

Letter of Intent: Contact Information Form

Created Saturday, February 01, 2014

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All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Academy of Learning and Leadership

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

Upstate School Districts: Niagara Falls City School District

Select a second geographical area on left and then select the school district or community school district on right.

None

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Catrina Coffey	[REDACTED]	[REDACTED]	[REDACTED]
Co-Applicant	None			

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Parent
- Current or former Teacher
- Community Resident

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Megan Battista	716-725-8508	mbbattista@gmail.com	None

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-6	72	72	72	72	72
1st	5-7	60	80	80	80	80
2nd	6-8	0	60	80	80	80
3rd	7-9	0	0	60	80	80
4th	8-10	0	0	0	60	80
5th	9-11	0	0	0	0	60
Total		132	212	292	372	452

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	None
Partner Organization 1	None
Partner Organization 2	None

Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylist on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Lead or Co-Applicant)

2014/01/31

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

New York State Education Department
Charter School Office
89 Washington Avenue
Albany, New York 12234

January 26, 2014

To Whom It May Concern:

Please accept this letter as an indication that an application for a charter elementary school will be submitted by March 14, 2014. The following section of this letter provides details about the applicants and proposed charter elementary school.

I. APPLICANT INFORMATION

- A. Lead Applicants:** Catrina Coffey is the Lead Applicant and resident of Niagara Falls. Her mailing address is [REDACTED]. Her email address is [REDACTED] and phone number is [REDACTED].
- B. Public Contact:** Megan Battista is the Media Contact. Her contact information is as follows: [REDACTED]
- C. Applicant Founding Group/Initial Board of Trustees:** The Founding Group includes the following educators and parents: Elizabeth Turner, Stephanie Miranda, Julia Barlow, Megan Battista, and Shannon Piazza, as well as the initial Board of Trustees who are summarized alphabetically below.
- **Daniel Bobbett**, Board Member, Bobbett is an attorney at the Buffalo law firm Zdarsky, Sawicki & Agostinelli LLP. Mr. Bobbett's practice concentrates in corporate and commercial litigation. Bobbett graduated magna cum laude from Niagara University in 2009 and cum laude from the Syracuse University College of Law. Bobbett is currently a member of the Board of Directors of the Clarence Senior Citizens Center, Inc.
 - **Catrina Coffey**, Board Secretary, Coffey is a parent of two who resides in Niagara Falls. She was an elementary school educator, permanently certified to teach Pre-K - 6 in NYS where she taught in private and charter schools. Coffey also worked for Erie 1 BOCES providing professional development to elementary level teachers in the area of literacy and the NYS through the University of Buffalo and the Center for Applied Technologies. Coffey now works at the NYANG at the Niagara Falls Air Reserve Station in Niagara Falls.
 - **Joel Colombo**, Board Member, Colombo is an entrepreneur and parent is the president and co-founder of 360 PSG, Inc., a web software company located in Amherst, NY employing two dozen full time staff and building websites for over 1,000 clients. He currently chairs the University at Buffalo's Center for Entrepreneurial Leadership Alumni Association (as a graduate of the program in 2010).
 - **Brian Ellsworth**, Board Member, Ellsworth is a Buffalo native with an extensive knowledge of facilities and business management. Brian has been a small business owner in the WNY community for over twenty years and is currently running a branch of Green Technology Products. Additionally, Brian has worked as a contractor and site manager on many construction projects throughout WNY. Ellsworth is a youth minister at Expressway Assembly of God, which serves an at risk population through mentorship and relationship building, and as a basketball coach for the varsity men's basketball team at Christian Central Academy.
 - **J. Kincaid**, Board Treasurer, Kincaid is a parent and certified public accountant, registered in the State of New York. He is an assurance partner in the CPA firm Lougen, Valenti, Bookbinder & Weintraub LLP. He has over 20 years of experience serving a variety of clients and significant experience in the not-for-profit area. He is responsible for implementation of the firm's assurance services policies and procedures. Kincaid is a member of the American Institute of Certified Public Accountants and serves on the boards of the Western New York Affiliate of Susan G. Komen and Leadership Buffalo.

- **Amy Lawrence**, Board Chair, Lawrence is a parent and the Associate Executive Director for Literacy NY Buffalo-Niagara Inc, a non-profit agency providing free literacy tutoring programs for adults and children. She is responsible for managing all aspects of the youth tutoring/after school programs as well as the volunteer-based adult literacy tutoring program spanning Erie and Niagara counties. This includes advocacy, partnership collaboration, recruitment/retention, research and development, grant writing and administration, staff management/training and reporting. Lawrence holds a Master's and Bachelor's degree in Elementary Education and is a NYS certified teacher for 1st-6th grades.
 - **Jillian Onesi**, Board Member, Onesi is a parent and resident of Niagara Falls, NY and a graduate of Buffalo State College with a Bachelor's Degree in Business Administration. She is the administrative assistant at the Niagara Falls Public Library where she works closely with the Executive Director and Library Board of Trustees. She assists with a multitude of administrative, human resource, public relations, budgeting and accounting functions. She also serves on the board of the Niagara Falls Family YMCA.
 - **Ned Perlman**, Board Member, Perlman is the Senior Contract Administrator at Health Management Group, a closely related entity of Horizon Health Services. As administrator, Perlman manages over 30 grants that require New York State cost reports, budgeting, and reimbursement claims. He is also responsible for month end accounting duties and supervises accounts receivable personnel. Perlman has a B.S. in Business Administration and is a lifelong resident of Niagara Falls.
 - **Kate Sarata**, Board Vice Chair, Sarata is a resident of Niagara Falls and Executive Director of The Service Collaborative of WNY, Inc., a non-profit agency in Buffalo, NY creating opportunities for all individuals to serve their communities through programs funded by the Corporation for National and Community Service (AmeriCorps and VISTA) and the Department of Labor (YouthBuild) where she oversees a budget of \$5 million and a staff of 26. Sarata holds a Master's Degree in Education from the University of Buffalo and a Bachelors of Arts Degree in Political Science from SUNY Brockport. She has Certificates of Non-Profit Management from SUNY Brockport and the Harvard Business Club of Buffalo.
- D. Proposed members of the initial Board of Trustees:** See information contained in part C above.
- E. Replication or Network Information:** Not applicable.
- F. Application History:** The applicant has not previously submitted a charter application in or outside of NYS.

II. PROPOSED CHARTER SCHOOL INFORMATION:

- A. Proposed school name:** Academy of Learning and Leadership Charter School (ALL).
- B. Proposed school location:** Niagara Falls, New York. ALL will not request to be sited in school district facilities.
- C. Planned grades and enrollment:**

Year	Grades	Number of Students Enrolled
2015-2016	K-1	132
2016-2017	K-2	212
2017-2018	K-3	292
2018-2019	K-4	372
2019-2020	K-5	452

The goal would be to ultimately be a K-6 building and to achieve this status during the first renewal year.

- D. Proposed management and/or partner organization:** Not applicable.
- E. Proposed mission:** Academy of Learning and Leadership (ALL) Charter School's mission is to foster every child's fullest potential by providing a rigorous academic program that is driven by research, data and collaborative reflection to empower students to become life-long learners, great citizens, and future leaders. ALL values the commitment of the staff, parents, and community to help all children succeed today and tomorrow.

Using data-driven instruction and early, accelerated literacy ALL has committed to excellence for each student by providing a variety of learning experiences to meet each student's needs. Accordingly, we are dedicated to continuously evaluating and realigning the school's curriculum so that it meets and exceeds the Common Core Learning Standards. The teachers and administrators will work synergistically to create and

implement curriculum maps and best practices related to instruction to develop strong curricula and differentiated instruction that meets the needs of every learner in every classroom. Teachers and administrators will utilize researched based programs, texts, and additional materials to address the Common Core Learning Standards and the students in the classrooms.

Finally, using the principles of the 7 Habits of Highly Effective People, ALL will provide an educational environment in which students feel safe, secure, and empowered to pursue learning and leadership experiences to maximize their potential. These are foundational beliefs that will prepare our students to become productive members of society. Our goal is to ensure that every student receives a well-rounded education that emphasizes high academic and social standards, promotes healthy lifestyles, and cultivates critical thinking and problem solving skills. In short, we want to be a school where a community working together with high expectations leads to excellence for all students.

- F. School overview:** There are three features of ALL that makes it unique to best target the needs of the population of students for whom the school is designed. These “pillars” are meant to provide each child with targeted, rigorous academic achievement goals while simultaneously providing students with an environment that fosters intrinsic motivation and fuels leadership.

Pillar 1: The academic program will be driven by data: As defined by EngageNY, “Data Driven Instruction and Inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success.¹” Thus, the goal of data-driven instruction is guided by the belief that purposeful outcomes come from purposeful inputs. At its core, data-driven instruction is instruction “that is guided by, and responsive to, information (data) we have about our students².” In this way, student achieve is maximized because it is personalized instruction informed by analysis of student performance.

Using assessments like benchmarks, interims, and daily formative assessments, teachers will be able to identify students’ strengths and struggles and respond to those immediately. In so doing, students’ instruction will be targeted to their specific needs. To support this structure, students will work with a team of teachers. That is, rather than a traditional model where students remain with one homeroom teacher throughout the year, we will utilize frequent progress monitoring and data analysis in order to provide students with flexible grouping during core instruction as well as additional opportunities for Response to Intervention that go above and beyond core instruction.

Pillar 2: ALL will focus on early literacy: Children’s early literacy experiences are crucial in their preparation for success in learning to read and write. Research shows that failure to achieve high levels of success in reading and writing during a child’s early elementary years is associated with negative impacts during a child’s academic career. What’s more, lack of success in reading is statistically linked to higher levels of poverty, unemployment, and dropout rates³. Many students enter kindergarten behind in crucial precursors to reading such as ability to recognize letters, identifying beginning sounds of words, as well as exposure to the number of words they have encountered verbally and in print⁴. ALL recognizes the importance of prevention before a child even walks through our doors. It is our intention to partner with daycares and other early learning centers in order to provide parents with the skills that they need in order to help their children at home and to provide parent education classes for parents of our students to help provide the resources needed to emerge students in a literacy rich environment from their earliest ages.

Instructionally, the use of Reader’s and Writer’s workshop at ALL Charter School will help to accelerate every reader. Research on children’s literacy development shows that attitudes and knowledge that develop during the emergent phase help children benefit from subsequent literacy instruction and support their long- term

¹ (n.d.). Retrieved from <http://www.engageny.org/data-driven-instruction>

² Torgesen, J. K. (2006, July). *The assessment/instruction connection: What every principal and coach should know*. Retrieved from [http://www.fcrr.org/science/pdf/torgesen/Principal's leadership conference-datanotes.pdf](http://www.fcrr.org/science/pdf/torgesen/Principal's%20Leadership%20Conference-Datanotes.pdf)

³ Darwin, Marlene & Fleischman, Steve. (April 2005) *Fostering Adolescent Literacy*. Educational Leadership, v62 n7 p85-87

⁴ Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press

development⁵. It is essential children are not only taught the basics of reading but that motivation to learn and read is fostered from an early age. Research supports that choice can help build a child's motivation. In fact according to a 2004 study, the two most powerful instructional design factors for improving reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read⁶. The use of Reader's Workshop will allow every child to read what he or she chooses at their independent reading level. Additionally, the more time a child spends reading, the greater their reading growth will be. As a result, children will be given ample time during the day to read as well as to talk with their peers about texts and reading. This focus on literacy is important because, "Children who read for pleasure are likely to do significantly better at school than their peers⁷" (2013). This finding is supported through other studies that looked at the impact of independent reading on school achievement⁸, researchers like Cunningham and Stanovich⁹ who studied the impact of reading on the mind, and organizations like the National Institute of Health¹⁰ who found that "issues regarding readiness are important not only to academic outcomes in elementary school, but can extend across the lifespan." Thus, success in literacy is positively correlated with success in other areas both inside and outside of school and this explains the desire to hone in on literacy as a feature of the school.

Pillar 3: ALL will focus on the whole child through integration of the Leader in Me: Implementation of the Leader in Me program, which takes the principles of Dr. Stephen Covey's best-selling book, *The Seven Habits of Highly Effective People* and integrates them into the elementary school curriculum, will allow ALL to address the whole child. Students will learn powerful collaboration and communication skills to facilitate their leadership, thereby taking ownership of their part in the academic setting. The Leader in Me equips students with the self-confidence and skills, such as leadership, accountability, adaptability, initiative, and problem solving, to make them highly competitive in today's marketplace.

Schools implementing the Leader in Me program report an improved school culture, higher academic achievement, a decrease in disciplinary issues, increased teacher pride and engagement, and greater parent satisfaction and involvement. The Leader in Me equips students with the self-confidence and skills to make them highly competitive in today's marketplace, such as leadership, accountability, adaptability, initiative and problem solving.

- G. Target Population/Community Served:** ALL intends to locate in the city of Niagara Falls to offer Niagara Falls residence a school of choice. There is currently only one charter school located in Niagara County, but it is not located in the city of Niagara Falls. What's more that charter school has a waiting list for all grades despite the fact that it only received a one-year renewal in 2013. Therefore only those parents who can afford private or parochial school are able to truly elect to send their children to a school other than the Niagara Falls School District schools. The targeted population will include student who are eligible for the free and reduced-price lunch program (FRPL), students with disabilities (SWD), and English Language Learners (ELL).

III. ENROLLMENT and RETENTION of STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, and STUDENT WHO ARE ELIGIBLE APPLICANTS for the FREE and REDUCED PRICE LUNCH PROGRAM

To meet or exceed enrollment and retention target requirements for subpopulations of students as required by charter school law, ALL will attract students and families through marketing campaigns highlighting our early interventions in ELA and targeted instruction based on strategic progress monitoring of data. While ALL will engage in a general citywide marketing campaign for all students, the school will establish recruitment methods designed to reach specific student populations. General efforts will include distributing announcements that promote attendance at community meetings where the application process will be discussed. ALL will post information electronically; post flyers at supermarkets, churches, community centers, apartment complexes, daycares, and libraries; and advertise in various

⁵ See footnote 4

⁶ Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle and V. Chabra (Eds.). *The voice of evidence in reading research*. Baltimore: Paul Brookes.

⁷ "Advanced Search." *Study Provides Evidence That Reading for Pleasure Boosts Children's Academic Performance*. N.p., n.d. Web. 25 Jan. 2014.

⁸ Cullinan, Bernice E. "Independent Reading and School Achievement." *American Library Association*. N.p., n.d. Web. 24 Jan. 2014.

⁹ Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind." *Journal of Direct Instruction* 1.2 (2001): 137-49

¹⁰ Kern, Margaret L.; Friedman, Howard S. Early Educational Milestones as Predictors of Lifelong Academic Achievement, Midlife Adjustment, and Longevity. *Journal of Applied Developmental Psychology*. Vol 30(4) Jul 2009, 419-430.

local newspapers.

- **Recruitment of FRPL students** will involve posting recruitment materials with public assistance providers and food banks. We will also include recruitment material in mailings from the Department of Social Services. ALL will establish recruitment zones by targeting and prioritizing specific areas in the city that are high poverty areas according to demographic data. Volunteers will canvass and distribute recruitment announcements to households in impoverished neighborhoods and post flyers at organizations serving those living in poverty.
- **Recruitment of SWD** will involve posting flyers at organizations serving the disabled, cultivating relationships with special education providers of day cares and Pre-Ks, meeting with the Committee on Special Education for Niagara Falls to inform them about ALL as well as provide recruitment material and application.
- **Recruitment of ELL students** will involve distributing recruitment and application materials in multiple languages in communities where English is not the primary language. Individuals who speak other languages will be enlisted to provide support when canvassing in those areas. Volunteers will work throughout the city disbursing announcements promoting attendance at informational meetings and availability of applications. ALL will cultivate relationships with ELL service providers. Where available, advertisements will be placed in non-English newspapers, flyers will be posted at supermarkets, churches, community centers, apartment complexes, and organizations serving those for who English is not the primary language.

ALL will conduct admissions via lottery. Each student will be assessed prior to placement which will allow that student to be placed appropriately with the teacher who is best equipped to meet the student where s/he is through targeted, individualized instruction. Once the student has completed the six to eight weeks of intervention, progress monitoring data will be reviewed to determine if a new placement is needed. Intervention programs designed to help maximize students' success (at or above grade level) will be available for each student.

Our efforts to retain students and families who are eligible for the FRLP will be on-going. For instance, during intake we will employ efforts to ensure parents are informed about the FRLP and given assistance to make certain all forms are understood and completed correctly. ALL will implement an instructional program that supports struggling students' attainment of high academic expectations with an emphasis on meeting the needs of SWD and ELL students so that they continue to meet the same high levels of success as any other student. ELL and SWD students will be mainstreamed into courses and supported by personnel who possess subject area, special education, and ELL teaching certificates.

IV. PUBLIC OUTREACH and COMMUNITY SUPPORT

Since 2012 the founding members of ALL Charter have met with members of the community to gain support for the creation of our school through meetings with diverse stakeholders from community leaders to parents to community members. Public events have been held at the library and in conjunction with other community events. The community agrees that a well-designed charter school located in the city of Niagara Falls would be an asset and is greatly desired. Further efforts to increase public outreach and community support are planned.

At this time we have we have garnered community support in the following ways:

- Public Meeting—WNY Project Future – July 2013
- Informational table at The Magdalene Project's Back to School Back Pack Drive - August 2013
- Informational table at Niagara Falls Public Library Wonderfest - December 2013
- Private meetings with Community Organizations, Child Care Directors and Educational Leaders in Niagara Falls
- Creation of school web page, Facebook Page and Twitter account
- Public Forum at the Niagara Falls Public Library - February 2014
- Collection of over 200 signatures of parents and community members in support of our school
- Acquiring Letters of Support from local community leaders, educational partners, religious leaders and politicians.

Lead Applicant Signature _____



Date: January 26, 2014

Your Choice: Round 1 or Round 2 Submission Deadline

Created Tuesday, February 25, 2014

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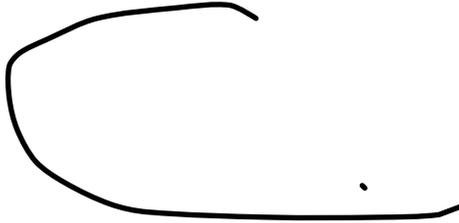
Academy of Learning and Leadership Charter School

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Catrina Coffey.

A handwritten signature in black ink, appearing to be the name 'Catrina Coffey', written in a cursive style. The signature is positioned to the right of a small black dot.

Signature of the Co-Applicant, None. (If Co-Applicant is listed)

APPLICATION SUMMARY

Charter School Name	Academy of Learning and Leadership Charter School
Applicant Name(s)	Catrina Coffey
Applicant(s) Email Address	[REDACTED]
Applicant(s) Contact Telephone Number	[REDACTED]
Public Contact Name	Megan Battista
Public Contact Email Address	mbbattista@gmail.com
Public Contact Phone Number	716-725-8508
District of Location	Niagara Falls
Opening Date	September 2015
Proposed Charter Term	2015-2020
Proposed Management Company or Partners	N/A
Proposed Replication of Successful School or Model	N/A
Projected Enrollment and Grade Span During Charter Term	K-5 452 students
Projected Maximum Enrollment and Grade Span	K-6 556 students
Mission Statement	The Academy of Learning and Leadership Charter School's mission is to foster every child's fullest potential by providing a rigorous academic program that is driven by research, data and collaborative reflection to empower students to become life-long learners, great citizens, and future leaders. The Academy of Learning and Leadership values the commitment of the staff, parents, and community to help all children succeed today and tomorrow.

Mission & Key Design Elements: The Academy of Learning and Leadership (ALLCS) was designed based on the foundational belief that all students, regardless of background, academic classification, or economic status deserve an opportunity to be developed into life-long learners who will become community leaders. There are three “pillars” that The Academy of Learning and Leadership Charter School (ALLCS) is built upon: (1) Data Driven Instruction (DDI), (2) early, accelerated literacy, and (3) the Leader in Me, an elementary philosophy based on the 7 Habits of Highly Effective People. These are summarized below.

Data Driven Instruction: Using DDI, ALLCS is committed to excellence for each student. We will do this by tailoring instructional practices for each student at our school in order to lead them to the success. This is important since ALLCS will provide all students, including students with disabilities and English language learners (ELLs), with meaningful access to participate and progress in the general education curriculum. By using data-driven instruction, ALLCS is dedicated to continually evaluating and realigning the school’s curriculum in order to meet and exceed the New York State Common Core Learning Standards (NYS CCLS). By analyzing and responding to diagnostic, formative, and summative student performance data, teachers at ALLCS will work in grade level teams in order to routinely evaluate individual student progress to (1) determine the effectiveness of the instructional program; and (2) to evaluate student progress in relation to the NYS CCLS.

Early, Accelerated Literacy: ALLCS is dedicated to having students reading at or above grade level from Kindergarten forward. Utilizing the Reader’s Workshop model as well as a team teaching approach which involves master teachers providing NY CCLS based intervention and acceleration over 6 week instructional periods, students will be able to exceed expectations. Teachers and administration will work together to develop and modify research based instructional techniques that are responsive to the data of their students.

Leader in Me: Adopting the Leader in Me philosophy and using the principles of the 7 Habits of Highly Effective People (see below), ALLCS will provide an educational environment in which students feel safe, secure, and empowered to pursue learning and leadership experiences in order to maximize their full potential. As discussed in Stephen Covey’s book, the 7 Habits of Highly Effective People are: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and then to be Understood, Synergize, and Sharpen the Saw. Our goal is not only developing character, but cultivating leadership skills and empowering students to become community members who invest back into Niagara Falls and the surrounding communities.

Our goal is to ensure that every student receives a well-rounded education that emphasizes high academic and social standards, cultivates critical thinking and problem solving skills, and promotes healthy lifestyles. **In short, ALLCS will be a school where a community working together having high expectations will lead to academic and social excellence for all students.**

Target Population: ALLCS will provide a student centered, leadership focused, workshop based academic model to K-6 students of Niagara Falls City School District in Niagara Falls, NY. We designed our educational program to meet the needs of a diverse group of learners reflective of the community of Niagara Falls and will do extensive recruitment to attract a student body that will meet projected enrollment and retention targets for our community.

Instructional Staffing and Leadership Design: Our school will be led by a Head of School who will steer the daily work of ALLCS to uphold the mission and vision, will set and maintain a laser-like focus on ALLCS's goals, and will champion the belief that with the right structure, support, and instruction, all students can succeed at the highest academic levels. The duties of the Head of School will include recruiting, hiring, managing, coaching, and evaluating staff, while also motivating, supporting, and recognizing them for their work. Additionally, they will oversee the Leader of Finances who will run the operations and financial side of the school. As a school, teachers will work together in teams in order to serve a cohort of students rather than a class of them, enabling them to flexibly group and differentiate to best meet student needs. Additionally, we will employ data coordinators to support our work with data driven instruction.

Governance: The Board of Trustees will specify and uphold ALLCS's mission and vision. Specifically, the Board will be charged with hiring, setting compensation for, and evaluating the Head of School. Additionally, the Board will ensure effective organizational planning and resource allocation, monitor ALLCS's programs and services according to terms articulated in the charter, and ensure financial viability and sustainability.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Academy of Learning and Leadership
 Proposed School Location (District) Niagara Falls

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”⁶

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application⁷
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;⁸ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁹

Signature of Applicants:	<u>CTC</u>
Date:	<u>February 23, 2014</u>
Print/Type Name:	<u>Catrina Coffey</u>

⁶ N.Y. Education Law § 2854(2)(a)

⁷ ESEA § 5203(b)(3)(J)

⁸ ESEA § 5203(b)(3)(K)

⁹ ESEA § 5203(b)(3)(N)

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A. Mission Statement and Objectives

There are three “pillars” that The Academy of Learning and Leadership Charter School (ALLCS) is built upon: (1) Data Driven Instruction (DDI), (2) early, accelerated literacy, and (3) the Leader in Me, an elementary philosophy based on the 7 Habits of Highly Effective People. These are summarized below.

Using DDI, ALLCS is committed to excellence for each student. This is important since ALLCS will provide all students, including students with disabilities and English language learners (ELLs), with meaningful access to participate and progress in the general education curriculum. By using data-driven instruction, ALLCS is dedicated to continually evaluating and realigning the school’s curriculum in order to meet and exceed the New York State Common Core Learning Standards (NYS CCLS). By analyzing and responding to diagnostic, formative, and summative student performance data, teachers at ALLCS will routinely evaluate individual student progress to (1) determine the effectiveness of the instructional program; and (2) to evaluate student progress in relation to the NYS CCLS. This will be assisted through structural elements such as our common planning times (before and during the school day) and days built into the calendar for teachers to collaborate. To meet the needs of the students, teachers and administrators will utilize researched based programs, non-fiction and literary texts, and additional materials as required in order for students to master the NYS CCLS.

ALLCS is dedicated to accelerated literacy. Specifically, we will strive to have students reading at or above grade level from kindergarten forward. This will be made possible through the use of a Reader’s Workshop instructional approach with students. By participating in the Reader’s Workshop, students will have opportunities to read independent, guided, and grade level texts. This will expose students to a variety of texts as well as providing students with choice in their reading. In addition, by participating in Readers Workshop, we aim to increase each student’s motivation to both learn and read, while simultaneously improving student reading performance. This creates students who are not only able to read, but students who are excited about reading.

Using the principles of the 7 Habits of Highly Effective People (see below), ALLCS will provide an educational environment in which students feel safe, secure, and empowered to pursue learning and leadership experiences in order to maximize their full potential. As discussed in Stephen Covey’s book, the 7 Habits of Highly Effective People are:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand and then to be Understood
6. Synergize
7. Sharpen the Saw

By implementing these foundational beliefs, ALLCS will prepare its students to become productive members of society by providing students with opportunities to develop and hone leadership skills in a safe and nurturing environment. Our goal is to ensure that every student receives a well-rounded education that emphasizes high academic and social standards, cultivates critical

thinking and problem solving skills, and promotes healthy lifestyles. In short, ALLCS will be a school where a community working together having high expectations will lead to academic and social excellence for all students.

B. Key Design Elements

There are three unique features of ALLCS that will allow it to efficiently target the needs of its students. These “pillars” are meant to provide each child with targeted, rigorous academic achievement goals, which act to simultaneously provide students with an environment that fosters intrinsic motivation and fuels leadership.

Pillar 1: The academic program will be driven by data. As defined by EngageNY, “data-driven instruction and inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success.”¹

Thus, ALLCS believes that data-driven instruction is guided by the understanding that purposeful outcomes come from purposeful inputs. At its core, data-driven instruction at ALLCS is instruction “that is guided by, and responsive to, information (data) we have about our students.”² In this way, student achievement will be maximized because it is personalized instruction informed by analysis of student performance.

Using daily formative, interim, benchmark, and summative assessments, teachers will be able to identify students’ strengths and struggles and differentiate instruction accordingly. In so doing, instruction will be targeted to students’ specific needs in two ways. First, to support a culture of DDI, students will work with a team of teachers, as contrasted with traditional model where students remain with one homeroom teacher throughout the year. Each teacher will possess a unique skill-set that will make the team stronger than any individual teacher could be independently. This will benefit the teachers in their work with their students as they will be able to collaboratively analyze student performance and determine how best to target student needs.

For example, if there are students who demonstrate readiness for above grade level support in math, the teacher on the team with the strongest skill-set in math will be the teacher who creates the instructional lesson and/or work for the students. Second, there will be times for students to be grouped with other students with similar needs so that a teacher can target the students’ needs for that specific skill. Groupings will be temporary and aligned with ALLCS’s Response to Intervention model.

Pillar 2: ALLCS will focus on early literacy. We believe children’s early literacy experiences are crucial in their preparation for success in learning to read and write. Research shows that failure to achieve high levels of success in reading and writing during a child’s early elementary years is associated with negative impacts during a child’s academic career. Moreover, lack of success in reading is statistically linked to higher levels of poverty, unemployment, and dropout rates³. Before even entering Kindergarten, children are behind in crucial precursors to reading such as ability to

1 (n.d.). Retrieved from <http://www.engageny.org/data-driven-instruction>

2 Torgesen, J. K. (2006, July). *The assessment/instruction connection: What every principal and coach should know*. Retrieved from http://www.fcrr.org/science/pdf/torgesen/Principal's_leadership_conference-datanotes.pdf

recognize letters, identifying beginning sounds of words, as well as exposure to the number of words they have encountered verbally and in print⁴. ALLCS recognizes the importance of engaging our children and parents at the earliest point possible. As such, ALLCS staff will voluntarily provide education classes to the parents of its students which will emphasize the importance of early literacy for all of their children. Since these informational sessions will be presented without compensation to staff members nor cost to the school, these sessions will be advertised to the community at-large who will be welcome to attend.

Instructionally, the use of Readers and Writers workshop at ALLCS will help to accelerate the reading level of every student. Research on children's literacy development shows that the attitudes and knowledge that develops during the emergent phase help children benefit from subsequent literacy instruction and support their long-term development.⁵

Research suggests that providing students with choice and differentiation in what they will read can help build a child's motivation which, in turn, will create students who not only desire to read more but who also desire to improve their respective reading abilities due to the quantity of time devoted to reading. In fact, according to a study, the two most powerful instructional design factors for improving reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read in a structured environment⁶.

There is a clear difference between reading for pleasure and reading as part of a curriculum. For this reason, ALLCS will provide its students with multiple opportunities to grow as readers.

Such opportunities include, but are not limited to the following: independent reading, guided/instructional reading, and grade level reading. Readers Workshop is an instructional approach whereby the teacher provides the students with a brief mini-lesson using direct instruction. After the brief lesson, the students have extended time to engage the text while applying the information, skill, or strategy that was taught in the mini-lesson. As the students are engaged with the text, the teacher conferences with individuals or small groups of students to assess the absorption and utilization of the information, skill, or strategy. The teacher is also assessing the students to determine their next instructional needs. Accordingly, this process is extremely differentiated for each student.

Closely reading grade level texts is vital for student growth and learning. It is also aligned with the rigorous expectations created by the NYS CCLS. For this reason, students will have opportunities to read grade level texts during content area instruction. During that time, students will be able to apply the skills and strategies they were taught during Readers and Writers Workshop by engaging with independent and/or guided texts.

³ [Darwin, Marlene](#) & [Fleischman, Steve](#). (April 2005) *Fostering Adolescent Literacy*. Educational Leadership, v62 n7 p85-87

⁴ Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press

⁵ See footnote 4

⁶ Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle and V. Chabra (Eds.). *The voice of evidence in reading research*. Baltimore: Paul Brookes.

Pillar 3: ALLCS will focus on the development of the whole child by utilizing the principles set forth in the Leader in Me philosophy, focusing on the principles of Dr. Stephen Covey’s best-selling book, *The Seven Habits of Highly Effective People* and integrating them into the elementary school curriculum. By participating in this program, students will learn powerful collaboration and communication skills that will serve to facilitate their leadership skills- both inside and outside of the classroom. Students will not only seek to achieve the goals set by their teacher, but goals that the students create and track in their Data Notebooks. The students will keep track of their own progress by making entries into Data Notebooks. As such, The Leader in Me equips students with the following skills: self-confidence, leadership, accountability, adaptability, initiative, and problem solving. By cultivating these skillsets in its students, ALLCS seeks to give its students the 21st Century skills they will need to thrive in today’s highly competitive marketplace.

According to David Hatch (n.d.)⁷ schools that implemented the Leader in Me program reported an improved school culture, higher academic achievement, a decrease in the number of disciplinary issues, increased teacher pride and engagement, and greater parent satisfaction and involvement.

C. Enrollment, Recruitment, and Retention

Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-5	72	72	72	72	72
1 st	5-6	60	80	80	80	80
2 nd	6-7		60	80	80	80
3 rd	7-8			60	80	80
4 th	8-9				60	80
5 th	9-10					60
Totals		132	212	292	372	452

ALLCS will add eight students annually to the first grade. This will allow ALLCS the opportunity to have smaller kindergarten class sizes, which ensures that its students receive more individualized and grade-level appropriate attention. We anticipate that some attrition will naturally occur. Seats that are vacant will be filled with students on the waiting list. ALLCS will serve students in kindergarten through the fifth grade (with the desire to expand to sixth grade in the first renewal).

Evidence of Demand for ALLCS: Members of the founding team have held several meetings with members of the Niagara Falls community to share information and obtain feedback about ALLCS. Members of the founding team have also participated in community forums. We have met with, received support, and responded to questions from community leaders. Additionally, our prospective board is a composition of key stakeholders from the WNY community. In addition to the letters of support received from various stakeholders in our community which can be found in Attachment 2, ALLCS was able to procure approximately 200 signatures of support from members of the Niagara Falls community.

⁷ Hatch, D. (n.d.). *The leader in me: Promising results*. Retrieved from http://www.theleaderinme.org/uploads/Documents/results/Promising_Results_TLIM_V5.12.pdf

Student Recruitment: In order to meet or exceed the enrollment and retention target requirements for subpopulations of students as required by New York Education Law Section 2850 et seq., ALLCS will attract students and families through marketing campaigns highlighting ALLCS's emphasis on early interventions in ELA and targeted instruction based on strategic progress monitoring of data. While ALLCS will engage in a general city wide marketing campaign for all students, the school will establish recruitment methods designed to reach specific student populations. ALLCS will post information electronically; post flyers at supermarkets, churches, community centers, apartment complexes, daycares, and libraries; and advertise in various local newspapers.

- Recruitment of Free or Reduced Price Lunch (FRPL) students will involve posting recruitment materials with public assistance providers and food banks. ALLCS will seek to target at-risk students by advertising in specific area in Niagara Falls that experience high rates of poverty. Volunteers will canvass and distribute recruitment announcements to households in impoverished neighborhoods and post flyers at organizations serving those living in poverty.
- Recruitment of Students with Disabilities (SWD) will involve posting flyers at organizations serving the disabled, cultivating relationships with special education providers of day cares and Pre-Ks, meeting with the Committee on Special Education for the Niagara Falls City School District to inform them about ALLCS. In addition, our recruitment materials will indicate that we encourage parents of special education students to apply to our school.
- Recruitment of English Language Learners (ELL) will involve distributing recruitment and application materials in at least one language other English. Individuals who speak other languages will be sought to provide support when canvassing in those areas. Volunteers will work throughout Niagara Falls disbursing announcements promoting attendance at informational meetings and availability of applications. The Academy of Learning and Leadership will cultivate relationships with ELL service providers. Where available, advertisements will be placed in non-English newspapers, flyers will be posted at supermarkets, churches, community centers, apartment complexes, and organizations serving those for whom English is not their primary language.

ALLCS will conduct admissions via lottery. Once a student has been enrolled in ALLCS, the student will be assessed prior to placement. The serves to allow each student to be placed with the teacher who is best equipped to meet that student's particular academic needs, as determined by ALLCS's targeted and individualized instruction model. Once the student has completed six to eight weeks of instruction, progress monitoring data will be reviewed to determine if a new placement is needed. Intervention programs designed to help maximize students' success (at or above grade level) will be available for each student, including those who are above grade level.

Our efforts to retain students and families who are eligible for the FRLP will be on-going. For instance, during in-take we will provide information to parents to ensure they are informed about the FRLP and given assistance to ensure all forms are understood and completed correctly. ALLCS will implement an instructional program that supports struggling students' attainment of high academic expectations. This instructional program will operate with an emphasis on meeting the needs of SWD and ELL students so that they meet the same high level of success that ALLCS's students will be expected to achieve. ELL and SWD students will be mainstreamed into courses and supported by personnel who possess subject area, special education, and ELL

teaching certificates. Students who are at or above grade level will be consistently challenged and, like all students, will receive individualized instruction to continue to push their learning.

In addition to this ongoing, targeted outreach within our community, student recruitment will be conducted on an annual basis by the Leader of Operations and Finance in collaboration with the Head of School. After enrolling our initial class of students, which will be a process that differs from all subsequent years, ALLCS's recruitment season will begin each year in December with a series of mailings to announce our recruitment period including fliers with relevant information about the school. These fliers will be available in Spanish and other languages as needed.

Information sessions and school tours will also begin each December and will continue throughout the recruitment season. Additional information sessions will be held in the community, using local recreation centers, libraries, daycares, and houses of worship to reach families. To ensure accessibility to foreign language speakers, bilingual staff members will be available at all sessions and tours.

Through ALLCS's focus on early literacy, it will hold regular parents' nights within the community at libraries, day cares, and other locations where parents of children who are not yet school-aged can learn about best practices for early literacy. This is intended to both support ALLCS's current students and families as well as recruit and enroll future students. This commitment to early literacy and engagement in the community is a natural extension of the school and will be a seamless method of targeted outreach.

ALLCS has set out the following recruitment targets for its first year, mirroring the demographics of the Niagara Falls City School District student population. The Head of School will update targets on an annual basis using the prior year's application data and knowledge of community demographics to determine the most appropriate goals.

Student Recruitment Targets: Year 1

Applications Submitted for Kindergarten and First Grade Enrollment	132
Percent of students classified as ELL	~1%
Percent of students classified as Special Education	~7%
Percent of students classified as Economically Disadvantaged	~75%

The ELL and Economically Disadvantaged targets are based on and parallel to the Niagara Falls City School District percentages for each of those subpopulations. The percentage of students classified as Special Education is half that of the district since the first year of operation we will serve only students in kindergarten and first grade; students in this age range typically have lower percentages of classification.

Student Enrollment: Students who turn five on or before December 1st will be eligible to enroll in Kindergarten. ALLCS will primarily enroll new students in Kindergarten starting in the second year. No conditions will exist for enrollment other than the submission of a completed application.

All methods of outreach, including information sessions, tours, or meetings will publicize that there are no requirements for admission. The school will be open to all students of New York

State eligible school age and will not discriminate on the basis of race, gender, religion, disability, or English language proficiency.

If there are more applicants than there are seats available, ALLCS will conduct a lottery in early April and will comply with admission preferences to certain individuals consistent with Article 56 of the the New York State Education Law. Once accepted in the lottery, all families and students will be required to attend an orientation session in which the staff of ALLCS will review the school's expectations, academic program, code of conduct, and other policies relevant to the school's pillars and features. This orientation will be crucial to build a complete understanding of the school's program. Additionally, ALLCS's staff may conduct home visits to each newly enrolled student over the summer in order to review expectations in a more intimate setting, answer questions about the school, and become familiar with students' home environment and related issues. Finally, immediately before the start of the school year, all families and students will be asked to return to the school for a final review of school procedures, expectations, and requirements. At this time, students will complete a series of diagnostic assessments in order to gather data in advance of the school year that can be used to develop intentional student groupings and identify areas of need for immediate interventions.

Student Retention: While ALLCS will strive to keep all of its students from Kindergarten through the 5th grade, we recognize that it is likely we will encounter some student attrition within and between years. We have estimated a roughly six percent attrition rate as a target based on data from similar schools, and plan to reassess this after gathering data on student attrition incurred after the first year of ALLCS's charter. As outlined in more detail below, we intend to fill any vacancies incurred through student attrition with students on our waiting list.

ALLCS plans to prioritize student retention in its initial years. The school's structure and program offerings are designed to help avoid student attrition. The school's targeted intervention structure is designed to ensure students feel successful and supported and do not leave the school because of its rigorous academic expectations. Ongoing Student and Family Satisfaction Surveys will help the school's leadership maintain an awareness of the opinions of stakeholders, as well as areas of needed growth for the school, and will allow them to make strategic adjustments in order to respond to student and family requests. ALLCS will strive to respond to a parent or family contact by telephone within 24 hours.

Vacancies: Students who do not receive seats in the lottery of their initial application year will be placed on a waiting list; should a seat become available during the school year, applicants will be contacted in the order in which they were placed on the waiting list. ALLCS plans to fill unexpected mid-year vacancies with students from the waiting list until the December 31 of each academic year. Vacancies that arise between academic years due to student attrition or the need to repeat a grade will be filled over the summer before the start of the next academic year. Newly accepted students will be invited and expected to attend a special session of summer school designed to diagnose their current skill levels and identify any necessary remediation, as well as to integrate them into the school's culture.

Withdrawal/Transfer: In the case that family decides to withdraw their child from ALLCS, that family will be required to meet with the Academic Leader to discuss the reason for leaving, as well

as to create a transition plan to ensure that there are no major interruptions to the student's education. The school's administrative staff will transfer all relevant records, and ensure paperwork is completed in a timely manner.

D. Community to be Served

Value of school in Niagara Falls: The Niagara Falls community was chosen because of its longstanding academic needs and lack of school choice. The Niagara Falls City School District is a historically underachieving school district compared to the state average. The founding members either live and/or work in the Niagara Falls community or close by. They are very familiar with its dynamics and educational needs. Our combined experience as educators, residents and service providers in Niagara Falls gives us a unique perspective on the academic and social problems embedded in the fabric of this community. Our desire to support the Niagara Falls community and its academic needs has propelled us to seek solutions through the creation of this charter school.

Description of Student Population: The Niagara Falls City School District currently has eight elementary schools, with 74% of children qualifying for free or reduced lunch. Demographic information for the Niagara Falls City School District is shown below.

Students Eligible for Free Lunch	64 %
Students Eligible for Reduced Lunch	10 %
Limited English Proficiency	1 %

Niagara Falls City School District Population	6535
White	52 %
Black	35 %
Hispanic	4 %
Multiracial	3 %
American Indian	3 %
Asian	2 %

Enhancing Educational Options in Niagara Falls: ALLCS will offer an educational option unique to the city of Niagara Falls. We are committing to the educational needs of the whole child with a core philosophy of The Leader in Me, a program that teaches the students, staff, and families about the 7 Habits of Highly Effective People. Implementation of the Leader in Me program, which takes the principles of Dr. Stephen Covey's best-selling book, "The 7 Habits of Highly Effective People" and integrates them into the elementary school curriculum will allow ALLCS to address the whole child.

In addition to offering an innovative approach to education, we will ensure our students meet the goals outlined in the Charter School Performance Framework and we meet our own academic

achievement goals. The data below illustrates that only approximately one quarter of the students in grades 3-5 in Niagara Falls are proficient in ELA and less than one-third of the students in grades 3-5 in Niagara Falls are proficient in mathematics. Our program will close this achievement gap through the use of data-driven decision making and instruction. In place of the traditional model where students remain with one homeroom teacher throughout the year, we will utilize frequent progress monitoring and data analysis in order to provide students with flexible grouping- reorganizing students based on their current needs and ensuring they are getting the most targeted and specific teaching, intervention, and enrichment possible. In so doing, rather than depending on one teacher to meet their needs, a team of highly qualified teachers will work collaboratively to address student needs. Students will be sorted and placed according to their individual needs and will be reassessed after a 6-8 week round of intervention and assessments. We will also work to meet the goals outlined in student IEPs and work to raise student achievement for our students with disabilities as well as for our students who are Limited English Proficient.

Percent Proficient or Above on 2012-2013 State Assessments

ELA		Math	
3	27%	3	28%
4	28%	4	33%
5	26%	5	23%

Percent Proficient or Above on 2011-2012 State Assessments

English Language Arts				Mathematics			
Grade	All Students in Grade	Students with Disabilities	Students who are Limited English Proficient	Grade	All Students in Grade	Students with Disabilities	Students who are Limited English Proficient
3	45%	8%	17%	3	52%	27%	33%
4	47%	8%	17%	4	57%	30%	33%
5	42%	7%	20%	5	57%	31%	40%

Assessment of Parent and Community Support: Parents in Niagara Falls are eager to have a choice in where they send their children to receive a public education. There is currently only one charter school that exists within Niagara County, but is not within the City of Niagara Falls.

Parents have very limited options if they desire not to send their children to historically underachieving schools. The petitions signed, as well as the letters of support written by residents, demonstrate the support within the City of Niagara Falls for the creation and success of ALLCS.

E. Public Outreach

The founders of ALLCS have conducted extensive community outreach to inform the Niagara Falls community about ALLCS and solicit their input into the creation of this school. To date, we have met with or conducted outreach to nearly twenty organizations and stakeholders in Niagara Falls. The lead applicant, Catrina Coffey, has reached out to elected officials and the senior administration officials with the Niagara Falls City School District to make them aware of our proposal. Based on our meetings with stakeholders, our proposal has generated enthusiastic support. We take this as further evidence of the need for new school options for parents (see Attachment 2 for Letters of Support and Outreach).

ALLCS has secured a significant amount of community input prior to the submission of this proposal and will continue to solicit input throughout the course of the building and executing of the school's mission. We have taken this feedback to heart and it is reflected in our educational and organizational plans. Moreover, a community meeting was held in early March and further meetings will take place to solicit feedback and raise awareness about ALLCS. Future meetings will be advertised in local area newspapers, local cable access channels, as well as ALLCS's Facebook page and website. Letters will be sent to families and community members encouraging participation.

The details of our efforts are listed below:

Outreach to Political Leaders	Outreach to Community Organizations	Outreach to Educational Partners
<ul style="list-style-type: none"> • Legislator Mark Grozio (3rd District NF) • Legislator Jason Zona (5th District NF) • Legislator William Ross (2nd District NF) • Legislator Owen Steed (4th District NF) • Legislator Dennis Virtuoso (6th District NF) • Congressman Brian Higgins 	<ul style="list-style-type: none"> • Robert Heisner, Project Future WNY • Joanne Lorenzo, The Magdalene Project • Michelle Petrazzoulo, Niagara Falls Public Library • Horizon Health Services, Niagara Falls • Christina McGuey, FranklinCovey • ReNU Niagara • Leadership Niagara • Rick Sweney, Niagara Falls Wrestling Club • Main Street Business and Professional Association • Alan Booker, Niagara Falls Police Department • Kathie Kudela, Niagara Arts and Cultural Center • J Susan Ben, Carolyn's House 	<ul style="list-style-type: none"> • Cynthia Bianco, Superintendent, Niagara Falls School District • Thomas McCully, Niagara County Community College • Wendy Patterson, Buffalo State College • Dr. Deborah Colley, Niagara University • Pamela Dixon, Head Start of Niagara Falls • Katherine Edwards, Small World Too Child Care, Niagara Falls

Community Events to date: ALLCS's founding team met with the founder of the Magdalene Project, a not for profit organization which hosts a community event to distribute book bags with school supplies to inner city children every August. We shared information about our proposed school model and asked for feedback from their leaders. The Magdalene Project invited us to share our school model at their Back to School Backpack Drive in August 2013. This outreach

allowed us to communicate directly with parents in our targeted community, where we acquired over 200 signatures in support of our school. In December of 2013, we were invited to meet with parents and community members at the Niagara Falls Public Library annual Holiday Wonderfest. This outreach allowed us to acquire over 100 additional signatures. There was great support for opening a school focused on early literacy and leadership, from parents of school-aged children. We have been focusing our outreach on providing parents a choice outside of the traditional school district, and we have received a very positive response.

F. Programmatic and Fiscal Impact

Programmatic Impact: Although we believe ALLCS will have an impact on the Niagara Falls School District, we do not believe it will be a negative one. ALLCS will open with 132 students and will reach an enrollment of 452 students by the end of the fifth year. While there is one charter school located near Niagara Falls, there are currently no other charter schools within the city limits. Parents have very limited options for school choice.

Fiscal Impact: As shown below, the fiscal impact of ALLCS (at maximum capacity) will be small. An additional two years of data is included since full enrollment is not projected until year 6:

School Year	Charter Year	Estimated Maximum Revenue	Niagara Falls Budget	Percent Impact
2015-2016	1	1,442,100	124,060,725	1.16
2016-2017	2	2,316,100	124,060,725	1.87
2017-2018	3	3,190,100	124,060,725	2.57
2018-2019	4	4,064,100	124,060,725	3.28
2019-2020	5	4,938,100	124,060,725	3.98
2020-2021	6	5,812,100	124,060,725	4.68
2021-2022	7	6,030,600	124,060,725	4.86

ALLCS will be able to provide families looking for an alternative educational opportunity for two-thirds the cost of what Niagara Falls School District spends for their students.

II. EDUCATIONAL PLAN

A. Achievement Goals

ALLCS will have rigorous academic standards. Students will be assessed regularly across several academic areas. These assessments will be used to monitor individual student progress, plan further instruction and/or interventions, assess the efficacy of the curricular program, and ultimately hold the school accountable for the goals set forth in its charter. Student performance on universal screening benchmarks and New York State Assessments will be used to gauge the school's progress toward providing an excellent education for all children who attend. ALLCS will meet the growth and attainment benchmarks in the Charter School Performance Framework; if it does not, its charter will not be renewed. The school-based assessment goals are included below.

Goal 1: ALLCS students will possess reading and writing skills at or above grade level.

- **Metric 1:** ALLCS's students who have been in our testing cohort for two or more years will outperform the local school district, as measured by the percentage of students at Levels 3 and 4 in the same grades on the state ELA Assessment. (Comparative)
- **Metric 2:** At least 75% of students who have attended the school for at least two years will score at Levels 3 or 4 on the New York State ELA Assessment. (Absolute)
- **Metric 3:** Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state ELA Assessment and 75 percent at Level 3 and 4 on the current year's state ELA Assessment. (Growth)
- **Metric 4:** At least 75% of ALLCS 1st through 6th grade students will attain grade level expectations for reading or make the equivalent of at least one year's growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year. (Growth)
- **Metric 5:** At least 75% of ALLCS Kindergarten students will attain grade level expectations for reading on the Fountas & Pinnell Benchmark Assessment System. (Absolute)
- **Metric 6:** Due to the lack of New York State Assessments prior to third grade, ALLCS's students will be assessed using a nationally normed standardized exam as a universal screening tool to evaluate student performance in all grades and gauge progress towards meeting our stated goals. At the end of each year, at least 75% of students will have achieved their individualized growth target in reading. (Growth)

Goal 2: ALLCS's students will possess mathematics skills at or above grade level.

- **Metric 1:** ALLCS's students who have been in our testing cohort for two or more years will outperform the local school district, as measured by the percentage of students at Levels 3 and 4 in the same grades on the New York State Mathematics Assessment. (Comparative)
- **Metric 2:** At least 75% of students who have attended the school for at least two years will score at Levels 3 or 4 on the New York State Mathematics Assessment. (Absolute)
- **Metric 3:** Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state mathematics assessment and 75 percent at Level 3 and 4 on the current year's state Mathematics Assessment. (Growth)
- **Metric 4:** Due to the lack of New York State Assessments prior to third grade, ALLCS's students will be assessed using a nationally normed standardized exam as a universal screening tool to evaluate student performance in all grades and gauge progress towards meeting our stated goals. At the end of each year, at least 75% of students will have achieved their individualized growth target in math. (Growth)

Goal 3: ALLCS's students will possess science skills at or above grade level.

- **Metric 1:** ALLCS's students will outperform the local school district, as measured by the percentage of students at Levels 3 and 4 on the New York State 4th grade Science Assessment. (Comparative)
- **Metric 2:** At least 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4th grade Science Assessment. (Absolute)

Goal 4: ALLCS will achieve Adequate Yearly Progress.

- **Metric 1:** Each year the school will attain a status of “In Good Standing” under the state’s NCLB accountability system. (Absolute)

B. School Schedule and Calendar

Sample weekly schedules for teachers and students are provided in Attachment 3a. The schedule for ALLCS incorporates the elements described in its mission and school overview.

Extended Learning Time: Our school day will run from 9am until 3:10pm every day, which differs from the Niagara Falls City School District which releases its students one hour early every Tuesday for professional development. Due to our increased professional development time at the start of each school day (see below) this early release is unnecessary. Following this schedule, our students will have the equivalent of 6 additional school days each academic year.

Increased Professional Development Time: All staff members will have common planning time for 45 minutes before school every day for individualized professional development sessions, school-wide meetings and grade level planning. Teachers will also have 45 minutes of daily planning throughout the school week to plan with their grade level teams. This time may also be utilized in order to meet with the Head of School, data coordinators, and instructional coaches. This time will be designated to analyze data to inform instruction, prepare for upcoming lessons, and communicate student growth with parents. In August of each year, our staff will convene for a Summer Institute where they will develop curriculum, establish and revisit school culture and community norms, set up their classrooms, meet with families, and write their individual professional development goals for the year. By following Niagara Fall’s school calendar, staff will also have monthly half-days for additional school business or professional development. In addition to collaborative planning throughout the school year, first year teachers will complete 12 days of staff development over the summer. In year one, all teachers will attend the entirety of the Summer Institute. In subsequent years, returning staff will be required to attend a portion of the staff development days.

Student Schedule: All students will attend 4 core classes over the course of the day: Math Workshop, Reader’s Workshop, Writer’s Workshop, and Reading in the Content Area (focus on science and social studies). On a daily basis, students will also have an intervention period for research based tiered interventions. The school will follow a six-day cycle to factor in the different specials classes of physical education and Leadership in the Arts. The chart below details the total number of instructional minutes in each class on a daily and weekly basis.

Subject Area	Minutes/Day
Math	K-3: 60 minutes 4-6: 90 minutes
Reading	K-3: 100 minutes 4-6: 60 minutes
Writing	45 minutes
Content Literacy	K-3: 30 minutes
(Science/Social Studies)	4-6: 45 minutes

Rtl	35-40 minutes
Specials	45 minutes
Sharpening Your Saw	20 minutes every other day

Flexible Grouping: To allow extended blocks of time for literacy, math, and reading in the content areas, teachers will work with their grade level teams to develop a schedule that reflects the basic tenets of our educational design (data-driven instruction, early literacy accelerations, and Leader in Me.) Kindergarten through third grade classes will have designated time for morning meetings and word study. All classes will have an allocated instructional block for Reader’s Workshop, Writer’s Workshop, Math Workshop, and Content Literacy. To enforce the importance of Leader in Me, staff will highlight the 7 Habits, model goal setting, and give recognition to students who have exhibited the habits during a morning “Town Meeting” that involves the entire school. This meeting will occur for 30 minutes at the start of the day one time per week.

Sample Daily Schedule

Kindergarten through Second Grade		Third through Sixth Grade	
8:40-9:00	Arrival and Breakfast	8:40-9:00	Arrival and Breakfast
9:00-10:40	Reader’s Workshop	9:00-10:00	Reader’s Workshop
10:40-11:25	Special	10:00-11:30	Math Workshop
11:25-11:55	Content Literacy	11:30-12:15	Special
11:55-12:25	Lunch	12:15-12:45	Lunch
12:25-12:45	Sharpening your saw/Read Aloud	12:45-1:05	Sharpening your saw/ Read Aloud
12:45-1:45	Math Workshop	1:05-1:50	Content Literacy
1:45-2:30	Writer’s Workshop	1:50-2:35	Writer’s Workshop
2:30-3:10	Rtl	2:35-3:10	Rtl
3:10-3:30	Dismissal	3:10-3:30	Dismissal

Data-driven Instruction: Our school will use data-driven instruction to ensure that all students receive personalized education opportunities from a team of educators, rather than individual teachers. Students will be assigned to a grade level with frequent rearrangement of whole class and small group instruction. Frequent progress monitoring and collaborative planning will allow the team to reorganize students in their grade level to ensure they are getting the most targeted and specific teaching, intervention, and acceleration possible. For more information regarding this process, please see a detailed outline in the Assessment Section (D).

Specials: All students will follow a six day cycle which will incorporate a daily 45 minute special area block. Students will receive physical education three times a cycle. Every other day, students will attend Leadership in the Arts. These classes will infuse art and music curriculum with the Leader in Me program. Based on our school’s mission and philosophy, the Leader in Me program will enforce the seven habits based on the work of Stephen Covey’s book, *The Seven Habits of Highly Effective People*. This period will also allow students to work on their monthly presentations to celebrate their success with the seven habits.

Increased Community Building Time: As a Leader in Me school, we believe that all students will be able to achieve both independent and interdependent leadership skills. In order to foster

community and develop a culture based on *The Seven Habits of Highly Effective People*, it is essential that time is designated throughout our school year to focus on the process of becoming leaders. ALLCS's staff and students will come together once a cycle to reflect upon the values of our school and recognize our progress towards school wide goals. By using the Leader In Me philosophy, students will develop the common language of their habits in reference to their personal leadership, to discuss their growth, and to help set goals. Teachers will provide explicit instruction and modelling of the habits and will demonstrate effective goal-setting strategies.

Additionally, celebration will occur as students are recognized in front of their peers for demonstrating the habits. The monthly half-day schedule will be provide a designated time for a "Read and Lead" program in order to facilitate community and parental understanding of the Leader in Me. Family and community members will be invited into the building to observe and participate in a whole school assembly during which, students and their families have a time to "drop everything and read" as well as being refreshed and recognized as it relates to the habits.

Students will then be dismissed to their classes and families and other community members will be invited to join them to volunteer or simply observe how students continue to use the habits in their daily classes.

C. Curriculum and Instruction

Alignment to Our Mission: In short, our mission is to be a community working together with high expectations leads to excellence for the students of ALLCS. Our goal is to do this by providing a rigorous academic program that is based on strong research foundations that is continually evaluated and changed by data collection and implementation. We believe that the workshop format lends itself to differentiation to students needs, and will allow all of our teachers the ability to collect data and use it to pragmatically target instruction to the learning standards and specific student needs within them. This format is how our reading, writing, and math blocks are formatted, with teachers modeling a skill through high quality exemplars in a "mini lesson," providing students opportunities for active engagements where they will grapple with texts and share and talk with partners and groups, and then ultimately practice the skill independently.

We will tailor instruction to the individual student through differentiation. What more, each lesson will be rigorous and aligned to the Common Core Learning Standards. Increased independence, a focus on leadership development, and alignment to the instructional shifts of the Common Core, will cultivate intrinsically motivated students who responsible for their own academic success.

Essential Elements of ALLCS's Proposed Literacy Curriculum:

Rationale: Children's early literacy experiences are crucial in their preparation for success in learning to read and write. Research shows that failure to achieve high levels of success in reading and writing during a child's early elementary years is associated with negative impacts during a child's academic career. Moreover, lack of success in reading is statistically linked to higher levels of poverty, unemployment, and dropout rates (Darwin & Fleishman 2005). By expecting more from our students, we will commit to helping every child to love and engage in reading so that they can find success at ALLCS and beyond. By engaging our community and utilizing best practice in instruction and assessment, we will help every child accelerate their learning.

Additionally, the use of Reader's and Writer's Workshop at ALLCS will help accelerate every child's reading level. Research on children's literacy development shows that positive attitudes and knowledge that develop during the emergent phase help children benefit from subsequent literacy instruction and support their long term development (Snow, Burns, & Griffin, 1998). It is essential that children are not only taught the basics of reading, but they must be given the motivation to learn and read from an early age. Research supports that choice can help build a child's motivation. In fact, according to a 2004 study, the two most powerful instructional design factors for improving reading motivation and comprehension were (1) student access to many books and (2) personal choice of what to read (Gurthir and Humenick, 2004). The use of Reader's Workshop will allow every child to read what s/he chooses at his/her independent reading level. Additionally, the more time a child spends reading, the greater their reading growth will be. As a result, children will be given ample time during the day to read as well as to talk with their peers about books and reading. Our academic program will also include consistent use of data collection and assessment in order to target the needs of readers and we will respond using best practice research based interventions.

ALLCS will be passionate about seeing students become lifelong lovers of reading. Based on our experiences as teachers and school leaders in elementary schools, along with current research in literacy, we are planning to create and implement our own balanced literacy curriculum. Our literacy curriculum will be based on the NYS CCLS and ALLCS will use several current, evidence-based resources to guide the planning of our education model. Our philosophy of teaching reading and writing aligns closely with the work of Lucy Calkins and her colleagues at Teachers College Reading and Writing Project and we plan to use many of their published resources in our literacy framework. We will also use the work of Irene Fountas and Gay Su Pinnell, Richard Allington, Kathy Collins, Jennifer Serravallo, Stephanie Harvey, and Christopher Lehman to guide the creation and implementation of our balanced literacy framework.

Balanced Literacy Framework: Teachers will use the components of a balanced literacy framework along with the NYS CCLS to plan units of study and differentiated lessons to meet the needs of the students in their classrooms. To successfully incorporate a balanced literacy model, the following components will be implemented throughout the daily and weekly schedule:

- **Writer's Workshop:** Writer's Workshop will occur daily for 45 minutes. In this block of time, the teacher will teach a mini lesson. The lesson will be focused on a single topic based on student need and/or the genre the students are writing within. By design, the majority of scheduled Writer's Workshop will be used for students to write independently and for teachers to confer with individual students as well as to meet with small strategy groups based on student need. The NYS CCLS for narrative, opinion, and informational writing will drive the instruction given during this time both in whole group mini lessons and individualized conferences.
- **Writing Across the Content Areas:** In addition to a dedicated Writer's Workshop, writing will also be integrated into all other content areas. Teachers will integrate writing opportunities into the content literacy block, which will focus on heavy thematic integration and access to the Social Studies and Science content through reading and writing. Additionally, students will be expected to explain their thinking during math lessons in order to engage in the mathematical practices standards. Since writing is a major skill needed for college and career readiness, it is our goal through integrating writing

throughout the content areas to increase the amount of writing- especially informational writing- students complete daily.

- **Read Aloud:** As part of the instructional program, students will engage in regularly scheduled Interactive Read Alouds. During this time, a teacher will model comprehension strategies and offer time for students to try new or reviewed reading strategies. Classes will work together to create open dialogue that is not completely dependent on teacher direction. Teachers will use the NYS CCLS to plan scaffolded text dependent questions for high-level discussion of a variety of texts.
- **Word Study:** Students will have word study sessions incorporated into their schedule which will include instruction in phonological awareness, phonics, vocabulary, grammar, and word use. For K-3 students, with an elongated (100 minute) literacy block, word study will be incorporated daily. For middle elementary students, it will be incorporated weekly throughout the literacy and RtI blocks. Additionally, as applicable, students will have integrated instruction on the NYS CCLS for language during this time.
- **Guided Reading:** Guided Reading will be included within the daily Reader's Workshop block utilizing a flexible schedule. All students will be part of small, guided reading groups that will convene with a teacher throughout the week. These lessons will provide an opportunity for students to focus on their specific needs related to varying areas pertaining to the major pillars of literacy including phonics, fluency, comprehension, and vocabulary in a text at their instructional level. Teachers will use data from the Fountas and Pinnell Benchmark Reading assessment, informal running records, and conferencing anecdotal records in order to form these groups, anchoring the planning to the NYS CCLS for Foundational Skills, Literature, and Informational Text.
- **Shared Reading- Primary:** Shared reading will be incorporated within morning meeting, reading workshop, and the content literacy block. Teachers will model appropriate phrasing and fluency and the class will be given many opportunities to read and reread a text.
- **Close Reading:** Among the highest priorities of the NYS CCLS is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level both in complexity and depth. Our students will need careful instruction- including effective scaffolding- to enable them to read at the level of text complexity required by the NYS CCLS. Close reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically. Indeed, "close, strategic reading is one of the most powerful and enjoyable ways to develop the ability to think critically and evaluate information—to literally become smart. Students should therefore have abundant daily opportunities to carefully read and reread texts for intellectual purposes — and with a pen in hand." (Mike Schmoker 2006)

Essential Elements of ALLCS's Proposed Math Curriculum:

Common Core State Standards for Mathematical Practice: We will incorporate the NYS CCLS and Standards for Mathematical Practice into our curriculum. These practices emphasize critical methods and strategies for effectively communicating and logically solving math problems.

Math Literacy: Students will be required to read, write, and speak using math language.

Vocabulary walls will reinforce current math vocabulary through the use of written and visual prompts. We will constantly be expecting students to provide written explanations of their work process and problem solving strategies incorporating grade-level vocabulary words.

- **Daily Math Review:** Used as a grade level intervention, students will frequently review past skills that showed trends of deficiencies or misconceptions. Through teacher and students led modeling, students will review the skills for a set amount of time before being reassessed.
- **Critical Thinking Activities:** Periodic math blocks will be devoted to strengthen students reasoning skills through complex word problems. They will use cooperative group strategies to learn techniques to understand and attack multi-step problems with real-world applications. Emphasis will be placed on multiple strategies that can be used to find the same solution.

Curricular Resources: A variety of materials will be used to help all the diverse needs of students at ALLCS. However, teachers will scaffold all learning using the concrete to pictorial to abstract reasoning model. Our main curricular resource will be Math in Focus, a Singapore approach to teaching math.

Daily Structure of Math Workshop: The math block will be comprised of the following elements:

- **Mini Lesson-** At the beginning of the workshop, the teacher will set up the situation or activity in which students will explore. This may include discussing specific learning benchmarks and goals for the day, posing a problem or a task, discussing past work, or modeling an activity. This element may happen once in the lesson or multiple times depending on the length and purpose of each exploration.
- **Exploration and Work Time-** Students will work within the context of the activity that was established. This may include explorations of a topic or problem, small group or partner work, playing games, or individual work. During this time, teachers will be conducting guided math groups or rotating throughout the room to support or assess individual students or groups.
- **Discussion/Share-** At the end of each math workshop, there will be a discussion or share time. This will be an opportunity for students to expose a new strategy and ways of thinking about math. Students will spend time explaining, defending, and justifying their own work to other class members. Students will also evaluate, critique, and question the work of others. Together as a group, the students will make new assumptions and create new rules surrounding math topics. They will also evaluate how the work they did during the exploration time aligned with the learning benchmarks or solved the problem that was posed at the beginning of the math workshop.

Proposed Curriculum Elements for Content Literacy Block:

Due to ALLCS's heavy focus on literacy instruction, our students will learn the NYS Science and Social Studies standards during a block called "Content Literacy." Content Literacy has a focus on learning the content contained in the standards through heavy integration with the Common Core Reading Informational Text Standards. Our students will have a combined curricula of content specific complex text close reading, student centered lessons, investigative experimentation and research, and technological interaction. Ultimately, planning for our content literacy block will combine various curriculum materials as well as leveled, rigorous, and informational text.

Science: Various science curricula have been investigated in order to provide guidance during our content literacy block. Our ultimate decision will rely heavily on whether the Next Generation

Science Standards are implemented by New York State. Some science curriculums being considered are:

NYS Science Standards based:

BOCES Science Kit

- BOCES provides in-service training, support for ESL students, and science kits which contain hands on activities based on the NYS learning standards.

Next Generation Science Standards based:

Bring Science Alive! (K-8 Science Curriculum designed by TCI) will have

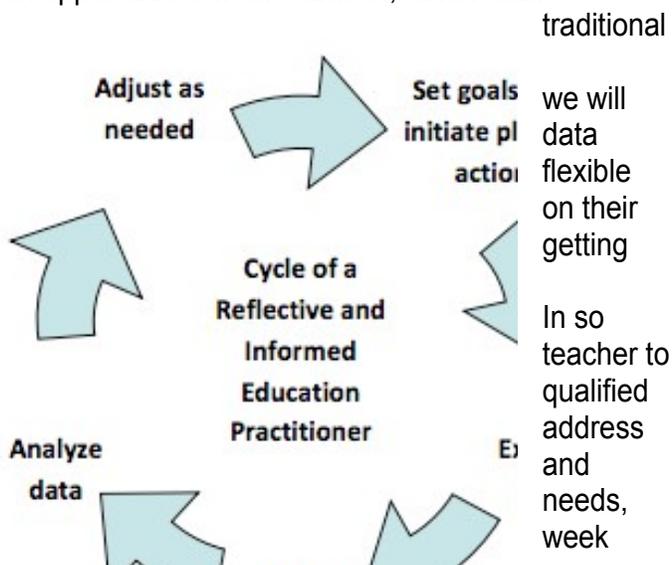
- Student-centered lessons
- Easy to implement investigations
- Online text, simulations, and interactive presentations

Social Studies: Social Studies curriculum selection will be based heavily on supporting resources to build student reading skills, including informational texts that fit into the stretch lexile bands. As New York State adopts revised Social Studies Standards, we will respond accordingly.

D. Assessment System

The approach to assessment at ALLCS will be multilayered. First and foremost, assessment tools will be used to gauge student progress toward meeting the rigorous academic expectations laid out in the NYS CCLS. It is our belief that instruction and assessment that is aligned to the NYS CCLS will be the best preparation for college and career readiness. Additionally, the assessments outlined here are directly related to our success on school goals, outlined in our achievement section. Assessments are administered to gather information about student progress, and also to plan upcoming instruction, intervention, and differentiation.

As a school with DDI as one of our three pillars, we plan to use data from a battery of assessments to provide personalized education opportunities from teams of, rather than individual, teachers. In place of the model where students remain with one homeroom teacher throughout the year, utilize frequent progress monitoring and analysis in order to provide students with grouping—reorganizing students based current needs and ensuring they are the most targeted and specific teaching, intervention, and acceleration possible. In so doing, rather than depending on one teacher to meet their needs, a team of highly qualified teachers will work collaboratively to address student needs. Students will be sorted and placed according to assessed individual needs which will be reassessed after a 6-8 week round of intervention and assessment.



Assessment data will also be disaggregated to determine the effectiveness of the program for cohorts of students, including grade level, students with special needs, students who qualify for free and reduced lunch, gender, and/or race. We plan to look at these cohorts very closely and make adjustments to our program as needed in order to close the achievement gap for our student population. Additionally, this data analysis will provide ALLCS with an additional measure for teacher effectiveness, and will provide ALLCS's instructors an opportunity to create action plans for addressing needs that are seen as school or grade level trends.

Assessment data will also be shared with families at each family conference and a profile of each student's data will be captured in each child's data notebooks, which will be maintained by students in collaboration with their teachers. Regular progress reports will be sent home, as well as end of trimester report cards that will show a standards based picture of a student's progress toward grade level expectations.

ALLCS's Assessments for Universal Screening/ External Agency Assessments

In order to best serve our students, we have compiled a list of possible assessments that will be used as screening/formative and summative assessment tools. This list is not exhaustive, but paints a picture of possible assessments that we will utilize in order to create a learning profile for each student, enabling us to pair them with the teacher/ learning pathway that best suits them.

ELA Assessment Name	Type	Frequency	Grades Assessed
STAR Reading Benchmarks	Universal Screening Tool-Diagnostic	Fall, Winter, Spring	K-6
STAR Reading Progress Monitoring	Progress Monitoring	As needed based on student classification: intensive (weekly), strategic (bi-weekly), benchmark (monthly)	K-6
Fountas & Pinnell Benchmark Assessment	Formative	Fall, Winter, Spring	K-6
Lucy Calkins Writing Pathways	Formative/Summative	Start and close of each unit of study	K-6
Running Records	Formative	At least monthly	K-6
Marie Clay Observation Survey	Formative	Fall, Winter, Spring	K & 1
Words Their Way Spelling Inventory	Formative	Fall, Winter, Spring	K-6
Teacher College Sight Word Assessment	Formative	Fall, Winter, Spring	K-2
IRLA: Independent Reading Level Assessment	Formative Assessment Framework for Reading, Writing, and Thinking Built on Common Core State	As needed as students meet entry and exit standards.	K-6

Framework	Standards		
Aimsweb- TEL- Test of Early Literacy	Universal Screening Tool	Fall, Winter, Spring	K & 1
Aimsweb- TEL- Test of Early Literacy	Progress Monitoring	As needed	K & 1
Aimsweb- R-CBM	Universal Screening Tool	Fall, Winter, Spring	2nd-6th
Aimsweb- R-CBM	Progress Monitoring	As needed	K
Peabody Picture Vocabulary Test (PPVT)	Universal Screening Tool	Fall-Spring	K and any new 1st Graders
Math Assessment Name	Type	Frequency	Grades Assessed
STAR Math Benchmarks	Universal Screening Tool-Diagnostic	Fall, Winter, Spring	1-6
STAR Math Progress Monitoring	Progress Monitoring	As needed	1-6
Aimsweb- TEN- Test of Early Numeracy	Universal Screening Tool	Fall, Winter, Spring	K-1
Aimsweb- TEN- Test of Early Numeracy	Progress Monitoring	As needed	K-1
Aimsweb- M-CAP- Math Concepts & Application	Universal Screening Tool	Fall, Winter, Spring	2nd-6th
Aimsweb- M-CAP- Math Concepts & Application	Progress Monitoring	As needed	2nd-6th

As a workshop school, it is essential that ALLCS will have independent and instructional reading levels for each student, and a grasp of where each student is in terms of the continuum of Common Core Skills. A blend of the assessments above will provide teachers with the information necessary to know where students need intervention or are able to be inspired to higher levels of academic success.

Formative Assessments:

- Fountas and Pinnell Benchmark Assessment System, 2nd Edition:** This assessment will be administered four times a year to monitor individual student reading progress in the areas of decoding, fluency, vocabulary, and comprehension. Reading level correlations have recently been updated for each grade level and ALLCS will use the updated correlation chart to determine whether each child is reading at, above, or below grade level. Reading levels will be communicated with families regularly, as each student will be expected to read at their independent reading level nightly for homework.

- **On Demand Writing Assessment:** Students will produce an “on demand” writing piece three times per year and the writing samples will be scored using the Teachers College Reading and Writing Continuum. This data will be used to gauge growth in the structure, craft, and meaning of each child’s independent writing. The information from this assessment will be used to inform upcoming instruction in writing, to report progress to parents, and to identify students in need of intervention in writing.
- **Anecdotal Observations and Conference Notes:** All teachers working with children will record observations and notes when conferring in reading, writing, math, and content literacy. Observations will be used to plan upcoming instruction and identify areas of strength and need. Teachers will collect anecdotes and use these to plan flexed strategy groups within their classrooms to more specifically target student needs. Conferencing will be done on a daily basis, in which students will confer about their current reading and goal set with the adult they are working with. Reading goals that students are creating will be stored in student data notebooks.
- **Daily and Weekly In-Class Assessments:** Instructors at ALLCS will be expected to conduct ongoing formative assessments on a weekly basis in the form of “Do Nows”, exit tickets, weekly quizzes, and self and peer-assessments of student work. Teachers will be trained in approaches to effectively adapt instruction based on information obtained in such ongoing formative assessments.

Summative Assessment Measures:

- **New York State Exam:** All eligible students in grades three to five will take the annual New York State Exams. In addition, fourth grade students will take the NYS Science exam. As a public school, we will comply with all mandated testing requirements and will ensure that all eligible students take the exams when they are scheduled and provide accommodations for all students as stipulated on their IEPs.
- **Interim Assessments:** Grade levels teams will work collaboratively with the data coordinators and academic leaders to create end of unit and within unit assessments to determine whether students master the content in each unit of study. The data from these assessments will be used to plan the next sequence of lessons or unit of study, to refine and revise the unit for the upcoming school year, to make individual goals for students who have not mastered the content or are showing that they are in need of extension work. These assessments will be standards linked and will be utilized in order to inform parent reporting.
- **Data Notebooks:** Data notebooks are an important part of student learning at every Leader in Me School. Every child, Kindergarten through sixth grade will have a data notebook. These are tools used by students to set and help to achieve academic and personal goals. Data notebooks empower students to think about what they want to achieve. The Data notebooks are sent home on a regular basis for parents to review their child’s progress. Beginning in kindergarten, teachers will work with students to select artifacts to include in their data notebooks to document their growth over the course of the school year. Students will learn to reflect on their learning and use rubrics and checklists to self-assess their growth. Students will additionally utilize their Data notebooks in order to discuss their growth with others, particularly with their parents at student led conferences.

- **New York State English As A Second Language Achievement Test (NYSESLAT):** All students who are identified as English Language Learners will take this test each year to determine progress in English language development and to determine if they are eligible for English Language support services. The results of this assessment will be shared with parents and any changes in services will be communicated with parents in a timely fashion.
- **New York State Alternative Assessment:** The CSE determines eligibility for this assessment and ALLCS will comply with all IEP mandates. Students who qualify for this assessment will be assessed annually on their progress toward mastery of learning standards through alternative grade-level measures.

Data Collection and Analysis: The Data Coordinators (and other applicable academic staff and administration) will be responsible for coordinating all school-wide assessments and for training teachers in assessment techniques and sharing best practices in assessment and data collection.

In collaboration with the academic administration, the data coordinators will create a consistent tracking template that is implemented throughout the school. Each teaching team will utilize the tracking template in order to track and organize data. This form will be shared amongst all members of the teaching team and with the data coordinators, support staff, and coaches in order to allow ready access to data. It is our belief that making data transparent is a means to increase accountability in order to meet the ultimate goal of increasing success rates. As such, regular data meetings will occur both as teaching teams, and as a whole staff during the daily morning professional learning community time.

Teachers will create action plans for groups of students based on the data that has been analyzed using a variety of data analysis protocols. Further data will be collected in order to assess progress towards goals outlined in the action plans. This information will be shared with ALLCS's Board of Trustees, and will align with school achievement goals, as well as the NYS CCLS.

Every 6-8 weeks, assessments will be given in order to rearrange students within a cohort, giving our students an opportunity to work with multiple teachers and specialists. This concept will eliminate the academic issue that many teachers face in which the students in their class are at a range of instructional needs- which makes differentiation laborious and difficult. By grouping students with similar needs, teachers will be able to strategically and consistently target students, identifying the cause of an underlying learning struggle, thereby making it easier to administer interventions and provide meaningful learning experiences. While all students will be held to high academic standards, our belief is that the best way to ensure academic success for all students is through daily, intentional differentiation. Decisions regarding this will be made based on the assessment data outlined above.

For example, a potential first grade student may go through the track outlined below:

E. Performance, Promotion, and Graduation Standards

Grade level promotion at ALLCS will be based on students' abilities to meet grade-level knowledge and content standard. It will also be determined by each student's assessment information, teacher recommendation and the Head of School's approval.

While ALLCS will establish these requirements to form the basis of most promotion decisions, there will inevitably be instances when a more individualized approach is needed. To address this, all retention decisions will be made by the Head of School and the school's Promotion Team (comprised of a teacher representative from each grade level, the school counselor, and the Leader of Student Services), who will make recommendations within one week of the conclusion of the school year. The scenarios below outline the school's basic promotion policy:

Due to the nature of our school design, which relies heavily on DDI, each student will have an assessment portfolio which will be utilized to determine individual student targets from the start of the school year. Targets will be created and aligned with national norms in order to set an expectation of what students will be able to accomplish in one year. Student growth and attainment related to these targets, in conjunction with progress toward mastery of the Common Core Learning Standards for that grade level, will be utilized in order to determine promotion or retention of each individual student.

As noted above, ALLCS will follow the NYS CCLS, with the expectation of achieving proficiency or mastery on state assessments in order to demonstrate readiness for promotion. Thus, all core subject exit standards will be taken directly from the NYS CCLS in Math, Reading, and Writing. Exit Standards for Science and Social Studies will be taken directly from the NYS standards in these subject areas, as will those for special areas.

Exit Standards Example: Kindergarten (Lower Elementary)- Limited Samples Only

Kindergarten Exit Standards for Reading
Reading Literature Exit Standards
Ask and answer questions with the stem who, what, and where with 80% accuracy in a grade level literature text (RL1) (RI1)
Retell a story sequentially including key details (Rubric/Anecdotal Records)
Compare and contrast the same character from two different stories, verbally or in writing. (Student Portfolio) (RL9)
Reading Information Exit Standards
Ask and answer questions with the stem who, what, and where with 80% accuracy in a grade level literature text (RL1) (RI1)
Identify and support the main idea of a text (Interim Assessment)
Writing
Write 2 -3 complete consecutive sentences on one topic (given a picture) (End of year writing sample/ rubric)
Begin sentences with capital letters, capitalize I and produce end marks. (End of year writing sample/ rubric) (W5) (L2)

Write about a favorite author after being exposed to multiple books and express their opinion about them. (Final Opinion Writing Piece/ Rubric) (W7)

Kindergarten Exit Standards for Math

All standards will be demonstrated on interim assessments and through anecdotal teacher documentation.

Counting and Cardinality

Know number names and count sequences

- Count to 100: by 1's and 10's
- Count forward from a given number
- Count a group of objects from 1-20
- Write/recognize numbers from 0-100

Count to tell the number of objects

- Understand relationship between numbers and quantities
- Connect the last number said to the number of objects counted

Geometry

Identify and describe shapes

- Describe shapes in the environment regardless of position
- Identify 2 dimensional shapes as flat
- Identify 3 dimensional shapes as solids
- Compare 2-3 dimensional shapes in different sizes
- Build and draw shapes
- Compose simple shapes to create larger shapes

Exit Standard Example: Fifth Grade (Upper Elementary)- Limited Samples Only

Fifth Grade Exit Standards for Reading and Writing

Reading Literature Exit Standards

Use text details in order to answer to explicit and implicit comprehension questions, including questions about theme, characters, point of view or text structure. (RL 1, 2, 5, 6) (Anecdotal Records, Reading for Literature Interim Assessment)

Compare and Contrast two characters, events, or settings within a text, or how two texts approach a similar genre or topic (RL 3, 9) (Anecdotal Records, Reading for Literature Interim Assessment)

Reading Information Exit Standards

Use text details in order to answer explicit and implicit comprehension questions, including questions about main ideas, text structure, individuals, ideas, concepts or events. (RI 1, 2, 3, 5) (Anecdotal Records, Reading for Information Interim Assessment)

Explain how an author used evidence to support reasons or arguments in the text. (RI 8) (Anecdotal Records, Reading for Information Interim Assessment)

Speaking and Listening

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Speaking and Listening Rubric) (SL 4)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly. (Speaking and Listening Rubric/ Anecdotal Records) (SL 1)

Fifth Grade Exit Standards for Math:

All standards will be demonstrated on interim assessments and through anecdotal teacher documentation.

Numbers and Operations- Fractions

- Add and subtract fractions with unlike denominators and mixed numbers. 5.NF.1
- Solve word problems that involve fractions. 5.NF.2
- Relate fractional concepts and division. 5.NF.3
- Solve word problems where I divide whole numbers to create an answer that is a mixed number. 5.NF.3
- Multiply a fraction or whole number by a fraction. 5.NF.4
- Use multiplication as the scaling of a number (similar to a scale on a map.) 5.NF.5
- Solve real world problems by multiplying fractions and mixed numbers. 5.NF.6
- Divide fractions by whole numbers and whole numbers by fractions. 5.NF.7

Measurement and Data

- Convert measurements within the same measuring system. 5.MD.1
- Make a line plot to display data sets of measurements in fractions. 5.MD.2
- Use fraction operations to solve problems involving information presented on a line plot. 5.MD.2
- Explain the concept of volume. 5.MD.3
- Measure volume by counting unit cubes. 5.MD.4
- Solve real world problems involving volume. 5.MD.5
- Find the volume of an object using the formulas $V = l \times w \times h$ and $V = b \times h$. 5.MD.5

F. School Culture and Climate

ALLCS will to ensure that all students are given an equal opportunity. Therefore, it is necessary to create an atmosphere in the school that is safe, orderly, and above all, completely focused on helping the school achieve its mission. In order to do this, ALLCS will have a clear and concise code of conduct that staff, students, and parents will be asked to abide by (See Attachment 4).

Leader in Me: We believe that not only should a school have high academic expectations, but that it must educate the whole child by also meeting student's social and emotional needs. At ALLCS, each student will learn and exemplify the Seven Habits outlined in the Leader in Me principles. These habits include: being proactive; beginning with the end in mind; putting first things first; thinking win-win; seeking first to understand, then to be understood; synergizing; and sharpening the saw. These habits will not be merely abstract phrases. They will be embedded in academic lessons and classroom management. Significantly, the Seven Habits will be the building blocks for healthy, productive relationships between staff, students, and parents.

Discipline: An effective discipline system will be in place to handle misbehaviors. This system will be aimed at focusing student choices back to the school's sole purpose of productive learning and developing habits that will be an asset to the students in their future successes both academically and socially. In order to maintain a safe and orderly learning environment, clear and concise consequences will be in place and will be carried out in a fair manner to all students. The code of conduct (see Attachment 4) will be given to all students and parents in the beginning of the year in order to clearly establish what is expected of ALLCS's students. The staff will be trained on the code of conduct prior to the school's opening and will be consistently receiving feedback on their implementation in order to ensure consistent follow through.

Consequences for minor misbehaviors include:

- Verbal warnings
- Reflecting on personal implementation of the 7 Habits
- Communication with teacher/administration/parents or guardians

Consequences for more serious misbehaviors include:

- Removal from class
- Parent or guardian conferences
- Short-term suspension
- Long-term suspension

Students with Disabilities: ALLCS's disciplinary policy for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA). School staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated in compliance with the law. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. If a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP), he or she will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Dignity for All Students Act: ALLCS will provide each student with an education that is free of harassment, bullying, and discrimination. In following the 7 habits, students, teachers and parents alike will be expected to uphold respect for one another and communicate in a respectful manner. In accordance with the DASA, our school will have a staff member, who will be thoroughly trained to handle any matters arising that include, but are not limited to: harassment, bullying, and discrimination.

Evaluating School Culture and Climate: As stated in our first pillar, DDI, ALLCS will also collect data on how effectively the code of conduct is suiting the school. Staff and parents will be surveyed regularly in order to ensure that the school is a safe and orderly environment. This data will be used for further staff development as well as future improvements. The Leader in Me program will also be consistently monitored in order to ensure all students are effectively using and relying on the habits to solve conflicts and become well rounded individuals.

G. Special Student Populations and Related Services

ALLCS is committed to providing all students with a free public education. In order to meet the needs of a diverse population, the school will offer alternative programs, supplementary aids and special education services.

Special Education consists of specifically designed instruction for students (ages 3-21 years) who are identified by either the district committee on Preschool Education (CPSE) or the Committee on Special Education (CSE) as having a disability which interferes with learning. The CPSE and CSE are multidisciplinary teams of parents and professionals responsible for determining eligibility, coordinating evaluating, and recommending programs or services. Members of the committee include the child's parent(s), a school psychologist, a special education teacher, a general education teacher, a parent of a child with a disability, and an administrator.

The committee appointed by and responsible to the Niagara Falls City School District (or the student's home district) will hold meetings on a regular basis to respond to initial referrals. The school will be committed to identifying children with disabilities and providing necessary, appropriate services and support within the least restrictive environment.

In addition, all children receiving special education services will be entitled to a review at least once yearly. The purpose of the annual review will be to recommend the continuation, modification, or termination of provision of special education programs and related support services. Parents will be strongly encouraged to attend the annual review, which will be typically held at ALLCS.

Section 504 of the Rehabilitation Act of 1973: Some students with disabilities who do not require special education services may receive accommodations, special instruction, or related services under Section 504 of the Rehabilitation Act, consistent with ALLCS's policy against discrimination on the basis of disability.

ALLCS will offer an inclusive setting and incorporate an Integrated Co-Teaching (ICT) model. Co-teaching teams will be made up of one general education teacher and one special education teacher. The teams will implement the six models of coteaching identified in Dr. Marilyn Friend's *The Power of 2* video series:

- *Team Teaching:* Teachers plan and instruct together in a whole class lesson.
- *Parallel Teaching:* The class splits in half and each teacher teaches the same lesson.
- *Station Teaching:* Each teacher plans and instructs a different piece of a lesson, or a completely different lesson altogether. Students are divided into two or more groups

depending on how many stations are implemented and rotate through each station. Some stations can be independent of a teacher.

- *Alternative Teaching*: One teacher instructs a larger group the main lesson while the other teacher instructs a smaller group and teaches a different lesson.
- *One Teach, One Assist*: One teacher instructs while the other manages behavior or supports individual students.
- *One Teach, One Observe*: One teacher instructs while the other observes the class.

The founding members of ALLCS have extensive experience in Special Education and related services. It has been their firsthand experience that the benefits and flexibility that the ICT model can afford to educators and students makes it the best fit for ALLCS. The heterogeneous groupings, smaller student to teacher ratio and the ability to teach multiple lessons at one time allow for co-teachers to meet the diverse needs of all learners in the classroom while eliminating the stigma that pull out services and self-contained classrooms can bring. The ICT model can make it easier across all subjects to provide extensions to those students who are exceeding academic expectations and intervention to those who need extra support.

Response to Intervention: In accordance to programmatic requirements of New York State, ALLCS will adopt the widely effective Response to Intervention (RtI) model in all of the school's classrooms. The RtI model is a multi-tiered approach that provides focused, individualized instruction at varying levels of intervention to general education students who are having academic or behavioral difficulties. ALLCS will begin its implementation of the model in the core subjects of literacy and math.

The RtI process at ALLCS will adhere to the following steps:

1. Estimate the academic skill gap between the student and typically-performing peers.
2. Determine the likely reason(s) for the student's depressed academic performance.
3. Select a research-based intervention likely to improve academic functioning.
4. Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and try alternatives, if necessary.
5. If the student fails to respond to multiple well-implemented interventions, refer to CSE for evaluation.

ALLCS's RtI model will utilize the common three tier approach:

Tier 1: High-quality core instruction that meets the individual needs of most students in the classroom setting.

Tier 2: Evidence-based interventions of moderate intensity are administered to a small group of students. The interventions address the learning or behavioral challenges of the most at-risk students.

Tier 3: Individualized interventions of increased intensity for students who show minimal response to secondary intervention.

Through the use of the RtI model, the students of ALLCS will be given instruction that is differentiated to their specific needs. The model will also help to accurately identify students who have learning disabilities while also keeping students who come into school with a lack of exposure to material from being misdiagnosed as learning disabled. ALLCS's school day

includes a designated 30 minute block of time for each grade level to receive the interventions necessary for growth and attainment in both literacy and mathematics. During this time, all classroom teachers and specialists will support a specific grade level to ensure that all students are receiving appropriate intervention.

The RtI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Since ongoing assessment is key to a successful RtI program, ALLCS's RtI block will be uniquely suited to monitor the achievement of individual students and will also provide personalized instruction to meet their respective needs.

Staff: ALLCS will employ a team of special educators to meet the needs of its students. At full capacity, the special education staff will include a Leader of Support Services (LSS), certified special education teachers in every grade level, school counselors, social workers and a school psychologist who will service students with IEPs as well as those who are identified as at risk. If the need arises, ALLCS will employ an ESL teacher. ALLCS will also contract with outside providers to supply occupational therapy, physical therapy, and speech therapy services to students with related service mandates and students who are at risk.

Record Keeping and IEP Dissemination: The LSS will be in charge of scheduling meetings to go over a student's IEP with those who are responsible for implementation of the IEP. During these meetings, the IEP will be reviewed and the LSS and those responsible for the implementation for the IEP will create a plan to help the student attain his or her goals. In addition, the LSS will offer support by suggesting accommodations and modifications that could be utilized to better meet the student's needs. IEPs will be stored on a secure, password-protected server. Original paper copies of IEPs will be organized and stored in a locked file cabinet inside the office of the LSS. When a related service provider or classroom teacher needs a hard copy of the student's IEP, he or she can sign-out the IEP from the LSS; they will not be permitted to make copies or remove the IEP from the building.

Special Education: Since all students can achieve academic success, special education students will be expected to master the general curriculum and participate in extracurricular and other nonacademic activities to the maximum extent possible.

Identification: Since studies have illustrated that poor minority students are over-identified for special education, ALLCS will take vigorous steps to determine whether a student's struggles are the result of a legitimate disability or the consequence of a poorly executed education program.

Our three-tiered RtI process will be designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Having exhausted all three tiers, the Student and Support Services Coordinator will convene a Child Study Team (CST) comprised of a learning support teacher, general education teacher and administrator to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate CSE evaluation. Since ALLCS cannot make a classification, it will work closely with the CSE of the Niagara Falls School District to provide all necessary information to support its evaluation and IEP development processes. As ALLCS will

be implementing a unique school model, it will be incumbent upon the Student and Support Services Coordinator to develop an effective working relationship with Niagara Falls School District CSE staff so as to interface with them regarding the effectiveness of ALLCS's program for at-risk students. In addition, because parent consent is required for both initial evaluation and provision of services, ALLCS's staff will work closely with parents to involve them in the entire process. To identify students with a pre-existing IEP, after our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming students with disabilities. ALLCS's staff will obtain and evaluate IEPs to determine whether ALLCS is able to (1) provide the services mandated in the IEP and (2) work with parents and the CSE to modify the IEPs. In instances where ALLCS determines it cannot provide the placement specified by the IEP, the CSE will secure the student placement in a district school that provides the required services, if the parent consents.

Services: ALLCS will offer a range of services to meet the needs of students with disabilities. We are committed to providing the least-restrictive environment to all of our students. ALLCS will strive to deliver services in the home classroom, unless environmental specifications are made on the student's IEP. If, in the case that the child is identified as at-risk, ALLCS feels it is in the best interest of the child. ALLCS ICT classroom teachers will collaborate with the classroom teachers to provide personalized instruction in the classroom across all subject areas. Related services including occupational therapy, physical therapy, speech pathology and counseling will be offered onsite to students with IEPs and at-risk students. ALLCS will work with representatives of the Niagara Falls School District CSE to provide parents with Related Service Agreements if a child needs services that ALLCS cannot provide.

Reviews: ALLCS will conform to all laws and regulations regarding the regular review of IEPs. If the LSS and support staff determine that a student's IEP may no longer be appropriate to the child's needs, they may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.

Program Evaluation: School leaders will regularly evaluate the efficacy of our special education program by disaggregating student performance data and reviewing progress made toward the goals of students with IEPs. Observation of grade team and Child Study Team meetings will provide qualitative data about the quality of implementation of the RTI model. Parents will also be surveyed to determine their perspective on services and communication.

English Language Learners Identification: Students who are English Language Learners (ELLs) will be identified as they matriculate, in accordance with the New York State LEP/ELL identification procedures. Before each school year, a Home Language Questionnaire will be administered to newly enrolled students when they visit the school for a pre-entrance assessment session. If the results of the questionnaire reveal that a student's primary language is something other than English, the LSS will conduct an informal interview with the student in his or her native language and in English. If the interview reveals that the student could be a potential ELL, the school will administer NYSITELL (New York State Identification Test for English Language Learner) to determine the student's language proficiency.

English Language Learners Services: In accordance with the Commissioner’s Regulations Part 154, ALLCS will provide a free-standing out of classroom ESL program that has a language arts instructional component and a content area instructional component for students identified as ELLs. A certified ESL teacher, or a common branch teacher with a bilingual extension, will be assigned to integrate academic content with the skills of speaking, listening, writing, and reading in English within the language arts component of instruction.

Programmatic Assessment: ALLCS will evaluate its ESL program using the following measures:

- The LSS and the ESL providers will use individual student performance data from the annual NYSESLAT to determine the effectiveness of the ESL program.
- Formative and summative data from classroom teachers and service providers will be gathered and analyzed to determine positive student growth.
- Parent surveys will be given to gauge feedback about communication, services provided, and their impressions of goal progression.

III. ORGANIZATIONAL AND FISCAL PLAN
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A. Applicant(s)/Founding Group Capacity

The founding team of ALLCS came together out of a mutual desire to provide the students and families in the inner-city of Niagara Falls with a free alternative to the traditional public school. Indeed, there is only one charter school in Niagara County and it is miles away from the heart of Niagara Falls. Underlying the potential to provide choice, the founding team wanted to provide families in Niagara Falls the ability to send their children to a school that met the needs of each child individually while developing their leadership capacity using the principles in the 7 Habits of Highly Effective People. This is why we emphasize synergy, high standards, and hard work as touchstones of the school. The team’s expertise ranges from financial, legal, community and youth development and urban education including charter schools.

Proposal Development: The creation of ALLCS was initiated by several people which led to the formation of the founding group and the board. As a parent, educator, and resident of Niagara Falls, the Lead Applicant, Catrina Coffey, has a vested interest in school choice and providing children high quality educational experiences. The ensuing founding team united around a common mission: to provide a school where a community working together with high expectations can lead to excellence for all.

The founding team has since remained in weekly contact, using emails, conference calls, and in-person meetings to discuss the design of the school and to finalize the details around the school’s organization, finance, and academic approach.

Name	Current Employment	Relevant Experience/Skills and	Proposed Role (if any)
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Role on the Founding Group			
Stephanie Miranda	Teacher	Educator with experience in a charter school and an expert in math instruction; also a parent.	Founding Group Member
Julia Barlow	Teacher	Educator with experience in a charter school and an expert in Special Education; also a parent.	Founding Group Member
Megan Battista	Teacher	Educator with experience in a charter school and an expert in The Leader in Me and Professional Learning Communities; also a parent.	Founding Group Member
Shannon Piazza	Former Teacher	Educator with experience in a charter school and an expert in curriculum development; also a parent.	Founding Group Member
Elizabeth Turner	Student Teacher Supervisor and Former Teacher	Educator with experience in a charter school and at the college-level, expert in community outreach and primary education; also a parent.	Founding Group Member
Daniel Bobbitt	Lawyer	Lawyer with experience in commercial and corporate litigation; member of the Board of Directors of the Clarence Senior Citizens Center, Inc.	Board Member
Catrina Coffey	Readiness and Emergency Management Superintendent	Lead Applicant; Educator with experience at a private and charter school, BOCES, and a college; Community Member serving in the New York Air National Guard; also a parent.	Board Member
Joel Colombo	Entrepreneur	President and co-founder of 360 PSG, Inc., a web software company located in Amherst, NY employing two dozen full time staff and building websites for over 1,000 clients; Chair of the University at Buffalo's Center for Entrepreneurial Leadership Alumni Association (as a graduate of the program in 2010). Colombo also serves as the communication chair on the board of the Entrepreneurs Organization of WNY; resident of Niagara County and parent.	Board Member
J. Kincaid	Accountant	Certified public accountant, registered in the State of New York with over 20 years of experience serving a variety of clients and significant experience in the not-for-profit area; responsible for implementation of the firm's assurance services policies and	Board Treasurer

		procedures; member of the American Institute of Certified Public Accountants and serves on the boards of the Western New York Affiliate of Susan G. Komen and Leadership Buffalo; also a parent.	
Amy Lawrence	Associate Executive Director for Literacy NY Buffalo-Niagara Inc.	Manages all aspects of the youth tutoring/after school programs as well as the volunteer-based adult literacy tutoring program spanning Erie and Niagara counties. Including advocacy, partnership collaboration, recruitment/retention, research and development, grant writing and administration, staff management/training and reporting; also a parent and certified 1-6 teacher.	Board Chair
Ned Perlman	Senior Contract Administrator	Responsible for managing over 30 grants, budgeting, and reimbursement claims, accounting and supervision of personnel; also a community member.	Board Member
Jillian Onesi	Administrative Assistant	Assists with a multitude of administrative, human resource, public relations, budgeting and accounting functions; serves on the board of the Niagara Falls Family YMCA; community member and parent.	Board Secretary
Kate Sarata	Executive Director of the Service Collaborative of WNY, Inc.	Oversees a budget of \$5 million and a staff of 26. She has Certificates of Non-Profit Management from SUNY Brockport and the Harvard Business Club of Buffalo; also holds a Master's Degree in Education; community member.	Board Vice Chair

B. Board of Trustees and Governance

Proposed Founding Board of Directors

Member's Name and Area of Expertise	Voting	Position	Length of Initial Term
Daniel Bobbett / law	Y	Member	1
Catrina Smith Coffey / logistics and strategic planning	Y	Member	3
Joel Colombo / information technology and business	Y	Member	3
J Kincaid / accounting	Y	Treasurer	3
Amy Lawrence / community engagement and literacy	N	Chair	2

Jillian Onesi / community engagement and human resources	Y	Member	1
Ned Perlman / financial reporting	Y	Member	3

The proposed founding Board summarized in the table above has the experience, capacity, and desire to found and sustain the school as it strives to achieve its mission. As the table demonstrates, the proposed founding Board’s range of essential skills and experiences include, but is not limited to: law, business, accounting, literacy, strategic planning, and community engagement. All of the above-referenced individuals share a common interest in contributing to the advancement of public education in Niagara Falls.

Number and Term: There will be no fewer than five (5) and no more than eleven (11) members on the Board. Terms for each Board member will generally be three years, with staggered elections.

Governance Practices and Procedures: Our founding Board understands the tremendous responsibility that comes with the receipt of public funds to govern a public charter school. The Board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability, and fiscal soundness. In exchange for this autonomy, the Board will be held responsible for the academic, fiscal, and regulatory oversight of the school. To fulfill its responsibilities, the Board’s practices and procedures will include, but are not limited to:

Policies & Planning and strategic mission. An LACS Board of Trustees include the following:

- (2) Ensuring adequate resources for implementation of the school’s program;
- (3) Recruiting, hiring, and evaluating the Head of School;
- (4) Approving major policies and regularly reviewing and revising them as necessary;
- (5) Preparing for and attending Board and committee meetings;
- (6) Making informed decisions to support the success of the school;
- (7) Monitoring program implementation and compliance with the charter agreement and attendant laws and regulations;
- (8) Facilitating long term strategic planning;
- (9) Recruiting and orienting new Board members and assessing Board performance;
- (10) Participating as appropriate in the grievance process; and
- (11) Enhancing the school’s public standing.

Finance & Fundraising

- Approve the school’s annual budget, review regular financial updates, and ensure the school operates in a fiscally sound manner, including adequate internal financial controls.
- Provide support with additional fundraising, marketing, and other services as such needs arise.

Advocacy & Outreach

- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.
- Publicize the work of the school through local news media and recruit others in the community to lend their time or financial support.

Comportment

- Adequately prepare for any board meetings and school events, carry out and complete assignments, and participate in any agreed-upon board training.
- Maintain proper decorum, avoid factions, work through disagreements, and strive for unity.
- Adhere to the school's ethics code.

The Board will conduct monthly meetings at the school. The agenda of the meeting will be developed by the Chair in consultation with the Head of School and will include both a written and oral report by the Head of School, a financial report, and an opportunity for public comments. The Board will operate as a collective unit and may appoint committees on an as needed basis to carry out the work of the Board. Committees will have a job description that will describe any delegation of authority by the full Board. Minutes will be taken at all Board and committee meetings, copies of which will be posted on our website and archived in the school office.

The Board will delegate authority for the day-to-day operations of the school to the Head of School, who will oversee all operations of the school and report directly to the Board. The Board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Head of School, and ultimately hold him or her accountable. The Board will clearly communicate the expectations it has of the Head of School. The Board will require the Head of School to complete written reports to the Board relevant to the academic and financial matters of the school.

Recruitment, Orientation, and Training: From time to time the Board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment to The Academy of Learning and Leadership's mission. All new members of the Board will receive orientation materials, including a copy of the charter, Board member job description, committee descriptions, previous Board meeting minutes, and major policies. The Board will undertake ongoing governance training to ensure all members have a common vision of the Board's roles, responsibilities, and best practices.

Board Committees: The Board will have an Executive Committee, an Audit and Finance Committee, a Student Learning Committee, and other committees formed at the direction of the Board. Each committee will be comprised of no fewer than three (3) Board members.

Executive Committee: The Executive Committee, comprised of no fewer than four (4) members, will transact such school business as the Board as a whole directs. It is anticipated that the Executive Committee will interact with the school's administration regarding the school's academic, financial, and administrative performance at intervals between scheduled Board meetings and/or where action is urgently required.

Audit and Finance Committee: The Audit and Finance Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (1) review and provide recommendations regarding the appointment of the school's external auditor; (2) meet with the external auditor prior to commencement of the audit; (3) review and discuss with the external auditor any risk assessment of the school's fiscal operations developed by the auditor; (4) receive and review the draft annual audit report and accompanying draft management letter and, working directly with the external auditor, assist the members of the Board in interpreting such documents; (5) make a recommendation to the Board on accepting the annual audit report; (6) review corrective action assist in oversight of the school's internal audit function, including providing internal auditor's significant findings and recommendations, monitoring internal audit function.

Student Learning Committee: The Student Learning Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (1) monitor development of the school's academic program by the school's professional staff; (2) review proposed amendments to the academic program; (3) develop reporting requirements for the Head of School and other staff to the Student Learning Committee; (4) develop and calibrate the school's academic achievement goals; (5) receive and review reports from the Head of School and other staff; and (6) interact with the Head of School and other staff if the school fails to meet its remediation plan in such case.

Other Responsibilities of the Board: The Board's other responsibilities will include: (1) electing/removing members of the Board; (2) appointing/removing the school's leadership and agents, as well as prescribing their duties and fixing their compensation; (3) approving such contracts as necessary or desirable for the school; (4) causing the school to become and stay exempt from federal income taxation; (5) monitoring the school's operations and applying any surplus that results from any business activity in which the school may engage; (6) acquiring/holding/disposing of property for the school; and (7) indemnifying and maintaining insurance for the school's Board members, employees, and property interests (subject to the provisions of the Not-for-Profit Corporation Law and the limitations under The Academy of Learning and Leadership's bylaws).

Advisory Board: The school's non-fiduciary Advisory Board will augment the Board by providing subject matter expertise or field experience in matters such as pedagogy, management, operations, fundraising, real estate, community relations, special needs programs, and programs to assist students with identifying and preparing for their post-secondary school educations and careers. The Advisory Board will serve the same function of a parent teacher association that is often present in a public school operated by a municipality.

Parent and Staff Involvement: The Board will encourage and welcome both parent and staff involvement. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the Head of School's evaluation. The Board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the Board and for the Board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

C. Management and Staffing

ALLCS understands that great teaching is central to the success of our students, and is committed to recruiting, hiring, retaining, and supporting highly qualified teachers who embrace our school's vision and mission. Teachers must be dedicated to teaching through the development of authentic, meaningful, data-driven lessons; they must be willing to work in a collaborative school environment in which there is continuous student-centered conversation and collaboration; and they must commit to doing whatever it takes to meet the individual needs of our students.

Staff Recruitment: The leadership team of ALLCS will work diligently to attract and retain skilled teachers, with the primary responsibility for staff recruitment and the hiring process located with the Head of School. We anticipate that the location of Niagara Falls will be an asset in our search for talent, as the district is located near numerous higher education institutions with teacher preparation programs.

Vacancies will be advertised using popular teacher recruitment formats in the area including newspapers and a local database, WNYRIC Applicant Tracker, which reaches thousands of certified teachers. We will also have an active presence at graduate school and nonprofit career fairs, and to utilize social networks through Facebook, Twitter, and other platforms that attract educational talent.

Additionally, to attract and retain the best teachers we have budgeted a competitive starting salary, along with competitive yearly increases that will provide teachers with bonuses based on the NYS Annual Professional Performance Review (APPR) scores. We believe that because of our competitive salaries, coupled with our supportive and professional school environment, we will have success recruiting high quality, dedicated and committed staff members.

All candidates must demonstrate the following basic characteristics in order to be considered as an appropriate match for our school.

- **Knowledgeable:** possessing strong content knowledge, instructional pedagogy, and understanding of adolescent development.
- **Data-driven:** skilled in the use of data to drive instruction, and possessing a belief that using data to diagnose problems, develop solutions, and evaluate instructional approaches is a key lever in successful teaching.
- **Reflective:** willing to examine one's own areas of strengths and needs in order to continually improve practice.
- **Dedicated:** committed to meeting the academic, social, and emotional needs of our students, including English language learners and students with special needs.
- **Innovative:** recognizing that success is best achieved by those who are adaptable and can differentiate
- **Energetic:** ambitious, driven and bring an optimistic, solution-oriented approach to challenges.
- **Collaborative:** a team player, able to work cooperatively in a variety of groups and situations.
- **Growth Mindset:** someone who sees obstacles as opportunities for learning and

growth

Hiring: The hiring process at ALLCS will center around assessing the degree to which candidates possess the key characteristics listed above. Following the cycle below, the hiring team (comprised of stakeholders from across the school community—which may include but not be limited to administration, staff/faculty, parents, and the Board), the hiring process is designed to be a thorough, rigorous evaluation of each candidate’s qualifications.

- **Resume Screen:** All candidates will be required to submit an initial resume and cover letter, at which point the Head of School will determine if a phone interview is appropriate.
- **Screening Interview:** Using a protocol, the screening interview will help the team to gauge applicants’ key characteristics, as well as to develop a sense for candidates’ previous experiences and commitment to participating in the founding of a school. If, after the screening interview, the team believes the candidate is a good match for ALLCS, the candidate will be invited for an extended interview.
- **Writing Sample:** At the time of the screening interview, candidates will be asked to complete a writing sample in response to a prompt. This will be used to assess the candidate’s ability to communicate in writing.
- **Extended Interview:** The extended interview will take place with the hiring team. Using a protocol that build upon the information collected during the screening interview, the in-person interview will be designed to draw out candidates’ content knowledge and character by addressing behavior in prior instructional and organizational situations.
- **Data Analysis:** At the time of the extended interview, candidates will be asked to develop a plan of intervention based on mock data provided by the hiring team. This will be used to assess the candidate’s ability to analyze data and make instructional decisions.
- **Demo Lesson:** A key element of ALLCS interview process will be a demo and/or a sample lesson and feedback session. Because our school places such a high value on continuous improvement and reflective character, it will be crucial that we be able to assess how teachers go about planning, developing, and executing lessons, what they identify as their own strengths and weaknesses, and how they respond to constructive criticism.
- **Note:** All employees of ALLCS will undergo background checks and child abuse registry searches in accordance with the law.

Staffing needs with respect to successful implementation of the educational program: The following staffing outline and organizational chart is aligned with our budget, enrollment, and mission. It specifically supports the academic design of our school that is targeted to meet individualized academic and emotional needs of our students. The support and administrative team is relatively lean during the initial year of operation, but in order to support our data-driven approach to learning, it will hire Data Coordinators and Instructional Coaches. As the school’s enrollment grows and revenue increases, we anticipate being able to fund a larger administrative team in order to ensure the Head of School can focus unwaveringly on supporting curriculum, instruction, and school culture.

- **The Board:** specify and uphold the school’s mission and vision. Specifically, the

Board will be charged with hiring, setting compensation for, and evaluating the Head of School. Additionally, the Board will ensure effective organizational planning and resource allocation, monitor the school's programs and services according to terms articulated in the charter, and ensure financial viability and sustainability.

- **Head of School:** Will steer the daily work of the school to uphold the mission and vision, will set and maintain a laser-like focus on the school's goals, and will champion the belief that with the right structure, support, and instruction, all students can succeed at the highest academic levels. The duties of the Head of School will include recruiting, hiring, managing, coaching, and evaluating staff, while also motivating, supporting, and recognizing them for their work. The Head of School, eventually supported by the LA, will oversee the school's professional development program, including all observation, feedback, team meetings, and workshops. Additionally, the Head of School will be the primary driver of the school's data-driven instructional program and will support teachers in collecting, analyzing, and using student achievement data to drive classroom instruction and interventions. Additionally, the Head of School will be in charge of ensuring effective, relevant communications to families and students, enforcing the school's discipline policy and overseeing its execution, and overseeing school culture by serving as the "face" of the school in all situations. Finally, in conjunction with the Leader of Operations and Finance, the Head of School will serve as the primary liaison to the community during the student recruitment process, and will engage other key stakeholders as necessary to marshal resources and support for the school. The Head of School will be directly accountable to the Board of Trustees, and will be responsible for providing regular reports on academic progress, student attendance, and other goals laid out in The Academy of Learning and Leadership's charter.

- **Leader of Academics (LA):** Will support the mission, the Head of School and the instructional staff and serve as a liaison for communications between the staff and the Head of School. The LA will assist the Head of School in effectively developing and implementing rigorous, aligned curricula. Additionally, the LA will be charged with overseeing all instruction, supporting staff members through ongoing coaching and development, and coordinating the school's professional development program and new teacher mentoring initiative. Finally, the LA will be tasked with managing all assessment programs and supporting teachers in analyzing and using the data to drive instruction by coordinating regular grade level team meetings designed to focus on data analysis. The LA will report to and be evaluated by the Head of School.

- **Leader of Operations and Finance (LOF):** Will oversee the school's financial and operational health, including such areas as student recruitment and enrollment, human resources, budgeting and financial planning. The LOF will support all reporting requirements for the school and will be responsible for oversight of all financial operations such as benefits, payroll, budgets and fundraising through grants and foundations and technology support. The LOF will report to and be evaluated by the Head of School.

- **Leader of Support Services (LSS):** Will provide leadership specifically in the area of support services including Special Education and English as a Second Language (ESL) to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners, and will serve as direct contact to Committee on Special Education (CSE). The LSS will be responsible for the management of all IEPs, including oversight of annual meetings, relevant evaluations, intake and enrollment, file managements and security, and family communications. All Special Education and ESL teachers will be

supervised by the LSS, who will oversee their performance in the classroom, their support of students on IEPs during intervention and previewing times, their effective monitoring of students' progress towards goals and benchmarks listed in IEPs, and their effective delivery of services. The LSS will report to and be evaluated by the Head of School, and will be responsible for providing all formal observation, feedback, and evaluations to Special Educators and ESL teachers on staff. Additionally, the LSS will manage all relationships with external service providers, such as Speech Pathologists, Occupational Therapists, School Psychologists, etc. As well, the LSS will administer the Home Language Survey to any student for whom home language is indicated as other than English, and will coordinate the administration of all mandated language testing. During year 1, the Head of School will work in collaboration with SPED/ESL teachers to fulfill these duties.

- **Core Content Faculty:** Will be directly responsible for providing quality, individualized, data-driven instruction to all students and for reasonable feedback to parents on academic progress. Faculty members will be tasked with the development and refinement of the school's curricula, using define scope and sequence documents and commercial curricular materials as a base, and with documenting curricular changes and effectiveness over the course of each academic year. Faculty will teach not only their core academic content areas, but will also support the school's efforts by providing interventions in small-group settings during Response to Intervention blocks. In addition to instructional and student-support responsibilities, all faculty members will be expected to participate in the school's professional development program, set annual goals, and participate in staff meetings and workshops, both during the academic year and over the summer. Core content faculty will report to and be evaluated by the Head of School initially until the LA is hired.
- **Special Education Teachers:** Will provide instruction to students on IEPs within a co-teaching context, and will be responsible for all service delivery as dictated within a student's IEP. Special Educators will also be charged with supporting the core content area teachers in best meeting students' needs through regularly scheduled meetings to review student progress and curriculum development, lesson planning and creation of materials, development of replacement or remediation lessons, and continual review of services. Progress monitoring and regular data analysis also fall under the purview of Special Education Teachers, who will report to and be evaluated by the Head of School initially until the LSS is hired.
- **ELL Teachers:** Will provide instruction to students designated as English Language Learners within a co-teaching context, along with supplemental vocabulary and language instruction provided through previewing and intervention classes. ELL teachers will also be charged with supporting the core content area teachers in best meeting students' language development needs through regularly scheduled meetings to review student progress and curriculum development, lesson planning and creation of materials, development of replacement or remediation lessons, and continual review of services. ELL teachers will conduct diagnostic and benchmark assessments, monitor students' progress, and will report to and be evaluated by the Head of School initially until the LSS is hired.
- **Data Coordinators:** Will provide coaching to teachers in the use of data to drive instruction by working collaboratively with teachers to examine students' successes and struggles in diagnostic, formative, and summative assessments. DCs will also prepare and present data results and analyses to stakeholders including, but not limited to,

teachers, students, parents, administration, the Board, and the community. DC will work with the LSS to coordinate the Response to Intervention (Rti) process at the school, including data meetings, tutoring sessions, and meetings with the Student Support Team. DCs will report to and be evaluated by the Head of School initially until the LSS is hired.

- **Instructional Coaches:** Will work as a colleague with classroom teachers to support student learning by focusing on individual and group professional development to expand and revise the teachers' understanding of research-based effective instruction. The coach will work with teachers to strengthen both content and pedagogical knowledge to learn to improved student performance. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers. ICs will report to the Head of School initially until the LA is hired.

Year 1—2015/16

Year 2—2016/17

Years 3-5—2017-2020

D. Evaluation

ALLCS considers evaluation to be the mainstay of a data-driven learning environment. ALLCS will evaluate every facet of the organization in order to recognize successful practices and areas of concern. Using such data for early detection will enable ALLCS to maintain its proactive approach of achieving high expectations for students, teachers, administration staff and the Board of Trustees.

Programmatic Audits: Programmatic audits will be used to highlight data results and the applied implementation methods. The Head of School and Leader of Academics will oversee the implementation of program curriculums through routine planning meetings, interventions, and direct observation in classrooms. With data-driven instruction being an essential pillar of ALLCS, frequent data collection and analysis of student performance will be the primary method for measuring progress. ALLCS will use this data to reorganize students based on their current needs and to ensure they are getting the most targeted educational experience possible. An annual report detailing ALLCS's performance compared to targeted goals will be submitted to NYSED for review. ALLCS expects regular oversight from its authorizer and welcomes any constructive feedback to improve its academic program.

Board Evaluation: The Board of Trustees will create a self- assessment tool to determine their effectiveness at the conclusion of each school year. The assessment will require board members to evaluate their performance based on the following domains: member attendance and participation; fulfillment of duties; attainment of set goals; transparency; financial oversight; handling of grievances; and adherence to the mission and vision of ALLCS. Using the evaluation, the Board of Trustees will then establish strategic goals and a corrective action plan for themselves. Lastly, the Board will remain cognizant of its composition to ensure adequate diversity of skills as well as governance perspectives.

Teacher Evaluation: ALLCS will use a clear system for performing annual appraisals of faculty using Charlotte Danielson's Framework for Teaching and Learning, informal observations, and attainment of professional development goals. The Annual Professional Performance Review (APPR) will provide a clear, systematic, and evidence-based process for evaluating teacher and leadership performance as it relates to the instructional program and outcomes. Formal observations will be conducted at least twice a year using Charlotte Danielson's Framework for Teaching and Learning, as well as regular informal walkthroughs to monitor and observe the instructional staff.

Each of the formative assessments will inform the final summative evaluations of teachers, which ultimately determine eligibility for contract renewal. With the institution of the APPR, the formal observations will constitute 60 percent of the total performance appraisal, with 20 percent driven by student learning outcomes on state assessments, and the remaining 20 percent guided by

local assessment measures. These components will quantify the value added by each member of the instructional team. A comprehensive professional development program is closely correlated to the evaluation measures and supports the continual growth and development of the staff. Additionally, formative assessments of performance will guide the development of individualized action and/or improvement plans.

Administrators and teaching staff will be responsible for creating and using Student Learning Objectives (SLOs), a requirement of the APPR under Race to the Top, to allow educators to focus and align instruction with ALLCS's priorities, goals, and academic improvement plans.

For all employees, after each formative or summative evaluation is completed, the supervising administrator will provide constructive feedback and will encourage each employee to perform ongoing self-reflections of their own performance. This dialogue will provide the framework for the development of an action plan, which identifies goals for continual improvement, and/or an improvement plan, which provides a more targeted set of imposed performance criteria. Whereas the resultant self-reflection and action plans promote proposed areas for growth, the Teacher/Principal Improvement Plans are processes designed to provide support in identified areas that are in need of growth.

Evaluation of the Leadership Team: At least once per year the Board of Trustees will evaluate the effectiveness of the Head of School. The Head of School will complete annual evaluations for other members of the leadership team as outlined below.

- **Evaluation of the Head of School:** The Board of Trustees will evaluate the Head of School using a range of measures at least once per year using an evaluation approved by NYSED. At the beginning of each school year, the Board and the Leadership Team will create internal goals for the organization that will be worked towards throughout the school year. At the end of each year, the Board will assess the Head of School by determining how well goals pertaining to teaching and learning were met. They will also assess how well the Head of School is meeting the specific benchmarks and measures set within the NYS Board of Regents and NYSED's Charter Performance Framework. The Board will also hear from the Head of School about his/her own individual goals. The meeting of the Head of School's individual goals will also be taken into account. Student assessment data will be integral to this process. Trustees will look for positive growth trends to determine if the instruction is meeting the needs of the students and the goals of the charter.
- **Evaluation of the Leader of Operations and Finance:** The Head of School will evaluate the LOF by looking at the operational and financial performance data gathered from the annual evaluation of the educational program. The LOF will also be evaluated based on the meeting of the yearly internal goals mentioned above LOF met his/her own individual yearly goals. A final written report will be provided to the LOF with the Board approved raise amount.
- **Evaluation of the Leader of Support Services and Leader of Academics:** The Head of School will complete an annual evaluation of the LSS and the LA with a primary focus on academic performance. The results of the evaluations will then be used to determine the appropriate raise in salary. Prior to beginning a new academic year, the LSS and the LA in collaboration with the Head of School will develop measurable performance outcomes and

goals for the upcoming school year. Upon year's end, the LSS and the LA will each complete a self-assessment and input will be sought from teachers, staff, students, parents and board members. A final written report will be provided to the LSS and the LA with the Board approved raise amount.

Student and Parent Satisfaction: ALLCS will conduct bi-annual surveys to gauge student and family satisfaction. Areas to be surveyed will include general satisfaction, teacher accessibility, communication, quality of instruction, ALLCS's culture, and level of academic challenge. ALLCS will also indirectly measure family satisfaction based on our retention numbers and new student enrollment. Additionally, regular data will be collected and presented to the board related to parental attendance of school wide events.

E. Professional Development

Research states that in high-achieving Organization for Economic Co-operation and Development (OECD) countries, primary educators on average spend 800 hours per year teaching; approximately 40 to 60% of their time during work hours is spent planning, collaborating, analyzing data, learning or doing professional research, and reflecting upon their practice. However, primary educators in the United States spend 1,100 hours instructing their students, equaling roughly 80% of their work time. U.S. teachers typically receive 3 to 5 hours of planning time weekly, and professional development activities tend to happen outside the confines of a workday.⁸

The evidence above confirms that when teachers are given time to plan, learn, and share effective practices with one another, instruction grows stronger and student achievement increases. ALLCS will create a comprehensive professional development program for teachers, administrators, and staff that will be individualized based on each staff member's specific learning goals and work experience. The majority of professional development time will occur during regular hours of work to promote a healthy balance of work life and personal life. ALLCS will strive to create a professional learning community in which educators can share and exchange knowledge with one another as well as support each other so that our students can effectively learn. Below are the components of the professional development program:

Professional Development Structures

- **Summer Institute:** The faculty and staff of ALLCS will participate in a summer institute prior to the commencement of the student school year. In its first year, the summer institute will last 10 days in the month of August. In subsequent years, new hires will be required to attend a full 10 day summer institute, while returning staff will participate in a 5 day institute. During the summer institute, ALLCS staff will lead and participate in activities and workshops focused on a variety of topics, including The Leader in Me, curriculum and instruction, differentiation, effective collaboration and the creation of the physical school environment. Teachers will work in vertical grade level teams as well as grade level teams to analyze data and understand the curricular trajectory for students at ALLCS. Grade level teams will also meet in grade level teams to plan the first units of study.

⁸ See: <http://www.regents.nysed.gov/meetings/2012Meetings/November2012/1112p12a1.pdf>

- **Superintendent Conference Days:** Staff will convene for a half-day each month for professional development and collaborative planning time. On these days, grade level teams will be given time to reflect upon previous units of study and analyze student data to gauge learning. They will also work within their grade level teams to refine and adapt future curriculum maps and learning goals based on the needs of their students.
- **Daily Professional Development Block:** A daily professional development block will allow staff to participate in a variety of professional development activities during the traditional hours of their workday. From 7:50 am - 8:30 am, staff will:
 - Participate in a grade level planning session in which teachers, curriculum specialists, and support providers meet to design lessons within units of study.
 - Take part in teacher or administrator led workshops. These activities include meeting in the critical learning groups, peer coaching partnerships, curricular focus groups, and data analysis focused on school wide goals, and dissemination workshops led by teachers who attended an off-site professional development.
 - Attend a weekly staff meeting to discuss subjects that concern the entire school community.
 - Engage in individual, team, or staff reflection time to share accomplishments, analyze how individual goals are progressing, and bring up concerns.
 - Evaluate and utilize formative and summative student data to tailor curriculum to the needs of individual learners.
- **Daily Preparation Periods:** Each day, classroom teachers will be allotted time to plan and prepare for instruction. During this time, teachers are required to engage in the following activities:
 - Common planning for instruction with grade level team members
 - Meeting with Instructional Coaches
 - Data Analysis with grade level
 - Reviewing classroom data for individual classroom planning

Practices for Individual Growth

- **Individual SMART Goal Setting:** Educators will take part in setting one SMART goal for the school year. Educators will be meeting with instructional heads at two points during the school year to discuss and monitor this goal. During these sessions, each educator will share the progress made to that point, as well as the impact it is having and will have on future practice. Educators will be responsible for measuring the progress of this goal and will communicate the effectiveness of the goal at their year end review.
- **Off-Site Professional Development:** Educators will be able to tailor their own learning path by participating in professional development found outside of the school. Each teacher will be allowed to propose and, upon approval from administration, participate in off-site classes and institutes that align with their professional goals and interests. After attending the off-site activity, the teacher will be allotted extra prep time to plan a dissemination session, in which they present findings and implications of their professional development opportunity to other colleagues.
- **Curricular Stipends:** In preparation for adding a grade each year, teachers will be offered the option to participate in curriculum planning over the course of a break in the school

year. If teachers choose to participate in this activity, they will receive a curricular stipend in exchange for their work.

Practices for Team Growth

- **Shared School-Wide Goal Setting:** At the end of each school year, ALLCS's staff will decide upon one, two, or three measurable school-wide goals for the upcoming academic year that align with its mission and vision. All staff members will be welcomed to contribute ideas for the school-wide goals. A voluntary planning team will be assembled to gather resources, map out a timeline of benchmarks, and create professional development opportunities and activities in order for the entire staff to attain the shared goals.
- **Grade Level Meeting:** Once a month, grade level teams will use their common 45 minute long preparation period to meet with administrators in a grade level meeting. These periods will be used for a range of purposes including reflecting on current practice, teacher evaluation procedures, analyzing student work samples and communication of upcoming events.

Administrative Professional Development

- **Administrative Critical Learning Group:** The Executive Leadership Team at ALLCS plans to support one another by participating in a critical learning group focused on topics that connect to leadership. The group will meet on a bi-weekly basis to participate in discussions, literature circles, problem-solving sessions, and dissemination meetings from off-site professional development. The team will also support each other in setting professional learning and leadership goals.

Professional Development Program Evaluation: Staff will participate in mid-year and end of year evaluative surveys of Professional Development practices at ALLCS. Administrators will use the information to make changes to the program and better meet the needs of the staff.

F. Facilities

The ideal location for ALLCS is within an area of the City of Niagara Falls that is underserved by public neighborhood elementary schools. If the Department of Education grants ALLCS a charter, not only will ALLCS be able to offer its students an exemplary education, it will also revitalize a vacant building and breathe new life into a downtrodden neighborhood.

To facilitate community and family partnerships the facility will lie on the mass public transportation route. The number of required general education classrooms in years one through five is 7, 11, 15, 19, and 23 respectively. In addition, 1 half-size classroom per grade level will be required for pullout services. Two special area classrooms will be utilized for music and art. The administrative area will consist of 1 security vestibule for visitor sign-in and identification verification, a main reception and area that will house 2 administrative assistants and 4 offices for the administrative staff. At the minimum, one general purpose room (large enough for student lunches, physical education classes and school events), a kitchen and a staff meeting/lunch room are required.

Currently the efforts to secure a suitable facility to house the school have included reaching out to several commercial real estate offices, the Niagara Falls School District and to several private companies with available commercial space. Upon the successful review and approval of this charter school application, ALLCS will actively engage in negotiations to secure the most appropriate site that aligns itself with ALLCS's mission, goals and future planning. The planning of the facility will consist of the "ALLCS Facility Committee", school architect, and local building and a code enforcement officer. If the Department of Education grants ALLCS a charter, ALLCS Facility Committee will secure a facility, conduct facility negotiations and sign a lease by December 2014. Renovations will be conducted from January 2015 through May 2015. ALLCS's intended opening date will be September 2015.

G. Insurance

We will purchase all necessary insurance policies to protect ALLCS, its Board, staff and teachers from liabilities and claims arising under operations. We expect to secure the following approximate coverage:

- Directors and Officers insurance with limits of \$2 million
- Umbrella Liability insurance with limits of \$5 million
- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Property loss insurance with limits of \$500,000
- Insurance for student personal injury with limits of \$350,000
- General liability policy with limits of \$1 million per incident, aggregated to \$5 million
- Worker's compensation: rate determined by the state of New York
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Catastrophic Accident: \$1 million limit

H. Health, Food, and Transportation Services

Health Services

Nurse & Additional Staffing: ALLCS will work with the Department of Education and Department of Health to ensure compliance with all health service guidelines. ALLCS will secure a nurse or nursing service to maintain students' records, supervise the disbursement of all medication, and the treatment of ill or injured students. This nurse or nursing service will be part-time in the initial years in our operation; when a nurse is not on-site those responsibilities that can be delegated will be assigned to an administrator on site. For subsequent years, there will be a nurse on site full-time. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

Health Records: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

Immunizations: The school will ensure that all new students adhere to New York State requirements for immunization before they attend:

- Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); 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).
- Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.
- Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications: ALLCS will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. ALLCS will only administer medication that is necessary to maintain students in school and which must be given during school hours.

Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

ALLCS will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include:

- student's name and date of birth;
- name of medication;
- dosage and route of administration;
- frequency and time of administration;
- conditions under which medication should be administered;
- date written;
- prescriber's name, title, and signature; and prescriber's phone number.

ALLCS may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage. Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be

in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions:

- demonstrated need, particularly as it relates to asthma or allergies;
- written prescriber's orders and request by parents/guardians;
- and student receives effective instruction and demonstrates adequate level of responsibility.

Food Services

Vendors: ALLCS intends to contract with Niagara Falls City Schools Food Service Department to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective and nutritional food services.

Staff: ALLCS will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

Food Services Program: ALLCS intends to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete lunch applications for every student attending ALLCS.

Each month the Leader of Operations and Finance will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. ALLCS will track all meals eaten at the school; students' free and reduced lunch status will remain private.

Transportation Services

Transportation that students attending ALLCS are eligible for will be provided by the Niagara Falls City School District under 2853(4)(b) and 3635 of NYS Education Law in a similar manner as to other Niagara Falls Public School students, meaning that all students who live more than a mile and a half from the school will be provided free bussing by the district. For students with 504s and IEPs, transportation needs will be taken under specific consideration and will be met in conjunction with the student's CSE team.

ALLCS intends to align itself to the schedule of the Niagara Falls City School District, for the most part. Any additional transportation required (for example, if a situation does arise when the district is not in session but ALLCS is in session) will be contracted and paid for by ALLCS.

I. Family and Community Involvement

Family Involvement: Studies have shown that family participation in education was twice as predictive of students' academic success as family socioeconomic status. ALLCS strongly believes that parents are the primary educators of their children, and must be active participants in the life of a school. Everything will be open and transparent, and family communication will be a constant priority in order to ensure full understanding of ALLCS's systems, policies, and academic approach.

Once accepted in the lottery, all families and students will be required to attend an orientation session in which the ALLCS staff will review the school's expectations, academic program, code of conduct, and other policies relevant to students and families. Because enrolling in ALLCS means making a commitment to the school's rigorous academic expectations and strict rules governing student behavior, this orientation session will be crucial to building a complete understanding of the school's program. Families will receive the Student and Parent Handbooks (in the appropriate primary language) during this initial session, in order to provide them with ample time to review the school's expectations and operating procedures. Additionally, immediately before the start of the school year families and students will return to the school for a final review of school procedures, expectations, and requirements. All parents will be asked to sign a Commitment to Excellence Form. Signing the Commitment to Excellence indicates that a family has committed itself to full participation in the education of its children, and has made a commitment to actively support all school policies and activities. This includes ALLCS's school dress code, code of conduct, regular homework, and student participation in summer school when required.

ALLCS plans to administer Family and Student Satisfaction Surveys each year, in order to assess its performance as a school, as well as to gather input from families. ALLCS also plans to establish a Parent Teacher Association, charged with assisting in school programming, volunteering to support the school, and weighing in on important school-level decisions or proposed changes. To reiterate the importance of our parents' input in the school's decision-making process, we will also retain at least one voting slot on our Board for our parents.

Home Visits: ALLCS recognizes that fully understanding the degree of commitment necessary for its success requires more extensive conversations between a family and the school.

Therefore, ALLCS plans to conduct home visits with each newly enrolled family over the spring and summer before the academic year begins. These home visits will be focused on the Commitment to Excellence, the expectations of families and students and on answering any questions that families may have about ALLCS to ensure that they are fully aware of the commitment they are making by enrolling.

Parent Education: It is no secret that one of the most significant impacts on a child's success in school is their parent's education. Monthly parent workshops will be held at ALLCS and hosted and designed with a variety of school staff. The workshops may consist of, but are not limited to: learning how to help your child do homework; curriculum night to familiarize parents with the work their child will be coming home with; literacy workshops; and, getting acquainted with the social and emotional needs of their child. At the culmination of each workshop, light refreshments and

snacks will be provided. Each workshop will be held in English and in Spanish. Parents will be provided with a toolkit of resources in an effort to facilitate and encourage their child's learning at home.

Additionally, many parents struggle with their own basic literacy and math skills. Statistics show that approximately 33% of the adults in the Niagara Falls community are reading below a 5th grade level. Linkages with adult education programs in the community will be established to provide referrals to ensure parents are able to get the education they need to better assist their children.

Community Involvement: ALLCS has already begun the process of building relationships with organizations in the community and has a great response of community based organizations that believe in the mission of ALLCS and want to form partnerships. ALLCS will continue to build connections with local agencies and non-for-profit organizations in order to recruit students as well as to continue to foster strong and productive relationships. It is the belief of ALLCS that as the school demonstrates and fulfills its commitment to the students in the community, it will foster support that can range from financial or pro bono contributions and services for families, and advocacy for its students. Many of the founding team and board members have considerable experience with community outreach and organization. This will further support ALLCS's roots within the community of Niagara Falls.

J. Financial Management

Financial Audits: ALLCS will hire, through a competitive bid process, an independent certified public accounting firm ("CPA") to conduct an annual audit of the financial statements including the statement of financial position, statement of activities, statement of cash flows and notes to financial statements. This audit shall be conducted under auditing standards generally accepted in the United States and will be included in the School's Annual Report. The financial books and records of the school will be recorded on the accrual basis of accounting and in accordance with accounting principles generally accepted in the United States.

Fiscal Guidelines: ALLCS financial staff will operate under strict financial reporting and operational guidelines. The purpose of these guidelines will be to ensure that finances are managed with responsible stewardship, that financial statements are in conformity with generally accepted accounting principles, and that assets are safeguarded. ALLCS plans to use a fully integrated computerized accounting and financial management system. Included in this system will be a general ledger module that produces profit and loss statements, balance sheets, trial balances, journals and ledgers, a fixed asset module that generates fixed asset reports and calculates depreciation, and an accounts payable module that produces checks after invoices are entered and authorized for payment. The system will also produce cash receipts, cash disbursements, and expense journals and posts them to the general ledger.

Accounting and reporting: All accounting records for ALLCS will be maintained on the accrual basis of accounting. During each month, ALLCS's fiscal staff will be responsible for posting the period's transactions to the general ledger and preparing the financial statements. In preparation

for the monthly financial closings, fiscal staff will ensure that the following tasks have been completed:

- The Accounts Payable ledger for the prior month is closed;
 - All payroll entries have been booked;
 - Required expense and/or revenue accruals are established;
 - Monthly journal entries are prepared;
 - Bank accounts and other general ledger accounts are reconciled;
 - General ledger activity and posting adjusting journal entries have been reviewed;
- and
- Financial statements can be generated.

Within 45 days of the end of a fiscal quarter, fiscal staff will issue financial reports that include:

1. Profit and Loss (P&L) statements that compare budget to actual results on a year-to-date basis for ALLCS;
2. A balance sheet;
3. Ratio and period over period fluctuation analysis that is determined to be useful and relevant; and
4. A narrative that includes highlights of the prior quarter and fiscal year-to-date, as well as analysis of critical fiscal operating areas.

K. Budget and Cash Flow

Revenues: We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools. Our revenue estimates assume we will have no issues meeting our target enrollment in the first and subsequent years. Given the strong demand for an alternative school option, and the current absence of any alternative in the city of Niagara Falls, we feel there will be significant demand for what the charter school will offer. The long charter waiting lists in other parts of Western New York bolster our confidence. Additionally, our dedication to meeting the needs of all types of students as well as the attention to parent / family engagement we plan to implement, give us confident that we will have relatively low attrition rates. If we are unable to meet these goals, we will adjust our hiring plans in order to insure the financial security of the school.

Our expenses assume 100% enrollment. We are using a per-pupil rate of \$10,925 in year one, with 1% increases thereafter. We have conservatively estimated a 2% special needs student population in years 1 and 2. We have included no revenue from fundraising in the budget, but we believe, once chartered, we will be able to raise a substantial amount of donations. We are anticipating CSP grant revenue of \$150,000 in both years 1 and 2. However, if the CSP grant does not materialize, we would still have a net excess of revenues over expenditures.

Expenses: The largest anticipated expense in our budget is payroll and benefits. We have budgeted 6% annual healthcare cost increases along with retirement plan increases of 3%. Additional significant costs are expected to be incurred in the area of facilities (including lease expenses, renovation, and maintenance) and start-up equipment, technology, and curriculum costs. We are also anticipating funding 100% of student meals. The attached budget clearly demonstrates that the school can reach its full capacity and offer a sustainable financial model

once fully enrolled; we recognize, however, the need to be lean during our opening year, given the small student body. As such, several staff positions such as counselors and specialty teachers will not be filled until later years or will be staffed as part time positions in the early going. We intend to keep the administrative staff lean, but sufficient to meet all reporting requirements, in an effort to direct funds towards those working most directly with students.

We have also budgeted \$25,000 for each of the years 1, 2 and 3 as a dissolution reserve.

In our efforts to present a conservative budget and cash flow analysis we have also budgeted an annual “enrollment reserve” expense (in the School Operations – Other Line). That expense is budgeted at \$40,000 in year 1 and escalates to \$90,000 in year 5. This expense is to cover any unanticipated drops in enrollment / revenue.

Pre-Opening

Revenues: We have assumed revenues of \$200,000 from the first year of CSP funding. We also have assumed fundraising / contributions of \$25,000. We think this fundraising target is extremely conservative and we should raise considerably more through fundraising efforts. If the CSP funding does not happen, and our fundraising does not close the gap, we believe we would be able to obtain a loan from whatever entity ultimately facilitates our facility development. The board would also consider reaching out to our many banker contacts to discuss the availability of a line of credit.

Expenditures: Our expenses include salaries for key start up staff, office furniture and supplies, network services and expenses related to teacher and student recruitment.

L. Pre-Opening Plan

Domain	Action	Start Date	End Date	Responsibility
Governance	Ratify bylaws and code of ethics	Jul 2014	Jul 2014	BOT
Governance	Appoint board of officers	Jul 2014	Jul 2014	BOT
Operations	Obtain 501c3 status	Jul 2014	Jul 2014	BOT
Finance	Establish bank accounts	Jul 2014	Jul 2014	BOT
Finance	Complete Initial Statement of Financial Controls	Jul 2014	Aug 2014	BOT
Governance	Recruit Leader of Finance	Jul 2014	Aug 2014	BOT
Finance	Secure start-up grants	Jul 2014	Sep 2014	BOT, FG
Facility	Secure facility; locate property, conduct facility negotiations, execute lease	Jul 2014	Dec 2014	BOT, FG
Finance	Approve fiscal policies and procedures	Aug 2014	Sep 2014	BOT
Facility	Renovation; identify needs, secure contractor, establish timeline, complete punch list	Aug 2014	May 2015	BOT, FG, LOF
Governance	Recruit Head of School	Sept 2014	Oct 2014	BOT

Finance	Contract company to establish payroll and other financial services	Jan 2015	Apr 2015	SBL, BOT
Recruitment	Recruit students; develop and disseminate materials, host open-houses, door-to-door marketing	Jan 2015	Apr 2015	FG, LOF, HoS
Staffing	Recruit school staff; draft job descriptions, develop interview questions, post positions, screening of resumes, interview candidates, observation of model lessons, check references	Feb 2015	Jun 2015	HoS, LOF, FG
Technology	Choose technology infrastructure; request proposals, review options, contract product	Mar 2015	Jun 2015	LOF
Academic	Research and secure online content providers	Mar 2015	Jun 2015	HoS
Academic	Research and secure curriculum resources	Mar 2015	Jun 2015	HoS
Academic	Research and secure standardized assessments	Mar 2015	Jun 2015	HoS
Academic	Prepare Diagnostic Assessment Action Plan	Mar 2015	Jun 2015	HoS
Recruitment	Hold lottery; Secure system with preferences, conduct lottery, inform parents	Apr 2015	Apr 2015	HoS, LOF
HR	Finalize staff pay scale	Apr 2015	Apr 2015	BOT
Finance	Approve budget for FY 15-16	Apr 2015	Apr 2015	BOT
HR	Finalize staff handbook and personnel policies	Apr 2015	Jun 2015	BOT, HoS
Operations	Obtain student records; obtain permission from parents, contact previous schools, etc.	Apr 2015	Jul 2015	HoS
Operations	Secure transportation; contact district, coordinate bus routes and stops, inform parents of options	Apr 2015	Jul 2015	LOF
Facility	Health and Safety Inspections	May 2015	May 2015	LOF
Academic	Prepare school calendar and distribute to families	May 2015	June 2015	HoS
Operations	Secure food service; coordinate with district or coordinate vendor evaluations of kitchen capacity, solicit proposals, select vendors	May 2015	June 2015	LOF
Staffing	Hire school staff; salary negotiations and offer letters	May 2015	Jun 2015	HoS, LOF
HR	Complete fingerprinting and background checks	May 2015	Jul 2015	LOF

Technology	Install technology infrastructure	May 2015	Jul 2015	LOF
Technology	Install Student Management System	May 2015	Jul 2015	LOF
Facility	Obtain certificate of occupancy	Jun 2015	Jun 2015	LOF
Operations	Secure insurance policies	Jun 2015	Jul 2015	LOF
Faculty	Selection, purchase, and setup of supplies, furniture and resources	Jun 2015	Aug 2015	LOF
PD	Prepare initial teacher orientation materials	Jun 2015	Aug 2015	HoS
Operations	Develop and distribute student handbook	Jun 2015	Aug 2015	HoS
Academic	Contract with related service providers	Jun 2015	Aug 2015	HoS
Academic	Develop Scope and Sequence documents	Jun 2015	Aug 2015	HoS
Academic	Develop school grading policy	Jun 2015	Aug 2015	HoS
Facility	Coordinate facility-based services; trash/recycling pickup, staff parking, custodial services	Jul 2015	Jul 2015	LOF
Recruitment	Conduct initial informational session for admitted students	Jul 2015	Jul 2015	HoS, FG
Finance	Establish system to report enrollment of students to school district	Jul 2015	Aug 2015	LOF
Operations	Secure IEPs and student records	Jul 2015	Aug 2015	HoS
Operations	Purchase AEDs and train staff	Jul 2015	Aug 2015	LOF
HR	Development of staff evaluation system; creation of an informal observation rubric, formal observation rubric	Jul 2015	Aug 2015	
Academic	Create lesson plans for first week of school	Aug 2015	Aug 2015	HoS
Facility	Secure Crossing Guard, School Zone signage	Aug 2015	Aug 2015	LOF
PD	Conduct initial teacher orientation	Aug 2015	Aug 2015	HoS
PD	Develop staff professional development plans	Aug 2015	Aug 2015	HoS

BOT – Board of Trustees; FG – Founding Members; HoS – Head of School; LOF – Leader of Operations and Finance

M. Dissolution Plan

ALLCS will work closely with appropriate representatives of the New York State Education Department (NYSED) to develop and implement a dissolution plan that will govern the process of transferring student and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards. Prior to dissolution, ALLCS will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of education programs for their children, including Niagara Falls City district schools, charter schools and nonpublic schools.

The board will designate one trustee and one school employee to oversee the closing of ALLCS from an operational and financial perspective. After an employee termination date is established, ALLCS will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant of any regulation of the New York State Department of Labor. The dissolution plan will provide that all property, which ALLCS has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness.

ALLCS will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the ALLCS's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the Niagara Falls City School District or to the district itself as designated by the Board.

Attachment 1: Admissions Policies and Procedures

Overview of the Admission Policy: The purpose of the Admission and Enrollment Policy is to provide an organized method for determining who is able to enroll in ALLCS in a manner compliant with the law. The Admission and Enrollment Policy also provides the vehicle to ensure that parents of prospective students have the opportunity to learn about the mission of ALLCS and details of the educational program. The Admission and Enrollment Policy contains rules used in the enrollment process of ALLCS.

Student Enrollment: ALLCS is a tuition-free public school. ALLCS is open to all students in Niagara Falls, New York. ALLCS established procedures to ensure that potential students and their families are fully informed of the school's mission, design, and expectations. Once informed, students and their families can choose if ALLCS is best for them. Once a student is enrolled in ALLCS, he/she will not be required to re-enroll for subsequent school years.

Enrollment Procedure: Each year ALLCS will establish an open enrollment window period of time in which the school will accept applications for the coming school year. The enrollment window period shall be set by ALLCS's Board of Trustees prior to January 1 of each year.

Enrollment packets shall be available at ALLCS's main office year round. However, only those packets that are completed (including all required medical records) and received during the enrollment window period will be considered for enrollment in the subsequent school year. Applications received by ALLCS after the close of the enrollment window period will not be considered for admission and will be returned to the applicant.

Student Eligibility: A student is eligible for admission to ALLCS if he or she is a resident of Niagara Falls or lives in a surrounding location. However, should a lottery be necessary, certain students will receive preference in the admissions procedures as required by the Charter Schools Act and as stated in ALLCS's charter.

Selection Procedures: At the close of the enrollment window period, all enrollment packets shall be reviewed to determine if they meet the admissions requirements described above. A qualified applicant will have completed ALLCS's admission procedures, including all forms in the admissions packet and will have supplied all information required by the admissions packet.

If the number of qualified applications exceeds capacity at any grade level, ALLCS shall apply the first level preference to qualified applicants (please see hierarchy of preferences listed below). ALLCS shall make offers of admission and request a written confirmation of acceptance within five (5) days of receipt of a letter of acceptance. If the application of a preference exceeds the school's capacity within a single grade level, ALLCS will conduct a public random drawing within that preference. If space is still available after the application of the first level preference, ALLCS shall apply the next

level of preference. If the application of a preference exceeds the school's capacity within a single grade level, the school will conduct a public random drawing within that preference. This process will be applied beginning with kindergarten and then each successive grade level until ALLCS is at capacity.

All qualified students who are not admitted will be assigned a number (by random lottery) and may be offered admission throughout the year as vacancies become available. ALLCS reserves the right to determine its capacity at each grade level and to reserve spaces within a grade level for, among other things, students that may not be promoted to the next grade level or for students who may be returning in a subsequent year.

If during any open enrollment window period, insufficient enrollment packets are received during the enrollment window period, offers of admission shall be made from the qualified applicants on a first come, first served basis and then another enrollment window period shall be advertised and established. Any student on the waiting list who did not receive an offer of admission during the year will be required to submit an additional enrollment packet in a subsequent year in order to be considered for enrollment in that year.

Open Enrollment

1. Open enrollment is conducted annually to fill places made available by withdrawing students (if any), to fill the entering kindergarten class, and to determine priority on the waitlist for the forthcoming year.
2. The "open" enrollment period is from November 1st until the last Wednesday of school prior to the winter break.
3. Each year, applications will be printed by the school and made available to all parents who request them. Applications will also be posted on the school's web page.
4. The application form will not request information relative to race, parents' place of employment, or social security number.
5. The school will conduct an Open House each November prior to or during the Open Enrollment Period.
6. Open House and the Open Enrollment Period will be advertised in the local media and on the school's web page. The application process will be explained during Open House.
7. All applications must be completed on-line or hand delivered to the school. Applications received by the school will be stamped with the date of receipt,

and a control number matching the receipt will be given to the person delivering the application.

8. All completed applications will remain at the school.
9. If oversubscribed, the school will follow the Public Lottery Procedures to determine acceptances and to establish the order of the waiting list.
10. All applicants are required to submit an application each year (even if an application was submitted in the prior year) during the Open Enrollment Period.
11. All applications received during the Open Enrollment Period will be placed in the Lottery.

Public Lottery

1. For the purposes of the following procedures and rules, "Lottery" shall refer to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
2. All (and only) applications received during the Open Enrollment Period are placed in the Lottery irrespective of preference status.
3. The Lottery will be conducted at ALLCS in public on the second Tuesday in April of each year.
4. The Lottery will be manual, and will be easily understood and followed by all observers.
5. Only one (1) lottery shall be conducted by the school for each grade level.
6. All applications will be entered into an electronic log.
7. For each application submitted during the Open Enrollment Period, a label will be generated from the electronic log with the student's number, expected grade and any applicable preference that will apply.
8. Labels will be sorted by grade and put into containers by grade.
9. Names will be blindly drawn from each container one at a time until all labels have been drawn.

10. As a label with a student name is drawn it will be posted on a large visible chart and numbered in the order in which it is drawn.
11. Display of lottery results will be posted by student name.
12. Once all numbers are recorded, the lottery will be processed to establish the admission order allowing for all appropriate preferences.

New Student and Parent Orientation: A new student parent orientation meeting will be held prior to school beginning. If at least one parent or guardian of a new student fails to attend a new student parent orientation meeting, that student's enrollment may be forfeited.

Preferences

1. All preference categories shall be published prior to the conduct of the Lottery.
2. All Applicants entitled to receive a placement preference shall be identified PRIOR to the Lottery.
3. All Preferences shall be considered in the following hierarchy:
 - Applicant child of a Founding Board Member
 - Applicant child of a current teacher
 - Applicant sibling of a currently enrolled student

Charter Requirements: This policy implements the directives of Section D (Governance / Enrollment Preferences and Processes) and Section H (Admissions Requirements) of the Academy of Learning and Leading Charter.

January 2, 2014
Mr. Bill Clarke, Director
Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke,

I would like to express the support of FranklinCovey Co. for the creation of the Academy of Learning and Leadership Charter School. I truly believe that this school will have a positive influence in the academic and social lives of the children in Niagara Falls, NY.

FranklinCovey our Mission is to enable greatness in people and organizations everywhere. We believe people are inherently capable, aspire to greatness, and have the power to choose.. Principles are timeless and universal, and are the foundation for lasting effectiveness. Leadership is a choice, built inside out on a foundation of character. Great leaders unleash the collective talent and passion of people toward the right goal. Habits of effectiveness come only from the committed use of integrated processes and tools.

I believe that children succeed when community organizations partner with schools to provide support. My organization will partner with the Academy of Learning and Leadership to address the academic, social and emotional needs of the students. Effective social emotional learning helps students develop the fundamental skills to be successful in life. Social emotional learning emphasizes the skills we all need to handle ourselves, our relationships, and our work constructively and ethically. The Leader in Me provides students with fundamental life skills by focusing on five core competencies: self-management, self-awareness, responsible decision making, relationship skills, and social awareness.

The Leader in Me also draws on the world-class content and tools of FranklinCovey, including The 7 Habits of Highly Effective People®, which staff, students, and parents adopt as a common language and framework to infuse effective social emotional practices. The Leader in Me applies the following seven habits:

- Habit 1: Be Proactive: You are in Charge
- Habit 2: Begin with the End in Mind: Have a Plan
- Habit 3: Put First Things First: Work Before You Play
- Habit 4: Think Win-Win: Everyone Can Win
- Habit 5: Seek First to Understand, Then to Be Understood: Listen Before You Talk
- Habit 6: Synergize: Together Is Better
- Habit 7: Sharpen the Saw: Balance Feels Best

Social emotional skills include recognizing and managing our emotions (Habit 1), developing caring and concern for others (Habit 5), establishing positive relationships (Habit 6), making responsible decisions (Habit 2), and handling challenging situations

effectively and morally (Habit 4). They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

The Leader in Me is a school-wide process that develops staff and students as leaders and thereby transforms the culture and performance of the school. Schools seamlessly integrate leadership development into daily curriculum and activities and create a culture where every student is encouraged to set and achieve meaningful goals, be a positive influence on others, and use his or her individual gifts.

The Leader in Me provides a framework for school improvement informed by social emotional learning. Teaching these skills helps create and maintain safe, caring learning environments. The Leader in Me provides sequential and developmentally-appropriate instruction in these skills. They are implemented in a coordinated manner, school-wide, from preschool through high school. Lessons are reinforced in the classroom, during out-of-school activities, and at home. Educators receive ongoing professional development in The Leader in Me, and families and schools work together to promote children's social, emotional, and academic success.

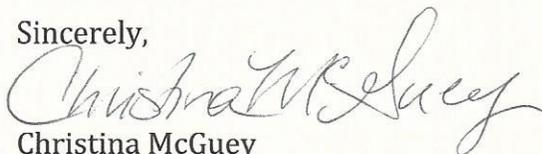
The results of implementing The Leader in Me are far-reaching and highly impactful. Schools consistently report the following:

- Decreased student discipline referrals
- Elevated student achievement
- Increased staff collaboration and morale
- Raised parental involvement and satisfaction
- Increase in Community and Business Engagement
- Increase in Positive School Culture

Beyond these measures, most importantly students at The Leader in Me schools are equipped with the self-confidence, skills, and attitudes to be leaders in the 21st century.

I look forward to the opening of the Academy of Learning and Leadership so that this partnership can be a reality. If you have any further questions, please call me at Christina.mcguey@franklincovey.com or 585.683.1067.

Sincerely,



Christina McGuey
Education Client Partner NY, NJ
FranklinCovey Co.



NIAGARA COUNTY COMMUNITY COLLEGE

3111 SAUNDERS SETTLEMENT ROAD, SANBORN NY 14132-9460
PHONE 716-614-6222 • FAX 716-614-6700
WWW.NIAGARACC.SUNY.EDU

January 27, 2014

Mr. Bill Clarke, Director
Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke,

Please acknowledge this letter as a statement of support from the Education Department at Niagara County Community College for the creation of the Academy of Learning and Leadership Charter School in Niagara Falls, New York. The design of this school is tailored to meet the high academic and social needs that the students of Niagara Falls are faced with daily. This school will give the parents of Niagara Falls an option that has historically been ignored.

The Education Department at Niagara County Community College has a long history of supporting child-centered innovations in schools. Our Jointly Registered programs with Buffalo State College in Childhood Education and with Niagara University in Teaching English to Speakers of Other Languages, highlight the importance of developing educational initiatives that promote enhanced student learning. We have been a partner with several local schools as they have instituted innovative approaches to teaching and learning.

We have been involved in offering a variety of principle-based leadership experiences to our teacher candidates. We continue to build on the foundation created by the work of Dr. Stephen Covey in his best selling work, *The 7 Habits of Highly Effective People*. Our students study *The Leader in Me* approach and observe and assist in local schools that are implementing these concepts. It would be a tremendous opportunity for future teachers to be closely involved in a charter school that has leadership as one of its core components. We would be proud to have our students complete field placement requirements in this charter school.

As a Professor of Education at Niagara County Community College, I will advise and support the administration and teachers to ensure that the students who attend this school succeed. As our College continues to develop principle-based leadership in our students, there will be numerous opportunities for a partnership between the Academy of Learning and Leadership Charter School and the College. The establishment of this school will be a win for the students who attend, their families, and the community at large.



February 19, 2014

Mr. Bill Clarke, Director
Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke,

I would like to express the support of Project Future, WNY for the creation of the Academy of Learning and Leadership Charter School. I truly believe that this school will have a positive influence in the academic and social lives of the children in Niagara Falls, NY.

Project Future's mission is "*working together for a better tomorrow*". When our organization met with the founding members of ALL Charter School we found a common ground in preparing leaders for tomorrow. Their strong foundation in The Leader in Me process works hand in hand with the skills and strategies we teach children through martial arts. Currently our organization holds classes and presentations throughout the county to promote wellness and self-discipline. Through our partnership with ALL Charter School, we plan to continue to provide support for the families and children in the Niagara Falls community, with an emphasis on respect, humility, self-respect, honor and courage.

I believe that children succeed when community organizations partner with schools to provide support. My organization will partner with the Academy of Learning and Leadership to address the academic, social and emotional needs of the students.

I look forward to the opening of the Academy of Learning and Leadership so that this partnership can be a reality. If you have any further questions, please call me at [716-694-9571](tel:716-694-9571).

Sincerely,

Robert Heisner

Director

Project Future WNY

Small World Child Care

6930 Williams Road
Wheatfield, New York 14304
Phone : 716-297-4200
Fax : 716-297-4212



3793 Commerce Court
Wheatfield, New York 14120
Phone : 716-692-3113
Fax : 716-692-9678

January 14, 2014

Mr. Bill Clarke, Director
Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke,

I would like to express the support of Small World Too Child Care for the creation of the Academy of Learning and Leadership Charter School. I truly believe that this school will have a positive influence in the academic and social lives of the children in Niagara Falls, NY.

Our mission at Small World Too is to provide quality, developmentally appropriate programs for children in a safe, secure environment. Through our child sensitive program we encourage and enhance all aspects of a child's development. At Small World we recognize that young children are very special people with unique personalities and individual needs. After meeting with a founding member of ALL Charter School, I believe that our mission for children is the same. As the State Standards have changed, we have adjusted our Pre-K curriculum to be grounded in early literacy. One of the pillars of ALL Charter School, Early Literacy Acceleration, is a common ground that we share. Our students leave Small World prepared with the literacy skills needed in today's Kindergarten classrooms. I am confident that the work we put in at the Pre-K level can be built up beyond our wildest expectations if our students were to continue their education at the Academy for Learning and Leadership Charter School.

I strongly believe that children succeed when community organizations partner with schools to provide support. My organization will partner with the Academy of Learning and Leadership to address the academic, social and emotional needs of the students. Our child care center will support and recommend Pre-K families to consider charter school options, such as ALL Charter School, for their child.

I look forward to the opening of the Academy of Learning and Leadership so that this partnership can be a reality. If you have any further questions, please call me at 716-628-8091

Sincerely,

A handwritten signature in black ink that reads "Katherine Edwards". The signature is written in a cursive style with a large, looping "E" at the end.

Katherine G. Edwards
Owner



President/CEO
Anne D. Constantino

Administrative Office
3020 Bailey Avenue, 2nd Floor
Buffalo, NY 14215
716.831.1800

- Bailey Kensington**
3020 Bailey Avenue
Buffalo, NY 14215
716.831.0200
- Bailey LaSalle**
3297 Bailey Avenue
Buffalo, NY 14215
716.833.3622
- Batavia**
314 Ellicott Street
Batavia, NY 14020
585.815.0247
- Boulevard**
1370 Niagara Falls Boulevard
Tonawanda, NY 14150
Addictions 716.833.3708
Mental Health 716.833.3792
- City Market**
1750 Pine Avenue
Niagara Falls, NY 14301
716.505.1060
- East Amherst**
6495 Transit Road
Suite 800
East Amherst, NY 14051
716.418.8531
- Hertel Elmwood**
699 Hertel Avenue
Suite 350
Buffalo, NY 14207
716.831.1977
- Horizon at Niagara Falls
Memorial Medical Center**
620 Tenth Street
7th Floor, Suite 702
Niagara Falls, NY 14301
716.285.0637
- Lockport**
36 East Avenue
Lockport, NY 14094
716.433.2484
- Main Amherst**
60 East Amherst Street
Buffalo, NY 14214
716.418.8655
- Niagara Falls**
6520 Niagara Falls Boulevard
Niagara Falls, NY 14304
716.283.2000
- Orchard Park**
3045 Southwestern Blvd
Suite 109
Orchard Park, NY 14127
716.662.6802
- Sanborn**
6321 Inducon Drive East
Sanborn, NY 14132
716.650.5550
- Summer Street**
11 Summer Street
Buffalo, NY 14209
716.834.6401
- Tonawanda**
37 Niagara Street
Tonawanda, NY 14150
716.831.1850
- Union Losson**
2563 Union Road
Suite 800
Cheektowaga, NY 14227
716.668.7622

January 14, 2014

Mr. Bill Clarke, Director
Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke:

I would like to express the support of Horizon Health Services for the creation of the Academy of Learning and Leadership Charter School. I truly believe that this school will have a positive influence in the academic and social lives of the children in Niagara Falls, NY.

Our mission at Horizon is: Recovery. Changing Lives. Saving Lives. We believe that children succeed when community organizations support other organizations with similar goals. My organization will support the Academy of Learning and Leadership to address the academic, social and emotional needs of the students.

I look forward to the opening of the Academy of Learning and Leadership so that this partnership can be a reality. If you have any further questions, please call me at 716-831-1800.

Sincerely,

Anne D. Constantino
President/CEO
Horizon Corporations

ADC/pc





NIAGARA COUNTY LEGISLATURE
COURTHOUSE
175 HAWLEY STREET
LOCKPORT, NY 14094
(716) 439-7002

Owen T. Steed
Legislator
4th District
2907 Aaron Griffin Way
Niagara Falls, NY 14305
(716) 990-6518

January 29, 2014

Mr. Bill Clarke, Director
Charter Schools Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

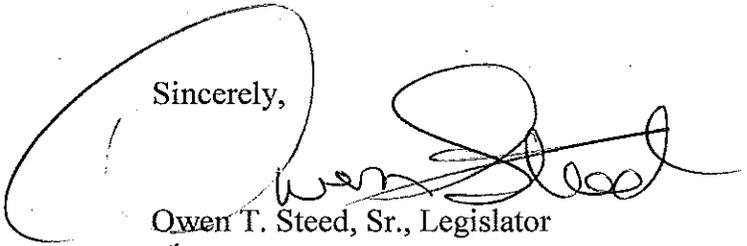
Dear Mr. Clarke:

I am writing you today to express my support for the creation of the Academy of Learning and Leadership Charter School. I firmly endorse their mission to educate our children both academically, as well as socially and emotionally.

As the 4th District Niagara County Legislator, I recognize the need for a school that all students will have the opportunity to receive and exemplary education in this community. It is vital that Niagara Falls, New York becomes the home to ALL. Through its unique design, All is tailored to meet the needs of the children in this area.

I am in full support of the Academy's mission, vision and values of educational greatness and social emotional growth. Please consider my recommendation that the application for the creation of the school be approved.

Sincerely,



Owen T. Steed, Sr., Legislator
4th District-Niagara County

All Charter School Facebook Page

Academy of Learning and Leadership Charter School
179 likes · 7 talking about this

Education
Academy of Learning and Leadership (ALL) Charter School is being developed to serve the youth of the Niagara Falls, NY school district in Niagara County.

About – Suggest an Edit

Recent Posts by Others

Nicole Holland
Looking forward to see this come to fruition for our young learners!
Like · Comment · March 10 at 8:58pm
Academy of Learning and Leadership Charter School likes this.

Catrina Coffey
<http://www.allcs.org/>
Like · Comment · February 28 at 10:14pm via mobile

Catrina Coffey
<http://m.bizjournals.com/buffalo/blog/2014/02/effort-underway-to-establish-first.html?ana=fbk&r=full>
Like · Comment · February 28 at 10:12pm via mobile

Catrina Coffey
<http://www.niagara-gazette.com/local/x1196464644/Charter-group-to-meet/?state=taberU>
Like · Comment · February 28 at 10:09pm via mobile
Venna Laurendi Haak likes this.

Academy of Learning and Leadership Charter School
March 1

Thank you to all the members of the Niagara Falls community for coming out today to listen at our informational session. We also thank you for your patience with relocating due to the large crowd. We recognize the importance of responding to your questions in a timely manner and will be posting answers to all questions asked within the next week. If you did not have a chance to make a comment or ask a question, you are welcomed to send an email through our website at www.allcs.org. We are grateful for the support.

Like · Comment · Share

Megan Battista and 2 others like this.

Write a comment...

Academy of Learning and Leadership Website

The screenshot shows the website's navigation menu (HOME, ABOUT OUR SCHOOL, OUR PARTNERS, RESOURCES, CONTACT US) and contact information (Phone: 716-725-8508, Email: info@allcs.org). The main content area features a group photo of diverse students and three key program areas: Data Driven Instruction, Early Acceleration of Literacy Skills, and Educating the Whole-Child. Each area includes a brief description and a 'More info...' link.

This document represents the answers provided to the attendees of the March 1st, 2014 community outreach held by several founding members of the Academy of Learning and Leadership at the Niagara Falls Public Library. These questions are presented herein as they were asked. These are not intended to be official verbatim quotes or meeting minutes and should be taken as conversational responses to those questions presented by the audience at the event.

Rationale for Location
Why Niagara Falls?

- The City of Niagara Falls does not have a charter school option within the city limits for parents.
- Having a charter school within city limits will bring revenue to the city through property taxes, additional employment opportunities, and partnerships with local businesses.
- The one charter school in Niagara County, Niagara Charter School, is located in the Niagara Wheatfield School District and has a waiting list.
- This could entice people to move to Niagara Falls who may not have otherwise done so.
- Students who are successful at a charter school will be assets to the larger community.
- Families deserve to have a choice regarding the education that their children receive.

Why do you think we need a charter school?

- According to 2013 Business First rankings, only 1 of the Niagara Falls City School District (NFCSD) was in the top 50% compared to other Western New York Schools.
- According to 2013 Business First rankings, NFCSD ranked 411th out of 429 districts.
- NFCSD is underperforming in comparison to the state average in both ELA and Math for grades 3-5 in the years between 2010-2011 and 2012-2013.
- In 2012-2013, NFCSD performed worse than their Niagara County peers in ELA and Math in every grade in every school except one for 3rd-5th grades.
- All NYS students in grades 3-4 performed nearly twice as well as grades 3-4 NFCSD students in 2012-2013 on the NYS ELA and Math Assessments.
- All NYS students in grade 5 performed over twice as well as grade 5 NFCSD students in 2012-2013 on the NYS ELA and Math Assessments.

Has anyone asked for one?

- Through surveys and questions conducted in the community from the past year, multiple residents and parents have voiced their desire for a charter school in the city.
- In the past year, approximately 200 residents have signed a petition in support of ALL.

Questions asked at our March 1st Informational Session were answered on our website

Location
Do you have a location/building yet?
Where is the intended location?

- At this current time, a set location has yet to be determined. The board is working with several real estate agents and a group of developers to locate a building.

Connections/Partnerships
Can you confirm your connection with Department of Social Services?

- There is currently no connection with the Department of Social Services.
- Once we are approved as a Charter School, we hope to partner with any and all community organizations in order to provide families with the information that they need in order to become a part of our school community.

Have you been in contact with daycare centers?

- As part of the public outreach section of our application, members did contact daycare centers. Employees and parents were approached about their opinion of a creation of new charter school in the area and given the opportunity to sign a petition.

The screenshot shows the 'Contact Us' page with the website's logo and contact information. Below the header, there is a text prompt: 'Are you interested in signing the petition to express an interest in starting a charter school in Niagara Falls? Contact us- we would love to meet with you and/or any community groups you are a part of!'. This is followed by a form with fields for Name, Email Address, Phone Number, and Message, and a 'Submit Form' button.

Electronic form is also offered for those looking to know more about and share input regarding ALL Charter School

Informational Pamphlet Distributed at Outreach Events

The Academy of Learning and Leadership (ALL) Charter School believes that all students should have the opportunity to receive an exemplary education regardless of where they live or how much money they have.

We believe that ALL will build success for all students through the collaborative efforts of our staff and community.



ALL Charter School will be located in the City of Niagara Falls, N.Y.



ACADEMY
OF LEARNING
AND LEADERSHIP

For more information on ALL Charter School
Phone: 716-725-8508
E-mail: ALLcharterschool@gmail.com

ACADEMY
OF LEARNING
AND LEADERSHIP



“Where a community, working together, with high expectations leads to excellence for ALL”

What are Charter Schools?

Charter schools are secular, tuition-free public schools that are operated as independent education corporations. Charter schools are financed through public local, state, and federal funds but are independent of public school district boards of education. Charter schools, as defined in New York, are intended to achieve the following objectives:



Charter Schools are intended to improve student learning and achievement.

- Improve student learning and achievement
- Increase learning opportunities for all students, with a special emphasis on students who are at-risk of academic failure
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for educators
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system
- Provide schools with a method to change from rule-based to performance-based accountability systems.

Frequently Asked Questions by Charter School Applicants to the New York State Board of Regents. (2013). Retrieved from <http://www.p12.nysed.gov/pdfs/documents/2013CharterSchoolApplicationQ01032013.pdf>

What Makes The Academy of Learning and Leadership Charter School Different?

Data-Driven Instruction

ALL Charter School embraces each student's unique qualities. We recognize that each student grows and learns in their own timeframe. Data-driven instruction allows the opportunity for targeted instruction based on the student's own successes and struggles. In place of the traditional model where students remain with one homeroom teacher throughout the year, we will utilize frequent progress monitoring and data analysis in order to provide students with flexible grouping/regrouping based on their current needs to ensure they are getting the most



Student success is maximized through the use of data-driven instruction.

Acceleration of Early Literacy Skills

Research shows that it is essential to provide access to and strong instruction in literacy from as early an age as possible, as literacy starts at birth (Grumann 2010). Additionally, as students progress through their academic careers, what starts as a slight reading delay can build to deficiencies that impact all areas of student learning in later elementary years and beyond. The Academy of Learning and Leadership recognizes the importance of prevention before a child even walks through our doors.

It is our intention to partner with child care centers and other early learning centers in order to provide parents with the skills that they need in order to help their children at home. Additionally, we plan to provide parent education classes for parents of students at our school and in the community in order to help provide the resources needed to emerge students in a literacy rich environment from their earliest ages. It is our belief that every parent wants their child to be the best they can be, but many parents may need to be equipped with the tools to help their children achieve success. Additionally, the use of Reader's and Writer's Workshop at ALL Charter School will help to accelerate every student's ability to read and write.

Educating the Whole-Child with The Leader in Me

ALL Charter School believes that we must educate the whole child by also meeting students' social and emotional needs. Implementation of the Leader in Me program, which takes the principles of Dr. Stephen Covey's best-selling book, *The Seven Habits of Highly Effective People* and integrates them into the elementary school curriculum, will allow ALL to educate the whole child. Students will learn powerful collaboration and communication skills to facilitate their leadership, thereby taking ownership of their part in the academic setting. The Leader in Me equips students with the self-confidence and skills, such as leadership, accountability, adaptability, initiative, and problem solving, to make them highly competitive in today's marketplace.

What is the leader in me. (n.d.). Retrieved from <http://www.theleaderinme.org/what-is-the-leader-in-me/>

ACADEMY OF LEARNING AND LEADERSHIP

Where a community working together with high expectations leads to excellence for ALL



Screenshots of the 10 page White Paper shared on the website and with interested parties about the Academy of Learning and Leadership

The team of educators working on the creation of the Academy of Learning and Leadership (ALL) Charter School has summarized for interested parties the basic principles of the school we are proposing. Included in this informational document are:

1. The three pillars of ALL (p. 1-5)
2. Ways that you can support the creation of ALL (p. 2)
3. The pedagogical approaches for English Language Arts (ELA) and Math (p. 5-6)
4. Frequently Asked Questions and Answers regarding charter schools in NYS (p. 6-8)

At the heart of this endeavor is the question, "Why start a charter school?" As some background, charter schools are non-traditional public schools that are designed to target specific needs of students in specific ways, the goal of which is to offer an education that exceeds what would be available to students in a traditional public school.

More specifically, we are looking to start a charter school because we believe that all students should have the opportunity to receive an exemplary education regardless of where they live or how much money they have. This really is the goal of school choice. Unfortunately, the reality is not as easy as opening up a school. Indeed, while it is not easy to start a charter school, keeping it open is even more challenging because doing so requires dedication to ensuring that even when faced with financial, political, and social hurdles, students' success is the unwavering priority.

The Academy of Learning and Leadership (ALL) Charter School is not looking to open in spite of this, but because of this. We believe that ALL will build success for all students through the collaborative

efforts of all involved (see page 7 for specific ways you can become involved!)

THE THREE PILLARS OF ALL: What Makes the Learning and Leadership Different?

When it reaches its full capacity, our school will serve students in grades K-6. With that in mind, our school has three features that make it unique.

1. First, we are looking to create a school that uses data to drive instruction so that all students in our school will receive personalized education opportunities from teams of, rather than individual, teachers.
2. Second, we will utilize best practices to proactively provide every child with access to strong early literacy skills in collaboration with parents and the community.
3. Finally, we are committing to the educational needs of the whole child with a core philosophy of *The Leader in Me*—"a whole-school transformation model" ("What is the Leader in Me," n.d.) based on the work Dr. Steven R. Covey, the author of the book, *The 7 Habits of Highly Effective People*. *The Leader in Me*



Screenshots of Public Notice and Press related to the Academy of Learning and Leadership

reply | prohibited | Posted: 7 minutes ago

★ 3/1: Academy of Learning & Leadership Charter School Outreach (1425 Main St, Niagara Falls, NY)

Informational Meeting:



ACADEMY OF LEARNING AND LEADERSHIP

JOIN US: 2:00pm—3:00pm,
Saturday March 1, 2014
Where: Niagara Falls Public Library
1425 Main Street, Niagara Falls, NY

The Academy of Learning and Leadership Charter School is a proposed, new public school that will serve children grades K-6 in the City of Niagara Falls. We plan to open in the Fall of 2015 with Kindergarten and First Grade classrooms.

LEARN ABOUT OUR MISSION | Q&A WITH OUR BOARD MEMBERS AND FOUNDED TEAM | FIND US ON FACEBOOK!

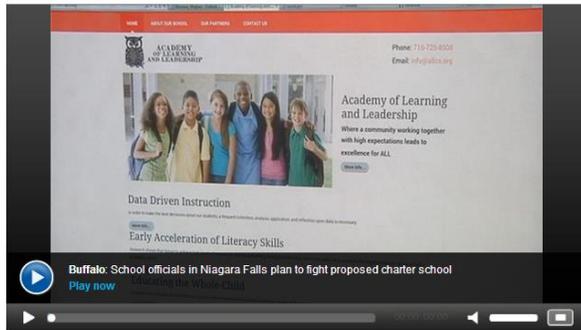
The Academy of Learning and Leadership Charter School is working on an application to open a K-5 (eventually to the 6th grade) charter school in downtown Niagara Falls beginning in the Fall of 2015.

BUFFALO

School officials in Niagara Falls plan to fight proposed charter school

By: Meg Rossman 02/28/2014 07:21 PM

Text size: + -



Academy of Learning and Leadership
When a community working together with high expectations leads to excellence for ALL.

Data Driven Instruction
Early Acceleration of Literacy Skills

Buffalo: School officials in Niagara Falls plan to fight proposed charter school
Play now

NIAGARA FALLS, N.Y. — There could be a new school in town.

OVERNIGHT	MORNING	DAYTIME	EVENING
10s	20s	30s	20s

TOE TO TOE

CANELO VS. SANGULO

Canelo vs. Angulo
Live on Pay-Per-View!
Saturday, March 8th
9PM ET/6PM PT

LEARN MORE >

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Local Media about The Academy of Learning and Leadership

Feb 14, 2014, 4:05pm EST **UPDATED:** Feb 21, 2014, 3:00pm EST

Effort underway to establish first charter school in Niagara Falls

Dan Miner

Reporter- *Business First*

[Email](#) | [Twitter](#) | [LinkedIn](#) | [Google+](#)

A “founding group” of educators, parents and business officials plan to start the first charter school in the city of Niagara Falls.

The group submitted a letter of intent to the state Education Department for a K-5 school called the Academy of Learning and Leadership Charter School.

If NYSED approves the letter, a full application will be due March 21 with the goal of starting kindergarten and first-grade classes in fall 2015.

The school’s media contact, [Megan Battista](#), could not be reached but the school’s letter of intent does provide substantial detail on the initial plan.

A five-year charter would allow the school to expand by one grade each year until it has 452 children from K-5. No building has been identified, though the application said it will be in the city of Niagara Falls.

Sources close to the initiative said several sites are being considered for an initial lease, which would be funded by a startup grant the state affords new charter schools.

They said the school will serve as an alternative for families who don’t want to send their kids to Niagara Falls public school but can’t afford private or parochial education.

Academically, the school will include a specialized focus on early literacy and data-driven instruction.

“Using data-driven instruction and early, accelerated literacy, (the school) has committed to excellence for each student by providing a variety of learning experiences to meet each student’s needs,” the letter states.

“Accordingly, we are dedicated to continuously evaluating and realigning the school’s curriculum so that it meets and exceeds the Common Core Learning Standards.”

Wheatfield-based Niagara Charter School, a K-6, is currently the only charter in Niagara County. Officials have said there is a waiting list to be enrolled there. Its state-mandated limit on students is 350.

A public meeting about the new school will be held March 1 at the Niagara Falls library.

An initial board of trustees will consist of [Daniel Bobbett](#), a local attorney; [Catrina Coffey](#), a former educator who works at the Niagara Falls Air Reserve Station; [Joel Colombo](#), president and co-founder of Amherst-based 360 PSG Inc.; [J. Kincaid](#), a local accountant; [Amy Lawrence](#), associate executive director for Literacy NY Buffalo-Niagara Inc.; [Jillian Onesi](#), administrative assistant at Niagara Falls Public Library; [Ned Perlman](#), a senior contract administrator at Health Management Group and [Kate Sarata](#), executive director of The Service Collaborative of WNY Inc.

Charter school could open in Niagara Falls

By Lou Raguse, News 4 Reporter Updated: Monday, March 3, 2014, 10:19 am Published: Sunday, March 2, 2014, 4:03 pm

NIAGARA FALLS (WIVB) - Niagara Falls could get an elementary charter school.

A founding group of educators, parents, and business officials hope to start what would be the city’s first charter school.

It is called ALL, or the Academy of Learning and Leadership

There was a public meeting about the school Saturday.

“We looked around Western New York to see where charter schools had already opened, and Niagara Falls, the City, they don’t have one so that was intriguing to us,” said Catrina Coffey, a founding member.

If it becomes a reality, the school could be open by fall of 2015.

Thursday March 27 , 2014

Aaron Besecker

The Buffalo News.com (/)

City & Region

Published: March 4, 2014, 11:07 AM

Updated: March 4, 2014, 11:07 AM

Plans moving forward for first charter school in Niagara Falls

BY : Aaron Besecker (mailto:abesecker@buffnews.com)

NIAGARA FALLS - A group of parents and other community members is moving forward with a plan to open a charter school in the city .

The school would be called the Academy of Learning and Leadership Charter School, and a full application to the State Education Department is due near the end of the month.

While Niagara Falls residents are already eligible to send their children to Niagara Charter School in Wheatfield, this would be the first charter school within the city limits.

In the group’s letter of intent submitted to the state, the plan calls for the school to open with kindergarten and first grade in the fall of 2015. Every year, another grade would be added until fifth grade students enter in the fall of 2019.

Enrollment at the school is projected to be 132 in the first year of operation, with an enrollment of 452 by the time fifth grade is added.

The lead applicant for the school is Niagara Falls resident Catrina Coffey , a mother of two who works at the Niagara Falls Air Reserve Station. She was previously an elementary school teacher who taught in private and charter schools, as well as for the Erie 1 Board of Cooperative Educational Services. She would also serve as secretary of an initial board of trustees for the school, according to the group’s letter of intent.

The board of trustees would also include: Daniel Bobbett, an attorney with Zdarsky , Sawicki & Agostinelli; Joel Colombo, president and co-founder of 360 PSG Inc.; Brian Ellsworth, small business owner; J. Kincaid, an accountant with Lougen, Valenti, Bookbinder & Weintraub; Amy Lawrence, associate executive director of Literacy NY Buffalo-Niagara Inc.; Jillian Onesi, an administrative assistant at Niagara Falls Public Library ; Ned Perlman, senior contract administrator at Health Management Group; and Kate Sarata, executive director of The Service Collaborative of WNY Inc.

The “founding group” of the school also includes other educators and parents: Elizabeth Turner, Stephanie Miranda, Julia Barlow, Megan Battista and Shannon Piazza.

In its letter of intent, the school’s proposed mission “is to foster every child’s fullest potential by providing a rigorous academic program that is driven by research, data and collaborative reflection to empower students to become life-long learners, great citizens and future leaders.”

The school’s academic program will be “driven by data,” and will focus on early literacy , officials said in their letter.

No specific site for the school is mentioned in the letter.

The full application is due March 28 and would be on track for a decision by the state Board of

Regents in June.

Admission to the school would be done via lottery .

An email and phone message for the group's spokesperson were not returned.

email: abesecker@buffnews.com

Niagara Gazette

February 28, 2014

Charter group to meet

Staff Report

Niagara Gazette

Niagara Gazette — The founding members of the proposed Academy of Learning and Leadership will be holding an informational meeting today at the Niagara Falls Public Library.

The meeting will serve to provide information to members of the public who are interested in learning more about plans for the school.

According to Catrina Coffey, who is the lead applicant in the approval process and would serve as the board secretary if the application is approved, said the proposed school would focus on three “pillars” of education: early literacy, data-driven instruction and creating student leaders.

“The meeting is just an introduction into what steps we’ve taken so far and what steps we will take in the future,” Coffey said. “There will be seven of us (founding members) presenting.”

The members will field questions from the audience and provide basic information regarding what the school will offer and how interested students could apply to attend.

If the Academy of Learning and Leadership gets approved, it would be located in the City of Niagara Falls. The school would teach kindergarten and first grade school for the first year, after that the plan is to expand programming to serve grades K-6.

A letter of intent for the school was approved last week. The next step is to submit a full application by the end of March. According to Coffey, the response from the public thus far has been positive.

“So far, the events in which we’ve solicited feedback no one hasn’t been interested,” she said. “Two hundred community members signed (a petition) to say they are interested.”

The meeting will be held from 2 to 3 p.m. in the library’s meeting room.

Attachment 3a: Sample Daily Schedules

Sample Daily Schedule for Students in Kindergarten through Third Grade

Time	Day A	Time	Day B	Day C	Day D	Day E	Day F
8:40-9:00	Breakfast/Arrival	8:40-9:00	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival
9:00-9:30	School Wide Community Meeting	9:00-9:20	Morning Meeting (Calendar, interactive writing, shared reading)				
9:30-9:50	Morning Meeting (Calendar, interactive writing, shared reading)	9:20-9:40	Word Study				
9:50-10:10	Word Study	9:40-10:40	Reader's Workshop				
10:10-10:40	Reader's Workshop						
10:40-11:25	Leadership through the Arts	10:40-11:25	Leadership through the Arts	PE	Leadership through the Arts	PE	Leadership through the Arts
11:25-11:55	Reader's Workshop	11:25-11:55	Content Literacy (Science/Social Studies)	Content Literacy (Science/Social Studies)	Content Literacy (Science/Social Studies)	Content Area (Science/Social Studies)	Content Area (Science/Social Studies)
11:55-12:25	Lunch	11:55-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-12:45	Read Aloud	12:25-12:45	Sharpening Saw	Read Aloud	Sharpening Saw	Read Aloud	Sharpening Saw
12:45-1:45	Math Workshop	12:45-1:45	Math Workshop				
1:45-2:30	Writer's Workshop	1:45-2:30	Writer's Workshop				
2:30-3:10	Rtl	2:30-3:10	Rtl	Rtl	Rtl	Rtl	Rtl
3:10-3:30	Dismissal	3:10-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Sample Daily Schedule for Students in Fourth Through Sixth Grade

Time	Day A	Time	Day B	Day C	Day D	Day E	Day F
8:40-9:00	Breakfast/ Arrival	8:40-9:00	Breakfast/ Arrival	Breakfast/ Arrival	Breakfast/ Arrival	Breakfast/ Arrival	Breakfast/ Arrival
9:00-9:30	School Wide Community Meeting	9:00-10:00	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
9:30-10:30	Reader's Workshop	10:00-11:30	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
10:30-11:30	Math Workshop						
11:30-12:15	PE	11:30-12:15	Leadership through the Arts	PE	Leadership through the Arts	PE	Leadership through the Arts
12:15-12:45	Lunch	12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:05	Read Aloud	12:45-1:05	Sharpening Saw	Read Aloud	Sharpening Saw	Read Aloud	Sharpening Saw
1:05-1:50	Math Workshop	1:05-1:50	Content Literacy (Science/ Social Studies)	Content Literacy (Science/ Social Studies)	Content Literacy (Science/ Social Studies)	Content Literacy (Science/ Social Studies)	Content Literacy (Science/ Social Studies)
1:50-2:35	Writer's Workshop	1:50-2:35	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
2:35-3:10	Rtl	2:35-3:10	Rtl	Rtl	Rtl	Rtl	Rtl
3:10-3:30	Dismissal	3:10-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Sample Daily Schedule for Teachers in Kindergarten through Third Grade

Time	Day A	Time	Day B	Day C	Day D	Day E	Day F
7:50-8:35	Collaborative Planning Time	7:50-8:35	Collaborative Planning Time				
8:40-9:00	Breakfast/Arrival	8:40-9:00	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival
9:00-9:30	School Wide Community Meeting	9:00-9:20	Morning Meeting (Calendar, interactive writing, shared reading)				
9:30-9:50	Morning Meeting (Calendar, interactive writing, shared reading)	9:20-9:40	Word Study				
9:50-10:10	Word Study	9:40-10:40	Reader's Workshop				
10:10-10:40	Reader's Workshop						
10:40-11:25	Collaborative Planning Time	10:40-11:25	Collaborative Planning Time				
11:25-11:55	Reader's Workshop	11:25-11:55	Content Literacy (Science/Social Studies)				
11:55-12:25	Lunch	11:55-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:25-12:45	Read Aloud	12:25-12:45	Sharpening Saw	Read Aloud	Sharpening Saw	Read Aloud	Sharpening Saw
12:45-1:45	Math Workshop	12:45-1:45	Math Workshop				
1:45-2:30	Writer's Workshop	1:45-2:30	Writer's Workshop				
2:30-3:10	Rtl	2:30-3:10	Rtl	Rtl	Rtl	Rtl	Rtl
3:10-3:30	Dismissal	3:10-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Sample Daily Schedule for Teachers in Fourth Through Sixth Grade

Time	Day A	Time	Day B	Day C	Day D	Day E	Day F
7:50-8:35	Collaborative Planning Time	7:50-8:35	Collaborative Planning Time				
8:40-9:00	Breakfast/Arrival	8:40-9:00	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival	Breakfast/Arrival
9:00-9:30	School Wide Community Meeting	9:00-10:00	Reader's Workshop				
9:30-10:30	Reader's Workshop	10:00-11:30	Math Workshop				
10:30-11:30	Math Workshop						
11:30-12:15	Collaborative Planning Time	11:30-12:15	Collaborative Planning Time				
12:15-12:45	Lunch	12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:05	Read Aloud	12:45-1:05	Sharpening Saw	Read Aloud	Sharpening Saw	Read Aloud	Sharpening Saw
1:05-1:50	Math Workshop	1:05-1:50	Content Literacy (Science/Social Studies)				
1:50-2:35	Writer's Workshop	1:50-2:35	Writer's Workshop				
2:35-3:10	Rtl	2:35-3:10	Rtl	Rtl	Rtl	Rtl	Rtl
3:10-3:30	Dismissal	3:10-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Attachment 3b: First Year Calendar

ALL Charter School 2015-2016

August-15						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Total: 0 days

September-15						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total: 13 days

October-15						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Total: 21 days

November-15						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Total: 18 days

December-15						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total: 17 days

January-16						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Total: 19 days

AUGUST
8/24-9/4/15- Teachers PD Week

SEPTEMBER
7- Labor Day- NO SCHOOL
8th & 9th -Superintendent Days
10- School Begins

OCTOBER
12-Columbus Day- NO SCHOOL
13- 1/2 Day for Students

NOVEMBER
11-Veteran's Day Observed- NO SCHOOL
17th- 1/2 Day for Students
27-28-Thanksgiving Break- NO SCHOOL

DECEMBER
24th- 31st -Winter Recess - NO SCHOOL

JANUARY
1- New Year's Day- NO SCHOOL
5th- School Resumes
18-Martin Luther King Day- NO SCHOOL
19th- 1/2 Day for Students

February-16						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

Total: 18 days

March-16						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total: 18 Days

April-14						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Total: 19 Days

May-16						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Total: 20 days

June-16						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Total: 17 Days

Total=	180- Student Days
	3- Superintendent Day
Total Students Days:	183
Total=	191 Teachers Days
	12- Professional Development Days

FEBRUARY
15th- President's Day
16th- Teacher Compensation Day
17th-Superintendent Day

MARCH
15th- 1/2 Day for Students
25th- April 1st Spring Recess- NO SCHOOL

APRIL
4th- School Resumes
19th- 1/2 Day for Students

MAY
17th- 1/2 Day for Students
30-Memorial Day-NO SCHOOL

JUNE
22nd & 23rd- 1/2 Day for Students
23rd Last Day for Students

Attachment 4: Student Discipline Policy

As a part of our high expectations (as outlined in our mission) students will be held to high expectations so that they can achieve private and personal victory.

ALL's Seven Habits of Highly Effective Students (Taken from Franklin Covey's *Leader in Me*):

- | | | |
|--------------------------------|--|---------------------|
| 1.) Be proactive | 4.) Think win-win | 6.) Synergize |
| 2.) Begin with the end in mind | 5.) Seek first to understand then to be understood | 7.) Sharpen the saw |
| 3.) Put first things first | | |

ALL's Environment:

- **Be Proactive:** Staff, students, and parents/guardians will be responsible, take initiative, and choose actions that will lead to positive consequences.
- **Begin with the End in Mind:** Staff, students, and parents/guardians will plan ahead and set goals in order to help us to have a successful school environment.
- **Put First Things First:** Staff, students, and parents/guardians will set priorities, adhere to ALL's schedule, and be disciplined and organized.
- **Think Win-Win:** Staff, students, and parents/guardians will consider other's wants and needs when making decisions. When conflicts arise they will use creative thinking in order to look for a third alternative, in which everyone wins.
- **Seek First to Understand then to be Understood:** Staff, students, and parents/guardians will listen to other's ideas and feelings and try to see things from their point of view. They will listen to others without interrupting with the intention to understand, and will present their ideas respectfully.
- **Synergize:** Staff, students, and parents/guardians will value other's strengths and learn from them, work well in groups, and understand that the whole is greater than the sum of its parts.
- **Sharpen the Saw:** Staff, students, and parents/guardians will make healthy choices for themselves physically, socially, and mentally in order to renew themselves.

Dress Code: ALL has a primary objective of developing a community of learners, dedicated to the highest standards of academics and behavior. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and one's responsibility to that group. Uniforms function as a method to minimize learning distractions. Uniforms also allow parents to save money by not having to buy an entire wardrobe of school clothing.

Academy of Learning and Leadership Uniform	
Boys	Girls
<ul style="list-style-type: none"> • White or red tucked in collared shirt • Pants at or above natural waist. • Khaki or Black Bottoms worn at or above waist (pants or appropriate shorts in warm weather, according to the guidelines) • Closed toe shoes or sneakers with backs 	<ul style="list-style-type: none"> • White or red tucked in collared shirt • Pants at or above natural waist. • Khaki or Black Bottoms worn at or above waist (pants or appropriate skirts, appropriate shorts or capris in warm weather according to the guidelines) • Closed toe shoes or sneakers with backs
Optional Additions	
<ul style="list-style-type: none"> • Red or grey sweater vest, cardigan, pull over sweater (no design) • Bowtie or tie • Belt (Black or brown, Plain) 	

The following dress code guidelines apply to all students:

- 1.) Students are to wear the uniform every day.
- 2.) Pants may not be excessively baggy and may not cover the shoes.
- 3.) Students may not wear jeans, jogging pants, or sweatpants. Shorts are only permitted during warm weather and must be to the knee.
- 4.) Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
- 5.) Students may not wear inappropriately tight clothing.
- 6.) Girls may not wear skirts that are inappropriately short (above the center of the knee) or that have an inappropriately long slit (above their knees). Girls may wear shorts, leggings, or tights under their skirts.
- 7.) Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
- 8.) Jewelry is permitted unless it interferes with learning or is deemed dangerous by ALLCS staff in which case students will be asked to remove the jewelry and surrender it to their teacher for the remainder of the school day.
- 9.) Shoes with a heel or wedge should not exceed 2 inches.

A Proactive Approach: ALLCS believes that in order to truly live out the seven habits, we must adopt a proactive, rather than reactive approach to discipline. This means we will employ a battery of prevention strategies to ensure the highest quality learning environments for our students, in order to avoid behavior issues.

- **Living the Seven Habits:** First and foremost, the Leader in Me program is shown to decrease behavioral referrals in already established schools. We feel helping students to embody the seven habits by first living them out ourselves will help establish a leadership culture in which students take responsibility for their actions.
- **Instructional differentiation:** We are aware that in class disruptions are often a result of student's not receiving work that is at the appropriate level of rigor meaning that it is either too challenging or too easy for the student. Our teachers will rigorously and collaboratively plan for instruction, differentiating for the individual needs of their students.

- **Clear and Consistent Behavioral Expectations:** Using the seven habits to guide our work, the staff of ALLCS will work to develop clear behavioral expectations for the school. Having the staff involved in the work will increase buy in and ensure understanding by all staff, so that they can more effectively share with students and families. Expectations will be built with the intention of helping all students to become leaders in our school community.
- **Class Mission Statements:** Each class will have a easy to recite class mission statement that will help them to remember their purpose as a class and help them to more personally define what leadership looks like in their learning process.
- **Emotional Support Staffing:** By the end of year five, when we are at full staffing, we will employ a behavioral specialist, social worker, school counselor, and school psychologist.

Behavioral Response: Consequences and responses to behavior, including behavioral interventions are designed to help students recognize negative behavior, teach them alternative choices, and protect other members of the community from disruptions or danger. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation. It is our consistent goal that any consequence applied will decrease the likelihood of the disruptive or unsafe behavior continuing, therefore restoring instructional order. It is our belief that as a result of this goal, interventions and consequences must be applied based on data and understanding of the individual student. Some of these responses to behavior may include:

- verbal reminders of the expected behavior
- revisit the Seven Habits and reflect in a separate location in or out of the classroom
- creation of an individualized behavior plan in (which could include a behavior report card, or the implementation of a strategy like check in check out)
- multiple means of parent contact including email, phone calls, or letters home (meant to provide parents with consistent strategies that can be used at home and school)
- behavioral intervention meeting with parents, teacher, social worker or guidance counselor, and/or administrator
- loss of privilege
- in school suspension
- disciplinary conference with a administrator
- short or long term suspension
- expulsion

Out-of-School Suspension and Expulsion: To create and maintain a safe, supportive, fair and reliable school community, ALL will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with a member of administration. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established as soon as possible no later than the day after the suspension or expulsion is effective.

Behavioral Infractions include but are not limited to:

- Being off task
- Failing to follow directions
- Out of uniform
- Disrupting class
- Engaging in unsafe behavior
- Cheating
- Stealing
- Bullying
- Refusing to complete work
- Disrespect
- Defiance
- Possessing a weapon

Disciplinary Procedures and Due Process

Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be informed of which behavioral expectation they are not meeting and will be provided with the opportunity to describe their side of the story. A member of the student advocacy team and/or administration will consider this prior to taking disciplinary action. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

Short-Term Suspension: A member of administration may suspend a student for a period up to five days with serious cause. At a student’s disciplinary conference, a member of the administrative team will present to the lawful parent/guardian accounts from witnesses, documentation, and evidence to support the call for a suspension. A member of administration will also allot time for informal response to the evidence from the parent/guardian. After hearing the parent/guardian response, administration will make a final decision about the consequence given.

Long-Term Suspension: In the case of a very serious infraction, ALLCS has the ability to suspend a child for a period of more than 5 days and up to one year after the student has been found guilty in a formal hearing. Members of administration and all staff members who witnessed the alleged violation of the Code of Conduct will participate in the hearing. For the hearing, the student will reserve the right to be represented by counsel, question witnesses, and present evidence. The administrative team will make a final decision about the student’s long-term suspension status. The student’s lawful parents/guardians has the right to appeal the decision to the Board of Trustees. In accordance to Chancellor’s Regulation A-443, the student on suspension will be given the allotted amount of alternative instruction based on grade and will be allowed to complete coursework and exams while away from the classroom.

Expulsion: In the case that the administrative team decide together that a student’s violation, or repeated violations of the school expectations warrants an expulsion, a hearing similar to the one detailed above will take place. Parents may appeal expulsion decisions directly to the Board of Trustees.

Students with Disabilities: Being an inclusive educational environment, the ALLCS Discipline Policy aligns with the Individuals with Disabilities Educational Act (IDEA). When a student with disabilities or a student suspected of having disabilities violates the Code of Conduct, CCS staff will work with the CSE to determine whether or not the exhibited behavior is a result of the student's disability. In the case that the behavior

relates to the student's disability, staff will ensure that the disciplinary action does not include a change of placement and that removal from class or suspension does not occur. If the CSE and the school staff conclude that the behavior is not caused by the student's disability, then the student will be disciplined in accordance to the CCS Discipline Policy or, if applicable, to the student's Behavior Intervention Plan (BIP). In the event that a student with disabilities is suspended, CCS staff will ensure that the student's alternative instruction program is in compliance with the goals and accommodations set forth in the student's IEP. If a student with disabilities does not have a BIP and is removed from their placement or suspended for more than 10 days, the CSE will convene an IEP meeting to create an assessment plan. A Functional Behavior Assessment will be completed within 10 days of removal and the CSE will convene an additional IEP meeting after the assessment to create a BIP and implement appropriate interventions. If a student already has a BIP in place that is proving ineffective, the CSE will convene within 10 days of the disciplinary action to evaluate the plan and make any necessary modifications.

Bus Policy: Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

- **1st incident:** a warning is issued
- **2nd incident:** the student will not be allowed to use the bus for one day
- **3rd incident:** the student will not be allowed to use the bus for an entire school week
- **4th incident:** the student will be prohibited from using the bus.

Gun-Free Schools: Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that a member of administration may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. A member of administration shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

Dignity for All Students Act: At ALLCS, we feel it is important to provide every child with a safe and nurturing environment. As a result, our code of conduct and behavioral expectations will uphold the expectation laid out in DASA, including instruction that supports an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. Additionally, harassment, bullying, (including cyberbullying) and discrimination against students by students and/or school employees will not be tolerated in order to create a safe environment.

Attachment 5a: Charter School Trustee Background Information

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Daniel J. Bobbett, Esq.

Charter School Name: Academy of Learning and Leadership Charter School ("ALL").

Charter School Address: To be determined.

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member of ALL's Board of Directors.**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Please see attached addendum.**

5. Please explain why you wish to serve on the board. **Please see attached addendum.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **Please see attached addendum.**

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: **Please see attached addendum.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: **Please see attached addendum.**
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes **Please see attached addendum.**
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **Please see attached addendum.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **Please see attached addendum.**
19. Please explain your understanding of the educational program of the charter school. **Please see attached addendum.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **Please see attached addendum.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **Please see attached addendum.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I hereby affirm that I have read and understood the charter application, the charter school board's bylaws, and all proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review. **Not applicable.**

**ADDENDUM TO DANIEL J. BOBBETT'S
BACKGROUND INFORMATION RESPONSES**

4. I became aware of the effort to obtain a Charter to commence a Charter School in Niagara Falls through Julia Barlow, a Founding Member of the Academy of Learning and Leadership ("ALL"). I have been a member of the group that has worked on ALL's Charter Application since the Summer of 2013. Through my association with the Founding Members, I was asked to serve as a member of ALL's Board.

5. I firmly support the concept of Charter Schools and their ability to offer an alternative method of instruction to students. ALL will be able to provide an alternative avenue for students to learn through the implementation of ALL's Three Pillars: data driven instruction, early literacy, and "The Leader in Me" strategy. At their core, the Three Pillars facilitate students' growth not only as learners, but also as individuals that are being prepared to enter college and/or the workforce. I would like to contribute to ALL's mission.

6. I am a member of the Board of Directors of Clarence Senior Citizens, Inc. ("CSC"), a New York not-for-profit corporation. CSC exists for the purpose of enriching the lives of the senior citizens residing in Clarence, New York by offering a wide variety of activities, programs, classes, and experiences to its members. Through my involvement as a member of CSC's Board of Directors, I have ensured CSC's finances, which are largely derived from the \$250,000 annual grant received from the Town of Clarence, are appropriately managed. I have also exercised broad oversight over the officers of CSC with the attentiveness the law demands of a fiduciary.

9. I have become acquainted with several of the proposed board members by virtue of my collaboration with them throughout the process of drafting the Charter School Application.

11. My wife, Stephanie Bobbett, has relatives who have been in contact with ALL's founding members discussing the possibility of purchasing the building ALL would utilize as its school. There have been tentative discussions regarding the possibility of ALL leasing from my wife's ownership. This issue is in early stages, as my wife's relatives have yet to purchase a building.

16. As discussed in my answer to question number eleven (11), my wife's relatives have been in exploring the possibility of purchasing a building that ALL would utilize as its school (ALL would be the tenant). Although I do not consider this to even be a potential conflict of interest, in the interest of full disclosure, I would make this issue known to ALL's Board.

**ADDENDUM TO DANIEL J. BOBBETT'S
BACKGROUND INFORMATION RESPONSES**

17. I would do three things. First, I would review the conflicts of interest provision in ALL's Bylaws. Second, I would interface with the Chair of the Board (or the Vice Chair if I suspected the Chair of self dealing) and make sure the item was on the agenda at the next Board meeting or a special meeting called for the purpose of discussing the potential conflict of interest. Third, I would make sure all the provisions set forth in the conflicts of interest section in the Bylaws were followed at the meeting.

18. Through its emphasis on the Three Pillars: data driven instruction, early literacy, and "The Leader in Me" strategy, and with the commitment of a substantial amount of time and effort from ALL's staff, ALL intends to give students the basic skills they will be able to build upon for the rest of their lives with the ultimate goal of facilitating the students' entering either college or the workforce. ALL also intends to give each student the skills they need to obtain mastery of the New York State Performance Standards.

19. ALL's three pillars: data driven instruction, early literacy, and "The Leader in Me" strategy are each intended to advance a particular aspect of a student's development. Data driven instruction, through its constant evaluation of whether students are absorbing the material, is intended to ensure students are proficiently learning each lesson so that additional knowledge can be built onto the previous lesson's material (i.e., a "snowball effect"). Early literacy is intended to expose children to learning at the earliest age possible. Since academic studies have shown students who start kindergarten without the building blocks their classmates possess (e.g., counting, recognizing shapes) never catch up to their peers, it is vital to make sure students are exposed to learning at the earliest age possible. Finally, "The Leader in Me" strategy recognizes that children go to school not just to learn but also to become good citizens. The development of a child's academic ability is of little significance without the development of the child's social and emotional abilities. "The Leader in Me" strategy is designed to develop the student's self-confidence and skills to make them competitive in today's marketplace through the strategy's emphasis on leadership, accountability, adaptability, initiative, and problem solving.

20. Success is not handed out; it is earned. In order for ALL to be successful, people working at ALL, everyone from custodial staff to school administrators, must be fully committed to developing the whole child—academically, socially, and emotionally. ALL will be a school where feedback is not just given but acted upon. ALL will be a pragmatic institution that is constantly evaluating itself in ways that it can better serve its students.

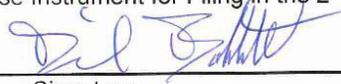
ADDENDUM TO DANIEL J. BOBBETT'S
BACKGROUND INFORMATION RESPONSES

21. The role of a board member of a public charter school is an important one. Since a public charter school receives the vast majority of its funding from the State of New York, the paramount concern of every board member must be to make sure that public funds are not misused. Another role a board member must undertake is to exercise broad oversight of ALL's staff, finances, and general direction. A board member must make sure he/she acts with the care and loyalty that is expected of a fiduciary.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, **Daniel J. Bobbett, Esq.** state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



2/13/14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

BAR ADMISSIONS

New York
United States District Court, Western District of New York

EDUCATION

Syracuse University College of Law, Syracuse, New York

Juris Doctor, *cum laude*, May 2012

GPA: 3.353 (Top 25%)

Honors: Member, Moot Court Honor Society
Dean's List 2010 & 2011
CALI Excellence for the Future Award – Insurance Law

Niagara University, Lewiston, New York

Bachelor of Arts, *magna cum laude*, History and Political Science, May 2009

GPA: 3.63

EXPERIENCE

Zdarsky, Sawicki & Agostinelli LLP

Buffalo, New York

Attorney

March 2013 – Present

- Interpret statutes, court decisions, and regulations affecting clients to provide written and oral legal advice
- Manage pending litigation for clients. Matters include contract interpretation, employment disputes, insurance coverage, and corporate litigation
- Author wide variety of pleadings and motions in New York State and federal courts

Melvin & Melvin, PLLC

Syracuse, New York

Law Clerk

August 2010 – May 2012

- Conducted diverse and challenging legal research in the areas of insurance coverage, insurance defense, personal injury, medical malpractice, contract disputes, construction law, employment law, real property, contractual indemnification, New York Civil Practice, corporate law, ERISA, and trusts
- Drafted predictive and persuasive memoranda
- Worked closely with attorneys in preparing cases for trial by reviewing depositions, preparing discovery requests, and drafting memoranda of law that accompanied motions

Selborne Chambers

London, United Kingdom

Law Clerk

Summer 2010

- Analyzed documents and drafted factual summaries
- Gained extensive exposure to commercial and property litigation
- Studied comparative law by attending lectures given by London's leading legal practitioners

PROFESSIONAL & CIVIC ORGANIZATIONS

- Erie County Bar Association – Member, Commercial and Corporation Law Sections
- New York State Bar Association – Member, Trial Lawyers and Commercial Litigation Sections
- Clarence Senior Center – Member, Board of Directors

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Catrina M. Coffey

Charter School Name: A.L.L. – Academy of Learning and Leadership

Charter School Address: Niagara Falls, New York

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
5. Please explain why you wish to serve on the board.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

Catrina M. Smith- [REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

School Trustee Background Information – Extension

Background

4. I first became aware of A.L.L. because I was approached by a founding member who heard of my work with BOCES, I was contacted approximately one year ago apprising me of this teams endeavor as well as asking me of my interest to serve as a School Board member, which I happily accepted.

5. Some of the reasons I wish to serve as a member on the Academy for Learning and Leadership School Board include but are not limited to: As a former educator, I continue to be passionate about providing the best education possible for all children. In addition, as a parent, I am personally vested in the educational opportunities afforded to our children and for the good of their future. I am also a resident of the community in which this charter school will be located. I have experienced the desire from the community to provide alternate academic opportunities for their children.

Conflict of Interest

17. If I believed that one or more members of this charter school's board were involved in working for their own benefit or for the benefit of their friends and family I would work with and through appropriate channels to substantiate any such belief. If the claim was in fact substantiated, I would assist and support the school board as well as school administration in relieving said member from their position. In addition, I would continue to provide the board and the school the best services I could provide as a school board member, to include assisting in filling any gaps that may exist in the absence of the member relieved of their position.

Educational Philosophy

18. My understanding of the A.L.L. mission/philosophy is that students have unique qualities; and that if those unique qualities are monitored and supported, students can excel to their highest potential. A.L.L.'s charter of focusing on data driven instruction is paramount. Much data has been and will continue to be collected in regards to each and every student. It will be to the significant benefit of each and every student for the professionals at A.L.L. to continuously gather, interpret, and apply this data to provide specialized instruction to every student.

A.L.L.'s philosophy of accelerating early literacy skills will significantly assist the educators in their school by preparing students and families for learning even before they enter school age.

Another strong philosophy of A.L.L. will be educating the whole-child. To believe that academics are the only aspect of student education would be to concede to failure before even beginning. A.L.L. will incorporate education through communication and collaboration to assist in the social and emotional education of their students. A.L.L. will strive to create leaders in their students; to equip their students with the self-confidence and skills they need to be a positive and competitive contributor to our future society.

19. A.L.L. will employ several strategies in order to achieve the goals of their mission and philosophy as stated above in response #18. A.L.L. has already begun greeting the community with resources to accelerate early literacy skills. A.L.L. also has distinct plans to offer workshops and educational opportunities as well as partnerships within the community for students and families – not only at A.L.L., but to the whole community regardless of where the student attends school.

Rather than employ a traditional model of students learning in one self-contained class room per academic year, A.L.L. will utilize frequent progress monitoring and data analysis in order to provide flexible re-grouping of students. This means that teachers will work in teams. Teacher strengths will be identified and best applied to every student as identified in the students on going monitoring.

20. I think there are many characteristics of a successful charter school; being a member of the school board for this charter is certainly no small task! The school board will need share an unwavering belief and commitment to the mission and philosophy of this charter school. In addition, the school board will need to ensure that the professionals at this charter school have created attainable objectives: both long and short term, to support their mission and philosophy. The board will assist in the continual monitoring of the attainment of these objectives: if objectives are not met, the board will assist in identifying and offering assistance in either re-attacking or redirecting said objectives. The board will assist in keeping a global/unbiased outlook on the on-goings of this school. The board must have financial subject matter experts in order to succeed. The board will work to combine the requirements of this school with the needs of the students and the cares and concerns of the families as well as faculty that it affects.

Other

21. There are many attributes related to the successful role of public charter school board. Research suggests that nearly every failure of a charter school can be traced back in some form or fashion to the board that governs the school. Financial oversight is a critical responsibility of a charter school board. A very significant amount of charter school failures are directly related to financial mismanagement, rather than to poor academic performance.

Our board needs to be highly engaged, with specific skill sets and professional backgrounds aimed towards the success of its students. We need to have a diverse board with varied experiences that include but are not limited to: parenting, education, human resource

management, finance, law, facility management, marketing, strategic planning just to name a few. We need a diverse board population encompassing various ages of its member, ethnicity, gender and socio-economic background. Our board members will each need to have a clearly definable role. We can benefit from having members with connections to the community, local businesses and political leaders.

As a board we will establish many policies, to include policies for managing school emergencies that meet or exceed state and federal laws. Policies that focus on school operations, finance and business, school governance, human resources, student safety, student discipline, admissions and student records. These policies will need to be reviewed at least annually as well as when a deficiency is suspected.

This board will need to continually evaluate our success: we can incorporate self-assessments, parent, staff, administration and even student assessments when applicable. Our board members need to commit to spending a significant amount of time on their role as a board member.

22. I affirm that I have read and understand the charter school application as charter school board's by-laws and all proposed policies.

//signed//
Catrina M. Coffey

8 January 2014

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

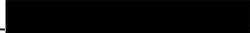
STATEMENT OF ASSURANCE

I, CATRINA M. COFFEY (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

C/C
Signature

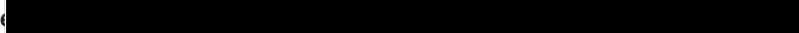
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Date

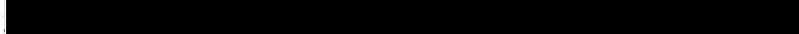
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Catrina M. Smith-Coffey


[REDACTED]

[REDACTED]

Career Goal:

To use my experiences in Emergency Management, the United States Air Force, Niagara Falls Joint Air Reserve station, as well as my experiences and formal education in Teaching to assist in positively contributing to the success of the organization.

Professional Experience:

- **NFARS, Head Quarters 107th Air Lift Wing**, Niagara Falls, NY. June 2000 to the present.

Supervisor: Major Ryan Forrest (716) 236-2400

Readiness and Emergency Management Program Superintendent

Manages and executes the Full Spectrum Threat Response (FSTR) program which includes First Responder capability. Prepares and maintains wartime and contingency response and mobility plans and continually evaluates the plans to improve them. Develops supporting annexes and local supplements to higher headquarters plans and directives. Maintains active liaison with appropriate wing/unit, major command, and state and local emergency management agencies. Promulgates operating instructions, checklists, and procedures for specialized teams and contingency operations. Monitors and reviews plans to ensure disaster preparedness and readiness programs requirements are met wing/unit wide and analyzes the effectiveness of these plans. Serves as advisor to the Installation Readiness Working Group. Manages, monitors, analyzes, and evaluates the Readiness and Ability to Survive and Operate (ATSO) and DRF training programs. Oversees equipment preparation; establishes the command and control center; uses automated contingency management system to locate and predict the hazard; establishes contamination control station; monitors and coordinates recovery actions. Serves as technical advisor to the commander regarding, chemical, biological, radiological, nuclear and high yield explosive (CBRNe) defense operations, disaster relief operations, and major accident response and recovery. Provides financial analysis and planning for readiness resource requirements. Identifies contingency and operability needs for manning, facilities, and equipment at home station and deployed locations. Manages and conducts wing/unit readiness assessment visits. Manages and conducts readiness program self-assessments. Reviews requirements; identifies deficiencies; performs trend analysis; develops recommendations; prepares reports; conducts briefings; and performs follow-up actions. Coordinates with unit organizations to develop plans and procedures to enhance the wing ability to survive and operate in a wartime environment. Serves as the technical advisor to the wing/unit Exercise Evaluation Team Chief and members. Acts as observer and evaluator for exercises: Identifies deficiencies and conducts analysis. Recommends corrective actions. Manages the CE Status of Resources and Training System (SORTS). Identifies shortfalls and recommends corrective actions. Manages the CE Aerospace Expeditionary Forces (AEF) Unit Type Code (UTC) Status Reporting Tool (ART). Coordinates with the Hazardous Materials (HAZMAT) Program Manager in emergency planning and response. Manages, and is solely responsible for, the program to

train the base populace to survive and operate in a CBRN environment. Advises the CE and Wing commander of recommended protective measures. Participates in conferences as the readiness representative for the commander. Serves as the commander's liaison with governmental agencies for emergency, mutual support and civil defense purposes. Performs other related duties as assigned.

■ **University of Buffalo**, Buffalo, NY. June 2005 to October 2006.

Supervisor: Mr. Don Jacobs (716-510-8164)

Professional Development Trainer

Provide professional development to New York State certified teachers and New York State schools in the area of technology integration in the classroom. Create, maintain and train applicable lesson plans. Build web sites and web related resources. Specialist in multi platform computing and program management. Knowledge of HTML in the creation of web pages and web sources. Plan and execute program budget; to include travel and training throughout New York State. Compliance with New York State educational performance standards. Analyze and prepare reports and brief results of professional development provided. Make recommendations for improvements and areas in need of growth. Create and employ team building activities. Maintain active knowledge of New York state learning standards as well as standards within the various school districts across the state. Performed other related duties as assigned.

■ **Charter School for Applied Technologies**, Kenmore, NY. August 2002 to June 2005

Supervisor: Mr. Efrain Martinez (716-876-7505)

Teacher, Literacy Coordinator

Self-Contained Grade 5 teacher - 1 year. Promoted to Literacy Coordinator grades Pre-K - 10. Responsible for aligning New York State Literacy Standards with Classroom practice and Lesson Plans. Research and purchase of all Literacy curriculum materials. Coordination of professional development on the subject of literacy. Assess, and summarize classroom practice make recommendations for improvements. Representative of the principal and superintendent in terms of overall school literacy programs. Voting member of hiring committee. Member of the grant writing committee. Provide professional development to New York State certified teachers and New York State schools in the area of technology integration in the classroom. Create, maintain and train applicable lesson plans. Build web sites and web related resources. Specialist in multi-platform computing and program management. Knowledge of HTML in the creation of web pages and web sources. Plan and execute program budget; to include travel and training throughout New York State. Compliance with New York State educational performance standards. Analyze, prepare reports and brief results of professional development provided. Make recommendations for improvements and areas in need of growth. Create and employ team building activities. Maintain active knowledge of New York state learning standards as well as standards within the various school districts across the state. Performed other related duties as assigned.

College or Universities:

■ Master of Arts, Tusculum College, Tusculum, TN, May 1999. Education K-12 (Awarded tuition through a Graduate Assistant Program). 36.50 hours of Graduate Level credits earned.

- Bachelor of Science, Canisius College, Buffalo, NY, December 1996. Dual Major in Athletic Training, and Physical Education (non-teaching). 134 hours of Under Graduate level credits earned.
- Excelsior College, Albany, NY, April 2001. "Reading Instruction in the Elementary School," 6 hours of Under Graduate level credits earned.

Related Training:

- Recurring Readiness and Emergency Management AFSC specific training: Detection Grid Concept, Decontamination Types, Active Chemical, Biological, Radiological and Nuclear Response Capabilities (ACR), Personal Protective Equipment Levels A B and C, Vulnerability Assessment, and various others. Various Air Force approved Training Facilities, August 2001 to present
- Nuclear Biological and Chemical (NBC) Plotting and Recording Mobile Training Team (MTT), Niagara Falls, NY, September 2010.
- Hazardous Materials (HAZMAT) Operations and Technician MTT (Department of Defense - DOD certified), Niagara Falls, NY, April 2010.
- Status of Resource and Training (SORTs) Data Handler, Keesler AFB, October 2009.
- USAF Noncommissioned Officer Distance Learning Course, Niagara Falls, NY, September 2008.
- Chemical Biological Radiological and Conventional (CBRN) Instrument Operation and Training MTT, Niagara Falls, NY: Sabre 400, APD 2000, HAZMAT ID, Portable FT-IR and First Defender, April 2008.
- CBRN Cell Operations MTT Course, Niagara Falls, NY, March 2008.
- Joint Warning and Reporting Network (JWARN) Training Course, Dover AFB, February 2008.
- Anti-Terrorism Officer Level II MTT Course, Niagara Falls, NY, August 2007.
- Advanced Readiness, Fort Leonard Wood, MI, September 2007.
- Readiness and Emergency Management Journey Course, Correspondence, April 2007.
- Prevention and Response to Suicide Bombings Incidents Awareness Level Training, Rochester, NY, March 2007.
- Incident Response to Terrorist Bombings Awareness Level Training, Rochester, NY, March 2007.
- Niagara County Training Exercise, Lockport, NY, January 2007.
- Unit Security Manager Training, Niagara Falls, NY, September 2005.
- DOD Fire Academy Course: Hazardous Materials Awareness T-t-T, Good Fellow AFB, Texas, August 2004.
- Airman Leadership Correspondence Course, Niagara Falls, NY, June 2004.
- Readiness and Emergency Management Craftsman Course, Correspondence, November 2003.
- Readiness and Emergency Management Apprentice Course, Fort Leonard Wood, Missouri, August 2001.
- Toxic Agent Training, Army Chemical Defense Training Facility, MI, August 2001.

Additional Recognitions: -Outstanding Performance, Operational Readiness Inspection, Given by Inspector General, July 2012
 -Meritorious Service Medal

- Air Force Commendation Medal
- Air Force Achievement Medal
- AF Outstanding Unit Award,
- Air Reserve Forces Meritorious Service Medal
- National Defense Service Medal
- Global War on Terrorism Service Medal
- Armed Forces Reserve Medal
- AF Training Ribbon
- New York Exercise Support Ribbon.
- New York Physical Fitness Ribbon
- Defense of Liberty Ribbon.
- Outstanding Performance Certificate, AMC IG, Unit Compliance Inspection August 2009
- Team Award, AMC IG, Unit Compliance Inspection August 2009
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 30-Sep-2013
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 30-Sep-2012
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 30-Sep-2011
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 30-Sep-2010
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 31-May-2010
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 31-May-2009
- Annual Appraisal 5 - Role Model, Exceptional, Outstanding, Superior, Successful Level 1 or Equiv 31-May-2008
- Initial Appraisal 3 - Valued Perf, Acceptable, Fully Succ, Pass, Sat, Successful, Succ Lvl 3 or Equiv 30-Sep-2007
- NYANG Regional Representative, Readiness and Emergency Management 2007-present
- Disney Teacher Award 2003

Personal References:

- Ms. Kim Callahan (716) 908-6091
- Mr. Richard Baker (585) 243-5933

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Mark "Joel" Colombo

Charter School Name: A.L.L. - Academy of Learning & Leadership

Charter School Address: Niagara Falls, NY

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. - I was introduced to the concept by J. Kincaid through an introduction at Leadership Buffalo.

5. Please explain why you wish to serve on the board. - I believe my experience as an entrepreneur having built a successful technology company in WNY would serve well in guidance on the future of our regions young leaders.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. X Yes. (Include description here): Currently am chairman of the Center for Entrepreneurial Leadership Alumni Association out of the University of Buffalo, a standalone non-profit entity.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

X I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any

person who is a prospective or current charter school employee.

X I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

X No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

X I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

X I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

X I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X

This does not apply to me, my spouse or other family members.

Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

This would be immediately brought up to the board (directly or discreetly) and should be resolved based on the by-laws and charter as structured.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

To create a Niagara County charter school alternative for students to not only gain the required educational knowledge important to achieve their highest potential, but to also put an emphasis on gaining leadership skills and experiences that will put these children into the best possible positions for success upon graduation. To create an environment where the students are taught and nurtured to be the best they can, to create a future generation of young people that will serve their community and families with the best possible chances of success.

19. Please explain your understanding of the educational program of the charter school.

Through varied approaches to reach and educate each child with not only the traditional education but through improved monitoring and evaluations, introductions to leadership choices and engagements, and access to opportunities that may not have existed for them otherwise.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The board of a charter school, like any board, is there to insure the plans are being followed, make adjustments when they see failure (or potential failures), to evolve and grow with the changing requirements of the student body as well as the regional environment it serves. The board should consist of a diverse group of people from

different backgrounds, life experiences, and varied perspectives

with the common goal to insure those students entrusted to the program are being served in the best way possible... to identify when that may not be happening and to be able to monitor and adapt accordingly.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A board member takes on the responsibility of oversight and direction for an organization. With a charter school, it is not only about the organization itself... it is also about the young members it serves. There has to be a strong balance between serving the mission and insuring the organization succeeds as business. A failure of either direction would be catastrophic to the people it serves.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Mark Joel Colombo (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature Dated: January 8th, 2014

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-Mail Address: _____
Home Telephone: _____
Home Address: _____

Joel Colombo

President, 360 PSG

Summary

I have spent the past 10+ years building a reputation for team and project management in the field of Information Technology. In past years, I have been the sole programmer for clients and led teams of 20 or more people to deliver projects. I pride myself on my ability to motivate and communicate objectives to a team, and to insure that the products delivered are of the highest quality.

My future goals include the ability to make a long lasting and significant impact on the national website market, with headquarters in the Buffalo information technology sector. 360 PSG was founded with only 3 websites in 2005 and today supports almost 1,000 sites combined with over 100,000 ACTIVE user accounts logging in to our systems regularly. We produce about 1 new site EVERY DAY and support existing customers with friendly live, phone support and advanced cutting edge web features... including social media integration, mobile platform websites, and custom code for unique applications.

Specialties

Excellent project scoping and specification design, usability, resource planning, thinking outside-the-box, and general web systems/programming knowledge and know-how. Solid grasp of future web-tech trending, concepts, and growth.

Experience

President at 360 PSG

September 2005 - Present (8 years 5 months)

360 PSG is the culmination of my experiences in all fields of Information Technology, we have focused on our powerful ability to analyze and deliver custom web-based software for the small to medium business market. With our experience in web technology, comes a valuable ability to assist companies with their web presence. 360 PSG built our Fission Web System from the ground up to enhance and grow client websites from the simplest brochures to the most complex web applications. We employ advanced computer programmers, a complete graphic design team, SEO copy and content staff, and also support our own business class datacenter in Buffalo, NY.

27 recommendations available upon request

Director Application Development at Nexserver PSG

June 2003 - September 2005 (2 years 4 months)

As the director of Application Development, I oversaw teams of programmers and engineers during the development of all projects running through Nexserver. As the first employee helping to found the company, this position allowed me to interact with the customers from start to finish, translating their needs into a technical plan my teams could deliver. Responsible for end-product results from all staff.

Web Programmer at Nexserver LLC

November 2002 - June 2003 (8 months)

Developed the web interface for homegrown control panel on a Linux application server. The 'Nexserver' product allowed small business to manage their Linux installations with a graphic, web-based engine built in-house. My position took responsibility for development of the PHP user layer that interfaced with command line scripts. Branched off this company to help start Nexserver PSG, dedicated to web software development.

Lead Developer at Graphicon Services

October 2000 - October 2002 (2 years 1 month)

Lead developer in charge of website application development. I was responsible for all code released for each web project. Worked closely with graphic design team to insure scalable design for web applications. Began coding base for the FastTrack ERP system, a small to medium size ERP solution.

Owner at PC By Design

November 1999 - September 2000 (11 months)

My first retail computer store specializing in custom built PCs, upgrades, and service. I was responsible for all aspects of running the company. Moved from hardware to software model and closed the doors to pursue this specific field of IT.

Honors and Awards

40 Under Forty

Buffalo Business Journal

August 2013

Recognizes 40 people under the age of 40 each year that have made it their mission to support and grow our community. It is a true honor to be recognized in this 22nd annual award program.

Entrepreneur of the Year

Emerging Business Leaders

January 2012

Recognized by the EBL Council through the Amherst Chamber of Commerce for my efforts in growing businesses, supporting the Entrepreneur community, and creating jobs for our community.

1st Place - Start-Up Weekend

Start-Up Weekend Buffalo

March 2013

Participated in the bi-annual start-up weekend event that encourages groups of strangers to band together and present a new business concept to be judged by investors and business executives. There were over 150 people participating, with 16 teams selected as finalists to present to the judges. My team took first place in the 3 day competition after all judging was complete.

2nd Place - Start-Up Weekend

StartupWeekend.org

October 2013

Participated in the Fall 2013 Start-Up weekend again and took second place with a business idea of my own. Over 120 people and 12 teams presented. I led our team of 4 over 3 days to complete and build a prototype online application for measuring peer-to-peer employee sentiment within an organization.

Languages

English

(Native or bilingual proficiency)

Volunteer Experience

Committee Member at Brush Up Buffalo

January 2007 - Present (7 years 1 month)

Chairman / Founder at Buffalo Tours Buffalo

December 2013 - Present (2 months)

What was born as an idea in my Leadership Buffalo Class of 2013 project pitches has become a full blown movement I have spearheaded with a dedicated team of people helping to form a supporting steering committee. The mission is to connect the local residents of our region with the deep and often hidden cultural gems of the Buffalo region. With this initiative, we are looking to boost economic development and create a richer understanding of what our hometown region has to offer. I'm proud to take this on as a leader and ask everyone who supports Buffalo to join us as fans on facebook, simply look up "Buffalo Tours Buffalo"

Organizations

Center for Entrepreneurial Leadership Alumni Association (CELAA)

Chairman of the Board

July 2012 to Present

Entrepreneurs Organization

Communication Chair, WNY Board

July 2013 to Present

Entrepreneurs Organization

Member of WNY Chapter

March 2012 to Present

Leadership Buffalo

Class of 2013

January 2013 to Present

Infotech Niagara

Past Chairman of the Board, Board Member
January 2010 to June 2013

Amherst Chamber of Commerce Business Resource Council

Committee Member
January 2008 to Present

Buffalo Niagara Partnership

Perspectives Council
January 2010 to Present

Advertising Club of Buffalo

Board Member
January 2008 to January 2010

Projects

Fission Web System

March 2006 to Present

Members: Joel Colombo, Matthew Whelan, Benjamin Shepard, Jason Ortiz, Eric Coleman

A robust web-based application that lets users manage their own web presence. I oversaw all initial code writing and today supervise the team that continues to innovate and develop new features and support of the product line.

Speaker, Buffalo Niagara Partnership Buy Local Series, "Sell Local by utilizing technology"

2012 to Present

Members: Joel Colombo, Sean Radlich, Emily Burns Perryman, APR

Guest speaker in the Buffalo Niagara Partnership's Buy Local Series. As the discussion was geared toward utilizing technology to sell local, we focused on best practices for display advertising, social media and search engine optimization.

Skills & Expertise

Web Design

Search Engine Optimization

Social Media Marketing

Web Application Design

Web Development

B2B eCommerce

Web Services

Website Development

Website Management

Website Building

PPC

Web Analytics
Website Construction
Content Management
Web Content Management
Web Editing
Online Lead Generation
Online Marketing
Online Advertising
Online Branding
CMS
Social Media
Application Development
Web Applications
SEM
PHP
Web Project Management
Analytics
Social Networking
Business Strategy
Team Building
Entrepreneurship
Software Development
SEO
Small Business
Team Culture
Team Leadership
Start-ups
Growing Businesses
Public Relations
Public Speaking
Email Marketing
Lead Generation
E-commerce
Project Management
Keyword Research
Landing Page Optimization
Google Adwords
Google Analytics
Marketing Strategy

Education

State University of New York at Buffalo - School of Management

Graduate of Core & SE Program, CEL - Business Program, 2009 - 2010

Activities and Societies: Board member and social media marketing coordinator for the Alumni Association.

State University of New York at Buffalo

None, Left To Start First Company, Computer Science, 1997 - 1999

Honors and Awards

360 PSG won the 2008 Award of Excellence in Technology presented by the Amherst Chamber of Commerce at the annual Business of the Year Awards, and 360 was nominated and qualified as a top finalist for the 2007 and 2009 InfoTech BETA awards honoring technology firms in the WNY region. 360 PSG picked up the SBA Business of the Year Award for 2009 and placed 2nd in the list of Buffalo Web Design companies presented by Buffalo Business First for 2009. We also took 4th fastest growing company in the Buffalo FastTrack 50 for 2009 (first year eligible) [taking the number 1 slot for web technology firms in the region]. Business First Named 360 PSG the "number 1" web design firm in the region for their 2010 list (over 160 local companies are eligible for the ranks), Also in 2010 for the 3rd year in a row 360 made the top 10 list (6th place) for the fastest growing firms in the Buffalo region. With limited space, please check out <http://www.360psg.com/content/pages/website-awards> for many more.

Interests

Family (Wife and 3 Boys), Golf, Business Networking, Playing with Web Tech.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: James J. Kincaid

Charter School Name: Academy of Learning and Leadership

Charter School Address: TBD

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Finance committee

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **See attached**
5. Please explain why you wish to serve on the board. **See attached**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I currently serve as the treasurer on the Board of Directors of Leadership Buffalo. I also serve as vice-president on the Board of Directors of The Western New York Affiliate of Susan G. Komen for the Cure.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would immediately bring the situation to the attention of the full board and seek to remedy the situation so that the board is free of any such conflicts in fact and in appearance.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **See attached**
19. Please explain your understanding of the educational program of the charter school. **See attached**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. See attached

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **See attached**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **To the extent prepared, I have read.**
23. Please provide any other information that you feel is pertinent to the Department's review. **N/A**

School Trustee Background Information - Attachment

Name: ____James J. Kincaid_____

Charter School Name: ____Academy of Learning and Leadership_____

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

As a participant in the Leadership Buffalo Class of 2013, I had the opportunity to tour and spend some time at Tapestry Charter School. After expressing my admiration for the school, a founding member inquired as to my interest in being a part of a nascent charter school project in Niagara County.

5. Please explain why you wish to serve on the board.

As indicated in my answer to number 4, seeing a charter school in action led me to do a little further research on charters. I believe a well run charter school can be a tremendous asset to the community that it serves. I thought it would be challenging, exciting and ultimately rewarding to be involved at the beginning.

18. Please explain your understanding of the charter school's mission and/or philosophy.

The A.L.L. mission/philosophy recognizes that students are unique. If those unique qualities are considered throughout the course of their education, better outcomes can be achieved. A.L.L.'s focus on data driven instruction will be key. There is plenty of data on the students. The proper parsing and interpretation of this data will be of enormous benefit to the teachers and students of A.L.L.

Beyond the data, A.L.L will focus on ensuring that students are well rounded and prepared for leadership in all aspects of their lives.

19. Please explain your understanding of the educational program of the charter school.

See number 18 above. My understanding is that the educational

program will be data driven, focused on the whole-child and will involve cooperation between teams of teachers and school personnel.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school fulfills its mission. Its students perform at an appropriate level and show progress from period to period. A successful charter school is an asset in the community it serves. I believe the board of a successful charter school will largely function in an oversight role. The administrators of the charter school must be responsible for the day to day activity and accountability of the school. The board must actively monitor the performance of the school, both academically and financially.

21. Please explain your understanding of the appropriate role of a public charter school board member.

See 20, above. I believe generally, a public charter school board member's appropriate role is oversight. I believe the board members should be selected with diligence and care and that each board member should have the background / expertise that will further the goal of oversight. Board members should have the necessary strengths in the academic, financial, human resource, community engagement, legal and other appropriate areas. I believe the board should be actively involved in the academic planning process and in the budgeting process. The board should then get regular reports from the school administration and compare actual results to planned / budgeted. The board should understand any significant deviations from plan, the ramifications of said deviations and make any necessary alterations. Board engagement, without micro-management is the hallmark of a successful board of directors.

JAMES J. KINCAID, CPA

Position	Audit and Accounting Partner Lougen, Valenti, Bookbinder & Weintraub, LLP
Accreditation	Certified Public Accountant State of New York, 1993
Education	Bachelor of Science, major in Accounting, State University of New York College at Fredonia, May, 1990
Professional Experience	<p>Twenty three years of experience in accounting, auditing, and taxation, concentrating on closely-held businesses in the construction, mining, manufacturing and real estate industries, employee benefit plans and not-for-profit organizations.</p> <p>Since joining BDO Seidman, LLP in 1991 and becoming partner in LVBW in 2009, J is currently in charge of the firm's assurance processes and the director of audit sampling.</p>
Professional and Community Activities	American Institute of Certified Public Accountants Past treasurer and current vice president of Susan G. Komen for the Cure – Western New York Affiliate Treasurer Leadership Buffalo

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Amy Lawrence

Charter School Name: Academy of Learning and Leadership

Charter School Address: Niagara Falls, NY

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of this opportunity through a friend of mine that I met through Leadership Buffalo. She knows one of the founding members who was looking to recruit board members.

5. Please explain why you wish to serve on the board.
I have been looking for a board to get involved with and was truly excited to be involved with this one from the ground up. I believe that a strong education is the key to success in life. ALL is focused on data driven instruction, accelerating early literacy skills and developing leadership qualities in its students were incredibly attractive to me as well. My career has been centered around developing literacy skills of children and adults in the WNY region so this school is right in line with both my career and passion.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If there was ever a situation where I believed one or more board members of the charter school's board are involved in working for their own benefit, I would take immediate action. To begin, I would work through the appropriate procedures to verify these suspicions. If they were verified, I would work with the school board to relieve this person/persons of their duties and assist the board in any way possible to fill that position's responsibilities.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

My understand of ALL's mission is that all children deserve an exemplary education that is tailored to their needs so they are able to succeed to their full potential. ALL's charter is focused on data-driven instruction which is necessary to be able to provide the best education for each individual child. The data will be used to make informed decisions regarding a child's progress that will allow teachers and school staff to adjust to the child's needs.

ALL is also focusing on the acceleration of early literacy skills which is going to assist parents and teachers greatly. Research shows that failure to achieve high levels of success in reading and writing during a child's early elementary years is associated with negative impacts during a child's academic career so it is almost essential for a school to have a strong focus in this area.

Finally, ALL's commitment to educating the whole child by way of The Leader in Me philosophy is unique and will allow the school staff and parents the opportunity to not just educate a child, but to prepare them to be a great leader in the future. While academic skills are of the utmost importance, building good character and leadership skills will help to prepare our students to be active, positive participants in their communities.

19. Please explain your understanding of the educational program of the charter school.

ALL has a very solid educational program in place. For all content areas, ALL will utilize frequent progress monitoring and analysis to provide flexible re-grouping of students. This will require teachers to work in teams, and allow teachers to utilize their individual strengths with students who need them the most.

By way of the Balanced Approach for literacy, following the Workshop Model for reading and writing, students will be engaged in more student-centered activities that minimize the teacher's dominance and increase's the student's time-on-task. Assessment-based planning plays a large part in this model as the teacher is always observing, assessing and adjusting to the student's progress. The Gradual Release Model will also provide the opportunity for teachers to use explicit instruction to provide appropriate modeling, guided practice, independent practice and which will result in the transfer skills. The Common Core standards will be integrated into the literacy program to provide students the necessary skills to create independent readers, writers and thinkers.

Math instruction is designed to develop student's knowledge of mathematical concepts, procedures and problem solving skills. Students will learn how to understand math as a series of overlapping skills rather than just one set formula and will be taught a variety of strategies to allow them to be well-prepared when solving real-world problems.

Finally, ALL is also committed to educating the parents of our students, as well as the community at large. Parent education is one of the most important indicators of a child's success in school so it is important that our parents are being served as well. Workshops and events will be held to engage parents with the school and with their own skills as well.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I think there are many characteristics of a good charter school. One important factor is the Board of Directors. It is essential to have a board that is committed to serving the school in carrying out its mission in an impartial way. Each and every board member must be able to put in the time and dedication to see this school succeed. The board must also have clear objectives for the school and strive to meet them through short term and long term strategic goals. The board will also need experts in the area of finance to ensure the fiscal stability of the school. In addition, the school staff must be highly qualified and professional and the board needs to ensure a true leader is taking the lead. Finally, it is necessary to involve the parents and community in the decision-making process to ensure the needs of the families are being addressed.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A school board member is not someone who micromanages the school, but rather someone who has the 10,000 foot view of the school. It is important for a school board member to have the appropriate time to dedicate to such a project and give their 100% commitment to it. A board member should always be looking strategically at

problems and determine creative solutions to ensure the success of the charter school.

Financial stability is something that plagues many schools and non-profits. The board must have a very involved position when it comes to maintaining the finances of the school.

The board should be highly engaged and comprised of a variety of backgrounds and talents. It should contain a well-rounded group of people who can each bring different strengths to the table to be able to share in the school's responsibilities. Each board member should have a clearly defined role and participate in committees suited to their strengths.

Finally, the board must establish necessary policies to ensure the smooth operation of the school. Policies vary between operations, finance, education, discipline, human resources, etc.

Any and all policies and procedures should be reviewed on a consistent basis. Surveys should be conducted to ensure the satisfaction with ALL from the staff, parents and community.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Amy Lawrence (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Amy Lawrence
Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

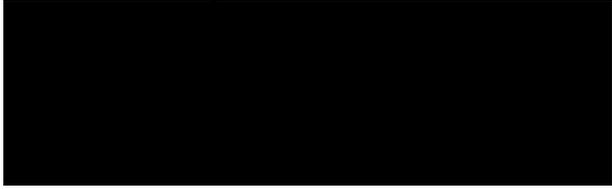
Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Amy Lawrence



Experience

Literacy New York Buffalo-Niagara, Inc.

Associate Executive Director

May 2007 - Present

- Oversees all adult and youth programs in Erie, Chautauqua & Niagara Counties
- Coordinator of the Buffalo Public Schools Adult Education Division Literacy Zones
- Oversees coordination of various tutoring sites in the community at churches, community centers, detention centers
- Oversees coordination of all volunteer recruitment
- Develops and facilitates tutor training workshops and professional development
- Initiates new program research and development.
- Researches, identifies and evaluates pertinent and innovative programmatic and operational models for potential organizational application.
- Manages the Drop In Center Project; develops and implements clear goals and reporting system.
- Coordinates all data and reporting functions to provide reports of numbers served to funders.

SES Program Coordinator

October 2006- June 2007

- Coordinated tutoring program involving 40 children placed at 5 community based-sites
- Hired NYS Certified Teachers to tutor students
- Recruited students from over 20 schools in Buffalo to be tutored in ELA
- Worked with teachers on how to assess students, perform pre/post tests, write Individual Academic Plans
- Submit all attendance, quarterly reports, Individual Academic Plans and budget to Buffalo Public Schools

Literacy NY Trainer Corp Trainer

October 2009 - Present

- Certified master trainer for Literacy NY affiliates in NYS
- Assist in research, development and distribution of training curriculum for LNY affiliates
- Certified *Learning To Achieve* trainer. This training program was initially launched by the National Institute for Literacy and is designed to build state capacity to increase the achievement of students with learning disabilities.

Teaching and Related Experience

Student Teaching

Kaegebein Elementary School, Grand Island, NY September 2005-October 2005

BUILD Academy PS 92, Buffalo, NY October 2005-December 2005

Pre-Student Teaching

Early Childhood Center PS 82, Buffalo, NY November 2004-May 2005

Enterprise Charter School, Buffalo, NY September 22004-December 2004

Audubon at College Parkway September 2006 - May 2007
Preschool Teacher

Town of Amherst Youth Board - Summer Camp Summers of 2003-2006
Camp Counselor

Education

New York State Teaching Certification in Elementary Education (1-6)

Masters of Science in Elementary Education, Curriculum and Instruction

Buffalo State College

Masters Project - Improving a Learning Disabled Adult Student's Decoding and Phonemic Awareness Skills through the Use of a Volunteer's Direct Instruction

December 2010

Bachelor of Science in Elementary Education with a concentration in Math

Buffalo State College

December 2005

Associates in Science; Liberal Arts and Science General Studies

Erie Community College

May 2001

Professional Organizations

Leadership Buffalo - Rising Leaders Class of 2011

Commission on Adult Basic Education

Rotary Club of Buffalo - Group Study Exchange - Rio Grande do Sul, Brazil, May 2012

Other Activities and Honors

Educational Leadership Award from Amherst High School, 1998

References

Susan Shaft

Interim Chief Operating Officer, Literacy NY Buffalo-Niagara Inc.

[REDACTED]
[REDACTED]
[REDACTED]

Kathy Houghton

Director of Program Services, Literacy NY

[REDACTED]
[REDACTED]
[REDACTED]

Tracy Diina

CEO, Tracy Diina Communications

[REDACTED]
[REDACTED]
[REDACTED]

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Jillian M. Onesi

Charter School Name: Academy of Learning and Leadership

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): _____

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See Attachment
5. Please explain why you wish to serve on the board. See Attachment

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *See Attachment*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

See Attachment

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *See Attached*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *See Attached*
19. Please explain your understanding of the educational program of the charter school. *See Attached*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *See Attached*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *See Attached*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *See Attached*
23. Please provide any other information that you feel is pertinent to the Department's review.

4. I became aware of the charter school and the opportunity to serve as a board member when one of the members of the core reached out to me in regards to community outreach opportunities with the Niagara Falls Public Library.

5. I wish to serve on the board because I am totally supportive of the school's mission and the opportunity to provide another education option to the community. I think that between my employment at the Niagara Falls Public Library and my service on the board of the Niagara Falls Family YMCA, involvement with the Academy of Learning and Leadership is the perfect addition to contribute to my efforts of enhancing and developing the youth and community of the City of Niagara Falls.

6. Please see above response 5.

15. I am not sure if the Niagara Falls Public Library (NFPL) is an official partner or just a venue for community outreach. If an official partner then I suppose my employment with the NFPL should be mentioned here.

17. If I became aware of a situation where another member of the Board were working for their own benefit, I would be sure to make the President of the board aware of the situation so that they could handle appropriately. If the President were the individual in question, I would attempt to identify another member of the Board who may have some legal experience and could assist in assuring the situation were handled appropriately. If there were no such person available, I think my next step would be attempting to make contact with someone within the State Education Department.

18. The philosophy and mission of the Academy of Learning and Leadership is to expose the community to excellence in education through the three pillars of learning.

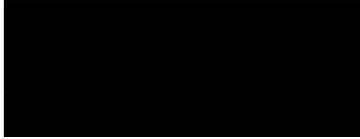
19. ALL's three pillars of learning are: 1) Data driven instruction, ensuring that the academic needs of individual students are met by continually analyzing educational data. 2) Early literacy, ensuring that students are exposed to reading and writing early on in their education and providing parents with the necessary tools to help with that initiative; and 3) "The Leader in Me" approach to meeting the social and emotional needs of students and educating the whole child.

20. In order to ensure the success of ALL, the board will need to be diligent in hiring quality teachers who are dedicated to providing the highest level of data driven instruction. Trustees will need to set high expectations of staff and teachers who in turn will need to set high expectations for their students. Teachers must be given the opportunity to provide feedback about their experience in the classroom with their students on a regular basis. It will be necessary for the board to be sure that the budget is being effectively and efficiently managed.

21. The role of a public charter school board member is to support and develop the school's mission and philosophy. Also to oversee the finances of the school.

22. I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Jillian M. Onesi



Skills

- Effective and efficient in organizing and prioritizing tasks.
- Skilled communicator; interpersonally, verbally and written.
- Open minded, quick learner with great judgment.
- Proficient in utilization of Microsoft Office Suite and many other windows and DOS based programs.

Education

Buffalo State College
Business Administration

May 2004
Bachelor Degree

Experience

Administrative Assistant
Niagara Falls Public Library

Niagara Falls, NY
12/2011-Present

- Provide administrative support to Executive Director and Board of Trustees.
- Provide human resources support to staff of 37, including payroll processing.
- Assess operational work flow and recommend process improvements.

Member Services Representative
Niagara Falls Family YMCA

Niagara Falls, NY
1/2010 – Present

- Create and maintain accurate and thorough member files.
- Front desk responsibilities such as: greeting members, answering phones, handling basic cash functions.

Member Services Representative
Boys and Girls Clubs of Oceanside

Oceanside, CA
07/2009 – 01/2010

- Kept payment and attendance records for summer camp and after school programs, maintained accurate accounts, records and payments for those programs using Microsoft Quickbooks.
- Front desk responsibilities such as: maintaining member relations and concerns, answering phones.

Assistant Manager
Enterprise Rent a Car

San Diego, CA
06/2005 – 05/2009

- Created and effectively implemented daily branch operation plans through optimal utilization of personnel and assets.
- Trained and developed personnel through positive relationships and exhibiting leadership.
- Maintained highest level of customer service.

Professional References

Greg Larson



Mary deWysocki



School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: ___Nathaniel Perlman_____

Charter School Name: ___A.L.L. – Academy of Learning and Leadership___

Charter School Address: ___Niagara Falls, New York_____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): ___Member_____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

8. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
12. Please explain why you wish to serve on the board.
13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the

extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

14. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

4. I became aware of A.L.L. over a year ago when a friend introduced me to Mrs Megan Battista. After discussing the project and my own professional experience, Megan asked me if I would be interested in serving as a board member and I accepted.

5. I wish to be on A.L.L.'s board in hopes of serving my community and the city I love dearly. As a lifelong resident, homeowner, and future parent, I have a vested interest in seeing Niagara Falls return to the great city it once was. It is my belief that education is the great equalizer and can lift struggling communities out of poverty.

17. If I believed that one or more board members were working for their own benefit, I would alert the Chairman of my concerns and assist with the investigation as best I could. If the Chairperson were the individual in question, I would present my concerns to next highest officer.

18. My understanding of A.L.L.'s educational philosophy is that all children, regardless of their background, deserve the opportunity to achieve excellence. By using the three pillars of learning and employing exceptional teachers, A.L.L. can transform children of unfortunate circumstances into the leaders of tomorrow.

19. A.L.L.'s educational program is based on three pillars of learning:

1. Data Driven Instruction
2. Early Literacy
- 3."The Leader in Me" philosophy of Steven Covey's The 7 Habits of Highly Effective People.

The key to data driven instruction is that A.L.L. understands students have varying skillsets and speeds at which they learn. By practicing active monitoring and frequent assessments, A.L.L. has the data to customize the level of attention each pupil requires in order to succeed.

By focusing the on the development of early literacy skills, A.L.L. is taking a proactive approach to childhood education. Through partnerships formed within the community, A.L.L. will provide parents with the necessary tools needed for literary development.

The third pillar of learning "The Leader in Me" philosophy, speaks to A.L.L.'s commitment to educating the whole-child. Equally important to academic achievement is the development of a child's confidence and emotional education. By practicing these techniques, it is expected that A.L.L.'s students will have a greater sense of responsibility, leadership, creativity and self-direction.

20. A successful charter school is one in which continually delivers academic results for the community it serves. This is accomplished by having a passionate board with an unwavering belief in the mission of the charter. Specific steps that the board can take include:

1. Hiring exceptional employees who share the board's passion and vision.
2. Setting clear and measurable goals for both teachers and administrators.
3. Ensuring the fiscal stability of the charter.
4. Developing effective evaluation tools for the board itself.

21. The success of a charter school is largely reliant on the quality of the board that governs it. For this reason, it is important that the board consist of members with relevant experience and a diverse range of skills. More often than not, failed charter schools are due to the misgoverning of its finances and not the academic performance of its students. As board members, we will ensure the fiscal viability of the school while continuing to promote the mission, vision and philosophy of the charter.

NED PERLMAN

EXPERIENCE

Fall 2013 – Present Horizon Health Services Buffalo, NY

Finance Operations Manager

- Develop and supervise fiscal operations for Horizon Village and Freedom Village inpatient residential facilities
- Supervise the Financial Coordinator and Admissions staff
- Manage reporting and analysis of all grants and contracts
- Identify inefficient practices and offer recommendations to senior staff
- File New York State CFRS budgets and claiming reports
- Submit Niagara County and Erie County expense reports and budgets
- Maintain the Grants Database System
- File the annual HCS - AHCF Cost Report

2012 - 2013 Horizon Health Services Buffalo, NY

Sr. Contract Administrator

- Managed reporting, accounting, and invoicing of all grants and contracts
- Provided projections and analysis of deficit funded programs for senior staff
- Submitted monthly Federal Probation billing and reimbursement claims
- Developed and maintained the Grants Database System
- Filed New York State CFRS budgets and claiming reports
- Month end journal entries and account reconciliations
- Submitted Niagara County and Erie County expense reports
- Filed the annual HCS - AHCF Cost Report
- Supervised accounts receivable personnel
- Approved invoices for operational expenses

2009 - 2011 Horizon Health Services Buffalo, NY

Supportive Housing Supervisor / Drug Court Liaison

- Supervised four housing case managers
- Completed Annual Performance Reports for HUD and OASAS
- Audited client records to comply with HUD regulations
- Managed program waitlist, HMIS data, and county expense reports
- Attended weekly Amherst Drug Court sessions as a provider representative
- Completed intake assessments and referral paperwork for outpatient services

EDUCATION

2004 - 2008 University at Albany, State University of New York

- Bachelor of Science, *cum laude*
- Major: Business Administration

TECHNICAL SKILLS

Proficient in: Excel, Word, Outlook, PowerPoint, NYS CFRS, HMIS, and AHCF software.
Experienced in: Great Plains, Integration Manager, FRX Reports, Anasazi, and Crystal Reports

Attachment 5b: By-Laws

**BYLAWS OF
ACADEMY OF LEARNING AND LEADERSHIP
CHARTER SCHOOL**

**ARTICLE I
NAME**

Section 1.1 Name. The name of this corporation shall be the Academy of Learning and Leadership Charter School (the “Corporation”).

**ARTICLE II
MEMBERSHIP**

Section 2.1 Members. The Corporation shall not have any members. The rights which would otherwise vest in the members under the New York Not-For-Profit Corporation Law shall instead vest in the Board of Directors of the Corporation (the “Board”).

**ARTICLE III
PURPOSE**

Section 3.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

**ARTICLE IV
OFFICE**

Section 4.1 Offices. The Corporation’s principal office shall be located at _____, Niagara Falls, New York. The Board may change the location of the Corporation’s principal office.

**ARTICLE V
BOARD OF DIRECTORS**

Section 5.1 Powers. The Board shall conduct the affairs of the Corporation, subject to applicable provisions of the New York Education Law, New York Not-For-Profit Corporation Law, the Corporation’s Certificate of Incorporation, and these Bylaws. Members of the Board (“Directors”) shall have no power as individuals and shall act only as members of the Board.

Section 5.2 Number of Directors. The authorized number of Directors shall be no fewer than five (5) and shall not exceed eleven (11), with the exact number of authorized Directors to be fixed by the Board from time to time. The Board may elect parent representatives and interested members of the community as Directors.

Section 5.3 Election. The Board shall elect Directors by vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director. Directors-elect assume office subject to approval by the New York State Board of Regents (the “Charter Entity”).

(a) Eligibility. To be eligible for election, a person must be nominated by a current Director. The Board may then elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

(b) Time of Elections. The Board shall elect Directors whose terms begin on July 1st of a given year at the annual meeting for that year, or at a regular meeting of the Board, or at a special meeting of the Board called for that purpose.

Section 5.4 Term of Office. Each Director shall be elected for a term of three (3) years and shall hold office until a qualified successor has been elected. Notwithstanding the foregoing, in the first three (3) years of its existence, at least two (2) Directors shall serve a one (1) year term, and at least two (2) Directors shall serve a two-year term. New Directors may be elected at any time to fill vacancies. If a Director is elected at a time other than at the annual meeting, his or her three (3) year term shall be calculated starting from the date of the most recent annual meeting.

Section 5.5 Resignation. A Director may resign at any time by giving written notice to the Chair of the Board or the Secretary of the Board. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice.

Section 5.6 Removal. A Director may be removed from office at any time by a vote of the majority of Directors then in office, in a manner consistent with the laws of the State of New York.

Section 5.7 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of Directors is less than the authorized number. The Board may declare vacant the office of any Director who has been declared of unsound mind by final order of a court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board or, if the number of Directors in office is less than a quorum, by (1) unanimous written consent of the Directors then in office; (2) a vote of a majority of the Directors then in office at a meeting called in accordance with §§ 6.3 and 6.4, *supra*; or (3) a sole remaining Director. In addition, each Director elected or appointed to fill a vacancy, whether by the Board or by the Director, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 5.8 Compensation of Directors. Directors shall serve without compensation. Directors shall not accept gifts in excess of \$50 from any individual or entity in any way

related to the school operated by the Corporation. The Board may authorize the advance or reimbursement to a Director of actual reasonable expenses incurred in carrying out his or her duties as a Director. This Article shall not restrict a Director from receiving compensation in his or her capacity as an officer or employee of the Corporation.

Section 5.9 Loans. No loans shall be made by the Corporation to any Director, officer, or agent of the Corporation.

Section 5.1.1 Standing Committees. The Board may create standing committees of no less than three (3) Directors, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include, but are not limited to: an executive committee (the "Executive Committee"), an audit and finance committee (the "Audit and Finance Committee"), and a student learning committee (the "Student Learning Committee").

(a) Executive Committee. The Executive Committee shall meet in intervals between meetings of the Board and, subject to these Bylaws, transact such business of the Corporation as the Board may authorize from time to time. There shall be no fewer than five (5) Directors serving on the Executive Committee.

(b) Audit and Finance Committee. The Audit and Finance Committee shall be advisory and shall provide its recommendations to the Board from time to time for review and acceptance by the Board. It shall be the responsibility of the Audit and Finance Committee to (i) provide recommendations regarding the appointment of the external auditor of the Corporation; (ii) meet with the external auditor prior to commencement of the audit; (iii) review and discuss with the external auditor any risk assessment of the Corporation's fiscal operations developed by the auditor; (iv) receive and review the draft annual audit report and accompanying draft management letter and, working directly with the external auditor, assist the Board in interpreting such documents; (v) make a recommendation to the Board on accepting the annual audit report; and (vi) assist in the oversight of the internal audit function of the Corporation.

(c) Student Learning Committee. The Student Learning Committee shall be advisory and shall provide its recommendations to the full Board from time to time for review and acceptance by the Board. It shall be the responsibility of the Student Learning Committee to (i) oversee the development of School's academic program by the School's professional staff; (ii) review proposed amendments to the academic program from time to time; (iii) develop reporting requirements for the Head of School and other professional staff to the Student Learning Committee; (iv) develop and calibrate the academic achievement goals for the School; (v) receive and review the reports of the Head of School and other

professional staff; (vi) interact with the Head of School and the School's other professional staff in the event the School fails to meet any of its academic achievement goals; and (vii) oversee the adoption and implementation of a remediation plan in the event the School fails to meet its academic achievement goals.

ARTICLE VI MEETINGS

Section 6.1 Annual Meeting. An annual meeting of the Board shall be held annually in the month of June on a date to be specified by the Board and will coincide with one of the regular meetings of the Board. The agenda of the annual meeting shall include, but is not limited to: election of Directors.

Section 6.2 Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students, and receiving public funds for such operation, regular meetings of the Board shall be held every month on a schedule determined by the Board at its first meeting during each academic year.

Section 6.3. Special Meetings. A special meeting of the Board shall be held at any time called by the Chairperson of the Board. The Chairperson of the Board shall call a special meeting upon the receipt of a written request made by Directors entitled to cast 10% of the total number of votes at a regular meeting. The notice for such meetings shall comply with § 6.5, *supra*.

Section 6.4 Quorum and Voting. A majority of the total number of Directors then in office shall constitute a quorum for the transaction of business. The vote of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by applicable law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The Directors present at a duly called and held meeting at which a quorum is initially present may constitute to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting.

Section 6.4 Adjournment. A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time.

Section 6.5 Notices. Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Board shall be given to each Director by the Secretary. Such notice shall be given to each Director in person, by mail, or by telephone, facsimile transmission, or electronic mail sent to such Director's usual or last known business address, home address, or e-mail address not less than five (5) and not more than ten (10) days in advance of the meeting, provided that notice of special meetings to discuss matters requiring prompt action shall

be given no less than 48 hours in advance of the meeting.

Section 6.6 Open Meeting Law. All meetings of the Board shall be conducted in accordance with the New York Open Meeting Law, as amended from time to time, or any successor statute.

ARTICLE VII OFFICERS

Section 7.1 Officers. The officers of the Corporation shall be a Chairperson of the Board ("Chairperson"), a Vice Chairperson of the Board ("Vice Chairperson"), a Secretary, and a Treasurer. The Chair of the Board must be a Director. The Corporation may also have such other officers as may be determined by the Board.

Section 7.2 Election and Term. The officers of the Corporation shall be elected by the Board at the annual meeting. Each officer shall serve a term of one (1) year and be permitted to seek reelection at the ensuing annual meeting.

Section 7.3 Chairperson. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board. The Chair of the Board shall only be permitted to cast a vote in the event of a tie between the Directors.

Section 7.4 Vice Chairperson. If the Chairperson is absent, the Vice Chairperson shall perform all the Chairperson's duties and, when so acting, shall have all the Chairperson's powers and be subject to the same restrictions.

Section 7.5 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Treasurer. The Treasurer shall be the chief financial officer ("CFO") of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, and may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any Director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.7 Resignation. An officer may resign at any time by giving written notice to

the Chair of the Board. The Chair of the Board shall give written notice to the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation with respect to the officer.

Section 7.8 Removal. Officers may be removed from office by the Board, consistent with the voting procedures in these Bylaws.

Section 7.9 Vacancies. A vacancy in any office shall be filled by the Board.

ARTICLE XIII NON-LIABILITY OF DIRECTORS

Section 8.1 Director Liability. No Director shall be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE IX INDEMNIFICATION

Section 9.1 Definitions. For the purposes of this Article, "agent" means any person who is or was a Director, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, or other agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise; "proceeding" means any threatened, pending, or completed action or proceeding, whether civil or criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under § 9.2 of this Article, *supra*.

Section 9.2 Right to Indemnification. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was an agent of the Corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

Section 9.3 Approval of Indemnification. On written request to the Board by any agent of the Corporation seeking indemnification, to the extent the agent has been successful on the merits, the Board shall, by a majority vote consisting of a quorum of disinterested Directors, promptly authorize indemnification in accordance with these Bylaws.

Section 9.4 Advancing Expenses. The Board may authorize the advancement of expenses incurred by or on behalf of an agent of the Corporation in defending any proceeding before the final disposition of such proceeding, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances;
- (b) before any advance is made, the agent submits a written

undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article; and

(c) the agent has cooperated in good faith with any request by the Corporation including, but not limited to the request that common counsel be utilized by the parties to an action or proceeding who are similarly situated unless to do so would be inappropriate because of actual or potentially differing interests between or among such parties.

Section 9.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under this Article.

(a) No insurance so purchased may provide for any payment, other than the cost of defense, to or on behalf of any Director or officer if a judgment or other final adjudication adverse to the insured Director or officer establishes that his or her acts of active and deliberate dishonesty were material to the cause of action so adjudicated, or that the person personally gained a financial profit or other advantage to which he or she was not legally entitled to.

ARTICLE X GIFTS, GRANTS, CONTRACTS, AND INVESTMENTS

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling, and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital.

ARTICLE XI STANDARD OF CARE

Section 11.1 Performance of Duties. Each Director and officer of the Corporation shall perform their duties in good faith and with the care an ordinarily prudent person in like

position would exercise under similar circumstances. In carrying out such duties, the Board shall take into account the considerations specified in New York Not-For-Profit Corporation Law § 717(a).

Section 11.2 Reliance on Others. In performing their respective duties, Directors and officers shall be entitled to rely on information, opinions, reports, and statements (including financial statements and other financial data), presented or prepared by: (a) one or more officers or employees of the Corporation whom the Director or officer believes to be reliable and competent in the matters presented; (b) counsel, public accountants, or other persons as to matters that the Director or officer believes are within that person's professional or expert knowledge; or (c) a Board Committee on which the Director does not serve *provided* the Director or officer believes the Board Committee merits confidence and the Director or officer acts in good faith after undertaking a reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 11.3 Duty to Maintain Confidences. Each Director shall maintain the confidentiality of all actions relating to the Board which are not required by law to be disseminated to the public.

ARTICLE XII CONFLICTS OF INTEREST

Section 12.1 Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest.

Section 12.2 Definitions.

- (a) Interested Person: Any Director, officer, or member of a committee with Board-delegated powers who has a financial interest, as defined below.
- (b) Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - (1) An ownership or investment interest in any entity which the Corporation has a transaction or arrangement;
 - (2) A compensation¹ arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or

¹ "Compensation" includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

- (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Section 12.3 Procedures.

- (a) An interested person shall have a duty to disclose the existence of his or her financial interest and all material facts related thereto to the Board.
- (b) An interested person may make a presentation to the Board. After the presentation, he or she shall leave the meeting during discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest. The Board shall, if appropriate, appoint a committee comprised of disinterested individuals to investigate alternatives to the proposed transaction or arrangement.
- (c) After exercising due diligence, the Board shall, by a majority vote consisting of a quorum of disinterested Directors, determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board, by a majority vote consisting of a quorum of disinterested Directors, shall determine whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision whether to enter into the transaction or arrangement in conformity with such determination.

Section 12.4 Annual Statements. Each Director, principal officer, and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person has (1) received a copy of the conflicts of interest policy; (2) read and understands the policy; (3) agreed to comply with the policy; and (4) understood that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VIII CERTAIN MATTERS

Section 13.1 Executive Compensation Review. The Board (or a Board Committee so authorized) shall review the compensation packages of all employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such employee is hired, when the term of employment of such employee is renewed or

extended, and when the compensation of such employee is modified, unless the modification applies to substantially all of the employees of the Corporation.

Section 13.2 Execution of Instruments. 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 the authority to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it monetarily liable for any purpose or any amount.

Section 13.3 Checks and Notes. Except as otherwise specifically provided by a Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board, the Head of School, or Treasurer. In addition, the Board may appoint additional employees of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness.

Section 13.4 Construction and Definitions. Unless the context requires otherwise, the general provisions, rules of construction, and definitions contained in the New York Not-For-Profit Corporation Law and the New York Education Law shall govern the construction of these Bylaws. Without limiting the foregoing, words utilized in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only.

Section 13.5 Interpretation of Certificate of Incorporation and Law. Whenever any provision in these Bylaws is in conflict with the provisions of the Certificate of Incorporation, the provisions of the Certificate of Incorporation shall control. Likewise, whenever any provision in these Bylaws is in conflict with the provisions of applicable law, the provisions of the applicable law shall govern and control, including the New York Open Meeting Law.

Section 13.6 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

Section 13.7 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

Attachment 5c: Code of Ethics

CODE OF ETHICS

Applicability

This Code of Ethics applies to members of the board of directors, administrators, teachers, and staff at every level. All Board Members, officers, and employees of the school will be given a copy of the Code of Ethics at the beginning of their employment or association with the school.

Policy

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. Members of the Board of Directors (“Board”) and staff of the Academy of Learning and Leadership Charter School (“ALL”) must conduct their affairs in the best interests of the school. To this end, conflict of interests—or the appearance of a conflict of interest—between individuals employed by or associated with ALL and the school must be avoided. To ensure individuals associated with ALL do not receive improper personal benefits by virtue of their relationship with ALL, the Board has adopted the following procedures to govern ALL’s decision-making processes regarding conflicts of interest.

- A. Board Members, officers, or employees of any external organization shall not hold more than forty (40) percent of the total seats comprising the Board.
- B. Board Members, officers, and employees shall cooperate and make all appropriate financial disclosures whenever a conflict of interest grievance is lodged against them.
- C. Board Members, officers, and employees shall not ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- D. Board Members, officers, and employees shall exercise the highest degree of care not to disclose confidential information. Confidential information includes, but is not limited to: (1) student records; (2) financial information; (3) personnel records; and (4) payroll records.
- E. Board Members, officers, and employees shall observe appropriate rules of behavior while on school property. Unacceptable conduct includes, but is not limited to: (1) theft; (2) falsification of documents; (3) possession of illegal drugs or alcohol in the workplace or being under the influence of illegal drugs or alcohol while at the workplace; (4) use of tobacco or tobacco products while on school grounds; (5) insubordination or other disrespectful conduct; (6) violation of safety and/or health rules; (7) harassment of any kind (*e.g.*, sexual, bullying); and (8) excessive absenteeism or any absence without notice.

Conflict of Interest Procedures and Definitions

- A. Board Members shall disclose to the Board their interest regarding a transaction the Board is considering. "Interest" is used in this Code of Ethics to encompass both pecuniary and non-pecuniary interests. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member's knowledge (as determined by an objective review of the facts and circumstances), the Board Member's Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person which ALL is considering a transaction. Unless the Board requests otherwise, Board Members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial Interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person which whom ALL is considering a transaction; and (b) any person who has a significant position in an entity with which ALL is considering a transaction.
- B. ALL's senior staff (including, but not limited to, the Head of School or any other employee, expert, or advisor who is in a position to influence a decision in which s/he has an Interest) shall disclose to the Head of School (or Head of School's designee), orally or in writing, any Interest, and shall, unless the Head of School (or Head of School's designee) determines otherwise, recuse him or herself from the decision-making process. The procedures set forth in the proceeding sentence shall apply with the same force and effect to any Board Member who has knowledge that s/he has an Interest in a transaction being considered by ALL below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom ALL is considering a transaction; and (b) any person who has a significant position in an entity with which ALL is considering a transaction.
- C. No Board Member or staff member of ALL shall accept or solicit payments for expenses associated with ALL-related travel, meals, or other professional activity from actual or potential suppliers of ALL. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$50 or more from actual or potential suppliers of services or goods for ALL,

except (a) gifts presented to ALL where the recipient is representing ALL and thereafter presents the gift to ALL; or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official ALL duties.

D. Additional conflict of interest provisions for all Board Members, officers, and employees of ALL:

1. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§ 800-804, 804-a, 805, 805-a, 805-b, and 806) are applicable to school districts. As such, all Board Members, officers, and employees of ALL shall comply with these aforementioned laws.
2. No Board Member, officer, or employee of ALL shall:
 - (a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of fifty (50) dollars 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 influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
 - (b) Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal Interests;
 - (c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which s/he is an officer, member, or employee of any municipal agency over which s/he has jurisdiction or to which s/he has the power to appoint any member, officer, or employee; or
 - (d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

- E. Board Members, officers, and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners, and founding organizations.

- F. Any officer or employee who has, will have, or later acquires an Interest in—or whose spouse has, will have, or later acquires an Interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which s/he is an officer or employee, shall publicly disclose the nature and extent of such q in writing to his or her immediate superior and to the governing body thereof as soon as he or she has knowledge of such actual or prospective Interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

Attachment 8a: Hiring and Personnel Policies and Procedures

Hiring

Commitment to Equal Opportunity: ALLCS believes that all people are entitled to equal employment opportunity. ALLCS follows state and federal laws prohibiting discrimination in hiring and employment. ALLCS does not discriminate against employees or applicants in violation of those laws.

Recruitment: ALLCS knows that it is only as good as our employees, so we search widely for talented and motivated individuals to fill vacant positions. Our recruitment methods include posting job openings on websites, attending job fairs, hosting job fairs, and other networking. Although these methods have served well in the past, we know that the marketplace is ever changing and that finding high-quality people is an evolving process. ALLCS encourages its employees to share their ideas about what more can be done to find and recruit talented and motivated individuals.

ALLCS conducts all recruiting in a fair and nondiscriminatory manner. In addition to looking outside the company for new hires, we also look within. After all, it is already known, the value and quality of the current employees. ALLCS will post all internal job openings on our website. In addition, internal job postings are also shared with staff via email.

Hiring Guidelines: The hiring process at ALLCS will center around assessing the degree to which candidates possess the key characteristics listed above. Following the cycle below, the hiring team (comprised of stakeholders from across the school community—which may include but not be limited to administration, staff/faculty, parents, and the Board), the hiring process is designed to be a thorough, rigorous evaluation of each candidate’s qualifications.

- **Resume Screen:** All candidates will be required to submit an initial resume and cover letter, at which point the Head of School will determine if a phone interview is appropriate.
- **Screening Interview:** Using a protocol, the screening interview will help the team to gauge applicants’ key characteristics, as well as to develop a sense for candidates’ previous experiences and commitment to participating in the founding of a school. If, after the screening interview, the team believes the candidate is a good match for ALLCS, the candidate will be invited for an extended interview.
- **Writing Sample:** At the time of the screening interview, candidates will be asked to complete a writing sample in response to a prompt. This will be used to assess the candidate’s ability to communicate in writing.
- **Extended Interview:** The extended interview will take place with the hiring team. Using a protocol that build upon the information collected during the screening interview, the in-person interview will be designed to draw out candidates’ content knowledge and character by addressing behavior in prior instructional and organizational situations.
- **Data Analysis:** At the time of the extended interview, candidates will be asked to develop a plan of intervention based on mock data provided by the hiring team. This will be used to assess the candidate’s ability to analyze data and make instructional

decisions.

- **Demo:** A key element of ALLCS interview process will be a demo and/or a sample lesson and feedback session. Because our school places such a high value on continuous improvement and reflective character, it will be crucial that we be able to assess how teachers go about planning, developing, and executing lessons, what they identify as their own strengths and weaknesses, and how they respond to constructive criticism.
- Note: All employees of ALLCS will undergo background checks and child abuse registry searches in accordance with the law.

Proof of Work Eligibility: Within three business days of the first day of work, staff must complete Federal Form I-9 and show documentation proving identity and eligibility to work in the United States. The federal government requires ALLCS to do this. At orientation, staff should have received a blank I-9 Form and instructions on completing it.

Fingerprint and Criminal Background Check: As required by law, all faculty (including substitute teachers), staff, and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment.

Consultants who are either independent contractors or agents of a company who have unsupervised access to students, and whose work involves spending time in the school, must be fingerprinted and have a criminal background check.

Parents who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of ALLCS to require fingerprinting and background checks on parent chaperones and volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. This policy and practice is consistent with those required of public schools within the NYC Department of Education district. Instructional volunteers who may have both regular and unsupervised access to children at ALLCS must be fingerprinted and have a criminal check completed on their backgrounds. There is no exception to this policy. Employment is conditional until clearance is received.

All employees are required to notify the Head of School within 48 hours of any arrest on a criminal charge.

Employment-At-Will: ALLCS follows the practice of “employment-at-will.” This handbook is not a contract and is not to be construed to form a contract or guarantee of benefits. This handbook merely describes the School’s general philosophy concerning policies and procedures. Your employment with ALLCS is voluntarily entered into and you are free to resign at any time. Similarly, ALLCS is free to conclude its employment relationship with you at any time, with or without notice, with or without cause, or for no reason at all. Although we hope that our relationship shall be long and mutually beneficial, it should be recognized that no employee has a contractual right, express or implied, to remain an employee of ALLCS.

No manager, supervisor, or employee of ALLCS has any authority to enter into an agreement for employment for any specific period of time or to make an agreement for employment other than at-will. Only the AL and/or OL of the school or Chair of the Board of Trustees has the authority to make any such agreement and then only in writing.

Hiring Of Relatives: The employment of relatives in the same area of an organization may cause conflicts, the appearance of conflicts, and/or problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried into day-to-day working relationships.

Relatives of persons currently employed by ALLCS may be hired only if they will not be working directly for or supervising a relative or will not occupy a position in the same line of authority within the school. Employees cannot be transferred into such a reporting relationship. If the relative relationship is established after employment, one of the individuals will need to be transferred or employment terminated. In other cases where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Separation

Voluntary Resignation: Upon voluntary resignation, all employees are required to give two (2) weeks (workdays) written notice to their supervisor before the resignation date. Whenever a staff member chooses to leave ALLCS, an exit interview may be conducted to go over final paperwork and collect any school property.

Involuntary Termination: ALLCS does not have tenure or guaranteed employment. You, or ALLCS, may terminate your employment at any time for any reason.

Involuntary termination may result from any of the following: (i) Corrective action measures, which include infractions for violation of school policies, (ii) layoffs, which include the elimination of an employee's job function, or (iii) involuntary dismissal, which may be because of poor performance, or failure to demonstrate an acceptable attitude in the workplace.

Upon separation from ALLCS, unused PTO time will be handled as follows:

- Resignation: employees are eligible to receive unused PTO time up to two (2) weeks for 12-month employees and one (1) week for 10-month employees as long as proper notice is given (2 weeks (10 workdays) for all 10-month and 12-

month employees). Once notice has been given employees may not use any PTO time. If less than 2 weeks' notice of resignation is given PTO time will be forfeited.

- **Involuntary Termination:** employees who are terminated involuntarily for any reason are not eligible to receive payment for any unused PTO time.

Complaint and Appeals Policy: ALLCS intends to have an open and communicative environment. However, occasionally management decisions are made or actions are taken that employees may not agree with. Therefore, over and above our open door policies, we will have a formal appeals process that employees may use when they believe they have been aggrieved by a supervisor's decision that is inconsistent with the employee handbook, the school charter, or applicable law.

Should a staff member be aggrieved by a decision or action taken by the Board of Trustees or the administration of ALLCS that the employee believes is in violation of the employee handbook, the school charter, or applicable New York State or federal law, the employee may submit their concerns in writing to their direct supervisor as per the organizational chart in the Employee Handbook. If the employee is not satisfied with results of the appeal submitted to their supervisor, they can further appeal the decision or action, in writing, to their supervisor's supervisor or the Head of School of ALLCS. Every employee of ALLCS should have at least two levels of appeal. Therefore, for those employees whose direct supervisor, as per the organizational chart in the Employee Handbook, is the Head of School, their second round of appeal would be the HR committee of the Board of Trustees.

Each level of appeal must respond in writing to the staff member that submitted the appeal, with a copy sent to the Head of School of ALLCS. The employee's supervisor(s) and Head of School will make every effort to respond to the staff member within 10 business days after receipt of the written appeal. The Board of Trustees will respond to any employee appeals after the next regular Board meeting after such appeal is received.

Employment Classifications

Salaried Full-Time Employees: Employees who consistently work 40 hours in a regular workweek. Full-time employees are entitled to all of the benefits described in this handbook and required by law.

Salaried Part-Time Employees: Employees who consistently work 20 or more hours in a regular workweek. Salaried part-time employees are entitled to insurance and PTO benefits on a pro-rated basis and all other benefits required by law.

12-Month Employees: Employees who can either be classified as full or part-time and work 12 months out of the year.

10-Month Employees: Employees who can be classified as either full or part-time and work 10 months out of the year.

Part Time Hourly Employees: Employees who consistently work less than 20 hours in a regular workweek. Part time hourly employees are not entitled to any benefits except for those required by law.

Full Time Hourly Employees: Employees who consistently work 40 hours in a regular workweek. Full-time employees are entitled to all of the benefits described in this handbook and required by law.

Per Diem Employees: Employees who work on an “as needed” basis, e.g. substitute teachers. Per Diem employees are not entitled to any benefits except for those required by law.

Non-Exempt Employees: All employees are classified as either “exempt” or “non-exempt.” This distinction is mandated and necessary by law. Non-exempt employees normally work on an hourly basis and are entitled to one and one half times (1½) times their regular hourly rate when they work in excess of 40 hours in a regular workweek. You will be advised of your hourly rate and your overtime rate at the time you are hired, transferred or promoted or whenever there is a change in your rate of pay.

Exempt Employees: Exempt employees include staff whose duties and responsibilities allow them to be “exempt” from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. If you are an exempt employee, you will be advised of this classification at the time you are hired, transferred or promoted. Exempt employees are paid on a salary basis which is not subject to fluctuation based on hours worked.

Orientation: Staff new to the school shall be required to attend an orientation session prior to the start of their employment.

Salary and Compensation

Salaried Employees: Salaried employee compensation will be based upon verified years of experience and educational level pertaining to job title. Exceptions may be made, for business reasons, at the discretion of the AL and/or OL.

- Base salaries and compensatory pay rates are approved by the Board of Trustees.
- Upon approval of the Board of Trustees, salary increases will be paid, up to a maximum of 3%. Increases in salary are effective for all employees who receive a raise on the first day of the new school year.
- In order to receive a raise in the following school year, employees must have been on the payroll by March 1st.
- All stipends will be paid over summer break.
- Any classroom teacher, approved by his/her supervisor based upon satisfactory performance evaluation and academic concerns, may receive student teachers.

Hourly employees: Rates of pay for hourly employees will be based upon job function, as determined by the Board of Trustees annually.

Performance Based Compensation: A bonus may be paid to the staff in an amount agreed upon annually by the Board of Trustees and allowable by budget. A bonus will be paid if the individual has met the goals as outlined in the performance based compensation plan.

JOB DESCRIPTIONS

Title: Head of School

Primary Function: The Head of School will use leadership, supervisory, pedagogical and administrative skills to promote and enhance the overall educational development and uphold The Academy of Learning and Leadership's mission.

Reports to: Board of Trustees

Minimum Qualifications:

- An understanding of and commitment to ALLCS's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching, administrative experience plus.
- Experience teaching or leading grades K-5 is preferred
- A proven record of successful leadership and achievement

Preferred Qualities:

- Possess strong leadership and team skills
- Be able to handle multiple responsibilities effectively and efficiently
- Demonstrate excellent leadership, management, and organizational skills and the ability motivate people
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate knowledge and understanding of curriculum development and program evaluation, adolescent growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.

Responsibilities:

- Conduct meetings of the staff as necessary for the proper functioning of the school
- Protect instructional time by minimizing interruptions to the instructional process
- Coordinate teacher and student schedules to promote maximum learning and minimize conflict, including students with disabilities and English language learners.
- Maintain high visibility in the school
- Host school-wide events and/or workshops for parents, teachers, or students
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Chairs meetings (e.g. curriculum, safety, site advisory, special district committees, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives

- Delegates responsibility for a variety of administrative functions to Leader of Academics and other personnel for the purpose of managing the workload more efficiently
- Develops budgets and financial forecasts for the purpose of providing financial guidance and recommendations to Board of Trustees
- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Manages school administrative functions (e.g. facility maintenance, budget, staffing, etc.) for the purpose of maintaining safe and efficient school operations within charter
- Prepares a wide variety of materials (e.g. quantity reports, student activities, correspondence, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information to the Board of Trustees (e.g. budget overviews, accounting processes, distribution formulas, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to accountability measures
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment
- Researches alternate funding sources for the purpose of maintaining the efficient operation of the school
- Supervises instructional personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's mission
- Provide for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
- Represent ALLCS at fundraising functions
- Supervise pupil-personnel staff to ensure proper guidance, attendance and programming of students
- Supervise non-instructional staff to ensure the safety and cleanliness of the physical plant and the security and maintenance of school equipment and supplies
- Provide for the safety of students and staff by designing and implementing plans for daily and emergency mishaps

Title: Leader of Academics

Primary Function: The Leader of Academics is an instructional and strategic leader who sets the pace for pedagogy, instruction, delivery of lessons, and data driven instruction. The Leader of Academics will insure that teachers are meeting the needs of all students by for supporting and guiding teachers in developing units and lessons that meet the mission of the school. The Leader of Academics must have strong skills in data analysis for creating targeted lesson to improve student performance.

Reports to: Head of School

Minimum Qualifications:

- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching, administrative experience a plus.
- Experience teaching grades K-5 is preferred
- A proven record of successful leadership, coaching, and achievement
- An understanding of and commitment to ALL's mission, vision, goals, educational philosophy and programs, as described in the school's charter

Preferred Qualities:

- Possess strong leadership and team skills
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively
- Training in and implementation of the Common Core State Standards
- Experience with data analysis and using data to target instruction and inform decision making
- Proven track record of closing the achievement gap

Responsibilities:

1. Data Analysis and Curriculum Alignment

- Implement and support curriculum and assessment procedures as mandated by state and federal guidelines
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction
- Monitor the pacing and implementation of the education program as outlined in the curricular framework
- Support and train content area teachers to increase their knowledge and level of comfort with data, as well as discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction
- Maintaining policies and practices for grading, reporting, and promotion
- Suggest methods by which to alleviate educational deficits and recommend resources in the development of academic intervention and academic enrichment services
- Be knowledgeable of special education identification process for students being

referred to the learning specialist(s)

2. Professional Development

- Establish priorities and a schedule for school wide professional development framework for all content areas for short term and long term goals
- Work closely with the Head of School to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior
- Research and provide access to professional development for teachers in order to achieve school-wide academic goals
- Assist teachers in the development and realization of Individual Professional Development Plans
- Establish a culture of constant observation, feedback, constructive criticism and reflection of teaching and learning as a profession

3. Operational Leadership

- Assist Head of School in the development of an instructional budget
- Oversee use of materials and resource allocation
- Coordinate all state and school-based assessments
- Implement a test sophistication curriculum school wide

4. Fostering a Culture of High Academic Expectations

- Support teachers in developing parent workshops in all content areas and include parents in the ongoing process of planning and supporting special programs
- Host events and/or workshops for parents, teachers, or students that promote teaching and learning
- Support the teachers in developing field lessons to enhance the curriculum in all content areas

5. Staff Supervision and Evaluation

- Assists the Head of School in the supervision and evaluation of classroom instruction
- Demonstrate objectivity in personnel evaluation using formal and informal observations
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Complete any other tasks or duties as assigned by the Head of School

Title: Leader of Operations and Finance

Primary Functions: The Director of Operations and Finance is responsible for overseeing those aspects of school administration that do not directly relate to classroom instruction or student behavior. Responsibilities include oversight of the school budget, management of student information and data analysis, oversight of special programs, coordination of technology services and facility issues, and HR support. The Director of Operations and Finance is part of the leadership team, and reports directly to the Head of School.

Reports to: Head of School

Minimal Qualifications:

- Bachelor's degree or higher from an accredited institution
- An understanding of and commitment to ALLCS's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- 3 - 8 years of work experience, preferably in business or operations management in an urban education setting
- Adaptable, innovative and takes initiative to solve problems in a complex and fast-paced work environment.
- Detail-oriented with excellent problem solving and critical thinking skills
- Passion for contributing to a team-oriented, mission-driven school culture
- Self-motivated; commitment to continuous personal growth and professional development
- Strong proficiency in Microsoft Office, email clients, and comfortable with data systems
- Exhibits professional and approachable demeanor; strong verbal and written communication skills
- Demonstrated ability to multitask; ability to work independently and in teams
- Evening and weekend availability may be required

Duties & Responsibilities:

1. School Start-up

- Collaborate with Head of School and Administrative Assistant to develop systems for administrative communications and processes
- Support all operational and logistical projects for start-up operations: develop, refine, and teach the procedures for school support operations
- Develop School Safety Plan and support training of faculty and staff to ensure compliance with local and federal regulations (e.g. fire drills, emergency planning)
- Prepare student/family information packets and other essential school documents in collaboration with Head of School (e.g. staff handbooks, new student forms, food service program forms, etc.)
- Work with Head of School and Facilities team to coordinate building logistics and building set-up for school launch, including furniture orders and building preparations
- Develop systems for troubleshooting IT, facilities, and equipment issues

2. Daily School Operations and Management

- Oversee administrative functions, processes, and staff
- Manage communications with external vendors and service providers
- Oversee compliance of operations and programs, including data submission to regulatory agencies and completion of school-specific sections of state reports and grant/funding proposals
- Plan, organize, and coordinate school events and partnerships
- Develop school-based marketing and messaging materials for visitors, teacher recruits, and families
- Prepare reports on school operations

3. Financial Administration and Budgeting

- Responsible for procurement of supplies, materials, and equipment: research, negotiate, bid purchases, track delivery, and inventory items
- Ensure ongoing monitoring and implementation of third-party contracts, including facilities maintenance, food program, transportation, school uniforms and security
- Proactively monitor the school budget and assist Head of School in future budget planning Organize documents for accounts payable; monitor payables in relation to the budget
- Manage and reconcile petty cash funds
- Review monthly financial reports and update financial estimate templates; work with Head of School and Financial team to verify accuracy of funding and budget
- Coordinate with other staff to manage grant applications and reporting as appropriate
- Provide financial oversight (e.g. invoice approval, developing substitute teacher budget)

4. Technology and Facilities

- Oversee and assist with day-to-day operations of facilities and technology projects and staff
- Coordinate maintenance of buildings and technology
- Support work-order ticket system as needed
- Facilitate school security, safety drills, etc.
- Procure, inventory, and manage technology items and arrange supplemental tech support (e.g. copiers, printers, laptops, cameras, doc cams, projectors, etc.)

5. Food Service Program

- Oversee meal eligibility process, including application evaluation, eligibility verification, and collection of student fees, servicing of food program, and reporting regulations
- Manage relationship with food service vendor and maintain accurate documentation for program - Work with other staff to track meal data, submit monthly reimbursement claims, and process meal reimbursements

6. Student Information and Assessment

- Work with school staff to manage tracing and reporting of student information in databases, including course schedule maintenance and special education programs

- Provide support in distribution and utilization of student information and assessment results
- Maintain the calendar of campus activities & events
- Oversee enrollment process; work with Head of School, administrative staff and teaching faculty to meet enrollment targets and complete enrollment process
- Oversee collection of student information, entry into data systems, and maintenance of student and school records

7. Human Resources

- Support Head of School in planning and implementing faculty orientations, professional development activities, and staff transitions as necessary
- Assist Head of School with the processing of new hire paperwork and maintenance of personnel files
- Manage day-to-day activities and periodic/annual performance reviews of non-instructional staff as appropriate
- Work with school leadership to develop and implement human resource management policies and procedures (e.g. compensation, personal/sick days, screening, background checks, etc.)

Title: Leader of Support Services

Primary Functions: Will provide leadership specifically in the area of support services including Special Education and English as a Second Language (ESL) to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners, and will serve as direct contact to Committee on Special Education (CSE). The LSS will be responsible for the management of all IEPs, including oversight of annual meetings, relevant evaluations, intake and enrollment, file managements and security, and family communications. All Special Education and ESL teachers will be supervised by the LSS, who will oversee their performance in the classroom, their support of students on IEPs during intervention and previewing times, their effective monitoring of students' progress towards goals and benchmarks listed in IEPs, and their effective delivery of services. The LSS will report to and be evaluated by the Head of School, and will be responsible for providing all formal observation, feedback, and evaluations to Special Educators and ESL teachers on staff. Additionally, the LSS will manage all relationships with external service providers, such as Speech Pathologists, Occupational Therapists, School Psychologists, etc. As well, the LSS will administer the Home Language Survey to any student for whom home language is indicated as other than English, and will coordinate the administration of all mandated language testing.

Reports to: Head of School

Minimal Qualifications:

- An understanding of and commitment to ALLCS's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Master's Degree, preferably in a Special Education, TESOL, or Educational Administration
- A valid NYS teaching certificate
- Extensive knowledge of the provisions of IDEA, Section 504, and other applicable special education legislation
- Appropriate state certification as a special education teacher and any other required credentials
- Prior school administrative experience or other relevant leadership experience
- Three years of prior experience in special education, preferably in an urban setting.
- Demonstrated success in improving student outcomes
- Ability to communicate and work effectively with parents
- Ability to evaluate tests and measures of achievement
- Willingness to participate in professional development of special education practices

Preferred Qualifications:

- At least five years working in classroom and three years coaching educators, preferably in urban schools and/or communities
- An understanding and knowledge of ESL techniques and strategies for different levels of language acquisition for English language learners, especially the SIOP model
- Demonstrated ability to employ various teaching methodologies to accommodate

different learning styles and modalities and to differentiate instruction to meet the needs of individual students and small groups

Duties & Responsibilities:

1. SPED Responsibilities

- Oversee special education and related services, programs, and grants
- Ensure ALL's compliance with state and federal laws and regulations Supervise and evaluate special education teachers and learning specialists
- Provide support, coaching, mentoring, and guidance for general education and special education teachers and learning specialists
- Provide general education teachers, special education teachers, and learning specialists with information and professional development that reflects up-to-date special education policies, laws, and regulations
- Assist with recruiting, screening, hiring, assigning, and training special needs staff
- Assist with the development of the support services budget and management of resources Ensure compliance with and implementation of all IEP and 504 plans, including
- all reviews and modifications of academic and behavior goals Request new goals from teachers and related service providers
- Ensure that IEPs and 504s are current and that all service providers have current copies Update IEP and 504 information in Powerschool as needed and/or on a monthly basis. Prepare reports accurately and submit them in a timely fashion
- Maintain a secure and confidential system for student records in compliance with all applicable laws
- Act as primary liaison with Committee on Special Education for students' districts of residence and attend all relevant meetings
- Coordinate all special services with DOE/CSE
- Manage the identification of students with special needs, coordinating testing and referrals for evaluation
- Serve as coordinator for Student Support Team
- Coordinate long and short-term planning and goal-setting for students with disabilities through ongoing collaboration with all special and general education staff
- Evaluate progress of students with disabilities towards established goals
- Serve as an advocate for students as well as a liaison between school and home when appropriate
- Serve as point person for all vendors and providers of special services

2. ESL Responsibilities

- Coordinate program for ELL/LEP students, including providing direct and indirect instruction to ELL/LEP students on a push-in and pull-out basis
- Engage in long- and short-term planning addressing individual needs of ELL/LEP students
- Provide an inviting, engaging, and innovative learning environment for ELL/LEP students and establish and maintain effective and appropriate classroom management procedures.
- Evaluate ELL/LEP students' progress on an ongoing basis including ensuring

that Home

- Language Survey, LAB-R, and NYSESLAT are administered properly and establishing protocols for ensuring effective use of Sheltered Instruction Observation Protocol (SIOP) methodology in classrooms
- Prepare written reports accurately and communicate and consult effectively with parents, students, teachers and administrators
- Serve as advisors to ELL/LEP students and their families
- Collaborate with classroom teachers to utilize, develop, and infuse developmentally appropriate SIOP techniques, engaging curricula, and instructional materials in order to ensure equal access for ELL/LEP students
- Use student data on an ongoing basis to assess, to plan/modify instruction, and to monitor student learning
- Work with content-area teachers to modify curriculum and materials where necessary to meet the needs of the ELL/LEP students
- Comply with school rules regarding privacy of student records and information

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Applicaton Budget(s) & Cash Flow(s) Template

Academy of Learning and Leadership

Contact Name:	Catrina Coffey
Contact Email:	[REDACTED]
District of Location	Niagara Falls, NY
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

Academy of Learning and Leadership
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	225,000	
Total Expenses	199,096	
Net Income	25,904	
Actual Student Enrollment	132	Page 4
Total Paid Student Enrollment	132	

START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
District of Location	10,925	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation	200,000	Page 63
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000	

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	25,000	Community Fundraising
Erate Reimbursement	-	
Interest Income, Earnings on Investments,	-	
NYC-DYCD (Department of Youth and Community Developmt.)	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	25,000	

TOTAL REVENUE 225,000

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		<i>List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)</i>
Executive Management	1.00	38,750	
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	12,500	
Administrative Staff	1.00	11,667	
TOTAL ADMINISTRATIVE STAFF	2.50	62,917	

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 62,917

PAYROLL TAXES AND BENEFITS

Payroll Taxes	4,813
Fringe / Employee Benefits	13,200 2 Full-time employees
Retirement / Pension	8,067 2 Full-time employees
TOTAL PAYROLL TAXES AND BENEFITS	26,080

TOTAL PERSONNEL SERVICE COSTS

2.50 88,996

CONTRACTED SERVICES

Accounting / Audit	1,000	
Legal	4,000	Incorporation and legal fees
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	600	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	50,000	Curriculum Development & Staff Development
TOTAL CONTRACTED SERVICES	55,600	

SCHOOL OPERATIONS

Board Expenses		
Classroom / Teaching Supplies & Materials	4,000	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	10,000	Classroom furniture
Telephone	2,500	Voip setup
Technology	10,000	Server setup, Data Closet, Hardware
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	4,500	
Staff Development	-	
Staff Recruitment	2,000	

Student Recruitment / Marketing	4,500	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	37,500	
FACILITY OPERATION & MAINTENANCE		
Insurance	2,000	
Janitorial	1,500	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	3,500	Office Furniture
Security	-	
Utilities	5,000	
TOTAL FACILITY OPERATION & MAINTENANCE	12,000	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	5,000	
TOTAL EXPENSES	199,096	
NET INCOME	25,904	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
District of Location	132	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
TOTAL ENROLLMENT	132	
REVENUE PER PUPIL	1,705	
EXPENSES PER PUPIL	1,508	

**Academy of Learning and Leadership
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2015 to June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	1,797,276	49,574	-	-	-	1,846,850
Total Expenses	1,621,850	-	-	-	-	1,621,850
Net Income	175,426	49,574	-	-	-	225,000
Actual Student Enrollment	132	3				135
Total Paid Student Enrollment	132	3				135

Page 4

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
Niagara Falls School District	10,925	1,442,100	49,574.25	-	-	1,491,674
School District 2 (Enter Name)		-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-
		1,442,100	49,574	-	-	1,491,674
Special Education Revenue		-	-	-	-	-
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,442,100	49,574	-	-	1,491,674
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	-	-	-	-
Title I		96,117	-	-	-	96,117
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		109,058	-	-	-	109,058
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		150,000	-	-	-	150,000
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		355,176	-	-	-	355,176
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-
TOTAL REVENUE		1,797,276	49,574	-	-	1,846,850

Assumes 2% of students

Assumes 728.16 per student

EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	95,000	-	-	-	95,000
Instructional Management		-	-	-	-	-
Deans, Directors & Coordinators		-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-
Operation / Business Manager	1.00	50,000	-	-	-	50,000
Administrative Staff	1.00	28,000	-	-	-	28,000
TOTAL ADMINISTRATIVE STAFF	3.00	173,000	-	-	-	173,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	9.00	405,000	-	-	-	405,000
Teachers - SPED	1.00	45,000	-	-	-	45,000
Substitute Teachers	0.50	18,000	-	-	-	18,000
Teaching Assistants	1.00	20,000	-	-	-	20,000
Specialty Teachers	1.00	45,000	-	-	-	45,000
Aides		-	-	-	-	-
Therapists & Counselors		-	-	-	-	-
Other		-	-	-	-	-
TOTAL INSTRUCTIONAL	12.50	533,000	-	-	-	533,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	0.50	18,000	-	-	-	18,000
Librarian		-	-	-	-	-
Custodian	0.50	13,000	-	-	-	13,000
Security		-	-	-	-	-
Other	0.50	10,400	-	-	-	10,400
TOTAL NON-INSTRUCTIONAL	1.50	41,400	-	-	-	41,400
SUBTOTAL PERSONNEL SERVICE COSTS	17.00	747,400	-	-	-	747,400
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		57,176	-	-	-	57,176
Fringe / Employee Benefits		183,785	-	-	-	183,785
Retirement / Pension		102,880	-	-	-	102,880
TOTAL PAYROLL TAXES AND BENEFITS		343,841	-	-	-	343,841
TOTAL PERSONNEL SERVICE COSTS	17.00	1,091,241	-	-	-	1,091,241
CONTRACTED SERVICES						
Accounting / Audit		8,800	-	-	-	8,800
Legal		4,000	-	-	-	4,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		109,058	-	-	-	109,058
Payroll Services		4,000	-	-	-	4,000
Special Ed Services		-	-	-	-	-
Titelment Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		16,000	-	-	-	16,000
TOTAL CONTRACTED SERVICES		141,858	-	-	-	141,858
SCHOOL OPERATIONS						
Board Expenses		3,000	-	-	-	3,000
Classroom / Teaching Supplies & Materials		2,000	-	-	-	2,000
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		30,000	-	-	-	30,000
Supplies & Materials other		6,000	-	-	-	6,000
Equipment / Furniture		15,000	-	-	-	15,000
Telephone		7,000	-	-	-	7,000
Technology		25,000	-	-	-	25,000
Student Testing & Assessment		2,500	-	-	-	2,500
Field Trips		3,000	-	-	-	3,000
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		4,000	-	-	-	4,000
Staff Development		-	-	-	-	-
Staff Recruitment		-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-
School Meals / Lunch		-	-	-	-	-

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

5 Art & 5 PE

Cafeteria Manager

FICA Rate .0765

2015 not all employees received medical coverage.
NYS Teachers Pension Fund, not all employees receive in Y1

IT services

5k Instructional Supplies, 1 k Music Supplies
Classroom furniture
Voip Phone and Internet
Hardware and Software

Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	40,000	-	-	-	-	40,000
TOTAL SCHOOL OPERATIONS	137,500	-	-	-	-	137,500
FACILITY OPERATION & MAINTENANCE						
Insurance	25,000	-	-	-	-	25,000
Jar	7,000	-	-	-	-	7,000
Building and Land Rent / Lease	150,000	-	-	-	-	150,000
Repairs & Maintenance	3,000	-	-	-	-	3,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	40,000	-	-	-	-	40,000
TOTAL FACILITY OPERATION & MAINTENANCE	225,000	-	-	-	-	225,000
DEPRECIATION & AMORTIZATION	1,250	-	-	-	-	1,250
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000
TOTAL EXPENSES	1,621,850	-	-	-	-	1,621,850
NET INCOME	175,426	49,574	-	-	-	225,000

Enrollment Reserve

2K supplies, 5K refuse

ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION	
Niagara Falls School District		132	3	135
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT		132	3	135
REVENUE PER PUPIL		13,616	16,525	-
EXPENSES PER PUPIL		12,287	-	12,014

Academy of Learning and Leadership
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	398,612	-	260,730	12,118	260,730	57,147	260,730	9,088	260,730	9,088	260,730	57,147	1,846,850
Total Expenses	161,184	104,239	149,956	116,357	117,857	115,327	117,457	113,327	150,956	113,327	116,857	225,007	1,621,850
Net Income	217,428	(104,239)	110,774	(104,239)	142,873	(58,180)	143,273	(104,239)	109,774	(104,239)	143,873	(167,860)	225,000
Cash Flow Adjustments	(14,896)	104	104	104	104	104	104	104	104	104	104	104	(13,750)
Beginning Cash Balance	16,029	218,561	114,426	225,304	121,170	264,147	206,071	349,449	245,314	355,192	251,057	395,035	16,029
Net Income	218,561	114,426	225,304	121,170	264,147	206,071	349,449	245,314	355,192	251,057	395,035	227,279	227,279

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
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REVENUE * Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.

REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
District of Location	10,925												
Niagara Falls, NY	240,350	-	240,350	-	240,350	-	240,350	-	240,350	-	240,350	-	1,442,100
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
	240,350	-	240,350	-	240,350	-	240,350	-	240,350	-	240,350	-	1,442,100
Special Education Revenue	8,262	-	8,262	-	8,262	-	8,262	-	8,262	-	8,262	-	49,574
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	248,612	-	248,612	-	248,612	-	248,612	-	248,612	-	248,612	-	1,491,674

REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	48,058.56	-	-	-	-	-	48,059	96,117
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	12,118	12,118	12,118	9,088	12,118	9,088	12,118	9,088	12,118	9,088	109,058
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	150,000	-	-	-	-	-	-	-	-	-	-	-	150,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	150,000	-	12,118	12,118	12,118	57,147	12,118	9,088	12,118	9,088	12,118	57,147	355,176

LOCAL and OTHER REVENUE													
Contributions and Donations, Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	398,612	-	260,730	12,118	260,730	57,147	260,730	9,088	260,730	9,088	260,730	57,147	1,846,850

EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	7,307.69	7,307.69	10,961.54	7,307.69	7,307.69	7,307.69	7,307.69	7,307.69	10,961.54	7,307.69	7,307.69	95,000
Instructional Management		-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators		-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	3,846.15	3,846.15	5,769.23	3,846.15	3,846.15	3,846.15	3,846.15	5,769.23	3,846.15	3,846.15	3,846.15	50,000
Administrative Staff	1.00	2,153.85	2,153.85	3,230.77	2,153.85	2,153.85	2,153.85	2,153.85	3,230.77	2,153.85	2,153.85	2,153.85	28,000
TOTAL ADMINISTRATIVE STAFF	3.00	13,308	13,308	19,962	13,308	13,308	13,308	13,308	19,962	13,308	13,308	13,308	173,000

INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	9.00	31,153.85	31,153.85	46,730.77	31,153.85	31,153.85	31,153.85	31,153.85	31,153.85	46,730.77	31,153.85	31,153.85	405,000
Teachers - SPED	1.00	3,461.54	3,461.54	5,192.31	3,461.54	3,461.54	3,461.54	3,461.54	5,192.31	3,461.54	3,461.54	3,461.54	45,000
Substitute Teachers	0.50	1,384.62	1,384.62	2,076.92	1,384.62	1,384.62	1,384.62	1,384.62	2,076.92	1,384.62	1,384.62	1,384.62	18,000
Teaching Assistants	1.00	1,538.46	1,538.46	2,307.69	1,538.46	1,538.46	1,538.46	1,538.46	2,307.69	1,538.46	1,538.46	1,538.46	20,000
Specialty Teachers	1.00	3,461.54	3,461.54	5,192.31	3,461.54	3,461.54	3,461.54	3,461.54	5,192.31	3,461.54	3,461.54	3,461.54	45,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	12.50	41,000	41,000	61,500	41,000	41,000	41,000	41,000	61,500	41,000	41,000	41,000	533,000

NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	0.50	1,384.62	1,384.62	2,076.92	1,384.62	1,384.62	1,384.62	1,384.62	2,076.92	1,384.62	1,384.62	1,384.62	18,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	0.50	1,000.00	1,000.00	1,500.00	1,000.00	1,000.00	1,000.00	1,000.00	1,500.00	1,000.00	1,000.00	1,000.00	13,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	0.50	800.00	800.00	1,200.00	800.00	800.00	800.00	800.00	1,200.00	800.00	800.00	800.00	10,400
TOTAL NON-INSTRUCTIONAL	1.50	3,185	3,185	4,777	3,185	3,185	3,185	3,185	4,777	3,185	3,185	3,185	41,400

SUBTOTAL PERSONNEL SERVICE COSTS	17.00	57,492	57,492	86,238	57,492	57,492	57,492	57,492	57,492	86,238	57,492	57,492	57,492	747,400
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	4,398	4,398	6,597	4,398	4,398	4,398	4,398	4,398	6,597	4,398	4,398	4,398	57,176	
Fringe / Employee Benefits	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	183,785	
Retirement / Pension												102,880	102,880	
TOTAL PAYROLL TAXES AND BENEFITS	19,714	19,714	21,913	19,714	19,714	19,714	19,714	19,714	21,913	19,714	19,714	122,594	343,841	
TOTAL PERSONNEL SERVICE COSTS	17.00	77,206	77,206	108,151	77,206	77,206	77,206	77,206	108,151	77,206	77,206	180,086	1,091,241	
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	8,800	8,800	
Legal	2,000	-	-	-	1,000	-	-	-	1,000	-	-	-	4,000	
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	12,118	12,118	12,118	9,088	12,118	9,088	12,118	9,088	12,118	9,088	109,058	
Payroll Services	308	308	462	308	308	308	308	308	462	308	308	308	4,000	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000	
TOTAL CONTRACTED SERVICES	3,641	1,641	13,912	13,759	14,759	10,729	13,759	10,729	14,912	10,729	13,759	19,529	141,858	
SCHOOL OPERATIONS														
Board Expenses	500	-	500	-	500	-	500	-	500	-	500	-	3,000	
Classroom / Teaching Supplies & Materials	1,400.00	-	-	-	-	-	600	-	-	-	-	-	2,000	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	30,000	-	-	-	-	-	-	-	-	-	-	-	30,000	
Supplies & Materials other	1,000	455	455	455	455	455	455	455	455	455	455	455	6,000	
Equipment / Furniture	15,000	-	-	-	-	-	-	-	-	-	-	-	15,000	
Telephone	583	583.33	583	583	583	583	583	583	583	583	583	583	7,000	
Technology	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000	
Student Testing & Assessment	2,500	-	-	-	-	-	-	-	-	-	-	-	2,500	
Field Trips	-	-	1,000	-	-	1,000	-	-	1,000	-	-	-	3,000	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	333	333.33	333	333	333	333	333	333	333	333	333	333	4,000	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
TOTAL SCHOOL OPERATIONS	79,650	4,705	6,205	4,705	5,205	5,705	5,805	4,705	6,205	4,705	5,205	4,705	137,500	
FACILITY OPERATION & MAINTENANCE														
Insurance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	
Janitorial	583	583	583	583	583	583	583	583	583	583	583	583	7,000	
Building and Land Rent / Lease	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	
Repairs & Maintenance	-	-	1,000	-	-	-	1,000	-	1,000	-	-	-	3,000	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
TOTAL FACILITY OPERATION & MAINTENANCE	18,500	18,500	19,500	18,500	18,500	19,500	18,500	18,500	19,500	18,500	18,500	18,500	225,000	
DEPRECIATION & AMORTIZATION	104	104	104	104	104	104	104	104	104	104	104	104	1,250	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	
TOTAL EXPENSES	181,184	104,239	149,956	116,357	117,857	115,327	117,457	113,327	150,956	113,327	116,857	225,007	1,621,850	
NET INCOME	217,428	(104,239)	110,774	(104,239)	142,873	(68,180)	143,273	(104,239)	109,774	(104,239)	143,873	(167,860)	225,000	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	104	104	104	104	104	104	104	104	104	104	104	104	1,250	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	104	104	104	104	104	104	104	104	104	104	104	104	1,250	
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	(15,000)	-	-	-	-	-	-	-	-	-	-	-	(15,000)	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	(15,000)	-	-	-	-	-	-	-	-	-	-	-	(15,000)	
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	(14,896)	104	104	104	104	104	104	104	104	104	104	104	(13,750)	
NET INCOME	202,532	(104,135)	110,879	(104,135)	142,978	(68,076)	143,378	(104,135)	109,879	(104,135)	143,978	(167,756)	211,250	
Beginning Cash Balance	16,029	218,561	114,426	225,304	121,170	264,147	206,071	349,449	245,314	355,192	251,057	395,035	16,029	
ENDING CASH BALANCE	218,561	114,426	225,304	121,170	264,147	206,071	349,449	245,314	355,192	251,057	395,035	227,279	227,279	

Academy of Learning and Leadership PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.						
Total Revenue	1,846,850	2,889,931	3,969,986	5,106,458	6,265,394	
Total Expenses	1,621,850	2,802,144	3,636,519	4,553,882	5,579,529	
Net Income (Before Cash Flow Adjustments)	225,000	87,788	333,467	552,576	685,865	
Actual Student Enrollment	132	212	292	372	452	
Total Paid Student Enrollment	132	212	292	372	452	Page 4
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2015	2016	2017	2018	2019	
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
Per Pupil Revenue Percentage Increase						
	0.0%	1.0%	1.0%	1.0%	1.0%	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
Niagara Falls School District	10,925					
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
	1,442,100	2,339,261	3,254,221	4,187,246	5,138,607	Assumes 1% increase for 2016, 2017, 2018, & 2019
Special Education Revenue	49,574	66,099	247,871	313,970	380,069	Assumes 2% of students Y1 & Y2. 5% Y3 - Y5. 2009 base rate used
Grants	-	-	-	-	-	
Stimulus	-	-	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	1,491,674	2,405,360	3,502,092	4,501,217	5,518,676	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	-	-	-	-	
Title I	96,117	155,914	216,896	279,083	342,492	Assumes same rate (\$728.16) as 2014 for 2015 and adjusted by 1% each year after
Title Funding - Other	-	-	-	-	-	
School Food Service (Free Lunch)	109,058	178,657	250,997	326,158	404,226	2% increase each year
Grants	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	150,000	150,000	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	355,176	484,571	467,893	605,242	746,718	
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	
Interest Income, Earnings on Investments,	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	-	-	-	-	-	
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	
TOTAL REVENUE	1,846,850	2,889,931	3,969,986	5,106,458	6,265,394	

EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	No. of Positions	1.00	95,000	97,850	100,786	103,809	106,923	
Instructional Management					35,000	36,050	37,132	Part-time position added in Y3
Deans, Directors & Coordinators					-	-	-	
CFO / Director of Finance					-	-	-	
Operation / Business Manager	1.00		50,000	51,500	53,045	54,636	56,275	
Administrative Staff	1.00		28,000	27,680	29,410	31,193	33,028	1 FTE added in Y2
TOTAL ADMINISTRATIVE STAFF	3.00		173,000	207,030	248,241	255,688	263,359	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	No. of Positions	9	405,000	695,250	954,810	1,278,491	1,671,381	15 in Y2, 20 in Y3, 26 in Y4 & 33 in Y5
Teachers - SPED	1.00		45,000	46,350	47,700	49,050	50,400	2 in Y3, 3 in Y4, 4 in Y5
Substitute Teachers	0.50		18,000	46,350	47,741	49,173	50,648	Full FTE in year Y2
Teaching Assistants	1.00		20,000	61,800	63,654	109,273	112,551	3 in Y2 & 5 in Y4
Specialty Teachers	1.00		45,000	69,525	95,481	147,518	202,592	0.5 Art & 0.5 PE in Y1, 0.5 added in Y2, 1 FTE added each year after
Aides	-		-	-	-	-	-	
Therapists & Counselors	-		-	40,000	41,200	42,436	43,709	1 FTE added in year 2
Other	-		-	-	-	-	-	
TOTAL INSTRUCTIONAL	12.50		533,000	959,275	1,298,367	1,774,408	2,283,472	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	No. of Positions	0.50	18,000	40,000	41,200	42,436	43,709	Full-time in Y2
Librarian			-	-	-	-	-	
Custodian	0.50		13,000	26,780	27,583	28,411	29,263	Full-time in Y2
Security			-	-	-	-	-	
Other	0.50		10,400	21,424	22,067	22,729	23,411	Cafeteria Manager, Full-time in Y2
TOTAL NON-INSTRUCTIONAL	1.50		41,400	88,204	90,850	93,576	96,383	
SUBTOTAL PERSONNEL SERVICE COSTS	17.00		747,400	1,254,509	1,637,458	2,123,672	2,643,213	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			57,176	95,970	125,266	162,461	202,206	FICA Rate .0765
Fringe / Employee Benefits			183,785	412,764	541,350	731,046	924,891	Y1 not all employees receive. Y2 + all employees receive health coverage. 6% increase assumed
Retirement / Pension			102,880	208,743	277,949	371,295	475,994	NYS Teachers Pension Fund 3% increase assumed
TOTAL PAYROLL TAXES AND BENEFITS			343,841	715,477	944,565	1,264,802	1,603,090	
TOTAL PERSONNEL SERVICE COSTS	17.00		1,091,241	1,969,986	2,582,022	3,388,474	4,246,303	
CONTRACTED SERVICES								
Accounting / Audit			8,800	10,500	11,000	11,500	12,000	
Legal			4,000	8,000	8,500	8,750	9,000	
Management Company Fee			-	-	-	-	-	
Nurse Services			-	-	-	-	-	
Food Service / School Lunch			109,058	178,657	250,997	326,158	404,226	Increase in enrollment, 2% rate adjustment each year
Payroll Services			4,000	6,000	8,000	9,500	11,000	
Special Ed Services			-	-	-	-	-	
Titlement Services (i.e. Title I)			-	-	-	-	-	
Other Purchased / Professional / Consulting			16,000	25,000	30,000	37,000	45,000	IT Support
TOTAL CONTRACTED SERVICES			141,858	228,157	308,497	392,908	481,226	
SCHOOL OPERATIONS								
Board Expenses			3,000	3,000	3,500	4,000	5,000	
Classroom / Teaching Supplies & Materials			2,000	3,500	4,000	4,500	6,000	
Special Ed Supplies & Materials			-	-	-	-	-	
Textbooks / Workbooks			30,000	37,000	45,000	52,000	60,000	
Supplies & Materials other			6,000	10,000	13,000	16,000	20,000	5k Instructional Supplies, 1 k Music Supplies
Equipment / Furniture			15,000	20,000	40,000	40,000	40,000	For classrooms
Telephone			7,000	14,000	17,000	21,000	25,000	Voip Phone and Internet
Technology			25,000	45,000	50,000	55,000	60,000	Hardware and Software
Student Testing & Assessment			2,500	3,500	4,500	5,500	7,000	
Field Trips			3,000	8,000	11,000	14,000	17,000	
Transportation (student)			-	-	-	-	-	
Student Services - other			-	-	-	-	-	
Office Expense			4,000	7,000	8,500	10,500	12,500	
Staff Development			-	-	-	-	-	
Staff Recruitment			-	-	-	-	-	
Student Recruitment / Marketing			-	-	-	-	-	
School Meals / Lunch			-	-	-	-	-	
Travel (Staff)			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Other			40,000	70,000	85,000	95,000	101,000	Enrollment Reserve
TOTAL SCHOOL OPERATIONS			137,500	221,000	281,500	317,500	353,500	

FACILITY OPERATION & MAINTENANCE						
Insurance	25,000	51,000	55,000	30,000	32,000	
Janitorial	7,000	10,500	13,000	15,000	17,000	Refuse pick up and supplies
Building and Land Rent / Lease	150,000	225,000	275,000	300,000	325,000	Roll-out lease with increasing space assumed
Repairs & Maintenance	3,000	8,000	15,000	17,500	20,000	
Equipment / Furniture						
Security						
Utilities	40,000	60,000	75,000	82,000	90,000	
TOTAL FACILITY OPERATION & MAINTENANCE	225,000	354,500	433,000	444,500	484,000	
DEPRECIATION & AMORTIZATION	1,250	3,500	6,500	10,500	14,500	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	1,621,850	2,802,144	3,636,519	4,553,882	5,579,529	
NET INCOME	225,000	87,788	333,467	552,576	685,865	

ENROLLMENT - *School Districts Are Linked To Above Entries*						
Niagara Falls School District	132	212	292	372	452	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	132	212	292	372	452	
REVENUE PER PUPIL	13,991	13,632	13,596	13,727	13,861	
EXPENSES PER PUPIL	12,287	13,218	12,454	12,242	12,344	

CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	1,250	3,500	6,500	10,500	14,500	
Other	-	-	-	-	-	
Total Operating Activities	1,250	3,500	6,500	10,500	14,500	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(15,000)	(20,000)	(40,000)	(40,000)	(40,000)	
Other	-	-	-	-	-	
Total Investment Activities	(15,000)	(20,000)	(40,000)	(40,000)	(40,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	(13,750)	(16,500)	(33,500)	(29,500)	(25,500)	
NET INCOME	211,250	71,288	299,967	523,076	660,365	
Beginning Cash Balance	16,029	227,279	298,566	598,533	1,121,609	
ENDING CASH BALANCE	227,279	298,566	598,533	1,121,609	1,781,974	