a smile, "I care about you," and they all respond with a sea of their young smiles, "I care about my future."

c. Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day; Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

Figure 7.07: Sample Lower Academy Teacher Schedule (Regular)

Time		Teacher		
In	Out	Planning	Support	
7:00 AM	7:10 AM	Staff Morning Huddle		0:10
7:10 AM	7:40 AM	Student Arrival		0:30
7:10 AM	7:40 AM	Breakfast		
7:40 AM	8:00 AM	AM Homeroom		0:20
8:00 AM	8:50 AM	ELA		0:50
8:50 AM	9:40 AM	ELA		0:50
9:40 AM	9:50 AM	AM Break		0:10
9:50 AM	10:40 AM	Prep		0:50
10:40 AM	11:30 AM	ELA		0:50
11:30 AM	12:20 PM	ELA		0:50
12:20 PM	12:45 PM	Lunch		0:25
12:45 PM	1:10 PM	Guided Reading		0:25
1:10 PM	2:00 PM	Prep		0:50
2:00 PM	2:50 PM	Prep		0:50
2:50 PM	3:00 PM	PM Break		0:10
3:00 PM	3:50 PM	Grade Level Collaboration		0:50
3:50 PM	4:40 PM	Tutoring/Intervention		0:50
4:40 PM	4:50 PM	PM Homeroom		0:10
4:50 PM		Student Dismissal		
Total				9:50
5:00 PM	5:10 PM	Staff Evening Huddle		0:10
Total Hours for Teachers				10:10

Figure 7.08: Sample Lower Academy Teacher Schedule (Abbreviated)

Time		Period	Teacher	
In	Out			
7:00 AM	7:10 AM	Staff Morning Huddle	Huddle	0:10
7:10 AM	7:40 AM	Student Arrival	Threshold Greeting	0:30
7:10 AM	7:40 AM	Breakfast	Duty	
7:40 AM	8:00 AM	Town Hall	Duty	0:20
8:00 AM	8:40 AM	1st Period	ELA	0:40
8:40 AM	9:20 AM	2nd Period	ELA	0:40
9:20 AM	9:30 AM	AM Break	Duty	0:10
9:30 AM	10:10 AM	3rd Period	ELA	0:40
10:10 AM	10:50 AM	4th Period	ELA	0:40
10:50 AM	11:15 AM	Lunch/Guided Reading 1	Lunch	0:25
11:15 AM	11:40 AM	Lunch/Guided Reading 2	Guided Reading	0:25
11:40 AM	12:20 PM	5th Period	Prep	0:40
12:20 PM	1:00 PM	6th Period	Prep	0:40
1:00 PM	1:10 PM	PM Homeroom	Duty	0:10

1:10 PM	Dismissal			
1:30 PM	3:30 PM	Professional Development	PD	2:00
	Total			8:30

Figure 7.09: Sample Middle Academy Teacher Schedule (Regular)

Time		Period	Teacher	
In	Out			
7:00 AM	7:10 AM	Staff Morning Huddle	Huddle	0:10
7:10 AM	7:40 AM	Student Arrival	Duty	0:30
7:15 AM	7:40 AM	Breakfast	Duty	
7:40 AM	8:00 AM	AM Homeroom	Homeroom	0:20
8:00 AM	8:50 AM	1st Period	Prep	0:50
8:55 AM	9:45 AM	2nd Period	Teaching	0:50
9:50 AM	10:40 AM	3rd Period	Teaching	0:50
10:45 AM	11:35 AM	4th Period	Lunch/Prep	0:50
11:35 AM	12:00 PM	Lunch	Duty	0:25
12:05 PM	12:55 PM	5th Period	Teaching	0:50
1:00 PM	1:50 PM	6th Period	Teaching	0:50
1:55 PM	2:45 PM	7th Period	Prep	0:50
2:50 PM	3:40 PM	8th Period	Subject Collaboration	0:50
3:45 PM	4:00 PM	PM Homeroom	Duty	0:15
4:00 PM	4:50 PM	Extra-Curricular	Duty	0:50
4:50 PM	Dismissal			
	Total			8:15
5:00 PM	5:10 PM	Staff Evening Huddle		0:10
Total Hours for Teachers				10:10

Figure 7.10: Sample Middle Academy Teacher Schedule (Abbreviated)

Time		Period	Teacher	
In	Out			
7:00 AM	7:10 AM	Staff Morning Huddle	Huddle	0:10
7:10 AM	7:40 AM	Student Arrival	Duty	0:30
7:15 AM	7:40 AM	Breakfast	Duty	
7:40 AM	8:00 AM	Town Hall	Duty	0:20
8:05 AM	8:55 AM	1st Period	Teaching	0:50
9:00 AM	9:50 AM	2nd Period	Prep	0:50
9:55 AM	10:45 AM	3rd Period	Teaching	0:50
10:45 AM	11:35 AM	4th Period	Teaching	0:50
11:35 AM	12:00 PM	Lunch	Duty	0:25
12:00 PM	1:00 PM	Tutoring/Intervention	Duty	0:60
1:00 PM	1:10 PM	PM Homeroom	Duty	0:10
1:30 PM	3:30 PM	Professional Development	PD	2:00

Total		7:40
Total Hours for Teachers		8:30

All teachers will start the day with a Staff Morning Huddle during which teachers and leadership team will focus on the activities of the day and discuss any issues that require face-to-face announcement. The huddles will be especially important as an opportunity to check in on staff morale and reinforce a positive staff culture. After the Staff Morning Huddle, students will start to arrive at the school; based on the daily roster, a teacher will either be on duty throughout the school for this time or will be at their door greeting students. Breakfast will begin at 7:10 and the teacher will either be on duty throughout the school or in her classroom with the students who have already arrived. The AM Homeroom period will be started at 7:40, and each teacher will be assigned a homeroom. This is where the Pledge of Allegiance, **Buffalo Creek Pledge**¹³, attendance, and daily announcements are conducted. The teacher will teach for up to five periods per day and have three periods for preparation. Dismissal will be at 4:50 PM; the teacher will be on duty if they do not have an extra-curricular group, if they do have extra-curricular they will be preparing for that session instead of dismissal duty. The 10-minute Staff Evening Huddle will begin at 5:00 PM, during which the team will come together to close out the day.

¹³ "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**."

R-08ad – Specific Populations

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

Special Student Populations and Response to Intervention

As a grade 5-12 charter school proposed for a chronically underachieving community of students, we expect that the majority of students who enroll in our school will struggle with grade level material.

We outline below the various stages of intervention we will take starting in Year 1 and continuing in all years, including the process we will take to identify those students who may need more intense interventions to build school success. At Buffalo Creek Academy we define a struggling student as one that continuously experiences difficulty accessing the intended curriculum either due to academic ability (diagnosis-based) or insufficient prerequisite skills/knowledge required to learn the content needed to complete a series of assigned tasks measure by grade-level objectives (learner preparedness). We will specifically identify a struggling student as one who has earned NYS Level 1¹ on the previous year's state assessment in English language arts and/or Mathematics and/or performs in the lowest quartile of performance and fails to make adequate progress on the Northwest Education Association Measures of Academic Progress ("NWEA MAP") as outlined in our Accountability Plan found in **Request 6**.

In order for us to provide the need-responsive services for our diverse student body, we will utilize (a) regular interventions, (b) school-wide procedures, and (c) specialized support teams. All interventions will be made available to all students, including those who are English Language Learners ("ELLs"), those with special needs, and those entitled to accommodations under Section 504. Our mission is to prepare fifth through twelfth grade students to graduate from college and positively impact our community through rigorous academics and a structured learning environment. This mission is a promise to every Buffalo Creek Academy family who enrolls their student in the school and directly informs our plans to successfully educate our struggling students.

At Buffalo Creek Academy, our assessment system, data collection protocols, and RTI procedures will ensure that we are able to identify academically struggling students and design student support programs that further all students towards high academic achievement, measurable at formative and summative points throughout and at the end of each school year.

The Buffalo Public Schools Committee on Special Education ("CSE") will be consulted if there is a situation where any student is not making adequate academic progress, or the school's designed interventions are insufficient. All families will be contacted when a student's status is upgraded to Tier 2 or Tier 3 and will be consulted when the student's case is referred to the CSE.

¹ <http://www.p12.nysed.gov/irs/pressRelease/20180926/documents/ela-2018-scale-score-performance-level-conversion-charts.pdf>.

In Years 1 and 2, the Executive Director will oversee a Leadership Team to include a Dean of Students, Operations Manager, Curriculum Coordinator, and Student Support Coordinator², who will be a licensed special educator in the State of New York.

In Years 3 and 4, the Team will grow to include two Academy Principals, one for our Lower Academy (5-6) and the other for our Middle Academy (7-9), respectively. In Year 5, we will hire a Chief Academic Officer who will supervise the academy-level principals and add a Director of Operations, Director of Development, and Director of Student Support Services. 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).

As stated, the Executive Director will recruit and hire a Student Support Coordinator, a licensed special educator in the State of New York, who will maintain responsibility over all Buffalo Creek Academy programs for specific populations (Special Education, Speech Therapy, Response to Intervention, etc.). Each Academy Principal will be responsible for collecting, tracking, and evaluating behavioral and academic data during and at the end of each quarter and overseeing the RTI process for all students to ensure their success. Cumulatively, Buffalo Creek Academy will use reliable and frequent assessment data, school management/leadership, and oversight from the Board of Trustees and its Academic Achievement Committee to ensure that the academic program is assessed for the degree to which it is effectively educating all children and that we take the necessary action steps to address any challenges in students' academic growth throughout and across all years and across all subgroups.

Response to Intervention (RTI)

As mandated under the federal Individual with Disabilities Education Act (IDEA) most recently amended in 2015 as a part of the 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.³ Teachers will access data using a platform such as Kickboard, prepared by the Manager of Operations. Each Academy will prepare a monthly Academic Report which will detail monthly academic growth, unit and interim assessment data, as well as NWEA MAP results in order for the Executive Director, the Board, and its Academic Achievement Committee to effectively monitor student achievement at the whole school, sup-group, and struggling student levels, and will allow management and governance to transparently see the growth and absolute performance of students who are receiving RTI interventions.

RTI for Academics

Tier 1 interventions are those which are offered to all students and are part of our academic program for all students; at their core is regular progress monitoring (daily exit tickets, weekly mastery quizzes, unit assessments) and annual standardized testing, as well as such teacher activities as effective classroom circulation and academic monitoring during the class period, proximity to increase student focus and attention.⁴ The Executive Director will be responsible for final oversight of the Academic RTI program, will delegate that oversight to Academy Principals as hired, and will report program status to the Board of Trustees each month within our regularly scheduled Board

² In Years 1 through 4, the school will employ a Student Support Coordinator. This position will grow into a Director of Student Support Services in Year 5.

³ Zirkel, Perry A. "Response to Intervention: Lore v. Law." *Learning Disability Quarterly*, vol. 41, no. 2, May 2018, pp. 113–118. EBSCOhost

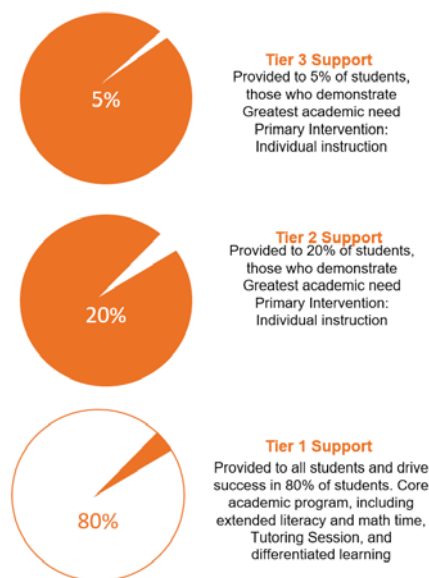
⁴ "Tier I Interventions." https://www.corwin.com/sites/default/files/upm-binaries/34841_Collier_RTI_for_Diverse_Learners_Ch1.pdf.

meetings and each month within our Academic Achievement Committee meetings; all meetings are outlined in **Request 14**, are open to the public. The Student Support Coordinator and Director of Student Support Services as hired will be the responsible officer for the program and will manage it day-to-day. When/if students fall into the bottom 10% of the grade-level cohort based on interim assessment scores and course grades that occur at the end of each grading cycle, and/or a student is identified as a struggling student as defined by the school (see above), the student will be referred to RTI Tier 2 interventions and will involve meeting with the family to inform them of their student's academic status and the school's next steps for intervention and support.

Students who are receiving Academic RTI Tier 2 support will receive weekly group academic counseling provided by the Student Support Coordinator or another appropriate member of the intervention team to practice study strategies, discuss homework completion rates, seek assistance in areas of struggle, create more targeted strategies for maintaining focus during class, and reflect on weekly academic performance. Students who are receiving Academic RTI 2 support will also attend Saturday Academy for the upcoming academic quarter, there will be meetings between the students' parent(s)/guardian(s) and the Student Support Coordinator and Curriculum Coordinator (Y1), and the Academy Principals (Y2 and beyond). Students requiring differentiated intervention for mathematics and literacy would also receive such support in Academic RTI 2.

Students who receive Academic RTI 3 support will receive weekly academic counseling during which they will conduct a root cause analysis for the cause of their lower grades and assessment results and will work with their assigned intervention teacher (a general teacher who has been trained by the Student Support Coordinator) to establish weekly goals. Academic RTI 3 support may also include being assigned to a licensed special education teacher for weekly meetings providing support for homework, differentiated math and literacy supports, reflections on academic progress, and Saturday School interventions.

Figure 8.01: Response to Intervention Tiers of Support⁵



⁵ Buffalo Creek Academy has adapted an RTI model based on the New York State Response to Intervention Technical Assistance Center Framework, retrieved from www.nysrti.org.

RTI for Behavior

At Buffalo Creek Academy, we believe that a highly structured and caring environment is vital to our ability to provide high-quality instruction. Our behavioral tiers of intervention, embedded within our school discipline policy, ensure that students are able to spend the maximum amount of academic time learning and that teachers are able to spend the maximum amount of time teaching. Our discipline system compliments our belief that “every minute counts” and that we have a mission-driven imperative to do all that we can to (a) reduce and eliminate any distractions from learning and (b) develop within students the behavior that will propel their individual success. We accept that there will be circumstances that arise that are not those that will be resolvable during the lesson.

Behavioral Tier 1

Our school discipline policy will include a credit score system where all students earn points for good behavior or lose points for behavior that runs contrary to our **LIFE Values** and any school policies. Students who do not wear their uniform properly, do not arrive to class on time, or do not abide by the rules of the classroom will cause them to lose credit points. When such an incident does occur, the discipline system will allow teachers to maintain their attention on teaching the lesson and students can dedicate their attention towards reflecting on and correcting their own behavior.

In Tier 1, when an incident occurs which can be quickly resolved in the lesson without causing a distraction, the teacher will complete a digital referral for intervention and **Care Session 1** will be conducted with the student by the Dean of Students. The Dean will be equipped with a multitude of tools 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/her decision and actions. The student will reflect on how his/her decision(s) and action(s) led to behavior aligned to our **LIFE Values**. The student then will have the ability to establish behavioral goals to ensure that such instances do not occur in the future. The behavior reflection form will then be used as a basis of a **Caring Discussion** between the student and Dean of Students. The Dean will be responsible for scheduling and/or mediating a second **Care Session** as needed.⁶ 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 as part of the first **Care Session**. The Dean and the documents that the Dean will use will be infused with our high expectations and language of **Care** and our **LIFE Values**: “We care about you as a person and as a member of our community and we know that you can behave much better than this.” “We **Care** about you, and this behavior does not reflect the **Leadership** we know you have inside of you.” “We **Care** about you as a valuable member of our school community, and your behavior right now is not showing **Integrity**, and we know you can do much better.” “We **Care** about you, and we need you to **Focus** on the work and behaviors that will build your bright future.” “We **Care** about you as an important member of the Buffalo Creek Academy community, and we need you to demonstrate **Excellence** as a member of our community.”

Tier 2

The Dean of Students will use the completed forms, reflection, and discussion results of the first **Care Session** to determine whether or not the student is ready to return to class. 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

⁶ Lead Founder and proposed Executive Director Dr. Christopher Manning studied Roxbury Preparatory Academy and observed the forms and staff-student interactions within the Dean’s Office, and will continue to access such models to finalize all processes and documents for Buffalo Creek Academy,

the meeting. If there is no request for mediation, then the meeting will occur between the student and teacher only. In either instance, the meeting must take place before the student can 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. These meetings will continue to draw upon our language of **Care** and our **LIFE Values**.

Tier 3

This level of intervention will include weekly **Care Sessions**, and weekly meetings with the advisor, Dean of Students, and parent(s)/guardian(s), and as needed the school's Social Worker which will be in place within our school community in all years. This support professional will be consulted to determine whether or not the student behavior may indicate a need for mental health services and parent(s)/guardian(s) will always be consulted. The entire RTI program is developed to ensure that each student reaches their highest level of academic achievement. When behavior prevents a student from learning, this program is in place to place students back in the classroom for high-quality instruction as quickly as possible.

RTI for Attendance

For a student to achieve the high academic standards we set, a student must be at school every day. We believe that every learning moment is precious, and a full day absence is an enormous loss of such learning moments. As part of Tier 1, students and families will be kept updated on the number of late arrivals and absences they have on weekly progress reports requiring adult signature and return to school, and all families with a late or absent student will receive a call from the office staff of Buffalo Creek Academy on the day of the absence or tardy by 9:00 AM of the same day.

We will monitor student attendance in our weekly Student Success Team (SST) meeting to identify any students struggling with coming to school each day or coming to school on time. Students with four or more absences in a two-month period will be considered to need Tier 2 attendance supports. The Social Worker or the Dean of Students will meet individually with the student to discuss the absences and will also phone home to discuss absences with the parent/guardian. If deemed necessary by the circumstances, a plan will be devised to ensure the student makes it to school on time each day. This might include assisting the family to create a transportation plan or facilitating the purchase of an alarm clock. Students with six or more absences in a two-month period will be considered in need of Tier 3 interventions, including an in-person meeting with the Academy Principal (Executive Director until Principal is hired), Social Worker (or Dean of Students in Year 1), Advisor, student, and parent. This meeting will include action planning for a student to set and meet attendance goals, reiteration of the importance of attendance and expectation of attendance, and information about the potential consequences of continuing excessive absence, including danger of retention if a student has ten (10) or more absences and notification of New York State Office of Children and Family Services if the student has 20 or more absences.

Program Evaluation of Response to Intervention

As part of our annual internal program audit, we will thoroughly review the efficacy of our RTI processes to determine the rate of success of these processes to help students improve their academic achievement, behaviors, and/or attendance. Led by the Student Support Coordinator (later Director of Student Support Services) and supported by the Executive Director and Academy Principal(s) as hired, we will analyze academic, behavioral, and attendance metrics for students before, during, and after the administration of interventions, specifically seeking to understand the degree to which each tier was successful in supporting a majority of students receiving it to improve.

We will consider the feedback of students, families, and staff surveys in understanding the success of our intervention program. Families will provide feedback via hand-written surveys provided by mail with school-provided return mail forms. Returning of these forms will be incentivized to maximize input from as many families as possible. We may undertake case studies of students whose improvement or lack thereof is an outlier to generate, with the supportive expertise of the Student Support Coordinator (later Director of Student Support Services) and special education teachers, which modifications to our processes may aid more students to become successful.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.
- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);
- The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act); Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers or service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,
- Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

Special Education Program

We will abide by all Special Education Assurances as outlined in **Appendix B**.

At Buffalo Creek Academy we are committed to providing a high-quality, college preparatory education for all students, regardless of race, socioeconomic status, and/or eligibility for special education programs. We firmly believe that it is our legal and moral responsibility to improve educational results for children with disabilities and that our commitment to all students regardless of ability is an essential element of our existence as an American public school of ensuring equality of opportunity and full participation for our students with disabilities.⁷

We have established our **LIFE Values** of Leadership, Integrity, Focus, and Excellence for all students and we have designed our curriculum, academic structure, and staffing plan to ensure that all students are afforded a free and appropriate education ("FAPE") within the least restrictive environment ("LRE"). Our student support services will ensure that all students with disabilities, regardless of the designated level of that disability, are afforded to the greatest extent possible maximum accommodations and minimum content modifications to ensure the fullest and most equitable access to the general education curriculum. Our team has analyzed the most current demographics data on Buffalo Public Schools, which reflects that approximately 23% of students are eligible for a special education program. Based upon this data and the more pronounced needs

⁷ Partially quoting Congress's remarks within the IDEA law <https://sites.ed.gov/idea/about-idea/>.

noted within our smaller and more targeted community, we anticipate that 25%⁸ of our incoming students may have Individualized education plans (“IEPs”).

As a key part of our curricular program, we will provide data-informed instruction to all students; in alignment with this approach, our NY credentialed teachers who work with students identified as eligible for an IEP will use student performance data to ensure that the instruction they provide improves student performance and maximizes all students’ access to and measurable success with the general curriculum.

Buffalo Creek Academy will conduct a Summer Professional Development Session each year during which all teachers will be trained on how to access student IEPs and as well as how to interpret them. Teachers will receive training on how to identify accommodations, implement modifications, and establish goals for classroom implementation.

The Executive Director and Student Support Coordinator will supervise and coach all teachers on the correct implementation of the student IEPs. As the school grows, the Academy Principals will coach the teachers within their school divisions - Lower Academy (5-6), Middle Academy (7-9), and Upper Academy (10-12) and with the continued oversight and guidance of the Executive Director and supports and facilitation of the Student Support Coordinator and Director of Student Support Services as hired.

Based on the district average of 23% of students having IEPs, we expect approximately 26 students in each class of 112 to have an IEP. We plan to hire NY licensed special education staff to maintain sufficiently low ratios of students to be able to effectively provide services to our students with IEPs. **Figure 8.02** details our expected ratio of students with IEPs to licensed special education staff.

Figure 8.02: Expected Ratios of Students with IEPs to Special Education Staff				
Year	Total Students	# Students w/IEPs	# Special Education Staff	Ratio of Students w/IEPs to SPED Staff
2020-2021	112	26	2	13:1
2021-2022	168	39	3	13:1
2022-2023	224	52	4	13:1
2023-2024	280	64	5	13:1
2024-2025	336	77	6	13:1

The Curriculum Coordinator will be responsible of updating general education teachers on the progress of their students toward program goals during IEP meetings and at the Buffalo Public Schools Committee on Special Education (CSE). The Executive Director will keep the Governing Board informed on the status of our special education program with an academic dashboard that outlines the academic results of all students, and disaggregated results of our students receiving special education services.

Child Find

Our school will use the Child Find search tool once a student has accepted a seat at the school. Upon formal enrollment, we will formally ask whether or not a student has ever been placed on an IEP. The enrollment form will be made available to potential families in multiple languages. For any student not on an IEP who is identified as struggling, we will use the RTI process outlined above;

⁸ The estimated number of students with disabilities differs slightly from the figure in **Request 5-b, Enrollment**, due to our desire to conservatively plan for staffing and fiscal implications and given the anecdotal evidence from members of our community regarding higher numbers of students with disabilities on the East Side of Buffalo.

if that process is unsuccessful, we will then secure a family's written consent to conduct an evaluation to determine whether there may be a disability.

Records and IEP Storage Requirements

At Buffalo Creek Academy, all IEPs are stored in the Student Support Coordinator's office, in a locked cabinet; this office will always be locked and access to the IEPs will only be made available to authorized personnel by the Student Support Coordinator or the Executive Director. The Executive Director and Student Support Coordinator will be the only two personnel who will possess keys to the office and the cabinet. During the Summer Session, all teachers will be trained on how to access the IEPs. The Executive Director will ensure that all teacher evaluations include implications for IEP compliance.

504 Plans

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

Services

Buffalo Creek Academy believes that all students, including those with disabilities, can achieve college readiness. We will provide all students with the curricular resources, instructional techniques, staff, accommodations, and modifications they need to make adequate academic progress and achieve academic success. For all of our teachers and staff to provide such accommodations and modifications, our Student Support Coordinator (Director of Student Support Services) provides annual professional development before the start of each school year and then periodically as needed throughout the school year in understanding and implementing accommodations specified in IEPs for our students with disabilities and for employing strategies that are effective in educating our students with disabilities. As stated, this professional development is delivered both in the summer and throughout the year, and the Student Support Coordinator provides additional support for individual staff members throughout the year in strategies to implement the instructional services outlined in our students' IEPs. This professional development will be scheduled into Friday professional development sessions or full-day professional development agendas, including portions of Data Days to look specifically at the performance of students with special needs. Following up on these sessions, the Student Support Coordinator or teachers may choose to schedule follow-up meetings on an ad-hoc or regular basis to discuss the needs of individual students. The Student Support Coordinator will ensure that additional services are provided as required during the school day, including but not limited to, speech therapy, counseling, occupational therapy, and hearing or vision services.

In the first year, our Student Support Coordinator (later Director of Student Support Services) will act in an administrative and instructional role, devoting half of their time to administration of Buffalo Creek Academy's RTI program and half of their time to special education push-in and pull-out services for students. In subsequent years and until we reach full enrollment in academic year 2026-2027, Buffalo Creek Academy will hire a minimum of one special education teacher licensed in New York State, grow that number each year in response to enrollment growth and student needs and the present. Special education teachers will support students on a specific grade level and will work

with the Student Support Coordinator to monitor students' progress and general education teachers' implementation of accommodations and modifications for each student on their case load.

In tandem with professional development in implementing students' IEPs, staff will receive copy of the accommodations and modifications necessary for specific students in their classes based on their IEPs. All general education teachers will meet individually with a special education teacher in the first 30 days of the school year to review the IEPs for students in the general educator's classes and to discuss the supports needed for each individual student, including those with IEPs. Special educators will meet on a weekly basis with general education teachers in each of the core subjects to ensure that our students' needs are being met. These meetings will be set up on a recurring basis during a common prep period for the special education and general education teacher.

Based on classroom observations conducted by the Executive Director and Academy Principal(s) as hired, Student Support Coordinator/Director of Student Support Services, and special education teachers, ongoing professional development throughout the year for general education teachers will target accommodations that our staff can grow to implement more effectively or more often. As may be required by individual IEPs, Buffalo Creek Academy will contract the services of licensed experts as contractors to provide tutoring, counseling, occupational therapy, or speech and language therapy services overseen by the Student Support Coordinator.

Alignment with Mission, Vision, Curriculum, and Instructional Choices

All decisions that impact students are taken in alignment with our mission, vision, and key design elements. We base our choices regarding how we support our students with special needs on federally mandated and New York State standards and our instructional methods, curricular planning, and implementation will consistently be based on the most current and growing research and empirical best practices throughout the charter term. Our instructional model allows for multiple sessions of small group instruction, guided reading, and pull-out sessions. Under the guidance and supervision of the Executive Director, Academy Principal(s) as hired, and Student Support Coordinator and Director of Student Support Services as hired in Year 5, our school will employ specialized and appropriately credentialed personnel for all programs and adjust our staffing model as well as curricular resources and instructional approach as needed once specific student needs are presented in our inaugural year enrollment and in all future years as well.

Program Management and Evaluation

Under the leadership and oversight of the Executive Director, Academy Principal(s) as hired, and the Student Support Coordinator and Director of Student Support Services as hired in Year 5 who will manage Buffalo Creek Academy's special education program and performance. The Student Support Coordinator, and then Director as hired, will be responsible for:

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

- Serving as the primary Buffalo Creek Academy contact and liaison to the Buffalo City School District Committee on Special Education (CSE)⁹
- Completing all legal reporting requirements for the special education program
- Monitoring progress on nationally normed assessments (NWEA MAP) and internal assessment performance results to the same degree and with the same frequency as for general education students in order to continuously improve the efficacy of our program for all of our students receiving special needs services
- Working with the Curriculum Coordinator to compare student mastery and growth data on standardized measures (including NWEA MAP) and reporting analysis results to the Executive Director and appropriate Academy Principal(s) as hired

At Buffalo Creek Academy, our special education program is one of the most critical pillars of our structural integrity as an institution legally and morally responsible for ensuring that we reach our mission of every one of our students graduating from college and leading a life of opportunity. On a monthly basis (at minimum), the Student Support Coordinator and Director of Student Support Services as hired in Year 5 will analyze and report assessment data comparing our special needs population's progress to that of our general education population during the weekly Senior Leadership Meeting with the Executive Director, Academy Principal(s), and Curriculum Coordinator. If after receiving the detailed weekly report, data shows that specific groups of students or specific individual students are making inadequate progress, we will make the necessary program adjustments to ensure that all students are being prepared to make adequate annual academic progress and ultimately are prepared to graduate from college and positively impact the community. Towards the end of each academic year and before the school's summer break, we will utilize end-of-year assessments, end-of-year academic performance, and family survey data results to inform our formal annual evaluation of our special education program and make the necessary adjustments in staffing, professional development, curricular resources, and instructional and/or behavioral supports as needed for the coming academic year.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria*
- *The process that will be used to evaluate the efficacy of the program, instructors and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

English Language Learners

Buffalo Creek Academy will provide an equitable education for every one of our students. We will operate in accordance with all local regulations and federal education laws, including Title IV of the

⁹ Buffalo City School District Committee on Special Education <https://www.buffaloschools.org/Page/4449>.

Civil Rights Act of 1964 and the Education Opportunities Act of 1974, New York State Education Law 3204, Section 3. These provisions provide protection for students who speak home languages other than English.

We estimate that our English Language Learner (“ELL”) population will be approximately 16%¹⁰ based on the ELL population in the Buffalo Public Schools District and that of four more targeted community of Schiller Park and surrounding area(s). We believe that the best way of providing a quality education to our ELL student population is primarily through the utilization of push-in Structured English Immersion services as well as small group instruction for learners who are still developing their language skills. We will do this by employing certified English Language Specialist, all certified in teach English to Speakers of Other Languages (ESOL). As our school grows we will continue to grow our English Language Specialist Team in order to maintain high quality instruction to all students up to and including when we are enrolled at full capacity of 336 students in the academy year 2024-2025. For more details on staff growth please review section **Request 12**.

Identifying English Language Learners

Buffalo Creek Academy will operate in compliance with guidance as found in the SUNY application:

- The process begins with the **Home Language Questionnaires** to screen all new entrants to New York State schools for potential limited English proficiency.
- If the home language is other than English or the student’s native language is other than English, then appropriate school staff should conduct an informal interview in the student’s native language and English.
- If a student speaks a language other than English and speaks little or no English, then the school should administer the New York State Identification Test for English Language Learners (“NYSITELL”). A score below the designated cut score for the child determines eligibility for English as a second language (“ELL”) or bilingual services. The NYSITELL is administered only once to each incoming student.
- The exit criteria for students who are ELLs are as follows: Student achievement or progress in the English language is measured annually with the New York State English as a Second Language Achievement Test¹¹ (“NYSELLAT”). The scores on the NYSELLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the student has achieved each year, and whether or not the student’s level of English is high enough to exit the ELL or bilingual program. Additional information regarding the NYSELLAT is available at: www.p12.nysed.gov/assessment/nysELLat/.

Providing Services for English Language Learners

Our students who receive services for English Language Learners will maintain equitable access to all high-quality instruction occurring within our school as well as additional supports to develop their English language skills and ensure that they are successful in our school.

At Buffalo Creek Academy, it is our moral and legal obligation and responsibility to ensure that supports are provided within the school day and we will utilize push-in services from the EL

¹⁰ The estimated number of ELLs differs slightly from the figure in **Request 5-b, Enrollment**, based on the growing refugee and immigrant population in Buffalo, as well as our desire to conservatively plan for staffing and fiscal implications.

¹¹New York State English as a Second Language Achievement Test <http://www.p12.nysed.gov/assessment/nyseslat/>.

Specialist, as well as collaboration between the EL Specialist and general education teachers to provide support to our ELL students. Further, we will conduct small-group instruction during our 50-minute Tutoring Session period which will occur four times per week, Monday through Thursday. For more details on our daily schedule, please see **Request 7**.

To ensure that students are not separated from their peers or provided with different academic expectations, we will use a structured English language immersion model. We expect that the majority of ELLs in our school will attend all of the same academic classes as their peers but will experience some supports in class and some small group pull-outs during independent practice times and during our 50-minute Tutoring Session blocks. When the situation occurs where a student's language proficiency level is preventing normal classroom participation we will regulate the amount of time that student spends inside of the mainstream class and with one of our EL Specialist for the purposes of English instruction. The overall objective of our ELL approach is that all of our ELLs will develop their English skills to reintegrate into mainstream classes in the shortest amount of time possible. During these developmental stages, ELLs will be immersed within mainstream classes for part of the day to listen and speak English, providing all ELLs a chance to learn from their native-speaking peers who are also important language models. We believe that every student enrolled at Buffalo Creek Academy can succeed, and our ELL supports are designed with the same ultimate academic goals for ELL students as for all other students.

One primary method for meeting the specific educational needs of ELLs will be our extended time for literacy and small group supports for literacy instruction. We will use dedicated time and small groups in Reading Circle and Tutoring Session blocks and small group stations during our ELA Reading and Writing blocks to deliver multiple daily opportunities for small group instruction for our ELL students. For more details of Reading Circle, Tutoring Session, and our ELA Reading and Writing blocks, please see **Request 6**.

The Student Support Coordinator and Director of Student Support Services as hired in Year 5, in partnership with the EL Specialist, will oversee the implementation of an individualized support plan for all ELL students. This support plan is completely separate from the RTI process for struggling students and is specifically targeted toward the English language acquisition needs of ELL students. The plan will be carried out by general education teachers in partnership and with support from the EL Specialist. Using ongoing assessment data and the feedback of general education teachers, the Student Support Coordinator/Director of Student Support Services and EL Specialist will check-in weekly to ensure that ELL students are receiving the necessary supports and adjusting the plans for these supports as necessary when students need greater or lesser intervention to succeed.

At Buffalo Creek Academy, we believe that literacy is critical to successful learning, and we believe that all students must work hard toward the same high academic standards. Therefore, it is with this firm conviction that we will work in all years of the charter term to ensure that we implement the best practices, informed by ongoing research and empirical best practices, in literacy instruction in every subject, and not just in ELA. We also hold the belief that every teacher must be a literacy teacher and that literacy is a focus point that stretches across disciplines and grade levels.

Vocabulary-focused Instruction

At Buffalo Creek Academy, we will identify a set of key vocabulary words to teach across multiple contents and Advisory each week. Research tells us that students need to see and hear vocabulary terms multiple times within multiple different contexts and using multiple methods of expression. The emphasis of these words will happen in English Language Arts classes and Social Studies, as well as in Advisory. Literacy teachers at each grade level, with oversight from the Curriculum Coordinator or Executive Director and Academy Principal(s) as hired, will lead the selection of

these key vocabulary terms and will share them with the Social Studies teacher and all Advisors for instruction in these other venues. The Curriculum Coordinator, or Executive Director in Year 1, will observe this instruction and iterate this program as necessary to ensure that all students, including ELLs, are acquiring this academic vocabulary.

Integration of Oral and Written Literacy into Content Instruction

For ELLs and for every student, we believe that one key to being ready for college success is the development of a confident voice. Our students need the skills to speak with one another fluently and eloquently, and they will practice speaking to peers and to their class in all content areas. We will use common rubrics for spoken literacy and writing to ensure that students develop a unified skillset in English literacy across contents. Content presented in any course, whether text, images, video, or speech, will often be followed by an opportunity for students to respond in writing and in conversation with a partner. Teachers will be taught and coached to hold students accountable to their efforts in both writing and conversation to provide frequent practice and feedback for students in both communication forms. ELLs will particularly be well served by this frequent practice, but this routine will benefit the learning of all students.

Regular Opportunities for Writing

Our teachers will model annotation for our students and our students will be taught, supported, and consistently required to take notes and reflect on the new knowledge gained during daily lessons. Students will experience this practice across disciplines to best ensure that all teachers are working to build our students into strong learners with increased command of the English language. Teachers will provide feedback on students' writing in multiple ways, from informal assessment and commentary to formal grading based on writing rubrics that will be shared across contents.

Small Group Instruction

Small group coordination will be managed by the Student Support Coordinator and Director of Student Support Services as hired in Year 5 and implemented by the English Language Specialist and general teachers. During the 50-minute tutoring block provided four days per week Monday through Thursday, there will be various student groupings, with some working on comprehension while the others practicing their speaking skills or studying vocabulary required for the next day's classes. Intervention groups will be revisited informally on a weekly basis to ensure that students receive the help that they need in their literacy and math courses and during our 50-minute tutoring block, as well as more formally at the end of each marking quarter. ELLs who need specific language acquisition help will be placed in aligned small groups for instruction in their specific area of need, using the most immediate identification and implementation process, with this differentiation allowing us to provide students with what they need most to improve their English skills.

Program Implementation and Evaluation

At Buffalo Creek Academy, our English Language Learner program is another one of the most critical pillars of our structural integrity as an institution legally and morally responsible for ensuring that we reach our mission of every one of our students graduating from college and leading a life of opportunity. On a monthly basis (at minimum), the Student Support Coordinator will analyze and report assessment data and academic progress. Said progress will be measured by our ongoing assessment mechanisms: daily exit tickets, weekly quizzes, and unit assessments. On an annual basis, every identified ELL student will take the New York State English as a Second Language Achievement Test ("NSYESLAT") to reassess their need for ELL services and ELL status. Students who achieve proficient results as determined by designated cut-off scores on this exam will be exited

from ELL services. If after receiving the detailed weekly report, the data shows that specific groups of students or specific individual students are making inadequate progress, we will make the necessary programmatic adjustments to ensure that all students are being adequately prepared to make sufficient annual academic progress across all content areas and ultimately are able to graduate from college and positively impact the community. Towards the end of each academic year, and formally before the school's summer break, our school will utilize end-of-year assessments, end-of-year academic performance, and family survey data results to inform our evaluation of our English Language Learner program and make the necessary adjustments of staffing, professional development, curriculum resources, instructional techniques, and supports as needed. For more detail on this review and its place within our annual internal program audit, please see **Request 5**.

Ensuring Equal Access for All Students and Families

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

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

At Buffalo Creek Academy, we believe that rigorous academics in middle and high school will prepare our students to excel in and graduate from college; in light of this belief, we believe that we must act with immediacy when a student is reading far below their grade level as well as when they are above it. We will be steadfast in our responsibility to adjust our program for students who perform above their grade level by providing them with the challenges they need.

Buffalo Creek Academy will identify advanced and gifted students early by utilizing Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") assessments three times per year, and specifically the reading comprehension and mathematic assessments within the NWEA MAP assessment tools. Students with performance result that are above the 90th percentile, and thus in the upper decile of national achievement, will be identified as needing greater academic challenges in at least part of their program. Students who complete grade level work with ease, as identified by their teacher(s), will also have several supports for greater challenge in their academic experience, including challenge work during our daily Tutoring Session block, leveled independent reading, and in-class challenges.



During our daily 50-minute Tutoring Session block, we will provide students with extension and challenge work to push their thinking. This work might be math problems that pose a greater challenge than standard math work, science articles or other written and media-based texts on more advanced topics or more sophisticated treatment of similar topics, with challenge questions to accompany them, or special projects in technological problem-solving. Planning of this work will be led by Tutoring Session facilitators, typically general education teachers overseeing a whole-group Tutoring Session and will be supported by discipline-specific teachers during our Friday professional development sessions as needed.

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

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

R-09ad – Instructional Leadership

a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
- The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

Instructional Leadership Team Years 1-5

At Buffalo Creek Academy Charter School ("Buffalo Creek Academy") we hold firm to our belief that high-quality instruction is pivotal to our mission of preparing fifth through twelfth grade students to graduate from college and positively impact our community. Therefore, we know that the instructional leadership staff that is hired to lead instructional activities within Buffalo Creek Academy will have a major impact on our school's success.

We believe that the Executive Director of Buffalo Creek Academy must be the key visionary for our instructional program and someone who will be able to lead the academic leadership team and develop current and future leaders for additional roles as the organization grows over time.

In Year 1, we will have an Executive Director and Curriculum Coordinator; in Year 2, we will add the Lower Academy Principal and Grade Level Leads who then together will make up the Instructional Leadership Team. The number of Grade Level Leads will grow each year in tandem with the number of grades in the school. In Year 4, we will add a Middle Academy Principal.¹ 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).

Figure 9.01: Growth of Instructional Leadership Year 1 to Year 5						
Positions	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Academy Principal(s)	0	0	1	1	2	2
Curriculum Coordinator	1	1	1	1	1	1
Grade Level Leader(s)	0	2	3	4	5	6

Roles and Responsibilities

The roles of our Instructional Leadership Team are outlined below.²

The **Executive Director** has an operational leadership role and an instructional leadership role. The full role is described in **Response-12** and the instructional role is as follows.

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 towards this vision. S/he manages Academy Principal(s), Student Support

¹ We intend to add the Upper Academy Principal in Year 6, after this charter term.

² Our detailed roles descriptions are based largely on training provided by Building Excellent Schools (BES) and specifically those of BES school Valence College Preparatory Academy, a recently approved SUNY charter application for a high-performance urban middle school and a school also incubated through BES.

Coordinator, and Dean of Students. S/he leads the planning of all curriculum, instruction, student culture, adult culture, and professional development in accordance with the mission of Buffalo Creek Academy. S/he coaches teachers in Year 1 and will maintain a small coaching load in all years following, serving as mentor to other instructional leaders within the building. S/he will take an active role in the management of curriculum and instruction, along with the Curriculum Coordinator in Year 1 before the first Academy Principal is hired in Year 2, and increasingly will delegate that responsibility to additional Academy Principals as hired.

The **Curriculum Coordinator** is the primary owner of curriculum and instruction in the school, primary planner of content-based professional development, and coach for all teachers in their subject areas of purview. Buffalo Creek Academy will employ a Curriculum Coordinator in all years, starting in Year 1, and with the Executive Director will work to develop the curriculum for each grade as added through enrollment and grade growth, transitioning that responsibility to each Academy Principal as hired. Academy Principals will plan and oversee all assessment program elements for the content areas of their responsibility. At maturity of the school, with three Academy Principals, the Executive Director will distribute responsibilities for these programs between those in each role.

The **Student Support Coordinator** oversees the special education program, all services for English Language Learners (ELLs), and all social work and counseling services. 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-08** for details) and overseeing the tracking of students' progress within the system.

Our **Grade Level Leads** ("GLLs") are full-time teachers with the leadership responsibility to monitor, support, and report on the adult and student cultures of their grade level team. GLLs work with the Dean of Students to plan meetings and professional development for their grade level teams to ensure that students receive a consistent experience of the cultural and disciplinary system, as well as the consistent academic systems in each grade level like writing rubrics or common vocabulary focuses. Grade Level Leads will be designated starting in Year 2, with grade level culture led fully by the Dean of Students in Year 1.

Instructional Leadership Selection and Recruitment

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



When we conduct an external search for an instructional leadership position, we will use online job postings and a national search to cast the widest net possible. We will recruit from Building Excellent Schools' extensive national talent database, professional networks through various graduate schools of education, existing charter schools, CMOs, and urban education organizations such as Teach For America. All applicants to Buffalo Creek Academy will submit a resume and cover letter, participate in one to three phone interviews, and participate in a full-day interview including a demonstration lesson, coaching practice, and leadership planning exercise.

We believe that to understand whether a candidate will be a strong instructional leader, we must provide them with multiple opportunities to show how they will instruct students and lead our staff, and thus all vetting processes will have multiple layers of role-specific tasks associated with the responsibilities of that position. Our Instructional Leadership Team's capacity and drive are a tremendous determinant of our students' success, and their thoughtful hiring and management are thus critical to our mission.

Managing, Monitoring, and Evaluating the Academic Program

Our Instructional Leadership Team will meet regularly to review a variety of data on a regular basis to reflect on the effectiveness of our program and specific areas of concern and to plan the ongoing work of special initiatives and professional development. Each focus team has been fashioned based on the team's management responsibilities and are described in **Figure 9.02**.

Each of these teams will engage in cycles of inquiry and action planning using the data we collect to iterate on our program. We will also complete a formal annual audit of our program first through each of these lenses. For example, the Student Success Leadership Team will evaluate the efficacy of our behavioral RTI program in its aim of providing effective interventions to help students turn around their struggling behaviors. Centrally, with the most important source of data for our academic program audit being the academic growth of our students, we will complete a formal annual audit of our curriculum and instruction. The Instructional Leadership Team will use assessment data and staff survey data to evaluate the efficacy of our curricula and determine appropriate action plans for making changes or improvements for the coming year. We will also use observation data tracked by instructional leadership, along with staff survey data and student achievement data, to reconsider our instructional strategies and plan changes to the strategies themselves and our professional development and coaching plans to implement them.

The Instructional Leadership Team will especially consider the performance of key subgroups in evaluating the efficacy of our program, including ELLs, students with IEPs and 504 Plans, and gender, race, and ethnicity subgroups. If our data reveals that any of these subgroups have substantial gaps as compared to the performance of our overall student population, we will review all supports and resources being provided to these groups and seek to analyze detailed student performance data to determine the key drivers of these gaps and formulate action plans to close them.

b. Teacher Support and Supervision

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

Teacher Support and Supervision

One of our key beliefs is that great teaching is the chief determinant of student academic performance. Absent high-quality instruction, the likelihood of students fitting the same demographics as those living within our proposed community, entering and graduating from college are greatly reduced. At Buffalo Creek Academy, instructional leadership has very direct implication on our mission accomplishment.

- In Year 1, the Executive Director and Curriculum Coordinator will provide support and supervision to all teachers; the Executive Director will coach all ELA subject teachers and social studies teachers, and the Curriculum Coordinator will coach all STEM teachers.
- In Year 2, the Lower Academy Principal will take on the support and supervision of all Lower Academy teachers, with the support of Grade Level Leader; the Executive Director and Curriculum Coordinator will focus on the early growth of the Middle Academy and the support and supervision of teachers in grade 7, with the support of Grade Level Leaders.
- In Year 3, the Executive Director and Curriculum Coordinator will continue to focus on the support and supervision of teachers in the Middle Academy, including grades 7 and 8, with the support of Grade Level Leaders.
- In Year 4, we will add a Middle Academy Principal who will take on the support and supervision of all Middle Academy teachers, with the support of Grade Level Leaders.
- In Year 5, the Executive Director and Curriculum Coordinator will focus on the early growth of the Upper Academy and the support and supervision of teachers in grade 10, with the support of Grade Level Leaders.
- In all years, the Student Support Coordinator will coach all special education and English Language Learner Specialist Teachers.

We hold firm to the belief that the leadership team we build in the initial stages will have to maintain laser-like focus on our performance goals, school culture, student progress, and instructional trends in order for us to succeed at preparing fifth through twelfth grade students to graduate from college and positively impact our community. We also believe that in the startup years of Buffalo Creek Academy, the executive leader of the organization, our Executive Director, must him or herself be a driving force behind the instructional practices within the school that have a daily impact on how our students will experience learning.

Figure 9.02: Instructional Leadership Structure

Focus Team	Personnel Assigned	Meeting Pattern	Data Sources	
Senior Leadership Team	Executive Director Operations Manager Curriculum Coordinator Dean of Students	Weekly	All data from across academic and operational sectors	
Instructional Leadership Staff	Executive Director Curriculum Coordinator Academy Principals (as hired) Student Support Coordinator Grade Level Leaders	Weekly	All data related to academics	Instructional Rounds Classroom Curriculum and Instruction Teacher Professional Development
Cultural Leadership Staff	Executive Director Curriculum Coordinator Dean of Students	Weekly	Parent Survey Data Student Survey Data Administrator Walk-through Data ³ Incident Report Data Attendance	Individual classroom culture Whole school culture Staff culture
Academic Achievement Team	Executive Director Curriculum Coordinator Academy Principals (as hired) Student Support Coordinator Grade Level Leaders	Weekly	Student Academic Performance Results	Assessment Practices Interim Assessment State Level Assessment Readiness
Operational Leadership Team	Executive Director Operations Manager Dean of Students	Weekly	All non-academic data relating to school operations	All non-academic data

Our Instructional Leadership Team is the team charged with supporting our teaching staff to deliver strong daily instruction that will move our students toward mastery in every class. We will establish a culture of constant feedback and open collaboration because we know that our academic program's success rests on the execution of teachers in classrooms. Specifically, our development of teachers will in our early years focus most specifically on developing habits of discussion, optimizing ratio, and executing core taxonomies, all critical to the academic development of our students, as well as on how to intellectually prepare to deliver the content of each lesson. The Curriculum Coordinator and the Executive Director in Year 1 will lead our execution of our vision for instruction.

Quality coaching for teachers is a driver of both student achievement and teacher retention. In any given week, every teacher will receive coaching in multiple venues to facilitate quick growth in instructional capacity. Teachers will receive a minimum of one drop-in observation per day, directed at observation of classroom culture and academic instruction. The Curriculum Coordinator, or the Executive Director in Year 1, will observe every teacher a minimum of once per week for an extended time, at least 30 minutes, with a 30-minute feedback and practice meeting. Additionally, the Curriculum Coordinator will provide 60 minutes of weekly live coaching to provide feedback and development in the moment, which will develop teachers' ability to apply

³ Lead Founder and proposed Executive Director Dr. Christopher Manning has designed in his previous school leadership roles a system that allows administrator to record their walk-throughs by time and location. Incidents are also reported with time and location data. Trend analysis results informs the leadership team where to increase presence to provide a deterrence.

skills that were learned in professional development or coaching meetings. These roles will shift to each Academy Principal as hired and as outlined above.

Just as we believe that each student has unique learning needs and requires a specified approach, it is also our belief that each individual teacher's development must be targeted towards his/her particular needs. Thus, our coaching practices will be based on the needs assessed by observation at the conclusion of summer professional development, Summer Session, and in the first days of the academic year. Using a modified version of the *Get Better Faster* rubric, we will apply live coaching techniques and observation/debrief cycles to ensure that our teachers master a core set of instructional techniques to manage their classrooms effectively and begin to increase the rigor of instruction. Weekly check-ins will include short-term goals and checking in on longer-term goals. Because we will provide teachers with daily lesson plans for the full scope of each course, our coaching in planning will initially be towards teachers' intellectual preparation to ensure content mastery and implementation readiness of the plans they have been provided by the school. We expect teachers to internalize plans by completing the student work in the plans and then to insert scripting of directions, checks for understanding, and priorities for circulation in the plans that they will submit to their coach. Coaches, consisting of the Executive Director or a Curriculum Coordinator and Academy Principal(s) as hired, will provide feedback on the quality of this planning and fidelity of execution during observation. As teachers demonstrate their mastery of this basic planning skill, we will focus on the skills for teachers to modify plans for differentiation or to vary instructional strategies as their practice grows.

At the highest level of oversight, the Academic Achievement Committee of the Board will oversee the results of our teacher coaching and development cycle, first through the growth of our students' achievement results as well as from cultural indicators including attendance and behavior, overall staff retention, and finally annual survey results from staff.

c. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- An overview of the frequency and format of professional development;
- Who will be responsible for leading and providing professional development;
- How the school will identify professional development topics;
- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- The process for evaluating the efficacy of the professional development program.

Professional Development

At Buffalo Creek Academy we firmly believe that our mission, vision, academic goals/metrics, and **LIFE Values** are the foundation from which all professionals within our organization will be trained, developed, and evaluated. Our school is designed as a professional learning community, focused on instructional mastery and student success. Our teachers will work from a growth mindset that will make possible an environment that thrives on continuous professional improvement for adults and continuous academic growth for students. Such an environment is only possible when the staff has the highest level of group dynamics. Our professional development program has been designed with establishing achievement-oriented, growth-oriented group dynamics as a key guiding characteristics within our adult community.

Our academic program will operate and ultimately be evaluated based on the results from state and national assessments (NWEA MAP as well as ACT Aspire/PSAT, PSAT/ACT) that will

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:
 - o **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.



- o **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.
- o **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 out 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**
 - o Engaging in minor disruptive/disrespectful behavior (including noise level at any time)
 - o Failing to follow directions
 - o Arriving late to school/class or violating the school's attendance policy
 - o Violating the Dress Code
 - o Littering on school grounds or causing minor damage to school property
 - o Going to areas within the school building without permission or at undesignated times
 - o Inappropriate noise levels in lunchroom, gym, and/or during arrival/dismissal
 - o Being unprepared for class (including, but is not limited to, not completing homework)
 - o Wearing clothing or other items that are unsafe or disruptive to the educational process
 - o 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**
 - o Verbal or non-verbal warning by school staff
 - o Reminder of appropriate behavior and task at hand
 - o Loss of privileges
 - o Other in-school disciplinary action
 - o Detention⁵
 - o Other consequences/interventions deemed appropriate by school
- **Level 2: Infractions**
 - o Committing repeat Level 1 Infractions
 - o Using school equipment without permission, improperly, or in an unsafe manner
 - o Unauthorized possession or use of a cell phone
 - o 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
 - o 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
 - o Consistently arriving late to school/class or violating the school's attendance policy
 - o 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.)
 - o Leaving class, school-related activity, or school premises without school authorization
 - o Posting, viewing, or distributing inappropriate or offensive materials
- **Level 2: Possible School Responses, Interventions, and Consequences**
 - o Conversation with school administrator
 - o Meeting between school staff, student, and/or parent/guardian
 - o Verbal or written apology to community
 - o Non-participation in school activity (including, but is not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
 - o Detention⁶
 - o Suspension
 - o Other consequences/interventions deemed appropriate by school
- **Level 3: Infractions**
 - o Committing repeat Level 2 Infractions
 - o 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
 - o Exhibiting blatant and repeated disrespect for school policies, community, or culture
 - o 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.

- o Forgery
- o Lying or providing false or misleading information to school personnel
- o Engaging in academic dishonesty (including, but not limited to, cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration)
- o Tampering with school records, documents, or materials
- o Falsely activating a fire alarm or other disaster alarm
- o Making threats of any kind, whether in person or through the use of the Internet, social media, or any other technology
- o 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)
- o Stealing or knowingly possessing property belonging to another person without proper authorization
- o Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects
- o Engaging in physically aggressive behavior (which includes, but is not limited to, "play fighting" or horseplay)
- o 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**
 - o Conversation with school administrator
 - o Meeting between school staff, student, and/or parent/guardian
 - o Verbal or written apology to community
 - o Non-participation in school activity (including, but not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips)
 - o Detention
 - o Suspension
 - o Expulsion
 - o Other consequences/interventions deemed appropriate by the school
- **Level 4: Infractions**
 - o Committing repeat Level 3 Infractions
 - o Committing an infraction after repeated suspensions and/or other disciplinary actions
 - o Engaging in gang-related behavior (including, but not limited to, wearing gang apparel, making gestures, or signs)
 - o Destroying or attempting to destroy school property or property belonging to any member of the school community
 - o 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
 - o Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of the school community
 - o 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
 - o Defaming members of the school community, students, or staff
 - o Threatening violence or harm (including by claiming to possess a weapon)
 - o Engaging in behavior that creates a substantial risk of or results in injury/assault against any member of the school community
 - o Gambling

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

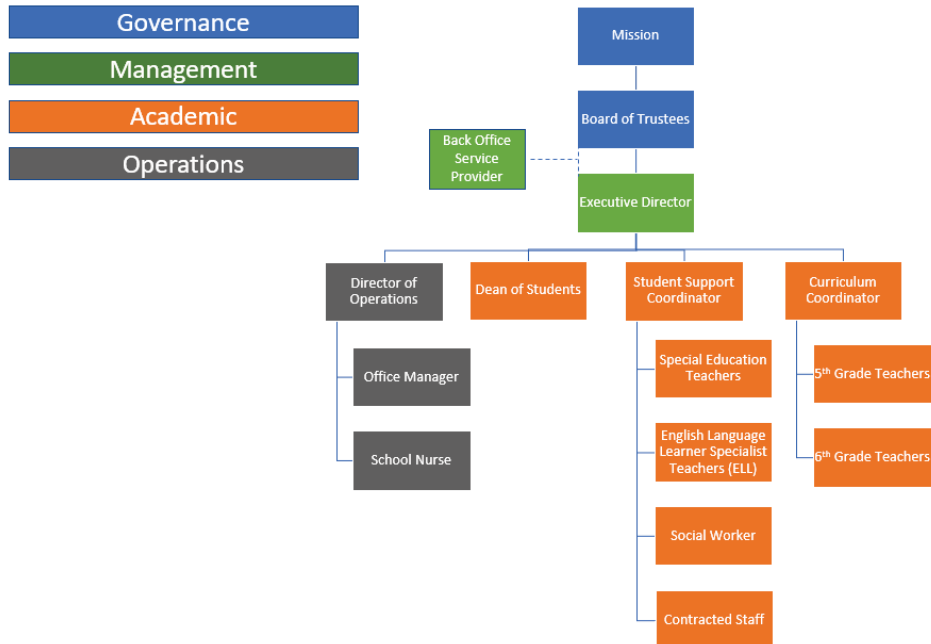


	not permitted (including joggers); pants must not be too baggy or too tight nor torn or frayed; Other clothing must not be visible under pants • Skirts must be knee length or longer; skirts are not allowed; if a student is wearing a skirt, socks or tights must be solid black, grey, or white • If student chooses to wear a belt, the belt must be solid black • Belts are required on pants; belts may be solid brown or black.
Footwear	• 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	• 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	• No headwear with exception of; ◦ 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	• 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 ◦ Student may wear their PE uniform all day on the day of PE

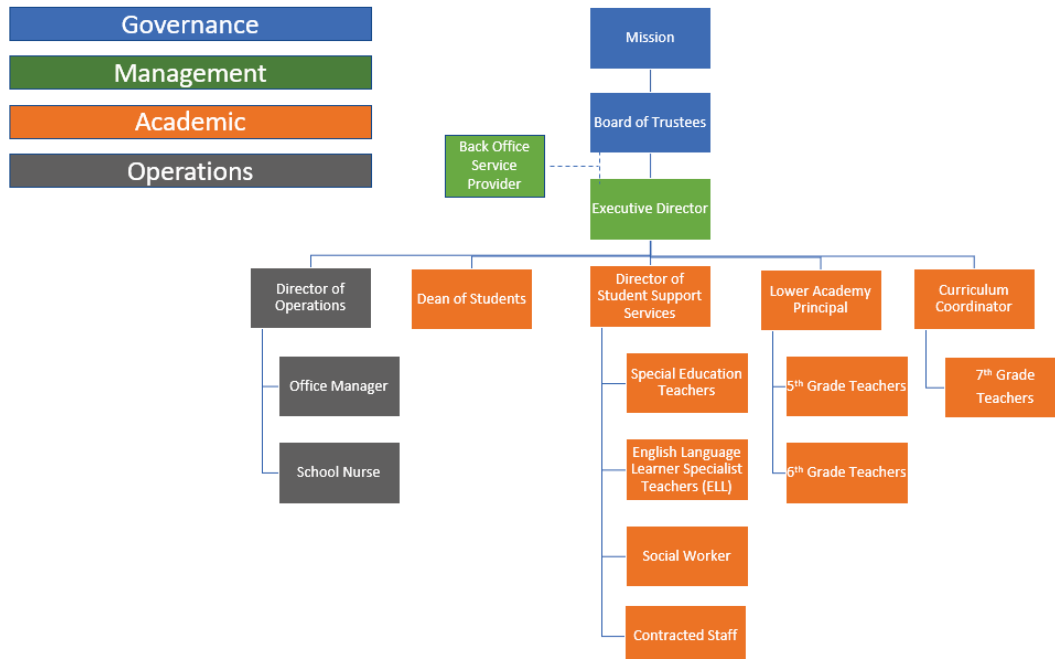
R-11ab – School Management and Leadership

a. Organizational Chart

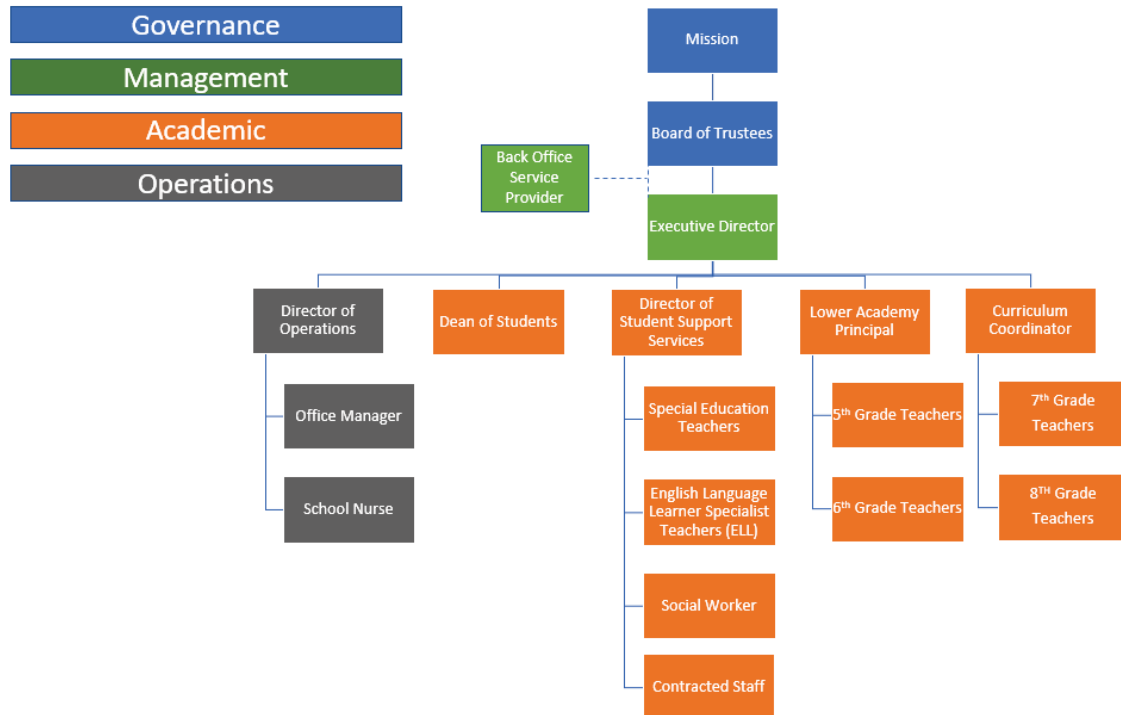
Year 1



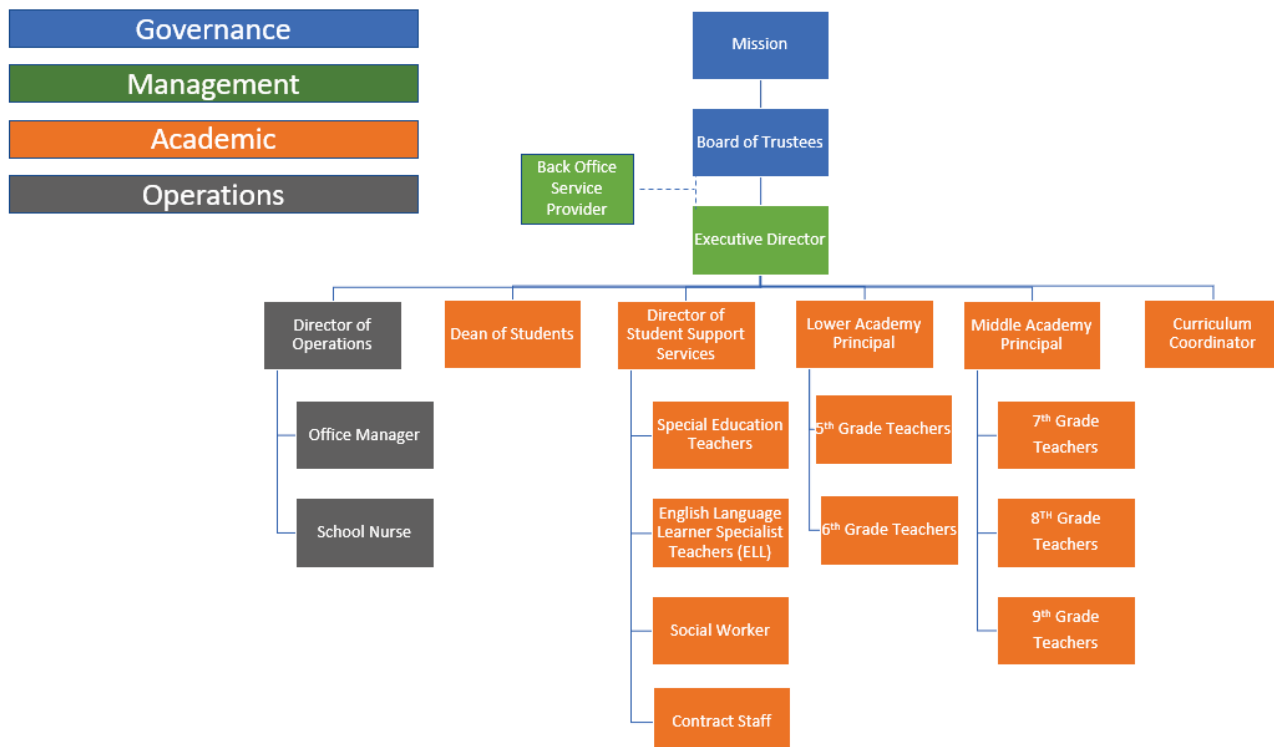
Year 2



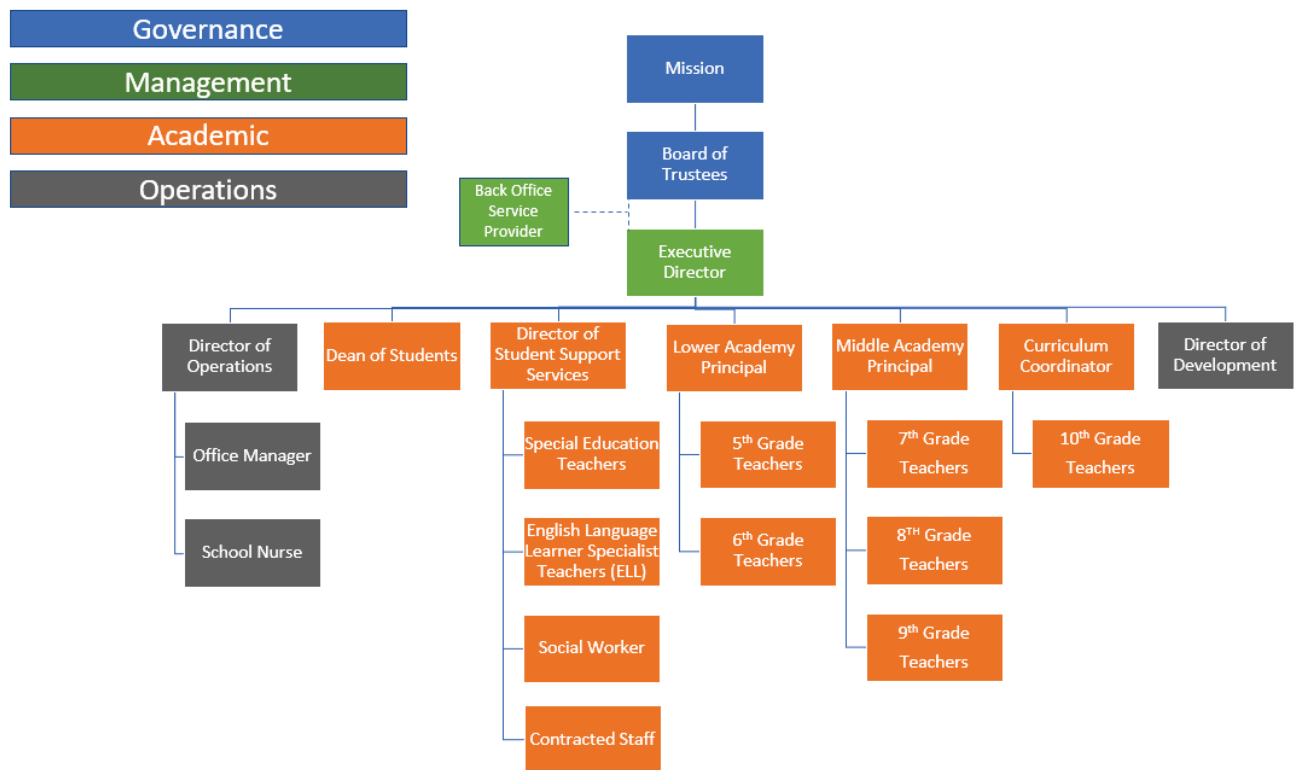
Year 3



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:
 - o The process and criteria the school will use to select the school leader;
 - o Who has been, or will be involved in the selection process; and,
 - o 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.

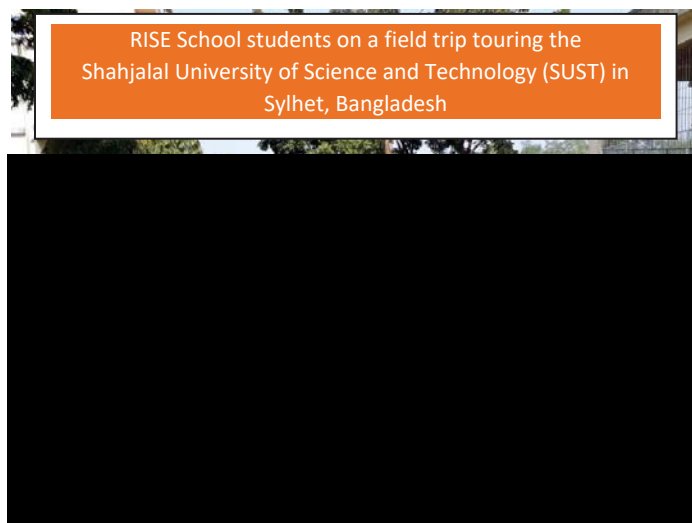
Proposed Executive Director Dr. Christopher Manning is an experienced administrator and community resident and 2019 Building Excellent Schools ("BES") Fellow. Building Excellent

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.



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 Qualifications ¹		
Roles	Responsibilities	Qualifications
Executive Director	Executive management of all staff, including responsibility for hiring, management, and evaluation of all employees of the school Direct management of the Curriculum Coordinator, Director of Operations, Student Support Coordinator, Academy Principals, and Dean of Students Management of all resources required for the school to fulfill its mission Setting and iterating on the instructional vision of the school Oversight of the relationship between the back-office provider and the Director of Operations Communication with and accountability to the Board of Trustees Ensuring that the school complies with all law or regulations governing operation, including rules governing the facility, hiring, personnel, and discipline	Commitment to mission and vision of Buffalo Creek Academy Demonstrated classroom success as demonstrated by student growth on internal and standardized assessment 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 Humility, ability to reflect on results and take feedback for growth Outstanding work ethic and willingness to take on any required task in the school when necessary Minimum of three years of teaching experience with a similar student population Bachelor's Degree required, Master's Degree or advanced coursework in education preferred
Academy Principal (Lower, Middle, and Upper Academies)	Management of the special education program, all services for English Language Learners (ELLs), and all social work and counseling services Direct management of	Commitment to mission and vision of Buffalo Creek Academy Demonstrated classroom success as demonstrated by student growth on

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.



	all special education teachers, social workers, and EL specialists for their academy-level Management of procurement and logistics for contracted services for students with special needs for their academy-level 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. Management of all cultural systems, including operationalizing LIFE Values, the dress code, college visits, and family communication for their academy-level. Management of all nonacademic family partnership structures, including summer orientations, home visits, and monthly family events for their academy-level Communication with grade level leads on cultural issues and vertical alignment of grade level expectations for gradual release of student independence Planning and management of family events for their academy-level 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. Oversight of compliance with all applicable special education law	internal and standardized assessment 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 Humility, ability to reflect on results and take feedback for growth Outstanding work ethic and willingness to take on any required task in the school when necessary Minimum of three years of teaching experience with a similar student population Bachelor's Degree required,
Student Support Coordinator	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 Management of procurement and logistics for contracted services for students with special needs Management of all school structures for academic support and intervention, including the Academic Response to Intervention system, Tutoring/Intervention, and Saturday Academy programs.	New York State Certification in Special Education required Commitment to mission and vision of Buffalo Creek Academy Demonstrated success educating students with special needs At least three years of teaching experience with a similar student population Experience with intervention in a similar student population



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



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



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



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

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

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 gift 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 supervisorial 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 constructed 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).

- o Student records
 - o Financial information
 - o Personnel records
 - o Payoff records
- Trustees, Officers, and Employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - o Theft or inappropriate removal or possession of property
 - o Falsification of documents
 - o Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - o Use of tobacco or tobacco products on school grounds
 - o Insubordination or other disrespectful conduct
 - o Violation of safety or health rules
 - o Sexual or other unlawful or unwelcome harassment
 - o 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.

Table of Contents		
Figure #	Description	Page #
Figure 14h-1	Cedric Holloway Resume	2
Figure 14h-2	Candace Moppins Resume	3
Figure 14h-3	Victoria Mueller Resume	4
Figure 14h-4	William Oliver Resume	6
Figure 14h-5	Simone Ragland Resume	7
Figure 14h-6	Ivory Robinson Resume	10
Figure 14h-7	Jessica Smith Resume	14

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:
 - o Purckinjie
 - o 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

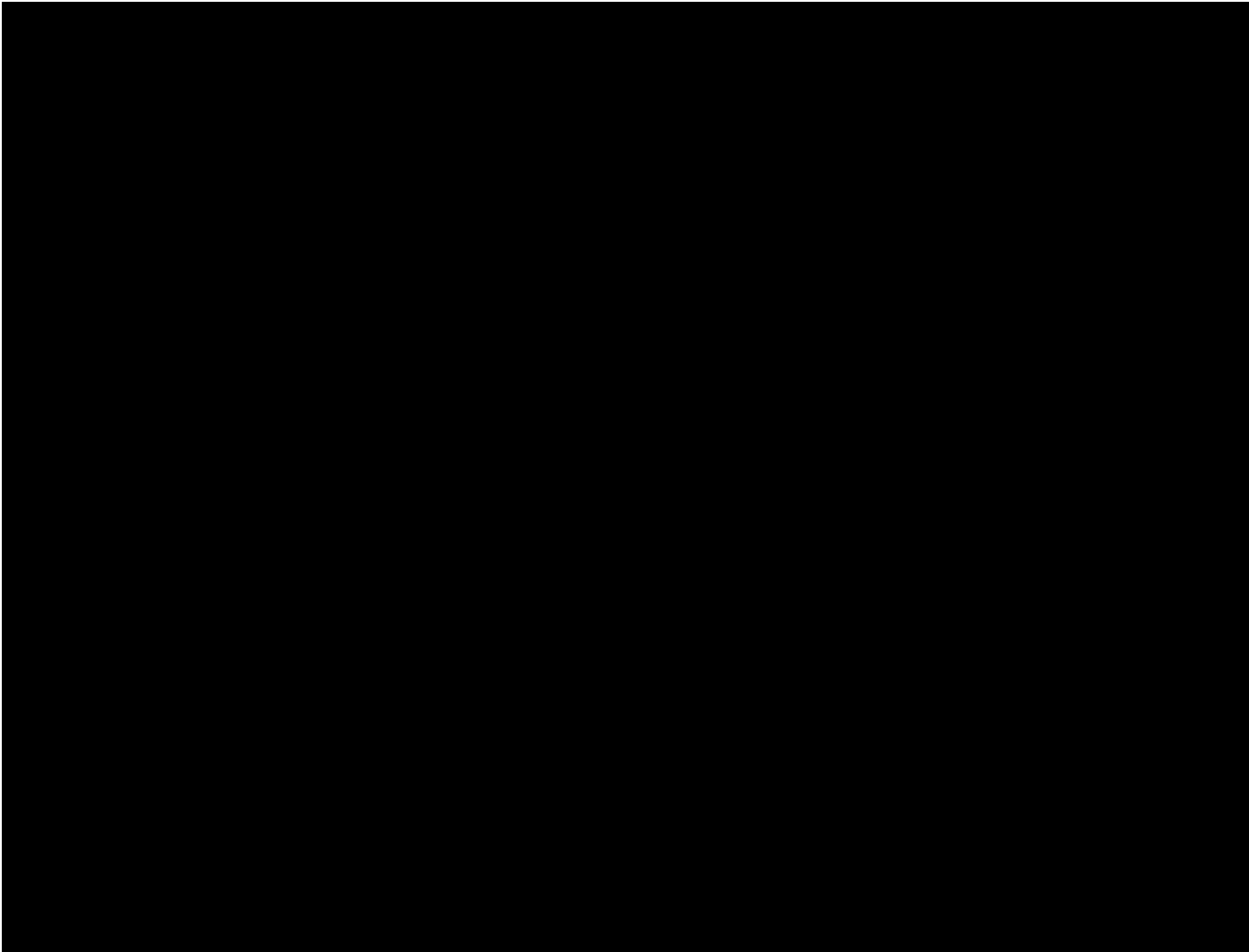
VICTORIA MUELLER

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

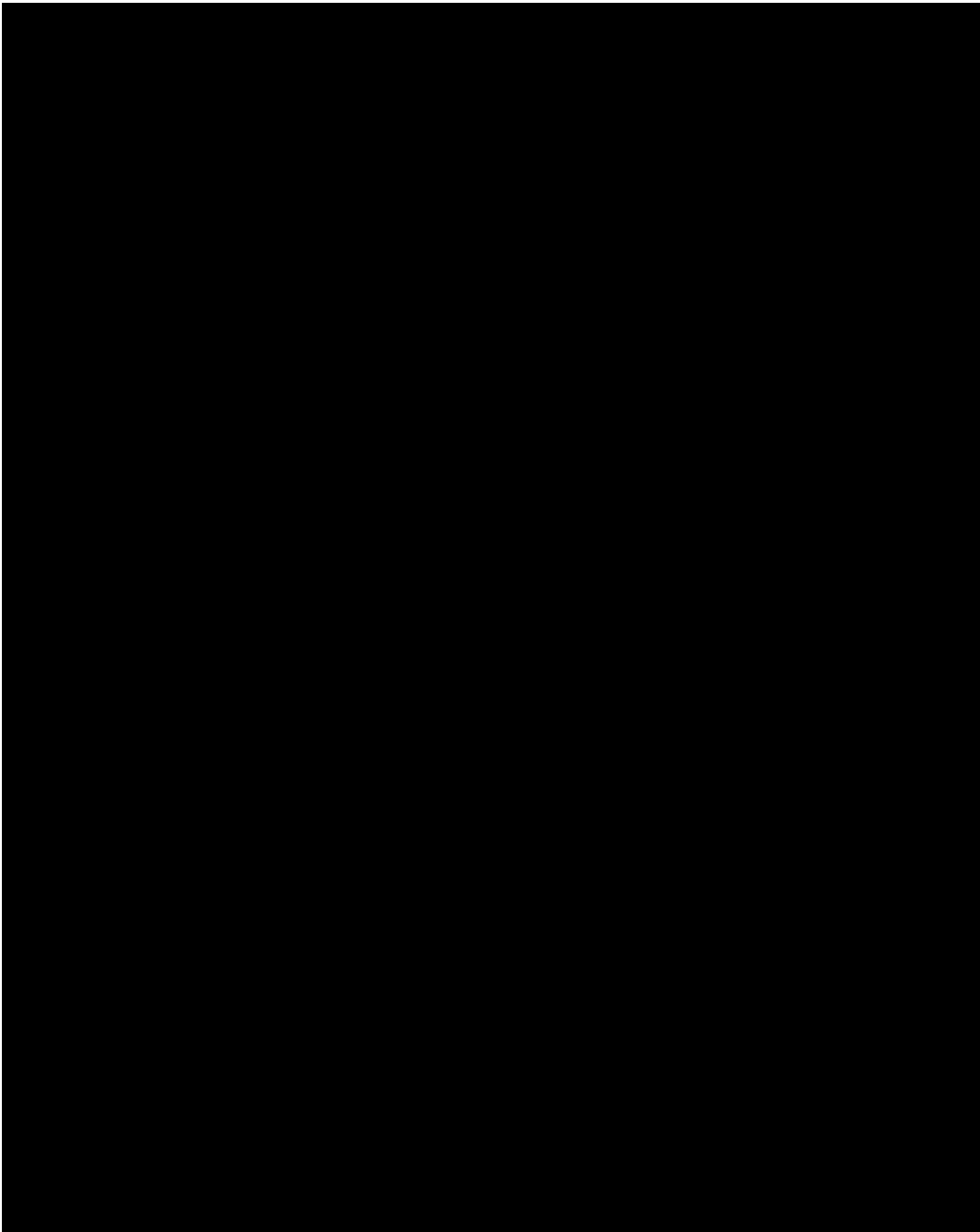
- Buffalo Creek Academy Charter School (proposed), Founding Board Member, November 2018/ Present (Build Excellent Schools)

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

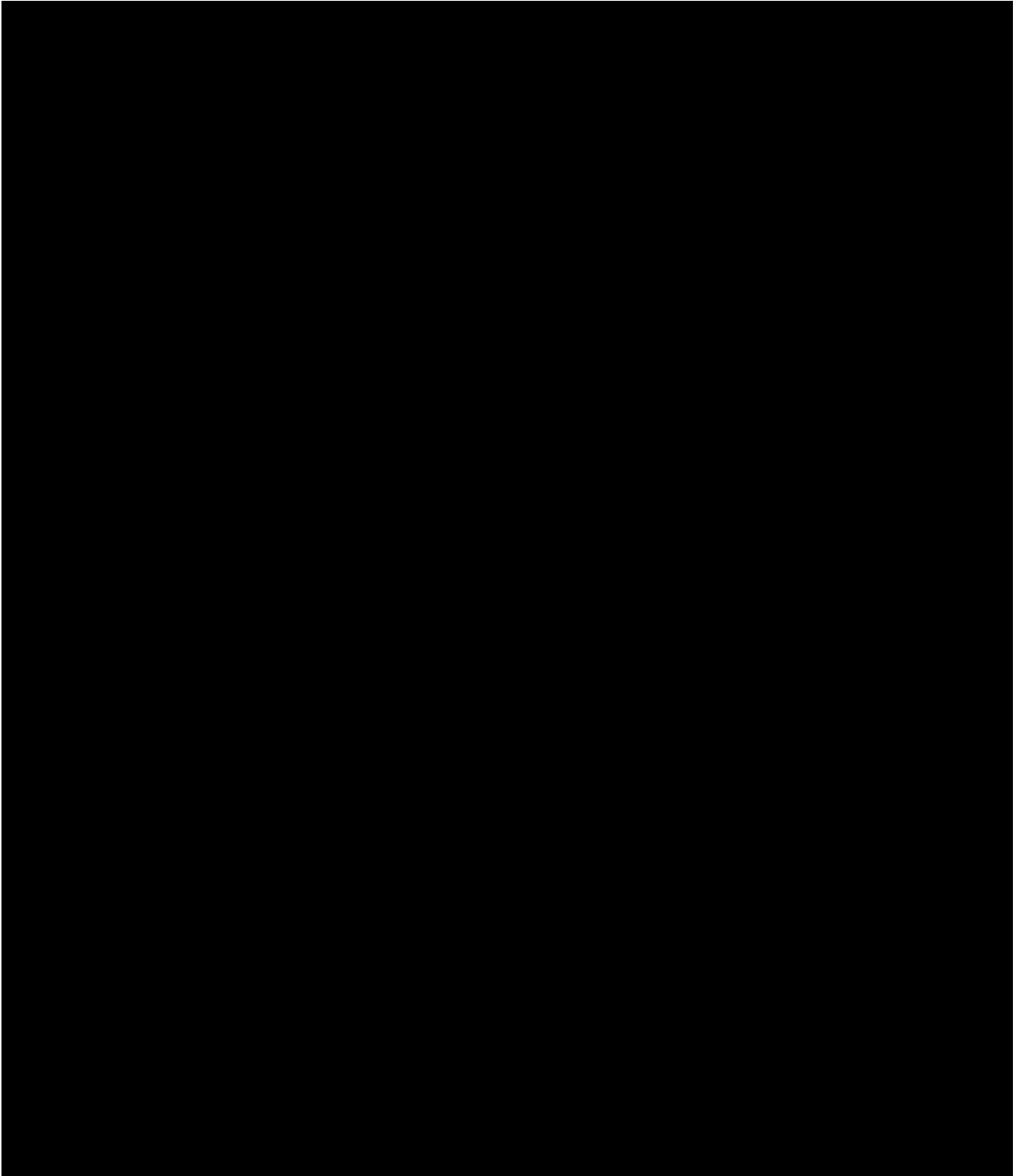


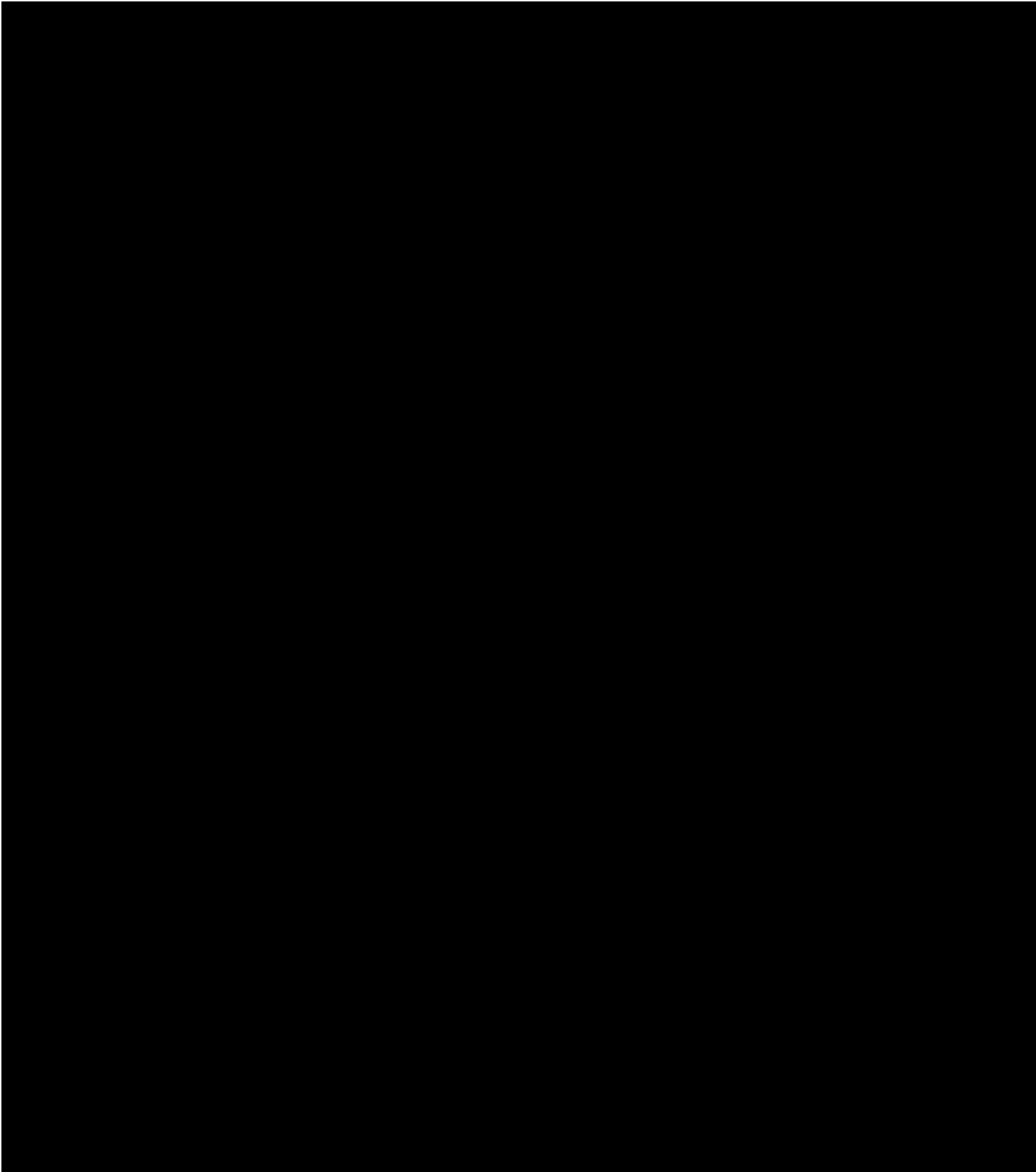


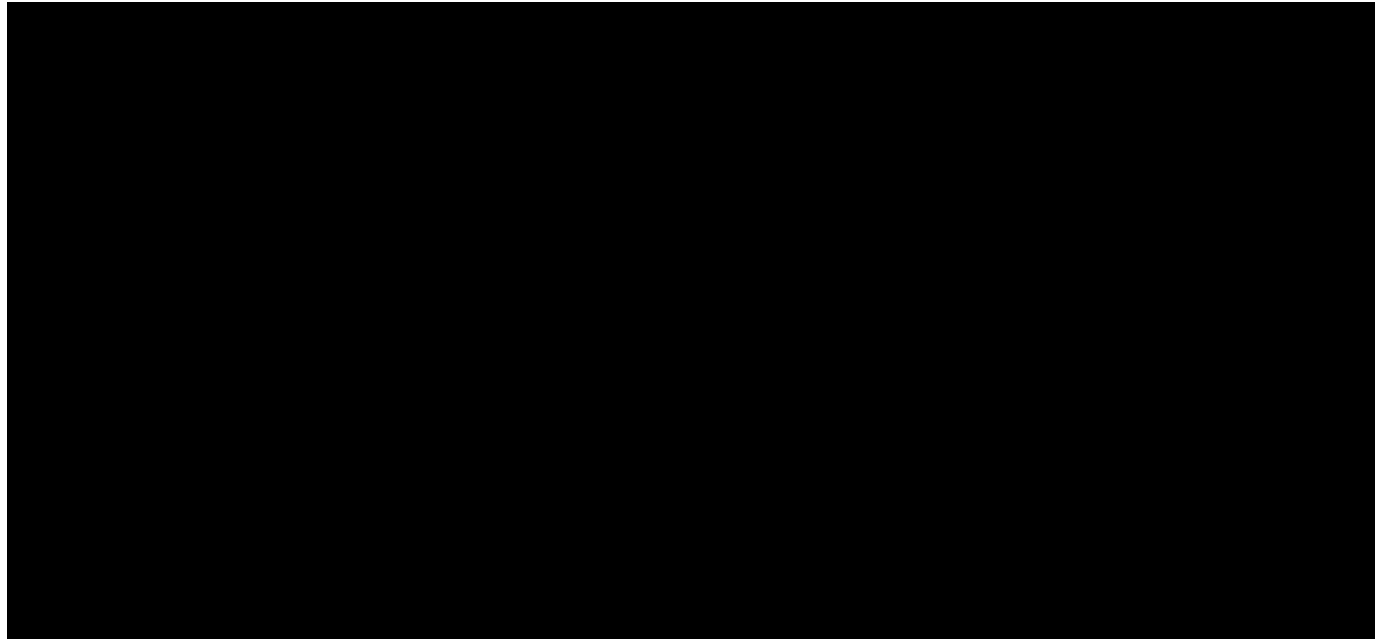
**SIMONE RAGLAND
LMSW**



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

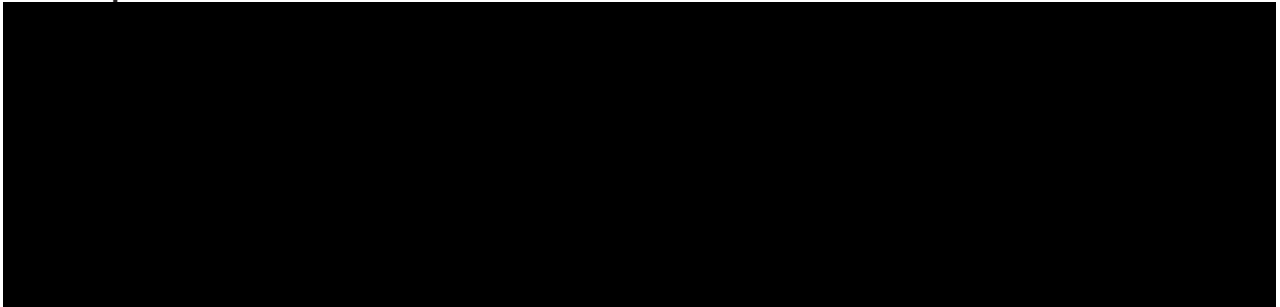
United Way Board member training
Member National Association of Social Workers
Member National Association of Black Social Workers
Red Cross Disaster Services Volunteer
Serve as a Girl Scout troop leader
CPR Certified
Team leader for Sister's Network Block Walk
for breast cancer prevention in African-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

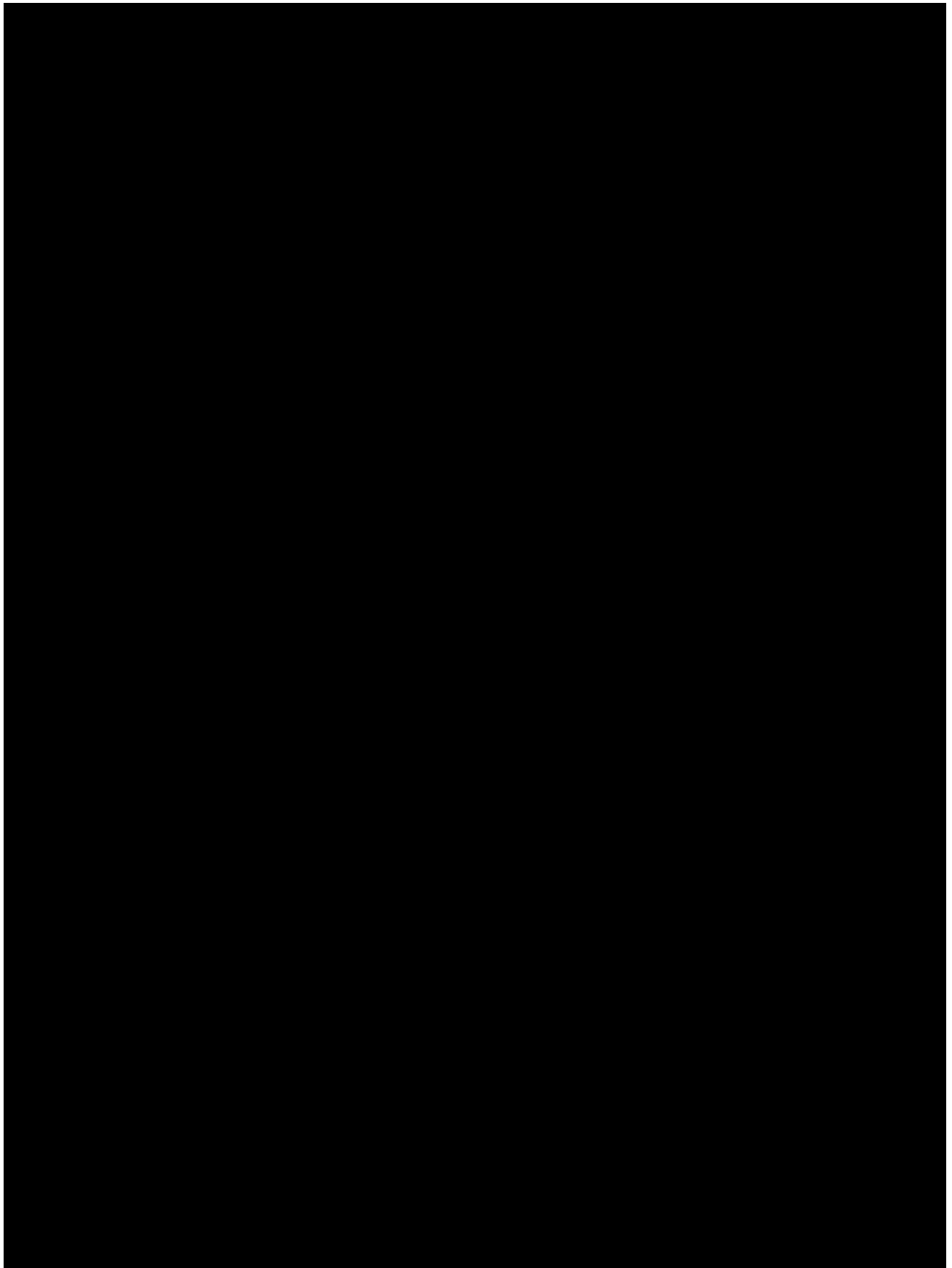
Ivory L. Robinson Jr.



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

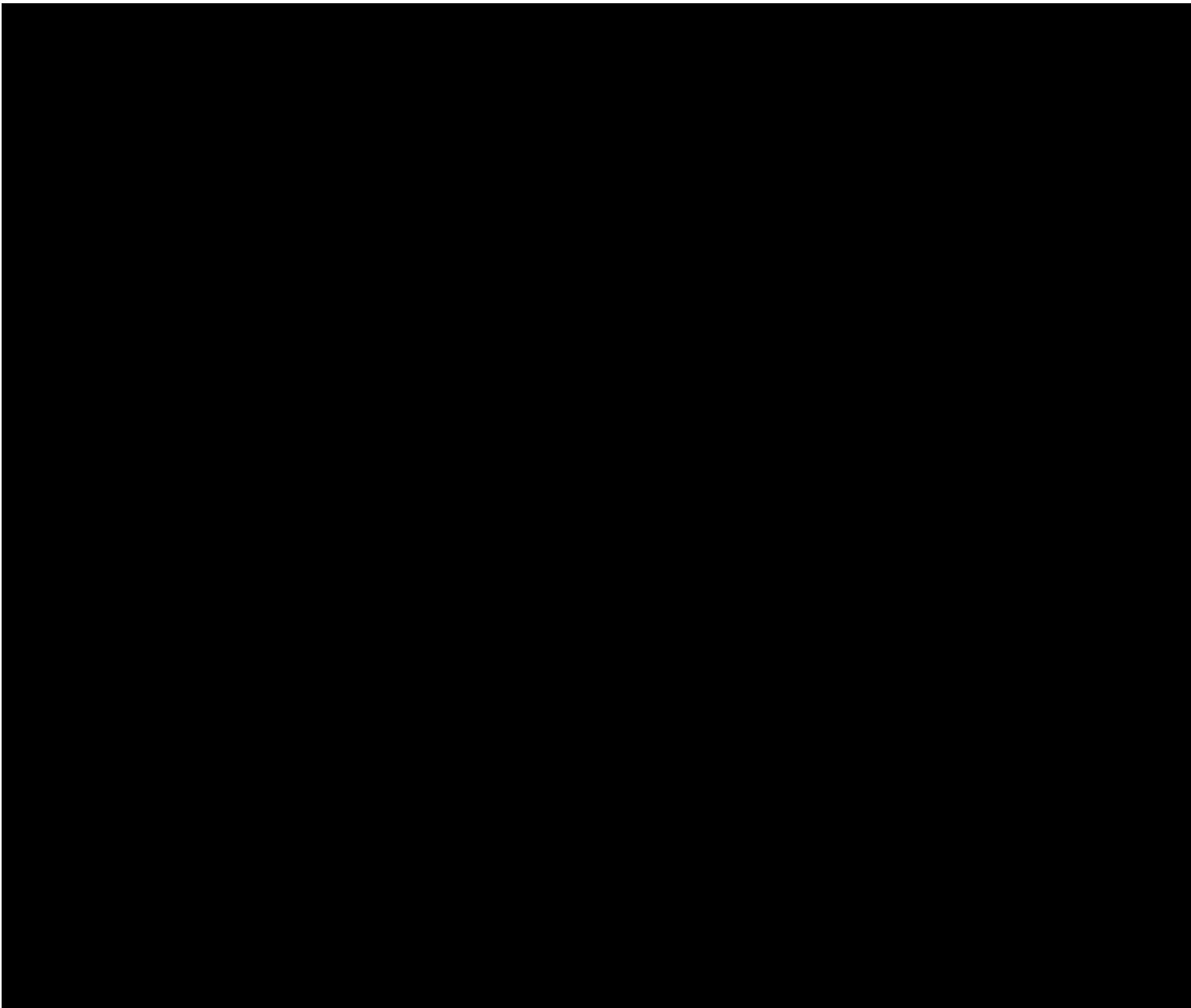
Barry University School of Law
Juris Doctor, May 2013

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/.

Table of Contents		
Figure #	Description	Page #
Figure 14i-1	Cedric Holloway Request for Information Form	2
Figure 14i -2	Candace Moppins Request for Information Form	3
Figure 14i -3	Victoria Mueller Request for Information Form	4
Figure 14i -4	William Oliver Request for Information Form	5
Figure 14i -5	Simone Ragland Request for Information Form	6
Figure 14i -6	Ivory Robinson Request for Information Form	7
Figure 14i -7	Jessica Smith Request for Information Form	8

**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, .

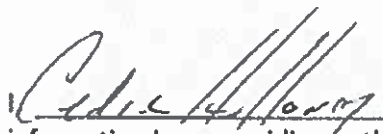
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (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.

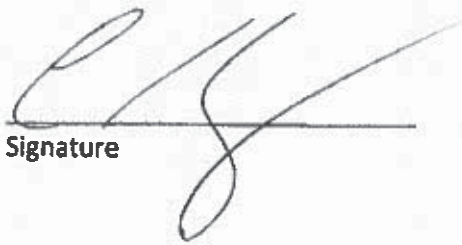
If I believe a board member is engaging in self-dealing work I would bring it to the attention of the board chair. As the board we would discuss the situation and follow the Buffalo Creek Academy Charter School Conflict of Interest and Code of Ethics Policies which outline the procedures to investigate 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.

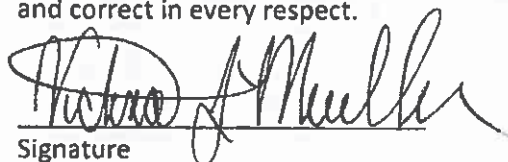
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (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
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: 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, .

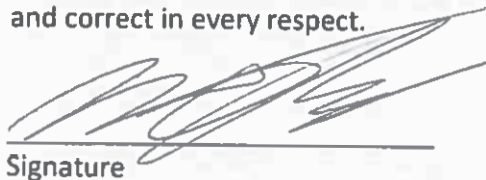
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (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

2/22/2019
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.

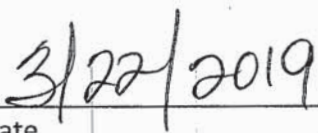
Other

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).

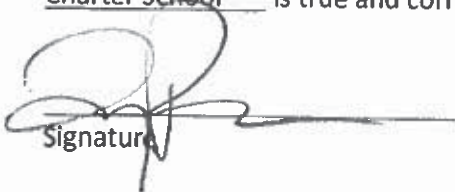
There is absolutely no tolerance for self-dealing. Any self-dealing that is suspected on the board would be brought to the Board Chair's attention for review and evaluation in accordance with the Code of Ethics and Conflict of Interest Policy. Any evidence of self-dealing would warrant that individual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

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.

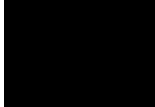
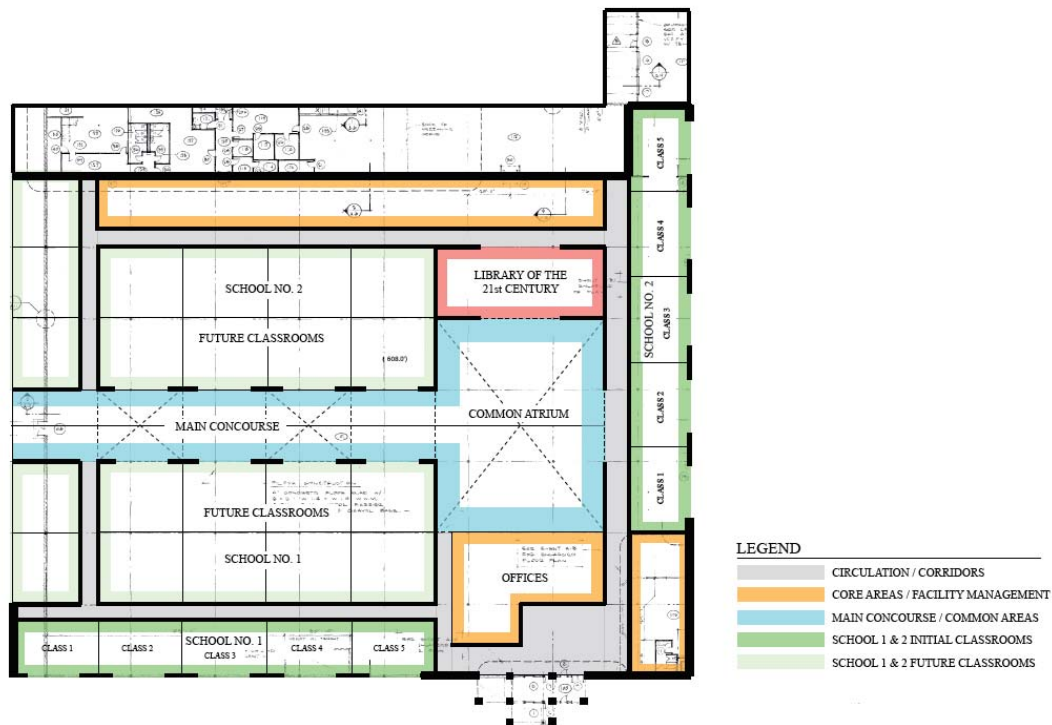
	14215	Old - Public School #78 ¹¹	Long-term	80,000	Existing Public Building that is coded as NY public school (closed school)
	14211	Old - Villa Maria Academy Owned by Diocese of Buffalo, NY	Long-term	185,005	Villa Maria Convent and Chapel Grounds, Realtor has already established interest by property owners
	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 



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>
<u>Limit</u>	<u>Coverage</u>
\$ 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.

Ver. 181107

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

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*
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

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*
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

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*
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	ELLCOTTVILLE 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

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*
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	GENESEO 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

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*
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

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*
420411	JAMESVILLE-DEWITT CSD	11,944	12,261
572702	JASPER-TROUPSBURG CSD	11,590	11,729
540901	JEFFERSON CSD	13,445	14,018
280515	JERICO 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

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*
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

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*
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	NEWCUMB 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 ETEN 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:

Contact Phone:

2020-21

First Academic Year:

July 1, 2019 - June 30, 2020

Pre-Opening Period:

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	

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

GRADES	LEVEL	NUMBER OF CLASSES BY GRADE				
		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

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)						

should 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					Description of Assumptions
Executive Management	1.0	1.0	1.0	1.0	1.0	Assumes 1 Executive Director in all years
Instructional Management	0.0	1.0	1.0	2.0	2.0	Assumes 1 Lower Academy Principal starting in year 2 and 1 Middle Academy Principal starting in year 4
Deans, Directors & Coordinators	3.0	3.0	3.0	3.0	4.0	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
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0	Assumes 1 Director of Operations in all years
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	Assumes 1 Office Manager starting in year 1 and an additional Office Manager in year 3
TOTAL ADMINISTRATIVE STAFF	6.0	7.0	8.0	9.0	10.0	

INSTRUCTIONAL PERSONNEL FTE	FTE					Description of Assumptions
Teachers - Regular	7.0	12.0	17.0	22.0	27.0	Assumes 7 regular education teachers in year one, adding 5 teachers per
Teachers - SPED	1.0	1.0	2.0	3.0	4.0	Assumes 1 SPED teacher in year one, adding one additional teacher each
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	Assumes 1 ELL teacher in years one and two, 2 ELL teachers in years 3
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0	Assumes 1 Social Worker in all years
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	10.0	15.0	22.0	28.0	35.0	

NON-INSTRUCTIONAL PERSONNEL FTE	FTE					Description of Assumptions
Nurse	1.0	1.0	1.0	1.0	1.0	Assumes 1 Nurse in all years
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	
TOTAL PERSONNEL SERVICE FTE	17.0	23.0	31.0	38.0	46.0	

*** N O T E**

Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

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 %	2.50%	2.50%	2.50%	2.50%	2.50%	Description of Assumptions
Executive Management	\$ 100,000	\$ 100,000	\$ 102,500	\$ 105,063	\$ 107,689	\$ 110,381	Assumes cost based on role responsibility and local comparisons
Instructional Management	\$ 75,000	\$ -	\$ 75,000	\$ 76,875	\$ 153,797	\$ 157,642	Assumes cost based on role responsibility and local comparisons
Deans, Directors & Coordinators	\$ 65,000	\$ 195,000	\$ 199,875	\$ 204,872	\$ 209,994	\$ 280,244	Assumes cost based on role responsibility and local comparisons
CFO / Director of Finance	\$ 70,000	\$ 70,000	\$ 71,750	\$ 73,544	\$ 75,382	\$ 77,267	Assumes cost based on role responsibility and local comparisons
Operation / Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Administrative Staff	\$ 40,000	\$ 40,000	\$ 41,000	\$ 82,025	\$ 84,076	\$ 86,178	Assumes cost based on role responsibility and local comparisons
TOTAL ADMINISTRATIVE STAFF		\$ 405,000	\$ 490,125	\$ 542,378	\$ 630,938	\$ 711,711	

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	2.50%	2.50%	2.50%	2.50%	2.50%	Description of Assumptions
Teachers - Regular	\$ 48,000	\$ 336,000	\$ 584,400	\$ 839,010	\$ 1,099,985	\$ 1,367,485	Assumes cost based on role responsibility and local comparisons
Teachers - SPED	\$ 51,000	\$ 51,000	\$ 52,275	\$ 104,582	\$ 158,196	\$ 213,151	Assumes cost based on role responsibility and local comparisons
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Specialty Teachers	\$ 51,000	\$ 51,000	\$ 52,275	\$ 104,582	\$ 107,196	\$ 160,876	Assumes cost based on role responsibility and local comparisons
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Therapists & Counselors	\$ 51,000	\$ 51,000	\$ 52,275	\$ 53,582	\$ 54,921	\$ 56,294	Assumes cost based on role responsibility and local comparisons
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL INSTRUCTIONAL		\$ 489,000	\$ 741,225	\$ 1,101,756	\$ 1,420,300	\$ 1,797,807	

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	2.50%	2.50%	2.50%	2.50%	2.50%	Description of Assumptions
Nurse	\$ 60,000	\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613	\$ 66,229	Assumes cost based on role responsibility and local comparisons
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL NON-INSTRUCTIONAL		\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613	\$ 66,229	
TOTAL PERSONNEL SERVICE WAGES		\$ 954,000	\$ 1,292,850	\$ 1,707,171	\$ 2,115,851	\$ 2,575,747	

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	

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	

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	-	-	-	-	-	-	-	-
Estate 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	-	-	-	-	-	-	-	-
Tidement 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	-	-	-	-	-	-	-	-

Response 21e-25

YEAR 1 BUDGET AND ASSUMPTION		BUFFALO CREEK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2020 - JUNE 30, 2021						DESCRIPTION OF ASSUMPTIONS		Error Checking (Comparison to Tabs 8 & 9)
								NOTE: State assumptions that are being made per Budget in the section provided below		
Total Revenue		2,208,758	222,482	10,600	-	-	2,821,221			Tab 7 is Different by 63
Total Expenses		1,703,230	187,434	10,600	-	-	2,821,864			Tab 7 is Different by 17
Net Income		405,488	25,028	(10,600)	-	-	(282,540)			Tab 7 is Different by 80
Budgeted Student Enrollment		112					112			OK
		PROGRAM SERVICES			SUPPORT SERVICES			MANAGEMENT & GENERAL		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL			
REVENUE										
REVENUES FROM STATE SOURCES										
Per Pupil Revenue	Base: Tuition (2018-19)									
PRIMARY School District: BUFFALO CITY SD	13,350	1,495,200					1,495,200	Assumes state revenue		OK
Other District 1:	-	-					-			OK
Other District 2:	-	-					-			OK
Other District 3:	-	-					-			OK
Other District 4:	-	-					-			OK
Other District 5:	-	-					-			OK
Other District 6:	-	-					-			OK
Other District 7:	-	-					-			OK
Other District 8:	-	-					-			OK
Other District 9:	-	-					-			OK
Other District 10:	-	-					-			OK
Other District 11:	-	-					-			OK
Other District 12:	-	-					-			OK
Other District 13:	-	-					-			OK
Other District 14:	-	-					-			OK
Other School Districts' Revenue:	(repeated req)									OK
TOTAL Per Pupil Revenue	(repeated req)	13,350	1,495,200				1,495,200			OK
Special Education Revenue			209,462				209,462	Assumes special education revenue pf \$10390 per eligible student, we assume conservatively 18% of students will be eligible for funds, although local numbers would indicate higher		Tab 7 is Different by 40
Grants										OK
Stimulus										OK
DPD (Department of Youth and Community Development)										OK
Other										OK
TOTAL REVENUE FROM STATE SOURCES		1,495,200	209,462				1,704,662			Tab 7 is Different by 40
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs			3,000				3,000	Assumes additional local funding for special education		OK
Title I		50,400					50,400	Assumes \$500 per eligible student, which we assume conservatively at 80% of enrollment, numbers will likely be higher given community demographics		OK
Title Funding - Other		4,032					4,032	Assumes \$40 per eligible student, which we assume conservatively at 80% numbers will likely be higher given community demographics		OK
School Food Service (Free Lunch)		108,126					108,126	Assumes federal reimbursement rates with 75% of students eligible for free lunch and 20% eligible for reduced lunch, given demographics in community, numbers will likely be higher		OK
Grants										Tab 7 is Different by 23
Charter School Program (CSP) Planning & Implementation		250,000					250,000	Assumes installment of \$250K from CSP funding		OK
Other										OK
TOTAL REVENUE FROM FEDERAL SOURCES		611,518	3,000				616,518	Assumes 2nd installment of \$200K from total of \$400K Cullen Foundation grant		Tab 7 is Different by 23
LOCAL AND OTHER REVENUE										
Contributions and Donations										OK
Fundraising										OK
Estate Reimbursement										OK
Earnings on Investments										OK
Interest Income										OK
Food Service (Income from meals)										OK
Text book										OK
OTHER										OK
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES										OK
TOTAL REVENUE		2,208,758	222,482	10,600	-	-	2,821,221	Assumes all total federal, state, local, and other revenue		Tab 7 is Different by 63
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	FTE No. of Positions									
	1.00	50,000	-	-	-	50,000	100,000	Assumes 1 FTE ED @ \$100K, with 50% of duties working with teachers and the other 50% of duties in executive management work		OK
Instructional Management										OK
Deans, Directors & Coordinators	3.00	130,000	65,000				195,000	Assumes 1 FTE Dean of Students, 1 FTE Curriculum Coordinator, and 1 FTE Student Support Coordinator, each at \$65K		OK
CFO / Director of Finance	1.00					70,000	70,000	Assumes 1 FTE Director of Operations @ \$70K		OK
Operation / Business Manager										OK
Administrative Staff	6.00					48,000	48,000	Assumes 1 FTE Office Manager @ \$40K		OK
TOTAL ADMINISTRATIVE STAFF	6.00	180,000	65,000			168,000	405,000			OK
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	7.00	336,000					336,000	Assumes 7 FTE regular education teachers @ \$48K each		OK
Teachers - SPED	1.00		51,000				51,000	Assumes 1 FTE SPED teacher @ \$51K		OK
Substitute Teachers										OK
Teaching Assistants										OK
Specialty Teachers	1.00	51,000					51,000	Assumes 1 FTE EL teacher @ \$51K		OK
Aides										OK
Therapists & Counselors	1.00	51,000					51,000	Assumes 1 FTE Social Worker @ \$51K		OK
Other										OK
TOTAL INSTRUCTIONAL	10.00	438,000	51,000				489,000			OK
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	1.00	60,000					60,000	Assumes 1 FTE Nurse @ \$60K		OK
Librarian										OK
Custodian										OK
Security										OK
Other										OK
TOTAL NON-INSTRUCTIONAL	1.00	60,000					60,000			OK
SUBTOTAL PERSONNEL SERVICE COSTS	17.00	678,000.00	116,000			168,000	954,000	Assumes all personnel service costs		OK
PAYROLL TAXES AND BENEFITS										
Payroll Taxes		72,546	8,874			22,240	111,660	Assumes all payroll taxes per all FTEs		OK
Fringe / Employee Benefits		84,000	14,000			21,000	119,000	Assumes all health benefits @ \$7K per FTE		OK
Retirement / Pension		20,000	3,000			4,000	28,000	Assumes 1% retirement match per FTE		OK
TOTAL PAYROLL TAXES AND BENEFITS		176,546	25,874			36,240	238,660	Assumes all payroll taxes and benefits		OK
TOTAL PERSONNEL SERVICE COSTS	17.00	854,546	142,874			195,240	1,192,660	Assumes total personnel service cost		OK
CONTRACTED SERVICES										
Accounting / Audit						21,000	21,000	Assumes annual accounting audit @ \$21K		OK
Legal	10,000					10,000		Assumes annual legal retainer @ \$10K		OK
Management Company Fee										OK
Nurse Services										OK
Food Service / School Lunch	308,126						308,126	Assumes annual nutrition program costs		OK
Payroll Services						1,500	1,500	Assumes annual payroll service costs per pay period		OK
Special Ed Services		38,440					38,440	Assumes contracted special services (learning, therapists, etc.)		OK
Testament Services (i.e. Title I)										OK
Other Purchased / Professional / Consulting			10,000				10,000	Assumes back office provider cost based upon local costs of schools of similar size in start-up		OK
TOTAL CONTRACTED SERVICES		119,126	38,440	10,000		24,500	192,066	Assumes all contracted costs		Tab 7 is Different by 23
SCHOOL OPERATIONS										
Board Expenses		28,000		600			600	Assumes monthly board expense of \$50		OK
Classroom / Teaching Supplies & Materials			6,440				6,440	Assumes \$250 per SPED eligible student, assumed conservatively at 25% of student community		OK
Textbooks / Workbooks		22,400					22,400	Assumes @ \$200 per student		OK
Supplies & Materials other	14,518						14,518	Assumes costs of \$79.80 x \$50 per student		Tab 7 is Different by 40
Equipment / Furniture	5,600					5,600	10,600	Assumes total furniture costs		OK
Telephone	1,900						1,900	Assumes cell phone costs for ED and Director of Operations		OK
Technology	37,000						37,000	Assumes technology costs		OK
Student Testing & Assessment	21,680						21,680	Assumes testing costs for NWEA Map		OK
Field Trip	2,800						2,800	Assumes \$2.5 per student		OK
Transportation (student)	16,800						16,800	Assumes additional transportation costs for days that local district schools are not in session, estimated at costs of \$100 per student		OK
Student Services - other										OK
Office Expense						30,000	30,000	Assumes annual office expenses		OK
Staff Development	16,000						16,000	Assumes \$5K per FTE (minus \$2)		OK
Staff Recruitment	2,000					2,000	2,000	Assumes \$1.5K per new hire needed		OK
Student Recruitment / Marketing	2,800						2,800	Assumes \$50 per each newly enrolled student needed		OK
School Meals / Lunch	15,000						15,000	Assumes extra costs of meals not funded by federal government		OK
Travel (Staff)										OK
Fundraising										OK
Other										OK
TOTAL SCHOOL OPERATIONS		151,518	6,440	600		35,000	233,518			Tab 7 is Different by 40
FACILITY OPERATION & MAINTENANCE										
Insurance		9,100					9,100	Assumes costs based on insurance quote, DM O and all liability insurance coverage		OK
Janitorial		15,840					15,840	Assumes cost based on square footage and local estimates		OK
Building and Land Rent / Lease / Facility Finance Interest		448,000					448,000	Assumes \$50 per square foot @ 80 square feet per student, assumes net lease that covers all renovation costs		OK
Repairs & Maintenance										OK
Equipment / Furniture										OK
Security										OK
Utilities		44,800					44,800	Assumes \$5 per square foot @ 80 square foot per student enrollment		OK
TOTAL FACILITY OPERATION & MAINTENANCE		537,740					537,740			OK
DEPRECIATION & AMORTIZATION										
DISCLOSURE EXPENSES & RESERVES / CONTINGENCY						25,000	25,000	Assumes required costs		OK
TOTAL EXPENSES		1,703,230	187,434	10,600	-	282,540	2,821,864			Tab 7 is Different by 17
NET INCOME		405,488	25,028	(10,600)	-	(282,540)	137,837			Tab 7 is Different by 80
ENROLLMENT - *School Districts are Linked To Above Entries*										
PRIMARY School District: BUFFALO CITY SD		112					112			OK
Other District 1:										OK
Other District 2:										OK
Other District 3:										OK
Other District 4:										OK
Other District 5:										OK
Other District 6:										OK
Other District 7:										OK
Other District 8:										OK
Other District 9:										OK
Other District 10:										OK
Other District 11:										OK
Other District 12:										OK
Other District 13:										OK
Other District 14:										OK
All Other School Districts										OK
TOTAL ENROLLMENT		112					112			OK
REVENUE PER PUPIL		18,828					20,725			Tab 7 is UNEQUAL to Tab 9
EXPENSES PER PUPIL		15,708					18,485			Tab 7 is UNEQUAL to Tab 9

[illegible]

Error Checking (Comparison to Tabs 7 & 9)

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: BUFFALO CITY SD							
A	B	C	D (B X C)	E Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid		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:I14
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 Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid		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:I26
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	
NOTE: Proposed five Year Budget on this link should be for the first five years of actual operations.	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					NOTE: State assumptions that are being made in the notes provided below.	
Total Revenue	2,281,220	2,808,331	3,744,895	4,681,869	5,618,843		
Total Expenses	2,183,864	2,796,888	3,568,782	4,351,508	5,234,452		
Net Income (Before Cash Flow Adjustments)	197,356	11,443	176,113	330,360	384,391		
Budgeted Student Enrollment	112	168	224	280	336		
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25		
REVENUE	0.0%	0.0%	0.0%	0.0%	0.0%		
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
Basic Tuition (2018-19)	13,352						
PRIMARY School District: BUFFALO CITY SD	1,495,200	2,242,800	2,990,400	3,738,000	4,485,600	Assumes revenue per enrollment	
Other District 1:	-	-	-	-	-		
Other District 2:	-	-	-	-	-		
Other District 3:	-	-	-	-	-		
Other District 4:	-	-	-	-	-		
Other District 5:	-	-	-	-	-		
Other District 6:	-	-	-	-	-		
Other District 7:	-	-	-	-	-		
Other District 8:	-	-	-	-	-		
Other District 9:	-	-	-	-	-		
Other District 10:	-	-	-	-	-		
Other District 11:	-	-	-	-	-		
Other District 12:	-	-	-	-	-		
Other District 13:	-	-	-	-	-		
Other District 14:	-	-	-	-	-		
Other School Districts' Revenue:	(unapplied)						
TOTAL Per Pupil Revenue	13,352						
Special Education Revenue	209,462	314,194	418,925	523,656	628,387	Assumes \$10300 per eligible student, with conservative estimate of 3% of students eligible, numbers likely higher due to community demographics.	
Grants							
Stimulus	-	-	-	-	-		
COVID (Department of Youth and Community Development)	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES	1,704,662	2,556,994	3,409,325	4,261,656	5,113,987		
REVENUE FROM FEDERAL FUNDING							
SEA Special Needs	5,000	6,000	6,000	12,000	15,000	Assumes income per 18% eligible students	
Title I	50,400	75,600	100,800	126,000	151,200	Assumes \$500 per eligible student, assumes all 90% eligible, numbers likely higher due to community demographics	
Title Funding - Other	4,032	6,048	8,064	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	
TOTAL REVENUE FROM FEDERAL SOURCES	536,558	251,337	335,570	400,213	504,856	Assumes \$200K installment of \$400K Cullen Foundation grant	
LOCAL AND OTHER REVENUE							
Contributions and Donations	-	-	-	-	-		
Fundraising	-	-	-	-	-		
Extra Reimbursement	-	-	-	-	-		
Earnings on Investments	-	-	-	-	-		
Interest Income	-	-	-	-	-		
Food Service (Revenue from meals)	-	-	-	-	-		
Tuition Bank	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	-	-	-	-	-		
TOTAL REVENUE	2,281,220	2,808,331	3,744,895	4,681,869	5,618,843		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS						NOTE: For all 5 Years of PTE staffing detail please see the "Staffing" link of this file.	
Executive Management	1.00	100,000	102,500	105,000	107,500	110,000	Assumes 1 FTE Director in all years with 2.5% COLA
Instructional Management	-	75,000	76,875	78,750	80,625	82,500	Assumes 1 FTE Lower Academy Principal in Y1 and 2 FTE Middle Academy Principal in Y4, with 2.5% COLA
Deans, Directors & Coordinators	3.00	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 \$65K with 2.5% COLA
CFO / Director of Finance	1.00	70,000	71,750	73,500	75,250	77,000	Assumes 1 Director of Operations in all years with 2.5% COLA
Operations / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	40,000	41,000	42,000	43,000	44,000	Assumes 1 FTE Office Manager in Y1 and a second FTE in Y5, both @ \$40K with 2.5% COLA
TOTAL ADMINISTRATIVE STAFF	6.00	405,000	415,125	425,250	435,375	445,500	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	516,000	544,600	573,200	601,800	630,400	Assumes FTEs in all years: Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y9, Y10, Y11, Y12, Y13, Y14, Y15, Y16, Y17, Y18, Y19, Y20, Y21, Y22, Y23, Y24, Y25, Y26, Y27, Y28, Y29, Y30, Y31, Y32, Y33, Y34, Y35, Y36, Y37, Y38, Y39, Y40, Y41, Y42, Y43, Y44, Y45, Y46, Y47, Y48, Y49, Y50, Y51, Y52, Y53, Y54, Y55, Y56, Y57, Y58, Y59, Y60, Y61, Y62, Y63, Y64, Y65, Y66, Y67, Y68, Y69, Y70, Y71, Y72, Y73, Y74, Y75, Y76, Y77, Y78, Y79, Y80, Y81, Y82, Y83, Y84, Y85, Y86, Y87, Y88, Y89, Y90, Y91, Y92, Y93, Y94, Y95, Y96, Y97, Y98, Y99, Y100, Y101, Y102, Y103, Y104, Y105, Y106, Y107, Y108, Y109, Y110, Y111, Y112, Y113, Y114, Y115, Y116, Y117, Y118, Y119, Y120, Y121, Y122, Y123, Y124, Y125, Y126, Y127, Y128, Y129, Y130, Y131, Y132, Y133, Y134, Y135, Y136, Y137, Y138, Y139, Y140, Y141, Y142, Y143, Y144, Y145, Y146, Y147, Y148, Y149, Y150, Y151, Y152, Y153, Y154, Y155, Y156, Y157, Y158, Y159, Y160, Y161, Y162, Y163, Y164, Y165, Y166, Y167, Y168, Y169, Y170, Y171, Y172, Y173, Y174, Y175, Y176, Y177, Y178, Y179, Y180, Y181, Y182, Y183, Y184, Y185, Y186, Y187, Y188, Y189, Y190, Y191, Y192, Y193, Y194, Y195, Y196, Y197, Y198, Y199, Y200, Y201, Y202, Y203, Y204, Y205, Y206, Y207, Y208, Y209, Y210, Y211, Y212, Y213, Y214, Y215, Y216, Y217, Y218, Y219, Y220, Y221, Y222, Y223, Y224, Y225, Y226, Y227, Y228, Y229, Y230, Y231, Y232, Y233, Y234, Y235, Y236, Y237, Y238, Y239, Y240, Y241, Y242, Y243, Y244, Y245, Y246, Y247, Y248, Y249, Y250, Y251, Y252, Y253, Y254, Y255, Y256, Y257, Y258, Y259, Y260, Y261, Y262, Y263, Y264, Y265, Y266, Y267, Y268, Y269, Y270, Y271, Y272, Y273, Y274, Y275, Y276, Y277, Y278, Y279, Y280, Y281, Y282, Y283, Y284, Y285, Y286, Y287, Y288, Y289, Y290, Y291, Y292, Y293, Y294, Y295, Y296, Y297, Y298, Y299, Y300, Y301, Y302, Y303, Y304, Y305, Y306, Y307, Y308, Y309, Y310, Y311, Y312, Y313, Y314, Y315, Y316, Y317, Y318, Y319, Y320, Y321, Y322, Y323, Y324, Y325, Y326, Y327, Y328, Y329, Y330, Y331, Y332, Y333, Y334, Y335, Y336, Y337, Y338, Y339, Y340, Y341, Y342, Y343, Y344, Y345, Y346, Y347, Y348, Y349, Y350, Y351, Y352, Y353, Y354, Y355, Y356, Y357, Y358, Y359, Y360, Y361, Y362, Y363, Y364, Y365, Y366, Y367, Y368, Y369, Y370, Y371, Y372, Y373, Y374, Y375, Y376, Y377, Y378, Y379, Y380, Y381, Y382, Y383, Y384, Y385, Y386, Y387, Y388, Y389, Y390, Y391, Y392, Y393, Y394, Y395, Y396, Y397, Y398, Y399, Y400, Y401, Y402, Y403, Y404, Y405, Y406, Y407, Y408, Y409, Y410, Y411, Y412, Y413, Y414, Y415, Y416, Y417, Y418, Y419, Y420, Y421, Y422, Y423, Y424, Y425, Y426, Y427, Y428, Y429, Y430, Y431, Y432, Y433, Y434, Y435, Y436, Y437, Y438, Y439, Y440, Y441, Y442, Y443, Y444, Y445, Y446, Y447, Y448, Y449, Y450, Y451, Y452, Y453, Y454, Y455, Y456, Y457, Y458, Y459, Y460, Y461, Y462, Y463, Y464, Y465, Y466, Y467, Y468, Y469, Y470, Y471, Y472, Y473, Y474, Y475, Y476, Y477, Y478, Y479, Y480, Y481, Y482, Y483, Y484, Y485, Y486, Y487, Y488, Y489, Y490, Y491, Y492, Y493, Y494, Y495, Y496, Y497, Y498, Y499, Y500, Y501, Y502, Y503, Y504, Y505, Y506, Y507, Y508, Y509, Y510, Y511, Y512, Y513, Y514, Y515, Y516, Y517, Y518, Y519, Y520, Y521, Y522, Y523, Y524, Y525, Y526, Y527, Y528, Y529, Y530, Y531, Y532, Y533, Y534, Y535, Y536, Y537, Y538, Y539, Y540, Y541, Y542, Y543, Y544, Y545, Y546, Y547, Y548, Y549, Y550, Y551, Y552, Y553, Y554, Y555, Y556, Y557, Y558, Y559, Y560, Y561, Y562, Y563, Y564, Y565, Y566, Y567, Y568, Y569, Y570, Y571, Y572, Y573, Y574, Y575, Y576, Y577, Y578, Y579, Y580, Y581, Y582, Y583, Y584, Y585, Y586, Y587, Y588, Y589, Y590, Y591, Y592, Y593, Y594, Y595, Y596, Y597, Y598, Y599, Y600, Y601, Y602, Y603, Y604, Y605, Y606, Y607, Y608, Y609, Y610, Y611, Y612, Y613, Y614, Y615, Y616, Y617, Y618, Y619, Y620, Y621, Y622, Y623, Y624, Y625, Y626, Y627, Y628, Y629, Y630, Y631, Y632, Y633, Y634, Y635, Y636, Y637, Y638, Y639, Y640, Y641, Y642, Y643, Y644, Y645, Y646, Y647, Y648, Y649, Y650, Y651, Y652, Y653, Y654, Y655, Y656, Y657, Y658, Y659, Y660, Y661, Y662, Y663, Y664, Y665, Y666, Y667, Y668, Y669, Y670, Y671, Y672, Y673, Y674, Y675, Y676, Y677, Y678, Y679, Y680, Y681, Y682, Y683, Y684, Y685, Y686, Y687, Y688, Y689, Y690, Y691, Y692, Y693, Y694, Y695, Y696, Y697, Y698, Y699, Y700, Y701, Y702, Y703, Y704, Y705, Y706, Y707, Y708, Y709, Y710, Y711, Y712, Y713, Y714, Y715, Y716, Y717, Y718, Y719, Y720, Y721, Y722, Y723, Y724, Y725, Y726, Y727, Y728, Y729, Y730, Y731, Y732, Y733, Y734, Y735, Y736, Y737, Y738, Y739, Y740, Y741, Y742, Y743, Y744, Y745, Y746, Y747, Y748, Y749, Y750, Y751, Y752, Y753, Y754, Y755, Y756, Y757, Y758, Y759, Y760, Y761, Y762, Y763, Y764, Y765, Y766, Y767, Y768, Y769, Y770, Y771, Y772, Y773, Y774, Y775, Y776, Y777, Y778, Y779, Y780, Y781, Y782, Y783, Y784, Y785, Y786, Y787, Y788, Y789, Y790, Y791, Y792, Y793, Y794, Y795, Y796, Y797, Y798, Y799, Y800, Y801, Y802, Y803, Y804, Y805, Y806, Y807, Y808, Y809, Y810, Y811, Y812, Y813, Y814, Y815, Y816, Y817, Y818, Y819, Y820, Y821, Y822, Y823, Y824, Y825, Y826, Y827, Y828, Y829, Y830, Y831, Y832, Y833, Y834, Y835, Y836, Y837, Y838, Y839, Y840, Y841, Y842, Y843, Y844, Y845, Y846, Y847, Y848, Y849, Y850, Y851, Y852, Y853, Y854, Y855, Y856, Y857, Y858, Y859, Y860, Y861, Y862, Y863, Y864, Y865, Y866, Y867, Y868, Y869, Y870, Y871, Y872, Y873, Y874, Y875, Y876, Y877, Y878, Y879, Y880, Y881, Y882, Y883, Y884, Y885, Y886, Y887, Y888, Y889, Y890, Y891, Y892, Y893, Y894, Y895, Y896, Y897, Y898, Y899, Y900, Y901, Y902, Y903, Y904, Y905, Y906, Y907, Y908, Y909, Y910, Y911, Y912, Y913, Y914, Y915, Y916, Y917, Y918, Y919, Y920, Y921, Y922, Y923, Y924, Y925, Y926, Y927, Y928, Y929, Y930, Y931, Y932, Y933, Y934, Y935, Y936, Y937, Y938, Y939, Y940, Y941, Y942, Y943, Y944, Y945, Y946, Y947, Y948, Y949, Y950, Y951, Y952, Y953, Y954, Y955, Y956, Y957, Y958, Y959, Y960, Y961, Y962, Y963, Y964, Y965, Y966, Y967, Y968, Y969, Y970, Y971, Y972, Y973, Y974, Y975, Y976, Y977, Y978, Y979, Y980, Y981, Y982, Y983, Y984, Y985, Y986, Y987, Y988, Y989, Y990, Y991, Y992, Y993, Y994, Y995, Y996, Y997, Y998, Y999, Y1000, Y1001, Y1002, Y1003, Y1004, Y1005, Y1006, Y1007, Y1008, Y1009, Y1010, Y1011, Y1012, Y1013, Y1014, Y1015, Y1016, Y1017, Y1018, Y1019, Y1020, Y1021, Y1022, Y1023, Y1024, Y1025, Y1026, Y1027, Y1028, Y1029, Y1030, Y1031, Y1032, Y1033, Y1034, Y1035, Y1036, Y1037, Y1038, Y1039, Y1040, Y1041, Y1042, Y1043, Y1044, Y1045, Y1046, Y1047, Y1048, Y1049, Y1050, Y1051, Y1052, Y1053, Y1054, Y1055, Y1056, Y1057, Y1058, Y1059, Y1060, Y1061, Y1062, Y1063, Y1064, Y1065, Y1066, Y1067, Y1068, Y1069, Y1070, Y1071, Y1072, Y1073, Y1074, Y1075, Y1076, Y1077, Y1078, Y1079, Y1080, Y1081, Y1082, Y1083, Y1084, Y1085, Y1086, Y1087, Y1088, Y1089, Y1090, Y1091, Y1092, Y1093, Y1094, Y1095, Y1096, Y1097, Y1098, Y1099, Y1100, Y1101, Y1102, Y1103, Y1104, Y1105, Y1106, Y1107, Y1108, Y1109, Y1110, Y1111, Y1112, Y1113, Y1114, Y1115, Y1116, Y1117, Y1118, Y1119, Y1120, Y1121, Y1122, Y1123, Y1124, Y1125, Y1126, Y1127, Y1128, Y1129, Y1130, Y1131, Y1132, Y1133, Y1134, Y1135, Y1136, Y1137, Y1138, Y1139, Y1140, Y1141, Y1142, Y1143, Y1144, Y1145, Y1146, Y1147, Y1148, Y1149, Y1150, Y1151, Y1152, Y1153, Y1154, Y1155, Y1156, Y1157, Y1158, Y1159, Y1160, Y1161, Y1162, Y1163, Y1164, Y1165, Y1166, Y1167, Y1168, Y1169, Y1170, Y1171, Y1172, Y1173, Y1174, Y1175, Y1176, Y1177, Y1178, Y1179, Y1180, Y1181, Y1182, Y1183, Y1184, Y1185, Y1186, Y1187, Y1188, Y1189, Y1190, Y1191, Y1192, Y1193, Y1194, Y1195, Y1196, Y1197, Y1198, Y1199, Y1200, Y1201, Y1202, Y1203, Y1204, Y1205, Y1206, Y1207, Y1208, Y1209, Y1210, Y1211, Y1212, Y1213, Y1214, Y1215, Y1216, Y1217, Y1218, Y1219, Y1220, Y1221, Y1222, Y1223, Y1224, Y1225, Y1226, Y1227, Y1228, Y1229, Y1230, Y1231, Y1232, Y1233, Y1234, Y1235, Y1236, Y1237, Y1238, Y1239, Y1240, Y1241, Y1242, Y1243, Y1244, Y1245, Y1246, Y1247, Y1248, Y1249, Y1250, Y1251, Y1252, Y1253, Y1254, Y1255, Y1256, Y1257, Y1258, Y1259, Y1260, Y1261, Y1262, Y1263, Y1264, Y1265, Y1266, Y1267, Y1268, Y1269, Y1270, Y1271, Y1272, Y1273, Y1274, Y1275, Y1276, Y1277, Y1278, Y1279, Y1280, Y1281, Y1282, Y1283, Y1284, Y1285, Y1286, Y1287, Y1288, Y1289, Y1290, Y1291, Y1292, Y1293, Y1294, Y1295, Y1296, Y1297, Y1298, Y1299, Y1300, Y1301, Y1302, Y1303, Y1304, Y1305, Y1306, Y1307, Y1308, Y1309, Y1310, Y1311, Y1312, Y1313, Y1314, Y1315, Y1316, Y1317, Y1318, Y1319, Y1320, Y1321, Y1322, Y1323, Y1324, Y1325, Y1326, Y1327, Y1328, Y1329, Y1330, Y1331, Y1332, Y1333, Y1334, Y1335, Y1336, Y1337, Y1338, Y1339, Y1340, Y1341, Y1342, Y1343, Y1344, Y1345, Y1346, Y1347, Y1348, Y1349, Y1350, Y1351, Y1352, Y1353, Y1354, Y1355, Y1356, Y1357, Y1358, Y1359, Y1360, Y1361, Y1362, Y1363, Y1364, Y1365, Y1366, Y1367, Y1368, Y1369, Y1370, Y1371, Y1372, Y1373, Y1374, Y1375, Y1376, Y1377, Y1378, Y1379, Y1380, Y1381, Y1382, Y1383, Y1384, Y1385, Y1386, Y1387, Y1388, Y1389, Y1390, Y1391, Y1392, Y1393, Y1394, Y1395, Y1396, Y1397, Y1398, Y1399, Y1400, Y1401, Y1402, Y1403, Y1404, Y1405, Y1406, Y1407, Y1408, Y1409, Y1410, Y1411, Y1412, Y1413, Y1414, Y1415, Y1416, Y1417, Y1418, Y1419, Y1420, Y1421, Y1422, Y1423, Y1424, Y1425, Y1426, Y1427, Y1428, Y1429, Y1430, Y1431, Y1432, Y1433, Y1434, Y1435, Y1436, Y1437, Y1438, Y1439, Y1440, Y1441, Y1442, Y1443, Y1444, Y1445, Y1446, Y1447, Y1448, Y1449, Y1450, Y1451, Y1452, Y1453, Y1454, Y1455, Y1456, Y1457, Y1458, Y1459, Y1460, Y1461, Y1462, Y1463, Y1464, Y1465, Y1466, Y1467, Y1468, Y1469, Y1470, Y1471, Y1472, Y1473, Y1474, Y1475, Y1476, Y1477, Y1478, Y1479, Y1480, Y1481, Y1482, Y1483, Y1484, Y1485, Y1486, Y1487, Y1488, Y1489, Y1490, Y1491, Y1492, Y1493, Y1494, Y1495, Y1496, Y1497, Y1498, Y1499, Y1500, Y1501, Y1502, Y1503, Y1504, Y1505, Y1506, Y1507, Y1508, Y1509, Y1510, Y1511, Y1512, Y1513, Y1514, Y1515, Y1516, Y1517, Y1518, Y1519, Y1520, Y1521, Y1522, Y1523, Y1524, Y1525, Y1526, Y1527, Y1528, Y1529, Y1530, Y1531, Y1532, Y1533, Y1534, Y1535, Y1536, Y1537, Y1538, Y1539, Y1540, Y1541, Y1542, Y1543, Y1544, Y1545, Y1546, Y1547, Y1548, Y1549, Y1550, Y



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 Navlakhi".

Aasimah Navlakhi
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.



[illegible]

[illegible]

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.