



## Application Summary

Charter School Name	SMART Academy Charter School		
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District of Location	Buffalo City School District		
Opening Date	August 2015		
Proposed Charter Term	5 years		
Proposed Management Company/Partners	None		
Proposed Replication of Successful School or Model	N/A		
Projected Enrollment and Grade Span During Charter Term	<b>Year</b>	<b>Grade Span</b>	<b>Enrollment</b>
	2015-2016	K-5	528
	2016-2017	K-6	616
	2017-2018	K-7	704
	2018-2019	K-8	792
	2019-2020	K-8	792
Projected Maximum Enrollment and Grade Span	792, K-8		
Mission Statement	SMART Academy Charter School makes reading the center of all learning.		



## **APPLICATION SUMMARY**

### **Summary of SMART Academy Charter School.**

SMART Academy Charter School (SACS) is founded upon the idea that literacy is the most critical component of being college and career ready. Scholars must feel proud of their school, and they must have a strong sense of both community and belonging in order to take intellectual risks in their learning environment. SACS will build a learning community where literacy is embedded in every aspect of the school. SACS will hire, train, and retain the best educators and elevate instructional quality using efficient and proven scheduling, research-based professional development, data-driven instruction, proactive instructional coaches, and effective family and community partnerships. Realizing that deep thinking only can occur when scholars feel they are safe and a part of the community, SACS will use the principles of “Restorative Justice,” an evidence-based construct that has been used worldwide, to ensure every scholar is a welcomed member of the SACS community. High expectations for faculty, families, scholars, and administrators will be the norm with several layers of scholar support so SACS can meet every scholar “where they are.” As SACS learning community grows, all its stakeholders will constantly be reminded, “every scholar, every day!”

### **Target Population.**

SMART will recruit a scholar body that reflects the demographics of the Buffalo Public Schools (BPS). BPS’s total enrollment is 30,750 scholars: 51% are African-American, 22% white, 17% Hispanic/Latino, 6% Asian, 2% Multiracial, and 1% Native American. Of special populations: 21% are Scholars with Disabilities (SWD), 12% are Limited English Proficient (LEP), and 82% are Economically Disadvantaged.

### **Staffing.**

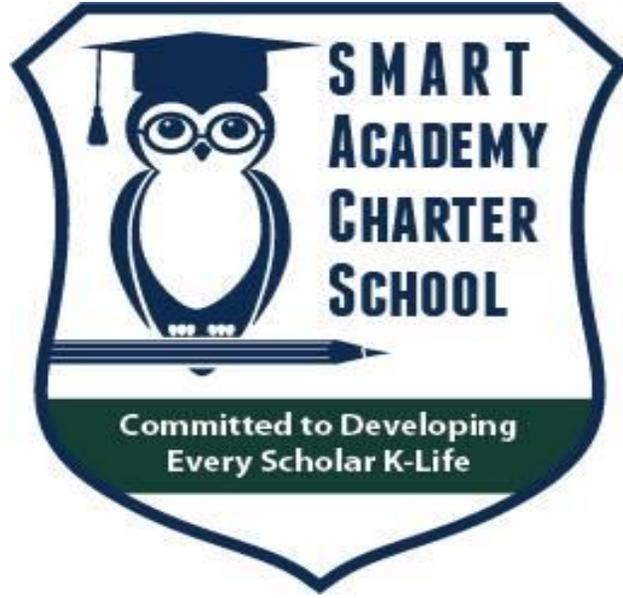
SACS will be led by an experienced and forward-thinking Head of School who will be supported by a world-class administrative team. Each classroom will be staffed with professionally certified faculty who embrace the values and ideals of a strong culture and scholar learning, as set forth in the application and Charter. A low scholar/teacher ratio will be achieved by incorporating teacher assistants and special-needs faculty. A Director of Operations will oversee non-academic functions.

### **Governance.**

SACS will be governed by a mission-driven Board of Trustees with expertise in education, organizational management, law, business, and finance. The Board has strong ties to the community and will enact effective policies aligned with SACS’s core values and mission.

### **Location.**

The City of Buffalo is in the midst of revitalization, yet public education continues to struggle. SACS intends to locate the school at 100 Forest Ave on the west side of Buffalo to target one of the city’s most underserved communities. SACS will be a model for dynamic change in public education in the Queen City.



**SMART Academy Charter School**

**Application  
to the**

**New York State Education Department**

**Submitted by: Dr. Frank Herstek  
August 18, 2014**



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## I. Mission, Key Design Elements, Enrollment, Community

### A. Mission Statement and Objectives

#### **Mission Statement.**

SMART Academy Charter School makes reading the center of all learning.

SMART Academy Charter School, a K-8<sup>th</sup> grade public school, will prepare its scholars to enter, succeed, and graduate from the high school of their choice. All scholars are entitled to a world class education and can succeed when:

- ✓ the curriculum is rigorous, engaging, and well-planned;
- ✓ the school emphasizes scholar character, community responsibility, and exposure to life's possibilities;
- ✓ a community network supports scholar academic, social, and physical well-being.

#### **Vision.**

To prepare scholars for success in high school and beyond, the SACS community will adhere to the following values:

- ✓ **Scholarship:** Thinking critically and aspiring to and achieving academic excellence.
- ✓ **Integrity:** Being honest and ethical in words and actions.
- ✓ **Dignity:** Having self-respect and honoring all heritages.
- ✓ **Responsibility:** Accountability for decisions and actions.
- ✓ **Perseverance:** Resourceful, working hard, and always striving towards excellence.
- ✓ **Community:** Utilizing the talents to make positive contributions to the community.
- ✓ **Leadership:** Acting on the principle that “if we are not part of the solution, we are part of the problem.”
- ✓ **Peace:** Resolving conflicts with compassion and helping others to do the same.
- ✓ **Social Justice:** Endeavoring to make society more just.
- ✓ **Investment:** Reflecting, acting with foresight, and investing in the future.

#### **Objectives.**

Education Law §2850 Objective (A): SACS will improve scholar learning and achievement by:

- ✓ Providing a viable alternative to significantly improve academic achievement in comparison to neighboring schools and other schools with similar scholar academics;
- ✓ preparing scholars to meet and/or exceed the NYS Common Core Learning Standards (CCLS);
- ✓ creating a school culture that fosters college and career readiness by creating respectful and productive scholars.

Education Law §2850 Objective (B): SACS will increase learning opportunities for all scholars with special emphasis on expanded learning experiences for scholars who are at-risk of academic failure by providing:

- ✓ at-risk scholars with a healthy environment and an academic outlet for their interests;
- ✓ scholars with authentic learning experiences through a rigorous, Common Core aligned educational program that utilizes extensive engagement in science, math, the arts,



reading, and technology to provide educational opportunities that otherwise may not be available to them based on economic disadvantage.

Education Law §2850 Objective (C): SACS will encourage the use of different and innovative teaching by utilizing teaching methods which integrate technology and the arts into literacy, math, science, and social studies to hook scholars into learning.

Education Law §2850 Objective (D): SACS will create new professional opportunities for faculty, school administrators, and other school personnel by offering job-embedded professional development opportunities, a faculty Professional Opportunities Institute (POI) prior to the start of the school year, and multiple early release days.

Education Law §2850 Objective (E): SACS will provide schools with a method to change from rule-based to performance-based accountability systems by utilizing the method of improving scholar learning by focusing on high levels of academic achievement through use of the CCLS which seamlessly embeds performance based-accountability. Scholar achievement results will be measured by SACS's accountability objectives.

To meet these objectives, SACS will ensure that its scholars:

- ✓ achieve proficiency or mastery in reading, writing, and mathematics by ensuring that all scholars can read, write, and compute at or above grade-level standards;
- ✓ comprehend and apply content knowledge and skills in science and social studies within a real-world context;
- ✓ apply demonstrated character traits that exemplify positive behavior and healthy choices.

## B. Key Design Elements

### **Implementation of a World-Class SMART (*Science, Math, the Arts, Reading, and Technology*) Curriculum.**

SACS's scholars live in a world in which the careers they will enter as adults do not yet exist. SACS's founders believe that a structured and supportive environment with excellent and rigorous instruction is critical to a successful K-8<sup>th</sup> grade school. High expectations and high support pervade every aspect of the school's programs, and research shows these are key qualities of effective schools<sup>1</sup>. Therefore, it is SACS's intention to prepare them to be "school of choice ready." This means by the end of 8<sup>th</sup> grade, every scholar will have the power to apply to any high school they choose. To this end, SMART is an educational program that is scholar-centered, challenging, motivating, academically rigorous, and thoughtfully aligned with the Next Generation Science Standards and the Common Core. Science alone, however, cannot develop the whole scholar. In fact it is often the poets and dreamers who profoundly change the way the world is seen. Therefore, SACS will infuse the Arts as a form of communication, personal exploration, and an expression of the human condition to ensure the comprehensive adaptability to an ever-changing, interdependent world. Visual arts, music, and movement/dance will be incorporated into the SACS model. Special area faculty will design project-based units of study in conjunction with core subject content specialists to promote a coherent and highly engaging learning experience. Additionally, SACS will operate under the belief that "learning

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<sup>1</sup> "Tough Questions for Tough Times" by William Parrett and Kathleen Budge in *Educational Leadership*, October 2009 (Vol. 67, #2, p. 22-27); "Changing the Odds for Student Success: What Matters Most" by Bryan Goodwin, a special issue of *Changing Schools* from McREL, 2010



environments aren't revolutionized by installing a few cool gadgets here and there. Far more important is the educator's role in employing today's technologies to make material accessible and engaging - in other words, encouraging scholars to create, communicate, and collaborate in ways never before possible."<sup>2</sup>

To further SACS's mission of "Reading is the Center of all Learning," the school will provide an intense focus on literacy development in all grades and across all content areas. Research from the American Educational Research Association illustrates scholars "who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers. For the worst readers, those who could not master even the basic skills by third grade, the rate is nearly six times greater. The study also shows that poverty has a powerful influence on graduation rates. The combined effect of reading poorly and living in poverty puts these children in double jeopardy."<sup>3</sup> In SACS's "*Every Scholar, Every Day*" environment, SACS will immerse its scholars in a text-rich reading community.

### **Strong Community Culture.**

SMART Academy Charter School believes that building character is a function of school culture and effective faculty. Scholars require an environment of caring and unconditional respect. To this end, the use of a school uniform policy and insistence on courteous behavior, hard work, and no excuses from its faculty and scholars will be a cultural imperative. SACS recognizes scholar conduct that exemplifies the values of SACS through a Scholar Dollar system and the awarding of a Spirit Stick. In this way, SACS further develops good character and fosters a sense of community among scholars, faculty, and staff. Under the Scholar Dollar system:

- ✓ Scholar Dollars are awarded for actions that reflect specific values of SACS (e.g. volunteering to clean up the classroom after a lab, completing extra credit project, etc.);
- ✓ faculty submit a daily list of scholars who have earned Scholar Dollars to the Office Manager;
- ✓ scholars use their Scholar Dollars at periodic Scholar Dollar Auctions where Scholar Dollars can be redeemed for gift certificates and prizes;
- ✓ the Spirit Stick is awarded to one scholar each week for consistently demonstrating the values of SACS and School Spirit during the week.

The principals of Restorative Justice, like serene time and peace circles, will be interwoven into to the culture of SACS. The philosophy facilitates the development of self-regulation and empathy in relation to the needs and feelings of others. Scholars and faculty will gather daily for Morning Meeting from 8:00-8:30 A.M. Morning Meetings will:

- ✓ invite all voices to be heard;
- ✓ help build effective listening, speaking, and decision-making skills that can address conflict and differences;
- ✓ provide safe places for scholars to address and express anger, pain, harm, and/or hopelessness;
- ✓ promote accountability among individuals who cause harm to others;
- ✓ empower community members with a sense that they are able to affect positive change, thus creating the opportunity for hope and optimism.

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<sup>2</sup>Stevens, M.(2011) 21<sup>st</sup> Century Learner. *NEA Today*. Retrieved From NEA.org

<sup>3</sup> S.D. Sparks (2011, April 8) Study: Third Grade Reading Predicts Later High School Graduation. Retrieved From blogs.edweek.org



SACS will implement “Check-in, Check-out” to support at-risk scholars and those who lack strong adult connections. Scholars will be reported to administration for acts of kindness, resulting in a “Good News” letter mailed home.

### **Family and Community Involvement.**

Family involvement and cultural proficiency are critical components of a rigorous educational experience of all scholars and are essential to promote scholar achievement. SACS recognizes the key partnership between families and school and therefore will actively seek to build those relationships. SACS will continually seek input regarding program effectiveness through family meetings, surveys, and feedback from social media.

A Family Engagement Coordinator will provide supports such as: a family boot camp, resume writing, job searches, and nutrition education to improve quality of life. Social workers will provide individual and family counseling and social skills development to families in need. Learning at SACS is a continual process that extends into the summer months. SACS will build relationships with numerous organizations to provide opportunities such as overnight camps, sports programs, and other enrichment activities.

SACS will have on-going communication with all stakeholders through meetings, newsletters, web pages, and social media. Faculty will communicate frequently with families and share the progress of their scholars. SACS’s families will be assigned an advisor who will call to check-in at least twice per month.

### **Innovative and Value-Added Scheduling.**

Supplementing the school day with more opportunities for learning will enhance the educational performance of all scholars. The school day at SACS begins at 8:00 A.M. and officially ends at 4:00 P.M. Monday through Friday all scholars remain at school until 4:00, for an extended-day enrichment program. SACS’s extended day ensures that scholars remain occupied in productive and healthy activities during a time period traditionally neglected in urban public schools. Enrichment instructors will offer courses in a variety of areas, such as: athletics, the visual and performing arts, chess, and debate.

SACS’s master schedule will support the practice of looping to provide an opportunity for faculty to form strong personal relationships with their scholars as well as their families. Faculty teams will loop, or move up, with the same group of scholars for two years (K-1, 2-3). To promote content expertise, faculty in grades 4-6 will departmentalize to promote a deeper scholar understanding of the core disciplines resulting in greater instructional rigor.

### **Rigorous Educational Programming.**

#### **✓ Rigorous Project-Based Learning (PBL)**

PBL is the base component of the natural learning process. Scholars at all grade levels will engage in meaningful inquiry-based interdisciplinary projects. All scholars will participate in a variety of research practices, including observations, question development, interviews, artifact collection, field visits, note-taking, and hands-on experiments. SACS will further enhance PBL by using the School-wide Enrichment



Model (SEM) from Joseph Renzulli to provide engaging and relevant “enrichment” opportunities for all scholars. Scholars will compile e-portfolios, which will demonstrate a continuum of social, emotional, and intellectual growth.

✓ **Standards-Based Grading.**

Faculty will make greater use of formative assessments to analyze scholar achievement. Moving to a standards-based reporting system changes the dialog around scholar achievement and is better aligned to State education grading protocols.

✓ **Proactive Response to Scholar Support.**

SACS will rigorously address the needs of special populations, including scholars with disabilities and English language learners, by adding licensed clinical social workers, special education and ELL faculty. Moreover, SACS will develop a comprehensive RTI program that will identify the most at-risk scholars and provide appropriate research-based instructional interventions within the framework of SACS educational programs.

### **Comprehensive Professional Development and Collaboration.**

It is well-documented that the teacher is the most important factor affecting scholar learning. To maximize teacher performance, SACS’s faculty will benefit from comprehensive Professional Learning Opportunities (PLOs), starting with a 2-3 week, intensive Professional Opportunities Institute (POI). Every six weeks, scholars will be released early so administration, faculty, and staff can participate in school-wide professional learning opportunities. Faculty will collaborate during daily common-planning time to plan highly effective lessons using real-time data collected through their on-going assessments. Other key ideas include:

✓ ***Four Phase Data-Driven Dialog***

SACS will embed a culture of data-driven decision making. Faculty will examine scholar performance and behavioral data to drive instructional decisions and improve teaching.

✓ ***Mentor Program***

Scholars benefit when faculty collaborates and shares best practices. Therefore, SACS will use Paula Rutherford’s “Mentoring in the 21<sup>st</sup> Century” model to elevate discourse and improve teaching and learning.

✓ ***A “Collaboratorium”***

SACS will create space where faculty and administrators will disaggregate academic and behavioral data. Data walls will be created to examine trends in scholar performance.

✓ ***Professional Learning Communities(PLCs)***

Faculty will have common planning time to enhance their practices and discuss professional growth within their PLCs. Data, professional development, lesson planning, and evaluation will support professional growth.

✓ ***The Danielson Framework for Teaching*** will be used as a collaborative tool to observe and support faculty improvement, and provide standardized feedback for educators to use in their professional goal-setting practices.

## **C. Enrollment, Recruitment, and Retention**

### **Growth Plan and Enrollment Rationale.**

In its first year of operation, SACS will enroll scholars in kindergarten through grade five. One grade per year will be added throughout the initial charter term. At full capacity, SACS will serve 792 scholars in grades K-8. Each grade will have four classrooms, with a maximum of 22



scholars each. After observing school houses of various sizes, both public charter and non-charter, SACS believes that four classes of 22 scholars is optimal, as it allows for a professional learning community small enough for all stakeholders to know each other well, yet large enough to provide an alternative to families who are entitled to enroll their scholars in a school grounded in safety, relationship-building, and academic excellence. Moreover, 90% of schools located within the Buffalo Public School District, which is SACS’s home district, have been designated as persistently low-achieving. Scholars have the right to equal access to a sound educational experience, which they will receive at SACS.

Projected Enrollment Table ~ Over the Charter Term						
Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	4-5	88	88	88	88	88
1	5-6	88	88	88	88	88
2	6-7	88	88	88	88	88
3	7-8	88	88	88	88	88
4	8-9	88	88	88	88	88
5	9-10	88	88	88	88	88
6	10-11	0	88	88	88	88
7	11-12	0	0	88	88	88
8	12-13	0	0	0	88	88
Totals	----	528	616	704	792	792

**Recruitment.**

SACS will comply with all aspects of the Charter School Law of 1998, as amended, including the amendments of 2010, which requires the development of strategies to attract and retain English language learners, scholars with disabilities, and scholars eligible for the free and reduced school lunch program. These subgroups of at-risk scholars will benefit from SACS’s design and approach to a world-class education.

SACS’s recruitment will consist of a marketing campaign highlighting the school’s emphasis on literacy as the gateway to self-sufficient, life-long learners, and will include information on planned interventions and supports that will meet the needs of the school’s targeted population. SACS is committed to meeting each scholar where they are, academically, socially, emotionally, nutritionally, behaviorally, and physically.

SACS will strive to create a scholar population reflective of Buffalo. A comprehensive recruitment campaign will attract and support English language learners, scholars with disabilities, and scholars who are eligible for the free or reduced school lunch program. SACS is confident that its specialized programs and aggressive recruitment plan to attract, hire and retain a diverse administration, faculty, and staff will appeal to a myriad of ethnic, racial, economic, and linguistic groups, and will create a heterogeneous scholar population.

The following outlines recruitment strategies that SACS will use:

**English language learners**

- ✓ Distribution of SACS’s informational documents translated into multiple languages;
- ✓ Town Hall meetings and presentations held at community organizations that serve non-English speaking populations;



- ✓ Commitment to have translators available at SACS's Family Center, located on-campus, and for family conferences and meetings.

#### **Scholars with Disabilities (SWDs)**

- ✓ SACS's informational documents comprehensively written to inform families of educational programs and services offered to specifically assist SWDs;
- ✓ Town Hall meetings and presentations held at community organizations that serve scholars with disabilities;
- ✓ social media outlets, including SACS's website, family portal, and Facebook page, established to list services to support and benefit SWDs.

#### **Scholars Eligible for Free or Reduced School Lunch Program**

- ✓ Distribution of SACS's informational documents at Municipal Housing Authority complexes;
- ✓ Town Hall meetings and presentations held at community organizations that serve and support economically-disadvantaged families.

#### **Retention.**

A fundamental challenge for charter schools creating a tenacious professional learning community grounded in high expectations, while minimizing scholar withdrawal. SACS has developed a plan to reduce attrition. The Head of School will meet with families to communicate a unified, concise, and comprehensive description of the professional learning community and the expectations of all stakeholders. This will reduce the risk of families enrolling their scholar and then deciding to withdraw later because of expectations that are unique to SACS, such as the extended school day, family involvement requirements, behavioral beliefs, and workload. SACS will monitor its enrollment data and consider changing its outreach and marketing strategies and/or incorporating additional preferences in its admissions policy and/or changes to its intervention/support opportunities, if necessary.

SACS believes the most effective retention strategy is ensuring that every scholar succeeds academically and socially, and is supported emotionally. SACS will establish, cultivate, and nurture trusting relationships among scholars, families, administration, faculty, and staff. SACS will build and reinforce its environmental mission of *"Every Scholar, Every Day,"* SACS will immerse its scholars in a reading community.

#### **Evidence of Family and Community Support.**

SACS has secured family and community support from a range of sources. For example, a myriad of letters of support have been received, which can be found and reviewed in Attachment 2. In addition, SACS's lead applicant and proposed Board of Trustees President and media contact have reached out to elected officials, the Buffalo Public Schools Board of Education, the Buffalo Public Schools District Parent Coordinating Council, and Buffalo and surrounding suburban families. All have expressed the urgent need for alternatives to the existing options of educational opportunities.

**\*\*\*Detailed information and details for SACS's application, admissions, and enrollment processes are described in Attachment 1.**

#### **D. The Community SACS Will Serve**



### **City and School Demographics.**

According to the US Census Bureau and the NYSED District Level Report Card Data for the Buffalo City School District from 2012-2013, there are 14,442 eligible students for grades K-5 in the BPS. There are an additional 7,415 students in grades 6-8, totaling 21,857 scholars in grades K-8 in the City of Buffalo. While the overall poverty rate for City of Buffalo residents is 30.1%, the poverty level for students attending public schools in Buffalo exceeds 80%. Elementary students in the BPS who qualify for the Free Lunch Program exceed 76% and an additional 5% qualify for the Reduced Lunch Program. Although the City of Buffalo consists of 45% white and 39% African American, the BPS population has a much larger percentage of children of color and living in poverty than the city at large. Of the public school population, 1% are American Indian, 51% are Black or African American, 17% are Latino or Hispanic, 6% are Asian or Native Hawaiian, 22% are white, and 2% are reported to be multi-racial. 12% of the school-aged population qualify for LEP services, and 21% are considered to be students with disabilities.

### **Rationale for Selecting This Community.**

Although almost all educational research points to poverty as the major risk factor in educating children, SACS does not believe that a scholar's zip code should dictate their academic future. In a press release issued in support of the All Children Are Equal Act (ACE) – HR2485, Congresswoman Louise Slaughter states that Buffalo is the 3rd most underfunded school district in the country under the current Title 1 funding formula (based on the poverty calculations of the city). The Congresswoman recognizes that Buffalo School District's poorest and lowest performing schools do not have all the resources necessary to turn them around. Schools can help reduce poverty, but only by increasing opportunities for children. The community of Buffalo was chosen because of the potential it offers to break down the silos that separate schools, businesses, and civic organizations as everyone accepts a shared responsibility to prepare young people for a successful, productive life. Neither children, their learning, nor their social and behavioral needs are a luxury. They are moral imperatives and necessary for the success of the community.

In the BPS, only 4 of the 44 elementary schools qualify as Schools in Good Standing by NYSED. Parental choice for quality schools is limited by the number of seats available in these schools and the fact that students must meet established entrance criteria to attend most of the 4 eligible schools. Parents who have requested transfers to move their children out of low-performing schools to schools of good standing have run out of options. Commissioner John B. King, Jr. has observed of the BPS that "Far too many students have been educationally abandoned, their futures cast into distress by the poor academic services they have received." SACS's goal is to create a viable alternative for families within the BPS by offering an instructional program with scientifically-based reading instruction at its core.

### **E. Public Outreach.**

The founding team of SMART Academy Charter School has embarked on a rigorous public outreach effort to inform the community of its proposed school house, located at 100 Forest Avenue, in the City of Buffalo, serving scholars in grades K-8, key design elements, targeted scholar population and solicit input for design and development. A press release was sent out to



local communities, including the City of Buffalo. Evidence of public outreach is provided in Attachment 2.

To date, the lead applicant and members of the proposed Board of Trustees have met with and conducted outreach to a wide variety of community-based organizations, elected officials, families, education leaders, social media outlets, business owners, block clubs, and community stakeholders. One-on-one meetings and Town Hall meetings were held, and multiple surveys were developed and conducted. Flyers have been distributed, announcing SACS's key design elements, throughout Western New York. SACS's lead applicant and founding proposed Board of Trustees President were interviewed by two Buffalo-based radio stations, WBEN and WBFO. All efforts have provided SACS with a significant amount of community input and evidence of enthusiastic support of the urgent need for a new school option for Buffalo families.

The input that has informed the development of this proposal includes following needs:

- ✓ safe school house grounded in strong relationships, trust, and respect;
- ✓ rigorous curriculum and high expectations;
- ✓ smaller class sizes;
- ✓ diversity among scholars and faculty, staff, and administration;
- ✓ effective discipline, which is not punitive, yet used to learn and grow;
- ✓ opportunities for visual arts, music, and technology;
- ✓ strong family involvement and engagement;
- ✓ family support services;
- ✓ extended school day;
- ✓ community partnerships;
- ✓ multi-lingual communication;
- ✓ community service opportunities;
- ✓ healthy nutritional services;
- ✓ opportunities for chess and debate;
- ✓ on-site library;
- ✓ effective home/school communication.

This feedback was taken into consideration and is reflected in SACS's educational and organizational plans. Public outreach is vital to the development of SACS and is an on-going process. A Facebook page has been established and an email account has been created to serve as avenues for continuous, on-going public comment, to receive feedback/input, and to continue to raise awareness and provide updates about SACS. Outreach will continue through additional Town Hall meetings, block club meetings, held in each of the four quadrants of the City of Buffalo, and meetings with elected officials and community stakeholders.

**\*\*\*Enrollment and admissions information is provided in Attachment 1.**

## **F. Programmatic and Fiscal Impact.**

SACS will not have a negative impact on the Buffalo Public School District (BPS). In year one of operations, SACS will house approximately 528 scholars and reach full capacity at 792 scholars in 2019. Our maximum enrollment will constitute only 2% of BPS enrollment.



**Fiscal Impact.**

Financially, SACS’s budget represents .8% of the BPS budget in the first year of operation and 1.3% of the budget by SACS’s fifth year of operation (see Table below). The assumption was made that the BPS budget will remain the same during the five-year charter. If there are increases in the BPS budget, then SACS’s financial impact will be lower.

**Programmatic Impact.**

As of July 2014, 40 out of 44 (91%) of BPS elementary schools are designated as low-performing. Of the 2,110 transfer requests made by families in 2013, 1,401 were for Kindergarten through grade five. However, only 353 transfers made were to schools in good standing. Many of the families affected continue looking for alternative schools for their children, yet, high-performing charter schools have long waiting lists; and private schools prove too expensive for low-income families. We believe that SACS, with its high ideals, high standards, high academic expectations, and focus on developing the whole scholar, will be the obvious choice for these families.

Given the amount of interest and support SACS has stimulated during its community outreach campaign thus far, it will be the obvious alternative for families looking to escape Buffalo’s failing public schools. SACS’s focus on collaboration and sharing best practices will improve educational outcomes for all children in the city of Buffalo. The Buffalo Board of Education, Buffalo Public School leaders, and local political, and community leaders, are welcome and encouraged to join us in a dialogue that encourages working together to achieve the best outcomes for all students in Buffalo, not only the scholars in attendance at SACS. By working together, the educational opportunities for all children in the city of Buffalo will improve exponentially.

Operational Year (A)	Enrollment (# of students) (B)	Per Pupil Allocation (C)	Projected Total Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (adopted for 2013-14 school year) (G)	Projected Impact (i.e., % of District’s Overall Funding (F / G = H)
2015-16	528	12,005	6,338,640	135,000	6,473,640	806,642,000	.8%
2016-17	616	12,005	7,395,080	158,000	7,553,080	806,642,000	.9%
2017-18	704	12,005	8,451,520	170,000	8,621,520	806,642,000	1%
2018-19	792	12,005	9,507,960	190,000	9,697,960	806,642,000	1.2%
2019-20	792	12,005	9,507,960	190,000	9,697,960	806,642,000	1.2%

**II. Educational Plan**

**A. Achievement Goals**



**Goal 1: SACS will demonstrate high levels of attendance and enrollment.**

- ✓ The average daily attendance rate will meet or exceed 95% for all grades annually.
- ✓ Scholar re-enrollment rate/retention rate will meet or exceed 90% annually.

**Goal 2: Scholars will demonstrate proficiency in English Language Arts.**

- ✓ 75% of all scholars who have been enrolled at SACS for three full, consecutive academic years will score a level 3 or higher on the NYS English Language Arts (ELA) Exam.
- ✓ SACS's average score on NYS ELA Exam will exceed its home district.
- ✓ Scholars will improve their score every year by a quarter of a point, using a 1-4 level score on the NYS ELA Exam.

**Goal 3: Scholars will demonstrate proficiency in mathematics.**

- ✓ 75% of all scholars who have been enrolled at SACS for three full, consecutive academic years will score a level 3 or higher on the NYS Math Exam.
- ✓ SACS's average score on NYS Math Exam will exceed its home district.
- ✓ Scholars will improve their score every year by a quarter of a point, using a 1-4 level score on the NYS Math Exam.

**Goal 4: Scholars will demonstrate proficiency in science.**

- ✓ 75% of all 4th grade scholars who have been enrolled at SACS for three full, consecutive academic years will score a level 3 or higher on the NYS Science Exam.
- ✓ SACS's average score on NYS Science Exam will exceed its home district average.

**Goal 5: SACS will provide scholars with a safe learning environment with effective faculty who strive for high levels of academic excellence.**

- ✓ 90% of SACS's families through the SMART Academy Charter Satisfaction School Survey will consider SACS a "safe school."
- ✓ 90% of SACS's families through the SMART Academy Charter School Survey will indicate satisfaction with the quality of SACS' faculty, staff and administration.

## **B. School Schedule and Calendar**

Sample weekly schedules for faculty and scholars are provided in Attachment 3a. SACS's schedule incorporates the elements described in the mission and school overview.

### **Extended School Day.**

SACS's day will run from 8 A.M. until 4 P.M. except for early release days scheduled once approximately every six weeks, at which time, scholars will be dismissed at 1 P.M. With a longer school day, scholars will have the equivalent of 37 additional school days each academic year. SACS also will provide or find a partner to provide an after-school program within the first three years of its initial charter.

### **Increased Community Building Time.**

As a new school, SACS knows it is important to build a strong and caring culture and community. During the time that breakfast is served, struggling scholars will have the opportunity to access supplemental supports through a morning previewing program, in which special educators and ELL faculty will preview the day's content and pre-teach key vocabulary



words. Immediately following this, scholars will split into smaller groups to take part in a morning meeting, designed to help them start the day on a positive note.

### **Enrichments and Intervention.**

After scholars have completed their core class rotation for the day, they will meet for a second time with their homeroom faculty to review the day and ensure they have all necessary materials for the afternoon. At that point, all scholars will receive their intervention and enrichment schedule for the afternoon. These sessions provide opportunities to target instruction to small groups of scholars who share similar skill gaps, or to provide accelerated instruction to small groups who have mastered the target content and skills in a given subject. Simultaneously, small groups of scholars will rotate through their choice of enrichment classes offered by faculty, such as: art, music, athletics, chess, and debate.

SMART Academy Charter School is committed to providing substantial support for scholars' individual needs, in the context of the school day. This is reflected on in SACS's scheduled School-Wide Enrichment block, which is run from 3:15 P.M. to 4:00 P.M., Monday through Friday. Using results from formative assessments, grade-level faculty teams will assign scholars to intervention groups during this time period, where they will receive remedial instruction in an area of need or supplemental instruction to accelerate growth. Scholars will be placed in small, homogeneous groups. Classes will be taught by core subject faculty, with additional services offered by reading and math specialists, the special education, and ELL faculty.

The school year will be split into intervention sessions. At the conclusion of each 4-6 week session, scholar progress will be assessed and their mastery tracked using the school's formative assessment systems. When scholars are not assigned to an Intervention group, they will be allowed to choose to participate in one of the enrichment classes offered by faculty, such as: art, music, athletics, chess, or debate. Enrichment offerings will change throughout the year, following the 4-6 week schedule of intervention sessions, in order to expose scholars to a wide variety of artistic, musical, intellectual, and athletic pursuits.

### **Increased Professional Development Time.**

Once every six weeks, faculty will have three hours of early release time for grade-level planning, individualized professional learning opportunity sessions, school-wide meetings, and professional development. Faculty also will have up to one hour each day to plan with other faculty, meet with the Directors of Curriculum and Instruction and Assessment, analyze data to inform instruction, prepare for upcoming lessons, and communicate progress with families. Faculty also will have a duty free lunch and an additional 40 minutes of preparation time twice per week. In August of each year, SACS's faculty and staff will convene for a Summer Professional Opportunities Institute (POI) where they will develop curriculum, establish and revisit school culture and community norms, set up their classrooms, meet with families, and develop their individual professional development goals for the year.

### **Increased Communication with Families.**

SAC's faculty will meet with each scholar's family a minimum of four times every school year. At the beginning of each looping cycle (either before school starts or within the first two weeks of school), each family will meet with the classroom faculty for a listening conference. This meeting will allow families to share important information about their scholar and also provide



time for the faculty and the family to get to know one another and begin their partnership. In the second year of the loop cycle, the first meeting of the year will provide a chance for the family to share how their scholar has progressed throughout the summer and share any activities that the scholar participated in as well as to update the faculty on any changes in contact information and/or needs for the upcoming year. The remaining three meetings throughout the school year will be in conjunction with grade reporting. SACS believes it is vital to offer family conferences with each grade report, especially at the end of the school year, in order to provide supports for summer learning and set the stage for a successful next year in school. Faculty also will communicate informally with families throughout the school year in the form of weekly class newsletters, phone calls, emails, updates at drop off and dismissal, evening and weekend family events, project culminations, and individual notes/letters sent home.

### C. Curriculum and Instruction

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

~ Benjamin Franklin

#### **Philosophy.**

The SMART Academy Charter School affirms its commitment to develop all “scholars” as exceptional citizens so they may thrive in an interdependent world. Through highly effective instruction aligned to the Common Core Learning Standards and a laser-like focus on reading fluency and understanding, SACS will cultivate the strengths and interests of every scholar to build capacity and achieve academic success. Central to a culture of curiosity and collective compassionate citizenship is the use of a project-based curriculum that implements relevant constructs to challenge and build on existing cognitive paradigms. Children are naturally curious, and SACS seeks to build a project-based school using explicit instruction from highly trained educators so scholars have the foundational skills and forum to tackle conceptual problems that are challenging, relevant, and rooted in the real world. The use of enduring understandings and essential questions will raise the cognitive discourse, improve meta-cognition, actively engage scholars, and prepare them to compete with and in the world.

Research shows that compared to students receiving traditional instruction, those participating in Project-Based Learning (from Edutopia – On-line):

- ✓ Become more engaged, self-directed learners;
- ✓ Learn more deeply and transfer their learning to new situations;
- ✓ Improve problem solving and collaboration skills;
- ✓ Perform as well or better on high stakes assessments.

#### **Why Incorporate the School-Wide Enrichment Model (SEM) and the Arts?**

Engagement in SEM and the Arts will enable SACS to reach all learners. A disproportionately number of minority scholars are placed in special education programs. Poverty and gender also have strong associations with the prevalence of special education needs. Sadly, African American learners are under-represented in gifted and talented programs. Unfortunately, a child’s race and ethnicity influences the child’s probability of being misidentified, misclassified, and inappropriately placed in special education programs. Engagement in SEM and the Arts is not only aligned with SACS’s values and curriculum design, it will provide scholars a rigorous academic program to prepare them for the high school of their choice.



### **Effective use of Scholar Performance Data.**

A cultural norm at the SACS will be the daily use of scholar performance data to drive instructional decision making. Faculty will have on-going professional development on the collection and analysis of this data so they may specialize their lessons to target the needs of every learner. They will use both formative and summative data from all curricular venues to paint a complete picture of each scholar's interests, strengths, and most important needs. Common planning time with grade-level faculty and instructional coaches, using a "four-phase data driven" approach, will focus faculty on scholars' needs and elevate dialog on teaching and learning. Scholar performance data will be communicated and shared with all stakeholders in order to build a network of scholar support. The intentionality of data used will be evident in the "Collaboratorium," a room specifically designed and constructed for faculty and administrators to collectively analyze performance data. This systemic use of data will be a professional "non-negotiable," since research demonstrates that the use of scholar performance and behavioral data in instructional decision-making improves the rigor and outcomes of learning.

### **Curriculum Design.**

SACS ensures that a coherent and sequential school-wide curriculum is fully integrated and aligned with the New York State, NGSS, and Common Core Learning Standards. Teaching teams in concert with the Instructional Coaches and the Director of Curriculum and Instruction will use the standards-based scope and sequences, in conjunction with the math and ELA modules to develop PBL opportunities to engage every scholar at every cognitive and interest-based level. On-going professional development and dialog, using the Charlotte Danielson Teaching Framework, will promote rigorous and highly effective instruction.

SMART Academy Charter School's standards for curriculum design will be comprised of:

- ✓ **standards-based curriculum:** The Common Core Learning Standards for New York State in English Language Arts and Mathematics, the New York State Standards for Social Studies, and the Next Generation Science Standards will be used as a foundation to design Concept-based Curriculum. New York State's ELA and Math Modules will be used to ensure effective instructional alignment and program cohesiveness;
- ✓ **pacing calendars:** Pacing calendars will reflect the units of study for each discipline and their timeframes;
- ✓ **curriculum maps:** A curriculum map will be generated for each unit of study. Each map will include: unit title and timeframe, essential questions, Common Core Learning Standards, curriculum objectives and skills, instructional strategies, language standards and vocabulary, resources, and formative and summative assessments;
- ✓ **unit plans:** As a best practice, SACS will use the New York State Modules for both Math and ELA. For other content areas, faculty will develop instructional units using a concept/project-based approach. This will promote collaboration and develop coherence across content disciplines;
- ✓ **lesson development and analysis:** Lessons will be clear, and each teaching team and the instructional coaches will create and vet lessons, before and after they are taught.

### **Proposed Literacy Curriculum.**

Since reading is at the heart of SACS vision, the school will create and implement a comprehensive, balanced literacy framework using the Common Core State Standards, as well as components from the Reading and Writing Workshop model, developed by Lucy Calkins at



Teacher College. Instructional coaches will collaborate with the faculty to plan units of study and differentiated lessons to meet the needs of the scholars in their classroom learning communities. To embed a balanced literacy model, daily and weekly schedules will have time for:

**Components within a Daily Literacy and Writing Block (K-2):**

Time	Reading Workshop Component	Writing Workshop Component
10-15 minutes	Introduction and Mini-lesson (explicit instruction)	Introduction and Mini-lesson (explicit instruction)
15-20 minutes	Teacher read alouds/close read	
40– 50 minutes	Guided Reading	Conferencing
	Independent Reading or small group conferencing	Independent Writing: planning, drafting, revising, editing, publishing
	Skills development: vocabulary work related to text, spelling segmentation, phonics	Sharing/ Author’s Chair
10-15 minutes	Class Discussion/Shared Reading	

\*Grades 3-6 time allotment will be 60 minutes, 7-8 time allotment will be 72 minutes

**Literacy Block Strands.**

The listening and learning strands include, but are not limited to: faculty read-alouds, class discussion, vocabulary work, and enrichment activities. These are critical aspects of a literacy program since research clearly illustrates a scholar’s listening comprehension outpaces his or her reading comprehension throughout elementary school.

The skills strand teaches reading and writing. Scholars practice blending and spelling segmenting using the phonemes they have learned through a phonics approach. Handwriting, spelling, and the writing process are also embedded in the skills strand.

**Guided Reading and Accountable Independent Reading (GRAIR).**

In addition to the literacy block, faculty will devote 30 minutes of literacy daily to facilitate scholar learning in developmentally appropriate groupings to meet individual needs. This is an opportunity for reading in content areas such as social studies and science. Text materials would be skill appropriate, relevant, and aligned across curriculums. This time is meant to build independent, interested, and capable readers.

**Proposed Math Curriculum.**

The research of “mathematics education in high performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve achievement . . .” SACS will use the Common Core Learning Standards in conjunction with the math modules, to develop a deep understanding for all scholars. This deep thinking is integrated at the conceptual level, transferring knowledge across content areas. The use of 60-minute blocks will create coherence and continuity



throughout the day, with an additional 30 minutes a day for faculty to differentiate and individualize math instruction for scholars.

**Components within a Math Block.**

Time	Math Workshop Component (Using the Math Modules)	Focus
10 minutes	Fluency	Math Sprints
5-10 minutes	Application Problem: Set in a relevant context	Introduction and Mini-lesson (explicit instruction)
25-30 minutes	Concept Development	Conferencing and Small Group Instruction
		Independent Work: Additional fluency practice, computer station, enrichment
		Group Work: Scaffolded activities, math games, manipulatives
	Problem Set	
10 minutes	Class Discussion/Exit Ticket	Cognition and Assessment

**Science.**

Nowhere is the use of conceptual learning through inquiry more present than science. Inquiry alone, however, is not enough to engage scholars in learning the complexities of “Big Ideas.” A paradigm shift must occur. A project-based and almost kinesthetic approach to instruction is critical to deep thinking and will be engrained in SACS’s culture. Moreover, “The tactile nature of science is often a good fit for scholars who may struggle when presented with traditional paper and pencil activities. What is perhaps most helpful is that hands-on science is not simply a ‘modification’ of the traditional curriculum but rather the most authentic way for any scholar to experience science. In hand with this, active scientific inquiry is best measured through authentic assessment such as projects, illustrations or scholar performance of a task or skill.”<sup>4</sup>

SACS’s approach (in conjunction with its use of performance data) will facilitate deep thinking, and it will afford scholars learning opportunities to formulate hypotheses, explore variables, discuss findings, and evaluate the world around them. It will help scholars own the scientific process. Scholars will participate in differentiated project-based learning and interactive investigations. This level of conceptual thinking will prepare them for high school and beyond, and they will graduate with increased college and career readiness. SACS will embed the Next Generation Science Standards (NGSS) into its curriculum and daily lesson planning and use the

<sup>4</sup> Melber, Leah. 2004. Inquiry for everyone: Authentic science experiences for students with special needs. *TEACHING Exceptional Children Plus Volume 1, Issue 2, Nov. 2004*



NGSS kits along with NGSS's scope and sequence to engage scholars and faculty in experiences that lead to a deeper understanding of the natural and designed world.

### **Social Studies.**

In developing the social studies curriculum, SACS will take a problem-based, multidisciplinary (as opposed to an interdisciplinary) approach to creating thematic units of studies aligned to the NYS, CCLS, and The NYS Social Studies Scope and Sequence. Additionally, SACS will support the curriculum by using History Alive, a rigorous curriculum produced by TCI and made "by faculty, for faculty." This will ensure scholars are prepared to be "school of choice ready" and fulfill the Common Core's goal of developing college and career ready scholars. Since Guided Reading and Accountable Independent Reading (GRAIR) will be built into the daily schedule, faculty will integrate and draw materials from the ELA Modules to enrich the historical or contemporary issues scholars are addressing and solving.

### **D. Assessment System**

SMART Academy Charter School's approach to assessment is multi-layered. Assessment tools will gauge scholar progress toward meeting SACS's goals as outlined in the Achievement Goals section of this application. Data will be used to determine mastery and progress toward mastery of the Common Core. Assessments will be administered to gauge scholar progress in order to plan instruction, intervention, and differentiation. Examining qualitative and quantitative data through a holistic lens will inform school-wide decision making. Assessment data will be disaggregated to determine the effectiveness of the program for cohorts of scholars, including grade level, special needs scholars, scholars who qualify for free and reduced lunch, gender, and race. SACS will look at these cohorts closely and make adjustments to its programs, as needed, in order to close the achievement gap for SACS's scholar population.

SMART Academy Charter School will use developmentally appropriate diagnostic, formative, and summative assessments to get accurate and complete pictures of each scholar. Stakeholders will use this information to strengthen academic programs and address areas of need. Assessment data will be shared with families at family conferences. The assessments are described below.

#### **Diagnostic Assessment.**

##### **BRIGANCE Early Childhood Screens III.**

In September of SACS's first year, K-1 scholars will be assessed in literacy, numeracy, fine motor, and gross motor development using the BRIGANCE K-1 Screen III. Faculty will use this data to plan differentiated instruction from the beginning of the school year. In the second year of operation, only kindergarteners and new first graders will be assessed using the BRIGANCE screens because SACS will have end-of-year data on returning first graders. BRIGANCE data will provide a baseline for each scholar. Kindergarten and first grade scholars will be assessed again in December to measure their progress. Interventions and/or enrichment will be planned using this data.

##### **i-Ready Diagnostic.**

i-Ready Diagnostic is a valid and reliable adaptive assessment for grades K-12 that more accurately and efficiently pinpoint scholars' needs by identifying skill deficiencies, measuring



growth across their education career, and supporting better and more efficient ways to deliver differentiated instruction. i-Ready provides reports that are clear, concise, and actionable so faculty can see what scholars can do and plan the next steps for instruction.

Scholars will take the i-Ready Diagnostic at the beginning of the year to establish a baseline for instructional decisions. Monthly Progress Monitoring Assessments will be established to provide a quick “temperature check” to examine if scholars are on track or need further intervention. Scholars will take a follow-up Diagnostic at the end of the school year to measure growth over the year. Diagnostic Assessments will assess the following Common Core aligned domains:

**Math.**

- ✓ Number and Operations
- ✓ Algebra and Algebraic Thinking
- ✓ Measurement of Data
- ✓ Geometry

**Reading.**

- ✓ Phonological Awareness
- ✓ Phonics
- ✓ High-Frequency Words
- ✓ Vocabulary
- ✓ Reading Comprehension of Informational Text and Literature

**Formative Assessments.**

- ✓ **Performance-Based Checklists and Rubrics:** During the planning year and first years of operation, SACS will work to create checklists and rubrics to assess the content that scholars are expected to master during the school year. SACS will consult resources for creating strong checklists and rubrics and work to refine assessments each year. This data will be used to assess individual scholar growth, as well as to judge the effectiveness of the academic program.
- ✓ **On-Demand Writing Assessment:** Scholars will produce an “on-demand” writing piece three times per year, and the writing samples will be scored using a writing continuum. This data will be used to gauge growth in the structure, craft, and meaning of each scholar’s writing. The information from this assessment will inform writing instruction, to report progress to families, and to identify scholars in need of intervention in writing.
- ✓ **Anecdotal Observations and Conference Notes:** All adults working with scholars will record observations and notes when conferring in reading, writing, math, and project work. Observations will be used to plan upcoming instruction and identify areas of strength and need. Observations will be stored in each scholar’s portfolio.
- ✓ **Report Card Conferences:** These will be held twice a year with families. Families of special education scholars will be kept informed in writing and in their home language of their scholar’s progress in meeting both the RtI long-term IEP goals and short-term objectives.

**Summative Assessment.**

- ✓ **New York State Exam:** All eligible scholars in grades three to eight will take the annual New York State exams, including science in grades four and eight. In addition, those scholars participating in Regents classes in science and math will take the required NYS



Regents exams. As a public school, SACS will comply with all mandated testing requirements, ensure that all eligible scholars take the exams when they are scheduled, and provide accommodations for scholars as stipulated on IEPs.

- ✓ **New York State English as a Second Language Achievement Test (NYSESLAT):** All scholars 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. Assessment results will be shared with families and changes in services will be communicated to families in a timely fashion.
- ✓ **New York State Alternative Assessment:** The CSE determines eligibility for this assessment and SACS will comply with all IEP mandates. Scholars who qualify for this data folio assessment will be assessed annually on their progress toward mastery of learning standards through alternative grade-level measures.
- ✓ **Performance Assessments:** Grade-level teams will work collaboratively with the Director of Assessment and Director of Curriculum and Instruction to create end of unit and within unit assessments to determine whether scholars master the content in each unit of study. These assessments will range in form and could include a problem, a written sample, or a scholar interview. The data from these assessments will be used to plan the next sequence of lessons or units of study, to refine and revise the unit for the upcoming school year, to make individual goals for scholars who have not mastered the content or are showing that they are in need of extension work. End of unit assessment data will be used to determine the information shared in scholar progress reports, that will be given to families four times each school year.
- ✓ **Scholar Portfolios:** Beginning in kindergarten, faculty will work with scholars to select artifacts to include in an online portfolio to document their growth over time. Faculty will collect all required school assessments and also will include conference notes, running records (if applicable), work samples, and observations. Scholars will learn to reflect on their learning and use rubrics and checklists to self-assess their growth. Portfolios will include a mixture of teacher and scholar chosen artifacts and will be made available to families throughout the school year. SACS will create a culture of alignment and the sections of the portfolio will be standard throughout the school. As scholars become more comfortable with using their portfolios, they will begin to choose pieces of their work that best meet the targeted learning standards.

### **Data Collection and Availability.**

The Director of Assessment will coordinate all school-wide assessments, as well as the training of faculty in assessment techniques and best practices in assessment and data collection. The Director of Assessment will create a spreadsheet template that each teaching team will use to collect and track data. The spreadsheet will have a tab for each assessment area with sections for recording each scholar's data, as well as noting whether scholars are at, above, or below grade-level in each assessment area. Faculty will submit their assessment data in a timely manner, and the data will be reflected upon in meetings, reported to the Board, and used to form action plans as part of SACS's Response to Intervention (RtI) program. The Director of Assessment will compile data from classroom spreadsheets to share school assessment data with the Board. Data also will be made available to families during conferences and in their scholar's portfolio.



In order to evaluate achievement of individual scholars, cohorts, and the school as a whole SACS faculty and the Director of Assessment will meet biweekly in grade-level teams for data meetings. The purpose of these meetings is to review current data from performance assessments, progress monitoring, weekly conferences, and scholar work. These meetings will focus primarily on scholar progress toward the Common Core State Standards in literacy and math. Meeting protocols will be designed to ensure that the focus remains on the current data and the creation of action plans for specific scholars. Before coming to the data meeting, teams of faculty will identify patterns in their class data and identify scholars in need of re-teaching or intervention. The meeting will begin with each teaching team sharing their data, and the remainder of the meeting will be used to make action plans. This information will be documented by the Director of Assessment and shared with stakeholders. Once Scholar Action Plans are created, they will be reviewed and updated at subsequent meetings based on the most current assessment data. This data will inform the next round of instruction and/or intervention.

Individual progress will be shared through scholar portfolios, which will be supplemented throughout the year by faculty and scholars. These portfolios will be shared at family conferences, and faculty will use the data/artifacts in the portfolio to write each scholar’s standards-based, narrative progress report.

The Director of Assessment also will keep close track of cohorts of scholars over time by compiling data from each classroom and meeting with faculty to determine progress toward individual scholar learning goals. Grade-level and cohort spreadsheets will be created for internal use and for sharing with the Board and the State as needed. Both individual and school-wide growth also will be assessed.

SACS has identified ways for all stakeholders to use data to ensure academic success.

Who	What
Scholars	<ul style="list-style-type: none"> <li>✓ Scholars will be able to understand their results and set goals for themselves using grade level/age appropriate standards as guided by their faculty</li> <li>✓ Scholars will establish a system of check in with both families and faculty that works for him/her to ensure s/he is reaching the goals established</li> </ul>
Families	<ul style="list-style-type: none"> <li>✓ Workshops will be offered for families, where each assessment, as well as the goals set forth by the school and state, are discussed, so that families are able to understand their scholars’ performance.</li> <li>✓ Families will identify different ways that they will ensure that their scholars are diligently trying to achieve their assessment goals</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>✓ Create action plans for each scholar and each class</li> <li>✓ Identify scholar needs/resources and solicit support from Director of Curriculum and Instruction and/or Instructional Coaches</li> <li>✓ Share and collaborate on IEP goals for scholars with an IEP</li> <li>✓ Plan instruction using the most recent assessment results and reflect on lessons during lesson study to ensure results of assessments were incorporated into the planning</li> </ul>



<b>Administration</b>	<ul style="list-style-type: none"> <li>✓ Plan professional development for faculty around administering assessment, collecting and analyzing data, and creating action plans</li> <li>✓ Support faculty throughout the process to ensure quality work and solid plans of action are created</li> <li>✓ Work with learning specialists and English language specialists to ensure they are supporting general education faculty with providing intervention strategies and suggestions</li> <li>✓ Plan and deliver workshops for families, with the support of faculty, regarding assessments</li> <li>✓ Work with the learning specialists to ensure that Special Education scholars' goals, as stated on their IEP, are consistent and aligned with data collected in-house</li> </ul>
<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>✓ Hold administration accountable for reaching metrics identified by charter to the State Education Department</li> <li>✓ Ensure that scholars are making gains in reading, writing, and mathematics</li> <li>✓ Ensure that faculty are being professionally developed to adequately help scholars make academic gains</li> <li>✓ Analyze the assessment results action plan</li> </ul>

## E. Performance, Promotion, and Graduation Standards

### Promotion Criteria.

Promotion from grade-to-grade will be based on a range of indicators, including whether scholars have met specific, grade-level standards. Because retention carries negative social and emotional effects, SACS will carefully evaluate whether having a scholar repeat a grade would be beneficial. Due to support systems like looping and Response to Intervention programs, SACS anticipates that it often will *not* be in a scholar's best interests to retain him or her, unless there are significant gaps across all subject areas. In the event a scholar's promotion is in doubt, the faculty, in tandem with the Directors of Curriculum and Instruction and Assessment, will use a range of indicators to formulate the decision, including: formative and summative assessment data, anecdotal observations and notes, CST evaluation as detailed in Section II. G., standardized test data, RtI data, and examples of scholar work to determine whether or not to retain the scholar. SACS will alert the scholar's family about the Promotion in Doubt Evaluation process as early as November, and no later than January 1<sup>st</sup> of the current school year. Once a scholar is identified as being in doubt of promotion, that faculty member with the support of the Directors of Curriculum and Instruction and Assessment and the Special Education will create a targeted academic plan to help prevent retention. Faculty will work with the scholar's family to offer suggestions for out-of-school interventions and suggestions for home-based activities.

### Special Scholar Population.

Scholars with IEPs and those in the process of evaluation will be promoted based on individualized-promotion criteria, in addition to the indicators stated above.

### Exit Standards.



It is the expectation that SACS’s scholars will be prepared to enter the high school of their choice. This includes an understanding of how they learn best, a range of academic and social skills, and an investment in creating a sustainable world for themselves and future generations. The table below details samples of SACS exit standards, which are based on the literacy and math benchmarks set forth in the Common Core State Standards.

<b>Literacy</b>	
<b>Grade 2</b>	<b>Grade 5</b>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>✓ By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>✓ By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> <p><b>Narrative Texts:</b></p> <ul style="list-style-type: none"> <li>✓ Describe how characters in a story respond to major events and challenges.</li> <li>✓ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p><b>Informational Text:</b></p> <ul style="list-style-type: none"> <li>✓ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul> <p><b>Decoding/Word Study:</b></p> <ul style="list-style-type: none"> <li>✓ Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>✓ Read grade-level text with purpose and understanding.</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>✓ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> <li>✓ By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</li> </ul> <p><b>Narrative Texts:</b></p> <ul style="list-style-type: none"> <li>✓ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>✓ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> </ul> <p><b>Informational Texts:</b></p> <ul style="list-style-type: none"> <li>✓ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul> <p><b>Decoding/Word Study:</b></p> <ul style="list-style-type: none"> <li>✓ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Writing:</b></p>



<p>or section.</p> <ul style="list-style-type: none"> <li>✓ Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations).</li> </ul> <p><b>Conventions of Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>✓ Produce, expand, and rearrange complete simple and compound sentences.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>✓ Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and large groups.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write opinion pieces on topics or texts, supporting a point-of-view with reasons and information.</li> <li>✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>✓ Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul> <p><b>Conventions of Writing:</b></p> <ul style="list-style-type: none"> <li>✓ Recognize and correct inappropriate shifts in verb tense.</li> <li>✓ Use punctuation to separate items in a series.</li> <li>✓ Use a comma to separate an introductory element from the rest of the sentence.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>✓ Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul>
<b>Mathematics</b>	
<b>Grade 2</b>	<b>Grade 5</b>
<p><b>Operations and Algebraic Thinking:</b></p> <ul style="list-style-type: none"> <li>✓ Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</li> <li>✓ Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, write an equation to express the total as a sum of equal addends.</li> </ul> <p><b>Number and Operations in Base Ten:</b></p> <ul style="list-style-type: none"> <li>✓ Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.”</li> <li>✓ Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</li> <li>✓ Explain why addition and subtraction strategies work, using place value and the</li> </ul>	<p><b>Operations and Algebraic Thinking:</b></p> <ul style="list-style-type: none"> <li>✓ Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li> <li>✓ Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</li> </ul> <p><b>Number and Operations in Base Ten:</b></p> <ul style="list-style-type: none"> <li>✓ Read, write, and compare decimals to thousandths.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>✓ Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} +</math></li> </ul>



<p>properties of operations.</p> <p><b>Measurement and Data:</b></p> <ul style="list-style-type: none"> <li>✓ Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>✓ Partition a rectangle into rows and columns of same-size squares and count to find the total number of them</li> </ul>	<p><math>5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</p> <p><b>Measurement and Data:</b></p> <ul style="list-style-type: none"> <li>✓ Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>✓ Classify two-dimensional figures in a hierarchy based on properties.</li> </ul>
<b>Science</b>	
<b>Grade 2</b>	<b>Grade 5</b>
<p>Physical Science – Matter and Its Interaction:</p> <ul style="list-style-type: none"> <li>✓ Analyze data from testing objects made from different materials to determine if a proposed object functions as intended.</li> <li>✓ Design and object built from a small set of pieces to solve a problem and compare solutions designed by peers given the same set of pieces.</li> <li>✓ Analyze data from tests of a scholar-designed tool to determine if the tool measures weight or size accurately, compared to standard measuring tools.</li> <li>✓ Identify arguments that are supported by evidence that some changes caused by heating and cooling can be reversed and some cannot.</li> </ul> <p><b>Motion and Stability – Forces and Interactions:</b></p> <ul style="list-style-type: none"> <li>✓ Design and conduct investigations of objects moving at different speeds and compare the change of an objects motion and shape before and after a collision.</li> <li>✓ Carry out investigations to provide evidence that an object may stay in one place, move, or change shape when pushed or pulled.</li> <li>✓ Make a claim about the effectiveness of a solution that applies a push or a pull to change the speed or direction of an object to solve a problem.</li> </ul> <p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>✓ Carry out investigations to determine the relationship among friction, motion, and the warming of objects.</li> </ul>	<p>Physical Science – Matter and Its Interaction:</p> <ul style="list-style-type: none"> <li>✓ Argue from evidence to support the theory that matter is made of particles too small to be seen.</li> <li>✓ Use simple models to describe that regardless of what reaction or change in properties occur, the total weight of the substances involved does not change.</li> <li>✓ Make observations and measurements to identify given materials based on their properties.</li> <li>✓ Design and conduct investigations on the mixing of two or more different substances to determine whether a new substance with new properties is formed.</li> <li>✓ Generate and compare multiple solutions that meet the desired criteria of improving a property of a material within the constraints of changing the type of substances used to make the material, and the temperature at which they are mixed.</li> </ul> <p><b>Motion and Stability: Forces and Interactions/Energy:</b></p> <ul style="list-style-type: none"> <li>✓ Support an argument that the gravitational force exerted by the Earth on objects near Earth’s surface is directed toward the Earth’s center.</li> <li>✓ Use models to describe that energy animals use to maintain body warmth, body repair, and for motion was once energy from the sun.</li> </ul> <p><b>Waves and Their Applications in Technologies for Information Transfer:</b></p> <ul style="list-style-type: none"> <li>✓ Apply scientific knowledge of how lenses</li> </ul>



✓ Define a problem caused by too much or too little friction between objects and develop solutions that address the problem.

**Life Science – Ecosystems – Interactions, Energy, and Dynamics:**

- ✓ Develop and use models to compare how living things depend on their surroundings to meet their needs in the places they live.
- ✓ Define a simple problem and test solutions to determine which better fulfills the function of an animal necessary for the reproduction of a flowering plant. (Focus-plant pollination and seed dispersal by animals)
- ✓ Design a solution to a problem to a problem caused when a habitat changes and some of the plants and animals may no longer be able to live there.
- ✓ Make observations about the variety of plants and animals living in the area and identify the specific places they live in order to make comparisons between different areas.

**Earth and Space Science:**

- ✓ Use observations to construct explanations about how landforms and bodies of water provide homes for living things.
- ✓ Develop models to investigate how wind and water move Earth materials from one place to another and change the shape of the land quickly or slowly.
- ✓ Communicate information about possible design solutions to the loss of homes on land for living things resulting from wind or water changing the shape of the land.
- ✓ Use drawings and physical models to test, compare strengths and weaknesses, and communicate design solutions that slow or prevent wind and/or water from changing the shape of the land.
- ✓ Develop and use models to describe patterns of kinds and shapes of landforms and of bodies of water.
- ✓ Use observations to construct explanations that water exists in different forms in natural landscapes, determining the variety of life forms that live in a particular location.

bend light to design a tool to enhance vision.

✓ Communicate information of how technology has improved over time to increase our ability to see objects and make scientific discoveries about the universe.

**Life Science – Ecosystems – Interactions, Energy, and Dynamics:**

- ✓ Construct and use models of food webs to describe the transfer of matter among plants, animals, decomposers, and the environment and discuss limitations of these models.
- ✓ Formulate questions and predict outcomes about how organisms, such as fungi and bacteria, operate as decomposers to restore (recycle) some materials back to the soil for plants to use in local ecosystems.
- ✓ Use models to test the functioning of a designed process that mitigates a factor upsetting the stability of a local ecosystem.
- ✓ Ask questions about what organisms obtain from the environment and what they release as waste matter back into the environment.

**Earth and Space Science:**

- ✓ Interpret provided data about the relative distances of the sun and other stars from Earth to explain the difference in apparent brightness.
- ✓ Use a model of the relative positions and motion of the sun, Earth, and the moon to describe the observed pattern of daily changes in length and direction of shadows, day and night, and the phases of the moon.
- ✓ Identify evidence that supports explanations for how the positions of stars, constellations, and planets in the sky change in consistent patterns as the Earth rotates and orbits the sun along with other planets.
- ✓ Use models to describe interactions between the geosphere, hydrosphere, atmosphere, and biosphere and identify the limitations of the models.
- ✓ Use evidence from observations to explain the role of the ocean in supporting ecosystems and their organisms, shaping landforms, and influencing climate.
- ✓ Develop and revise models to describe how



	<p>wind and clouds interact with landforms to determine patterns of weather.</p> <ul style="list-style-type: none"><li>✓ Design and evaluate a solution to an environmental problem that decreases risks, increases benefits, or better meets societal demands for new or improved technologies.</li><li>✓ Construct explanations for how humans and other organisms will be affected if Earth's temperature continues to rise.</li></ul>
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## F. School Culture / Climate

SACS culture and climate begins with the motto “Every Scholar, Every Day,” in which all are committed to addressing the social, emotional, academic, physical safety, health, and wellness needs of every scholar, every day. SACS motto is directly aligned with the philosophy that all scholars are entitled to a world-class education and can succeed. However, in order to reach every scholar it is imperative to begin by meeting each of them where they are socially, emotionally, and academically, and to address any safety or health and wellness concerns they may have. It is the expectation that all faculty and staff at SACS share these ideals and weave them into the fiber of their interactions with all scholars at all times. SACS’s scholar-centered educational program is designed to develop scholars into life-long learners with an enhanced set of values for themselves, their community and their academic future. In order to accomplish the level of character building outlined in the charter, it is the expectation that an environment of caring and unconditional respect is created and maintained. SACS will insist on safe, courteous behavior, hard work, and absolute personal responsibility from faculty, staff and scholars. It is the philosophy of SACS that a school culture is “Top-Down,” meaning that the Head of School and Administrative Team must purposefully create, model and explicitly instruct faculty and staff in the building on the expected behaviors and treatment of all scholars and families in the SMART Academy Charter School community. It is believed that when a safe, positive, supportive, and respectful working environment is created and maintained the adults are eager to work and far more effective throughout the work day. In addition, the culture of the workplace is expected to become the culture of the classrooms, where safety, dignity, respect, support, and encouragement create positive learning environments.

The core values of Scholarship, Integrity, Dignity, Responsibility, Perseverance, Community, Leadership, Peace, Social Justice, and Investment must be the driving force of the daily work. The scholars, faculty, staff and administration are expected to adhere to the values dictated in the charter. SACS will create an atmosphere centered on mutual respect, open, honest communication and collaboration with scholars, faculty, staff, families and community members. SACS will foster positive scholar behaviors that lead to increased learning and attainment of achievement goals, while also minimizing negative behaviors that require disciplinary action. Morning meetings are expected to build a sense of belonging and a “team ego” that result in positive scholar behavior and a culture of learning and success. Scholars, faculty, staff, and families will all realize that they are an integral part of the school and that their success and the school's success are one and the same thing. Professional development provided during the

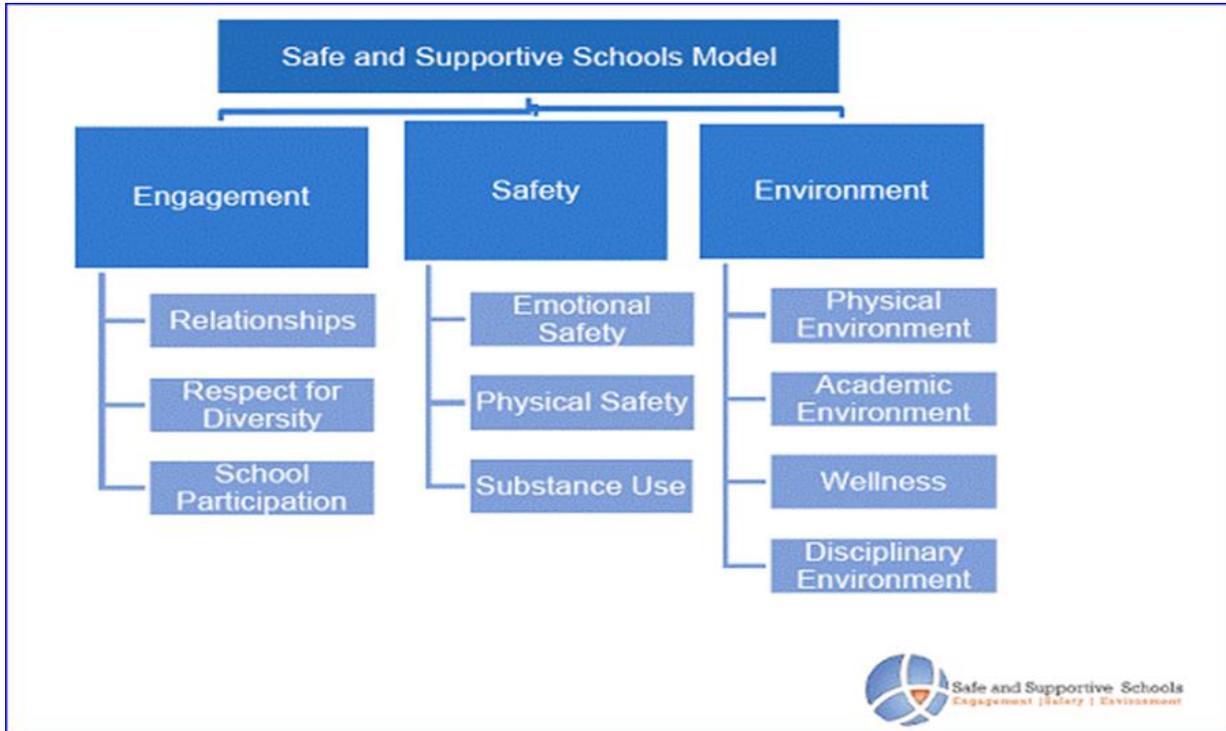


Professional Opportunities Institute (POI), will provide school staff with the ability to recognize nonverbal indications that a scholar is facing a crisis, problem, or period of stress during the morning meeting and equip staff with the knowledge needed to skillfully intercede at such moments and turn them into teachable moments promoting scholar learning, growth, and change. Scholars thusly become empowered to act more positively when faced with such crisis in the future, which reduces incidents damaging to SACS's culture and environment.

A school-wide Positive Behavioral Interventions and Supports (PBIS) model will be used as the umbrella philosophy that guides the tone, spirit, culture, and environment of the school learning community. There is a broad and ever-increasing body of evidence that PBIS works. Countless schools, and districts across the country have implemented PBIS models with great success as measured by reductions in referrals, suspensions, and expulsions and increases in scholar, faculty, and staff attendance. PBIS's focus on measurable outcomes supported and evaluated by data is a natural extension to SACS's data-driven approach to academic performance and assessment. When applied to cultivating a positive school atmosphere, data-driven decision-making will lead to low incident rates, referral rates, class removal rates, suspension rates, and expulsion rates. Success will further be gauged by measuring scholar and family satisfaction with the school climate surveys, distributed at least twice throughout the school year.

Utilizing The U.S. Department of Education Office of Safe and Healthy Scholars Safe and Supportive Schools Model, SACS intends to create and maintain a sustainable, positive school climate which fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society, K-life. This climate includes:

- ✓ norms, values, and expectations that support scholars, faculty, staff, families and community members feeling socially, emotionally, and physically safe;
- ✓ scholars, faculty, staff, families, and community members are engaged and respected;
- ✓ scholars, faculty, staff, families, and community members work together to develop, live and contribute to a shared school mission, vision, and values;
- ✓ educators model and nurture attitudes that emphasize the benefits and satisfaction gained from life-long learning.
- ✓ each person contributes to school operations and the care of the physical environment.



## G. Special Scholar Populations and Related Services

### Plan for Responsive General Education Classrooms.

SMART Academy Charter School’s collaborative culture will enable the school to comply with §504 of the Rehabilitation Act of 1973. In order to convey equal education benefits to all scholars, SACS will evaluate scholars on a daily basis, to understand what each scholar needs. Trained Social Workers have specialized knowledge to help identify scholar needs, which is a prerequisite to providing services under §504. Once aberrant indicators are identified, SACS’s RtI team can determine whether to recommend any formal evaluation (see Response to Intervention (RtI) Process below). The law requires CSE to draw upon information from a variety of sources, including tests, faculty recommendations, cultural background, and adaptive behavior. SACS collaborative culture model will be an effective precursor to performing correct scholar evaluations, so the possibility of classification error is minimized. The model allows SACS to continually reevaluate scholar’s abilities and disabilities and recommend the scholar to the RtI team for a comprehensive reevaluation preceding a change in the scholar’s IEP. Furthermore, SACS’s collaborative culture enables the school to better meet the requirements of §504 and the IDEA that special education scholars are educated in the least restrictive environment, the regular classroom, where they have full exposure to non-disabled peers.

The curriculum SACS has chosen doesn’t reduce the expectations for §504 scholars. It does, however, compensate for some academic challenges (e.g., ELL scholars) so scholars have an equal chance to compete in class.

SACS plans to utilize a data dashboard in collaboration with the scholar information system to provide faculty and administrators with access to historic scholar grade and testing records, enabling even the newest faculty to have a better understanding of a scholar’s academic



performance problems. Combined with professional development training, faculty and administrators will be able to make informed scholar evaluations.

### **English Language Learners Identification.**

Scholars who are English Language Learners (ELLs) will be identified as they matriculate into the schools in accordance to the New York State LEP/ELL identification procedures. Before each school year, the Home Language Questionnaire will be administered to newly enrolled scholars when they visit the school for a pre-entrance assessment session, or whenever they enter during the school year. If the results of the questionnaire reveal that a scholar's home language is something other than English, the Director of Assessment will conduct an informal interview with the scholar. If the interview reveals that the scholar could be a potential ELL, the Language Assessment Battery-Revised (LAB-R) will be used to determine the scholar's language proficiency.

### **Services.**

Services begin with instructional methods. According to *Research Methods of Reading Instruction for English Language Learners Grades k-4*, by Sylvia Linan Thompson and Sharon Vaughn (2007), to be effective with English Language Learners, instructors should use a "synthetic" phonics program, explicitly teaching scholars letter-sound relationships and then how to blend the letters into words. Lesson plans should incorporate teaching many phonics rules before scholars have learned all of them, in order to teach blending of sounds to make words. The book cites research showing ELL's acquire a greater number of English words faster when the phonics program is combined with stories having many decodable words using the same letter-sound relationships they are being taught in class. English language acquisition is reinforced by providing ELL's opportunities to spell words and write their own stories using the letter-sound relationships being taught.

To better prepare ELL scholars, SACS has chosen a curriculum which provides comprehensive literacy instruction integrating phonics with story time and small-group tutoring to create a balanced program. Depending on scholar needs from day one, two ELL specialists from the RtI team will be dispatched to individual classrooms to work with the teaching team to help small clusters of scholars needing more intensive work.

SACS will run a full-inclusion program for ELL scholars. Given the choice of curriculum, SACS's collaborative approach, and separate ELL instructors from the RtI team, ELL scholars can be serviced in their regular classes. The curriculum includes an assessment and remediation guide for faculty at each grade level, providing more targeted instruction for ELL scholars. In addition, it provides repetition in the skills strand to accommodate struggling scholars and provides flexibility for faculty to give scholars additional attention as necessary. Supplementary materials use shorter versions of stories so ELL scholars do not have to struggle, and they also include an assessment and remediation guide. From the first day of school, ELL scholars will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. SACS will follow all applicable laws in servicing ELL scholars, including scholar identification, annual notification to families, reclassification to fluent English proficient status following the annual NYSESLAT to determine ongoing eligibility, and evaluation of ELL programs. The Director of Assessment will be responsible for record maintenance.



**Programmatic Assessment:** SACS will evaluate its program using the following measures:

- ✓ the Director of Assessment and Director of Curriculum and Instruction will use individual scholar performance data from the annual NYSESLAT to determine the effectiveness of the program;
- ✓ formative and summative data from faculty members and service providers will be gathered and analyzed to determine positive scholar growth;
- ✓ family surveys will be given to gauge feedback about communication, services provided, and their impressions of goal progression.

### **Identification of High-Achievers.**

High-achieving scholars (those scoring at least one grade level above on standardized tests or internal metrics for reading, writing, math, and oral language) will be identified using the interim assessment currently planned (Section II.D). Advanced scholars will receive individualization in many of the same ways that at-risk scholars will, including small group work done in classrooms and focuses lessons.

### **Response to Intervention Process.**

In accordance to programmatic requirements in New York State, SACS will adopt the widely effective Response to Intervention (RtI) model across all classrooms in the school. The RtI model is a multi-tiered approach that provides focused, individualized instruction at varying levels of intervention to general education scholars who are having academic or behavioral difficulties. The RtI team will be coordinated by the director of assessment, who will be responsible for coordinating follow-up meetings or expert evaluation and leading data-driven discussions using all available information. SACS will begin implementation of the model in the core subjects of literacy and math. Scholars will be placed in tiers based on the results of the diagnostic literacy and math assessments mentioned in section II. D.

- ✓ Tier 1: High-quality core instruction that meets the individual needs of most scholars in the classroom setting.
- ✓ Tier 2: Evidence-based interventions of moderate intensity are administered to a small group of scholars. The interventions address the learning or behavioral challenges of the most at-risk scholars
- ✓ Tier 3: Individualized interventions of increased intensity for scholars who show minimal response to secondary intervention

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

Observation is key to understanding scholars' patterns of behaviors. Who's having a good day? Who's having a bad day? What in the educational environment is a positive experience and what is negative? Who is adjusting, and who isn't? In an ideal situation, scholars with problems should be asking for support. Having four social workers on staff, will foster individualized support so scholars aren't disrupting the class for everyone else. If this support does not work, the RtI team will be brought in to provide additional targeted assistance, or they may refer the scholar for additional assessment and to the CSE. If a scholar remains troubled, the teaching team supported by the RtI team will meet with families to learn if they see this behavior at home.



Improved communication with families is necessary to have scholars overcome impediments and become successful at school.

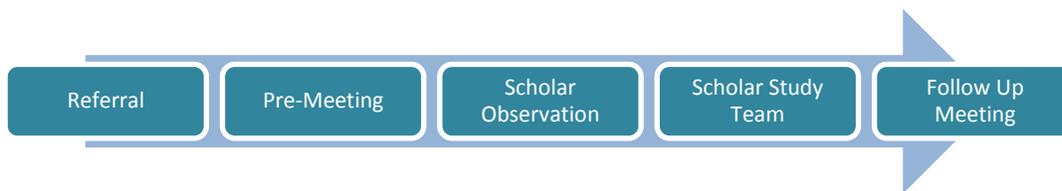
During the Professional Opportunities Institute (Section III.E.) faculty will be trained to identify problems with new scholars and monitor progress during the school year, and effectively include scholars with disabilities in their classrooms.

### **Scholars with Disabilities Identification at SACS.**

Educators at SACS will work collaboratively and use a range of practices to identify scholars with disabilities. By using a team of people to evaluate whether or not a scholar might need an IEP, SACS will carefully approach identification and thoroughly investigate whether a scholar appears to need modifications that extend beyond those made in a general education setting.

SACS Educators and the Director of Assessment will comprehensively assess whether a scholar should be recommended to the CSE for evaluation by convening in a Scholar Study Team (SST). The following steps will be taken before the recommendation for evaluation will be made:

### **Referral Process at SACS.**



### **Scholar Study Team (SST).**

SST meetings will be at the center of the identification process. SST meetings will be held every two weeks, during a daily common prep time. Attendees will include the grade level faculty, special education faculty, related service providers, and other service providers.

### **Pre-Meeting**

- ✓ **Scholar Referral:** There will be two routes to scholar referral:
  - **Recommendation from Faculty Members:** One week before the SST meeting, the faculty members will communicate with the members of the Scholar Study Team which scholar from their classroom they would like to study and why.
  - **Referral Based on Intervention (RtI) Data:** If data shows a scholar is not responding to the RtI program, the scholar will be recommended for SST.
- ✓ **Scholar Observation:** Before a SST meeting, an outside observer will come watch and anecdotally record what he or she sees the scholar doing in the classroom. The observer could be another special education teacher, the director of curriculum and instruction or assessment, or a related service provider.

### **SST Meeting Protocol.**

- ✓ **Faculty Presentation:** The faculty members who recommend the scholar will present a portrait of the recommended scholar, detailing age, interests, academic and social strengths, and areas of concern. The faculty will bring any anecdotal notes as well as diagnostic assessment results and examples of the scholar's work that lend to creating a holistic portrait of the scholar.



- ✓ **Observation Summary:** The observer will distribute copies of the recorded anecdotal data, and will give a summary of the classroom visit.
- ✓ **Clarifying Questions:** The members of the scholar study team will go around in a circle and ask any questions they have to clarify what they have just heard from the faculty members and observers. These questions are not asking about what has been tried with the scholar, but only to further understand the data that has been presented.
- ✓ **Suggestions for Accommodations and Modifications:** The members of the scholar study team will go around in a circle and take turns suggesting accommodations and modifications. One person will record the suggestions on a chart that everyone can view. The rotation will continue until all possible suggestions have been given.
- ✓ **Action Plan:** The Scholar Study Team will create a plan of action that details next steps to take with the scholar being studied. For the action plan, the faculty member will select accommodations that they will implement with the scholars.
- ✓ **Family Notification:** The faculty members will reach out to families via phone call and/or in-person conference to share with them anecdotal observations about their scholar and discuss plans for trial accommodations.

### **Post-Meeting**

- ✓ **Follow-Up Meeting:** A follow-up meeting between the Director of Assessment, the faculty member, and any applicable related service provider will be set up at the Scholar Study Team meeting. This meeting will occur in the event that all accommodation suggestions are exhausted and notes have been taken detailing the results of each accommodation that was attempted. At this meeting, the Director of Assessment will hear from the faculty member and will decide whether it would be best to proceed with a formal evaluation.
- ✓ **Formal Evaluation Meeting:** The family of the scholar, the special education classroom teacher, and director of assessment will meet to discuss options for formal evaluation. If the family agrees to formal evaluation, the Director of Assessment will communicate with the CSE and the faculty member to share anecdotal information about the scholar.

### **Identifying Incoming Scholars with Existing IEPs.**

To identify incoming scholars with pre-existing IEPs, SMART Academy Charter School will request scholar records promptly after the annual enrollment lottery, or upon acceptance of a scholar off of the waiting list. The director of assessment and Director of Curriculum and Instruction will review and assess each IEP to determine whether SACS can provide the services mandated. Following the review of the IEP, SACS's faculty will work with families and the CSE to make any possible revisions to the IEP if needed. In the event that SACS cannot make modifications to the school's education program and accommodate the setting required on the scholar's IEP, the school will work with the CSE and the family to find a suitable placement in a district school that provides the setting.

### **Services.**

SACS will offer a range of services to meet the needs of scholars with disabilities. SACS is committed to providing a least-restrictive environment to all scholars and will strive to deliver services in the home classroom unless environmental specifications are made on the scholar's IEP or, in the case that the scholar is identified as at-risk, it is in the best interest of the scholar. SACS's faculty will collaborate with special education faculty for their cohort 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 scholars with IEPs, as well as at-risk scholars. SACS will work with the CSE to provide families with Related Service Agreements for services the school cannot provide.

**Review of IEPs.**

SACS will abide by all laws and regulations set forth concerning the regular review of IEPs. Should the special education faculty at SACS feel that an IEP no longer meets a scholar’s needs, they will recommend that the CSE re-evaluate the scholar to make adjustments to the scholar’s IEP or declassify the scholar altogether.

**Programmatic Assessment.**

SACS will evaluate its special education program using the following measures:

- ✓ the Directors of Assessment and Curriculum and Instruction, and faculty will gather and analyze formative assessment data from scholars with IEPs to look for trends of academic growth and progression towards academic goals;
- ✓ summative data from related service providers and faculty members will be analyzed to evaluate progression towards non-academic goals;
- ✓ family surveys will gauge feedback about communication, services, and their impressions of SACS’s progression toward both school-wide and individual scholar’s goals.

**III. Organizational and Fiscal Plan**

**A. Applicant(s) Founding Group Capacity**

SACS’s founding group possesses a range of experience and skills proven relevant to the founding and start-up of a high-quality, successful charter school.

Name ~ Employment	Relevant Experience/Expertise	Proposed Role
Dr. Frank Herstek~ Educational Consultant	Former teacher, supervisor, coordinator of parent education, college professor, family resource developer, assistant superintendent and reader for Pearson. Published author. Seven non-profit board service.	Board of Trustees Consultant
Fred Saia~ President and owner of Oneida Sales and Service	Founder and former board president (12 years) of Charter School for Applied Technologies (CSAT). Lead applicant for Health Sciences Charter School. Founder of several businesses to include: Oneida Fence, Oneida Trucking, Heron’s Landing and Iroquois Bar Association. Active community member having served on the following boards: Buffalo Zoo, WNED, Erie County	Board of Trustees President



	Industrial Agency and Buffalo Niagara Partnership. Named Entrepreneur of the Year by Ernst and Young.	
Marc Adler~ Owner of Why Not Marketing, LLC	Adjunct lecturer at University at Buffalo (UB), teaching courses in: Advertising, Marketing and Entrepreneurship. Serves on the UB School of Management Alumni Association board, and the UB Intercollegiate Athletic board. Marketer for several WNY area schools to include: Oracle Charter School, CSAT, Elmwood Franklin School, Buffalo Seminary, St. Francis High School, Hilbert College and UB.	Board of Trustees Member
Charles D. J. Case~ Lawyer and Author	Lawyer with experience in corporate governance, litigation, education law and regulation, labor and employment. Advocate for scholars with disabilities.	Board of Trustees Member
Christopher T. Dunstan~ Founder and owner of CT Dunstan, LLC	Former CFO of Rich Products, CFO and treasurer of Adelpia Cable Corporation, CFO of Sentry Group, CFO of Trico Products, Director of Strategic planning for Schlegal Corporation, CPA for Peat Marwick, and sale manager for General Electric Credit Corporation. Executive Advisory Committee member at Simon School of Business, at the University of Rochester. Served on John R. Oishei Foundation board for sixteen years.	Board of Trustees Member
Laurie Irish-Jones~ CEO of Irish Welding	Former educator, tutor in the Lawyers in Learning Program and law clerk. Former President of the Center of Entrepreneurship Advisory Board, at UB, President of the School of Management Alumni Board, at UB, chairman of the NY Propane and Gas Association, chairman of International Beverage and Equipment Association, Vice-president of the Hope Chest Board,	Board of Trustees Member



	and member of Journey’s End Refugee board.	
Patricia Pitts~ Project manager for Center of Educational Innovation-Public Education Association	Former director of New York State Empire State Development, senior communications manager of Cannon Design, executive director of Buffalo Niagara Partnership’s Charter School Initiative, public relations and marketing director for Hurtwitz & Fine, P.C., and communications manager at M&T Bank. Founder and former board member at CSAT, founder and former board member of Buffalo ReformEd, former board chair for Holy Angels Academy, and former board member of Board of Catholic Education, Diocese of Buffalo.	Board of Trustees Member
Mark Phillips~ Director of Ernst & Young LLP	Former corporal, who served at the White House, in security clearance. Currently serving as board member for the Buffalo YMCA. Former member of the Annunciation Parish Finance Committee, chairman of Annunciation School Board, and business division chairman of the United Way. At Ernst & Young, oversees \$3 billion in revenue.	Board of Trustees Treasurer
Susan G. Toomey~ Executive Director of Niagara Frontier Education Council	Former director of grant writing and development, high school principal, assistant principal, school psychologist, coordinator of special education, and school counselor. While at CSAT, managed grant writing and fundraising initiatives.	Board of Trustees Member
Gwen Carson~ United Healthcare~ <i>retired</i>	Advocate for quality education for the scholars in the City of Buffalo. Mother of three. Grandmother of thirteen.	Board of Trustees Member, Parent Representative

**Development of SMART Academy Charter School.**

Ninety percent of BPS schools have been designated as persistently low-achieving. Buffalo’s Community leaders and families have articulated a dire need for new schools of good standing. Fred Saia acknowledged the desperation of these families and recruited fellow founders with a commitment to create an exemplary charter school to meet the needs of Buffalo’s scholars.



The founding group has the capacity to make SMART Academy Charter School successful by utilizing the experiences, skills, and expertise that each founding member has contributed, and will continue to contribute, to the school’s development. The founders have worked collaboratively to create conditions for closing the achievement gap and preparing scholars for a world-class education. Through a series of meetings, they identified key design elements, explored and secured financial support, and found a location for the school.

Dr. Frank Herstek was recruited to serve as lead applicant and orchestrate community outreach. All proposed board members participated in community outreach. Dr. Herstek was the primary writer of the charter proposal, although all proposed board members contributed, and all reviewed the document and provided feedback. No paid consultants or organizations were involved in the development, fiscal planning, or writing of the SACS’s application.

## B. Board of Trustees and Governance

### Proposed Founding Board of Trustees.

The capacity of SACS’s founding board is demonstrated by:

- ✓ extensive and relevant professional experience;
- ✓ community connections and relationships;
- ✓ solid plans, policies and procedures for governing the school;
- ✓ a commitment to the scholars of the City of Buffalo and surrounding areas.

The SMART Academy Charter School Board of Trustees is responsible to the New York State Board of Regents for the **academic success, organizational viability, fiscal soundness, and faithfulness to the charter** for each year over which it governs.

Trustee Name	Voting	Position on the Board (subject to election at initial Board meeting...12/14)	Length of initial term
Fred Saia	Yes	President (proposed)	3 years
Marc Adler	Yes	Member	2 years
Charles D. J. Case	Yes	Member	2 years
Christopher Dunstan	Yes	Member	3 years
Laurie Irish-Jones	Yes	Member	2 years
Patricia Pitts	Yes	Member	3 years
Mark Phillips	Yes	Treasurer (proposed)	3 years
Susan G. Toomey	Yes	Member	3 years
Gwen Carson	Yes	Member (parent)	1 year

Research indicates when charter schools fail, it is due to financial reasons, not academic performance. SMART Academy Charter School is being organized by a sophisticated founding group and proposed Board of Trustees, with academic experience and scholars with disabilities experience, as well as expertise in grant writing, finance, marketing, entrepreneurship, education law, management, education, and board governance. Board of Trustee background information is included in Attachment 5a.



The Board of Trustees will evaluate itself using a self-evaluation tool at the beginning, middle, and end of each year. The Officers will tally results and send reports to the Board, so that the Board can discuss areas of improvement for strategic goal setting for the following year.

### **Governance Practices and Procedures.**

SACS's Board of Trustees will be responsible for ensuring that the school is operating in compliance with its charter and all applicable federal and state laws, as well as overseeing the school's academic performance in achieving its mission of providing a world-class education to scholars in K through 8<sup>th</sup> grade. 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 academic performance, organizational viability, fiscal soundness, and faithfulness to the charter. The Board will ensure the school performs the duties and responsibilities set forth in the charter agreement with the Board of Regents, including:

- ✓ establishing the school's mission and key design elements;
- ✓ be an active advocate and ambassador for the school;
- ✓ inform the Board of Trustees of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board related to the situation;
- ✓ implementation of educational programs so that scholars meet or exceed performance standards, set forth in this application and performance standards adopted by the Board of Regents;
- ✓ obtaining resources to implement the schools' programs;
- ✓ implementation of scholar assessment requirements applicable to other public schools and supplemented with other assessment tools consistent with those set forth in this application and by the Board of Regents;
- ✓ enhancing the school's public standing;
- ✓ making informed decisions to support the success of the school;
- ✓ being clear about the Board and Board member's scope of authority (governance) and limitations;
- ✓ preparing for and attending Board meetings;
- ✓ participating as appropriate in the grievance process;
- ✓ recruiting and hiring the Head of School;
- ✓ participating in performance appraisals of school leaders;
- ✓ participating in Board self-evaluation;
- ✓ agreeing to step down from Board position if unable to fulfill expectations.

Qualifications to serve on the SACS's Board of Trustees include:

- ✓ the expectation that all scholars can and will achieve academic excellence;
- ✓ the belief that all scholars can and will or exceed performance indicator, as set forth by the Board of Regents;
- ✓ commitment to SACS's mission, vision and key design elements;
- ✓ willingness to attend Board meetings and work as a volunteer;
- ✓ the capacity to examine academic and behavioral data, financial documents and Head of School, Chief Information Officer, Director of Curriculum and Instruction, Director of Assessment, and Chief of Operation's reports and make informed decisions;
- ✓ be at least 18 years old.



### **Board Meetings.**

The Board will meet monthly or more often, as deemed necessary. Agendas will be developed by the President in consultation with the Head of School, the Director of Operations and Treasurer, and will include written and/or oral reports. SACS's By-Laws contained in Attachment 5b provide more details regarding procedures and protocols for conducting Board meetings.

### **Board Committees.**

There will be no standing committees. The President will create ad-hoc committees to handle emergent issues. The Board of Trustees makes decisions after gathering data, deliberating carefully, and considering consequences of their decisions. Larger decisions are discussed in ad hoc committee meetings, to ensure adequate time is available to think through and discuss issues.

### **Officers of the Board.**

Officers of the Board will have the following general roles and responsibilities:

- ✓ **President:** will preside at Board meetings and may have such other powers as the Board may prescribe.
- ✓ **Vice-President:** will act in the place of the President if absent or unable to perform his/her duties. He/she may have other such powers as the Board may prescribe.
- ✓ **Treasurer:** will act as custodian of school funds and will provide appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school's on-going fiscal condition. The Treasurer may have other such powers as the Board may prescribe.
- ✓ **Secretary:** will be responsible for keeping minutes of Board meetings, maintaining records for the membership, and any other duties the Board may prescribe.

As Trustees are added to the Board, their capacity for leadership is considered early on so the future Officers can be identified and cultivated early by Board leadership.

### **Administrative Relationship between Governing Board and the Board of Regents.**

SACS's Board of Trustees understands that the school is authorized by the Board of Regents and must meet benchmarks as outlined in the Charter School Performance Framework. SACS welcomes Regents' inspectors, consultants, and members of the Charter School Office for site visits. SACS will comply with all legal, fiscal, and programmatic requirements consistent with the charter and submit all reports by deadlines established by the Board of Regents.

### **Relationship with Senior Staff.**

SACS Board of Trustees understands the distinction between governance and management. One of the most critical functions of the Board is to hire an outstanding Head of School. The Board will delegate authority to the Head of School, who will oversee school operations and report directly to the Board. The Board will establish measurable, annual performance goals, conduct evaluations, and ultimately the HOS accountable. The HOS and his/her leadership team will hire faculty and staff, supervise, and evaluate them. The leadership team will choose curriculum resources, curriculum development methods, and supervise faculty in the implementation of the curriculum. The HOS and his/her leadership team will participate in the budget development process. Final budgets, however, must be approved by the Board of Trustees. In its governance and oversight role, the Board may ask questions about and provide guidance on issues such as



vendor selection, personnel, and curriculum, but for the school to be successful, the Board must take seriously the line between governance and management and ensure that it hires leaders who can make day-to-day operational decisions.

Senior staff, including the HOS, Director of Operations, Director of Curriculum, Director of Assessment, and the Chief Information Officer, will be required to present data, relevant to: enrollment, attendance, performance, school finances, and compliance at each Board meeting.

### **Family and Faculty and Staff Involvement.**

The Board will encourage families, faculty and staff to participate in the governance of SACS. Board meetings will adhere to Open Meetings Law and include opportunity for public comment. Board members will regularly visit the school and attend fundraising and family events.

### **Recruitment, Orientation and Training.**

The Board will not have any representative or *ex-officio* positions to be filled once the charter is approved. As needed, the Board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment. Annually, the Board will vote on the re-election of Board members who are continuing to serve after their current term has expired. All new Board members will receive orientation materials, including copies of the By-Laws, Charter and Code of Ethics. New members will meet with the HOS to review SACS's strategic goals. The Board will undertake on-going governance training, including a Board retreat, to ensure members share a common vision, aligned to SACS's mission, of the Board's roles and responsibilities.

Parent Trustees are important representatives for all decisions, but add special insights when the Board discusses policy. In addition, Board members will carefully consider the needs of all school constituents and community members and will seek counsel when they feel it is appropriate. The Board has hired its own independent legal counsel, Chris Greene, from Damon Morey. An auditor also will be hired (TBD).

## **C. Management and Staffing**

The Board of Trustees will conduct an extensive search for a highly-qualified Head of School with a proven record of success in a predominantly underperforming urban setting. The remainder of the Administrative Team will be recruited and appointed based on a shared educational philosophy that is consistent with that of SACS. The Administrative Team must share a passion for, and innate belief in, the SACS's mission and vision. The Head of School and the Administrative Team will create a culture of mutual respect and open collaboration based on the educational philosophies of positive reinforcement of desired behaviors and absolute personal accountability. Expectations for success will not be negotiable among all faculty and staff at SACS and must be modeled by the Head of School and the entire administrative team.

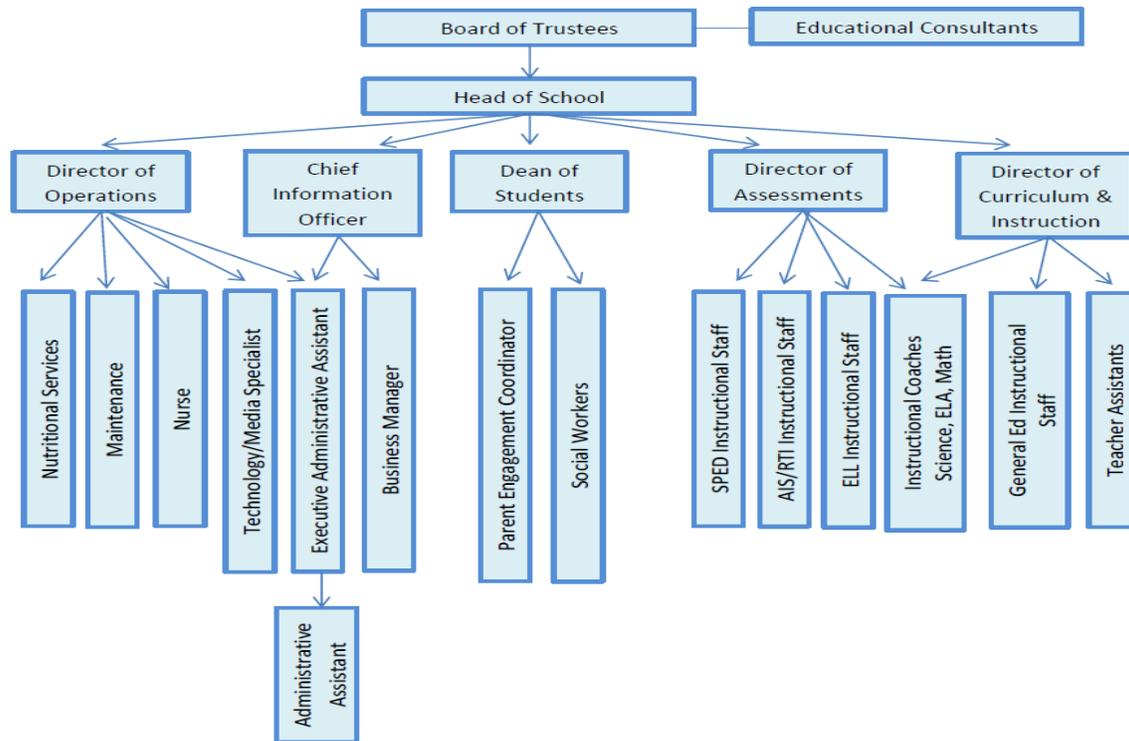
Highly effective, caring, and engaging faculty are the largest drivers of scholar achievement. It is imperative, therefore, that SACS pursue highly qualified, well-educated, energetic, and creative minds to its instructional positions. Ideal candidates will be unwavering in their commitment to scholar success and believe that all scholars can achieve at high levels. They will



be reflective, eager to receive feedback, and improve their instructional practices based on the scholar data. Faculty will be able to develop and maintain meaningful relationships with both scholars and their families founded on open communication, deep mutual respect and the belief that every scholar can achieve and succeed. It will be the responsibility of the administrative staff to recruit, hire, orient, throughly train and retain the highest quality talent possible.

See Attachment 8a for detailed job descriptions of the proposed administrative team and the hiring process for which SACS will recruit, interview and retain instructional staff.

### SMART Academy Charter School Organizational Chart (year 1)



### SMART Academy Charter School Staffing Projections (Year 1 – 5)

	YR #1	YR #2	YR #3	YR #4	YR #5
Head of School	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Curriculum & Instruction	1	1	1	1	1
Director of Assessment	1	1	1	1	1
Chief Information Officer	1	1	1	1	1
Dean of Scholars	1	1	1	2	2
Business Manager	1	1	1	1	1
General Education Faculty	24	28	32	36	36
Teacher Assistants	12	14	16	18	18
Social Workers	3	3	4	4	4



AIS/RTI Math Teacher	3	3	4	4	4
AIS/RTI ELA Teacher	3	3	4	4	4
Visual Arts Teacher	2	2	3	3	3
Physical Education Teacher	2	2	3	3	3
Foreign Language Teacher	0	0	2	2	2
In School Suspension Teacher	1	1	1	1	1
Building Substitute Teacher	1	1	2	2	2
Parent Engagement Coordinator	1	1	1	1	1
Nurse	1	1	1	1	1
Technology / Media Specialist	1	1	1	1	1
Technology / Media Teacher	1	1	2	2	2
ELL Teacher	2	2	3	3	3
Literacy Coach	1	1	1	2	2
Math Coach	1	1	1	2	2
Science Coach	1	1	1	2	2
Special Education Faculty	3	3	4	4	4
Custodian	2	2	2	3	3
Executive Administrative Assistant	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Nutritional Services – Café Mgr	1	1	1	1	1
Nutritional Services – Staff	3	3	3	4	4
Total Staff	78	84	100	106	106

C.1. SACS does not intend to contract with a charter management organization.

C.2. SACS will not have a partner organization.

## D. Evaluation

### Programmatic/Curriculum Audits.

Programmatic audits will focus on curriculum quality and steady improvement on interim, scholar assessments (Sections II.D. and G.). The directors of operations, curriculum and instruction, and assessment will monitor and report on implementation of technology, curriculum programs, interventions, and assessments. Throughout the school year, SACS will consult with its instructional coaches to ascertain whether programs have been implemented with fidelity. Next, analysis of scholar performance data will be the primary method for evaluating the effectiveness of the education programs, using data analysis techniques to look for trends in scholar sub-groups (ELL, IEP). These interim data measures will be used to determine progress toward meeting SMART Academy Charter School’s scholar performance objectives on NYS tests, beginning in 3rd grade, closing the scholar achievement gap for special need scholars and graduating scholars at or above grade level. Faculty will be held to high standards and participate in lesson study, peer observations, peer reviews (of units) and set professional development goals. The director of curriculum and instruction will make school-wide goals and set targeted professional development workshops for faculty, to ensure that all faculty have support for scholar success. The ultimate criterion that SACS will use to evaluate SACS’s overall



educational program is through scholar performance as measured by the New York State standardized exams, including the NYSESLAT. SACS's educational program will be evaluated by its authorizers through annual reporting, assessing benchmarks, and scholar data

### **Annual Reports.**

SACS will submit an Annual Report to the State Education Department detailing its performance and progress toward its mission. Regular oversight visits by SED are expected and welcomed. SACS will use SED's feedback to make changes to its curriculum.

### **Evaluations within SACS.**

#### **Board Evaluation.**

The Board will develop a self-evaluation instrument to annually review Board member attendance and participation, as well as to key SACS's policies and procedures, financials, school leadership, handling of grievances, and adherence to the mission of the school. The Board will use the results of these evaluations to inform revision of strategic goals and action plans.

#### **Operational and Fiscal Soundness.**

Operational soundness will be measured through overseeing the purchasing and expenditures, facilities, inventory and equipment check, scholar data, and scholar services (such as food and health services). Fiscal soundness will be measured through accounting, reporting, and revenue and cash management. An auditor will be contracted each fiscal year to ensure the organization is operating with financial efficiency.

#### **Head of School and Administrative Team.**

At the beginning of each school year, the Board will establish measurable process and outcome goals for the Head of School. The Board will conduct a mid-year review and an end-of-the-year written review, which it will provide to the Head of School and use to determine the Head of School's eligibility for a bonus.

In like manner, the Head of School will conduct the administrative team's evaluations. The evaluation of the administrative team will be through the use of two observations of leadership practice and assessment using rubrics as well as self-assessments completed by each member of the team. Additionally, the Head of School and administrative team will be assessed on scholar performance and will need to set targeted professional goals each school year that directly tie into scholar growth

#### **Teacher Evaluation.**

Faculty will be evaluated using "The Framework for Teaching Evaluation Instrument," a research-validated evaluation instrument for faculty, from Charlotte Danielson. This framework has four domains with 22 components that focus on planning and preparation, classroom environment, instruction, and professional responsibilities. Faculty will be introduced to the Danielson Framework for Teaching Evaluation during the Summer Professional Opportunities Institute and will have a series of both formal and informal (walk-through) observations, which will be conducted by the administrative team. The effectiveness of faculty will be measured using the four domains and will be explored and enhanced during professional development. Faculty will be undergoing the process of evaluation, which includes a self-evaluation, using a



rubric to determine the level of performance effectiveness for individual lessons. All formal observations will be maintained on file and faculty will have an end-of-year evaluation that rates them highly effective, effective, developing, or ineffective.

The second criterion SACS will use at SMART Academy Charter School is scholar growth. All faculty will meet with the director of assessment to set instructional goals as well as scholar growth targets using data from the previous school year. For example, 6th grade faculty will use 5<sup>th</sup> grade NYS English Language Arts and Mathematics Assessment results to determine their scholar growth targets. Additionally, faculty will set growth targets using summative assessments to measure various areas of potential scholar growth.

### **Scholar and Family Satisfaction.**

Scholar and family satisfaction will be evaluated through questionnaires, feedback received from meetings, and the school climate survey. Scholars will be given a survey that asks them to examine their satisfaction with their courses, faculty and school as a whole. Families will have a similar survey that asks them about scholar performance, communication, faculty, school leaders, and overall satisfaction with the school.

## **E. Professional Development**

All faculty and staff will be required to attend comprehensive, intensive, on-going professional development allowing them to provide scholars with a rigorous academic instructional program and the support & interventions necessary to develop the skills & character needed to succeed in high school and beyond. This begins with the Professional Opportunities Institute (POI) for all faculty before the school year and is reinforced by common planning time, grade-level meetings, early release days, and Head of School conference days. All PD sessions will follow a workshop model with hands-on teacher participation. PD topics include:

- ✓ NYSED Charter School Performance Framework Benchmarks
- ✓ Danielson Teaching Frameworks
- ✓ Common Core Learning Standards for math & ELA
- ✓ Lesson Planning/Observation Evaluation formats
- ✓ Next Generation Science Standards
- ✓ Science Kit Training
- ✓ Co-Teaching
- ✓ Policies and procedures (Review of Staff Handbook and Scholar Family Guide)
- ✓ RTI process
- ✓ Project Based Learning
- ✓ Using data to drive/differentiate instruction, with a focus on “at risk” scholars
- ✓ Teaching Literacy in the content areas
- ✓ Utilization of Technology in the classroom
- ✓ Creation of SLOs (Student Learning Objectives)
- ✓ Workshop Model
- ✓ DASA (Dignity for All Students Act)
- ✓ VADIR (Violent and Disruptive Incident Reports)
- ✓ PBIS
- ✓ Data Analysis using the 4-phase model



- ✓ The Utilization of Data for Differentiating Instruction
- ✓ Peer Observations
- ✓ Cultural Proficiency and Culturally Responsive Teaching
- ✓ Elements of Social Justice
- ✓ Creating effective, rigorous assessments
- ✓ Technology / Student Information Systems
- ✓ Bully Prevention
- ✓ Effective communication strategies
- ✓ Effective strategies for working with scholars with disabilities
- ✓ Effective strategies for working with English Language Learners

SACS realizes that Professional Development is only effective if utilized. Each Professional Development will have a follow up activity, lesson, survey or meeting to ensure compliance with expected implementation, answer any questions or concerns, provide additional feedback, and to survey effectiveness and usefulness in the learning environment.

A Professional Development survey will be given to staff to help meet the individual needs of faculty. Surveys will prompt personal reflection & welcome free-ranging feedback. Survey results will drive the creation of Professional Development based on the ever changing needs of faculty, staff, and administration.

## **F. Facilities.**

The SMART Academy Charter School has not finalized a site for the school house. SACS will most likely be located, however, on the west side of the City of Buffalo at 100 Forest Avenue. The proposed Board President and three proposed trustees have participated in two meetings with David Resetarits, President and owner of RC Corporation, Resetarits Construction. The former site of Westwood Pharmaceutical Corporation, at 100 Forest Avenue was toured and assessed for feasibility. Mr. Resetarits and his construction management team are fully cognizant of the New York State Department of Education's building codes, including ADA compliance. RC Construction successfully renovated the buildings that currently house the Charter School for Applied Technology Charter School, in Kenmore, New York.

Upon charter approval, Mr. Resetarits and his design team and management services have committed to the project of purchasing and reconstructing of 100 Forest Avenue, to meet the needs of SACS. Based on Mr. Resetarits's projections, the renovations needed to prepare the space are affordable given the likely budget. SACS's will lease the facility from RC Construction, with the option to purchase. RC Construction has agreed to meet SACS's needs, while staying within the established budget. The Board of Trustees President and Treasurer met with 5 Star Bank regarding financing and they agreed to support this initiative. The schedule for completion is as follows:

- ✓ November 2014-December 2014 - design the facility, finalize financing agreement, seek building approval, finalize lease contract, and complete building design
- ✓ January 2015-May 2015 - complete building renovations, occupy site, and manage loan compliance and finances, as needed



At full capacity of 792 scholars, SACS’s facilities needs are anticipated as follows (these projections have already been shared with RC Construction, for preliminary design):

<i>Proposed SMART Academy Classroom and Office Spaces</i>	
Year One 2015-2016 (K-5)	Year Five 2019-2020 (K-8)
24 general education classrooms (3 with attached observation/demonstration areas, used to serve as incubators for master teachers to model/mentor)	36 general education classrooms
3 special education classrooms	4 special education classrooms
3 AIS/RtI reading classrooms	4 AIS/RtI reading classrooms
3 AIS RtI mathematics classrooms	4 AIS RtI mathematics classrooms
2 visual arts classrooms	3 visual arts classrooms
1 instrumental music room	2 instrumental music rooms
1 vocal music room	2 vocal music rooms
~~~~~	3 foreign language rooms
1 theatrical performance area (stage)	1 theatrical performance area (stage)
1 instructional support classroom	2 instructional support classrooms
Gymnasium	Gymnasium
2 ELL classrooms	2 ELL classrooms
1 speech, OT, PT area	2 Speech, OT, PT areas
3 science labs	4 science labs
1 media and technology center	2 media and technology centers
~~~~~	1 technology classroom (years 4 and 5)
~~~~~	1 home and careers classroom (years 4 and 5)
Scholar dining room	Scholar dining room
Kitchen	Kitchen
Year One 2015-2016 (K-5)	Year Five 2019-2020 (K-8)
Main office	Main Office
Head of School	Head of School
Director of Curriculum and Instruction	Director of Curriculum and Instruction
Director of Assessment	Director of Assessment
Director of Operations	Director of Operations
Chief Information Officer	Chief Information Officer
Dean of Scholars	Dean of Scholars
Family Engagement Coordinator	Family Engagement Coordinator
Business Office Manager	Business Office Manager
Nurse/Health	Nurse/Health
Conference/Board Room	Conference/Board Room
Data Office/Collaborium	Data Office/Collaborium
Instructional Coach (literacy)	Instructional Coach (literacy)
Instructional Coach (mathematics)	Instructional Coach (mathematics)
Instructional Coach (science)	Instructional Coach (science)
3 counselor/social workers	4 counselor/social workers
Nutritional services manager	Nutritional Services manager
1 building substitute	2 building substitutes

SACS will notify the New York State Education Charter School Office within ten business days of its securing a facility and will ensure that SACS has a certificate of occupancy by the date of



which instruction commences. A full inspection will be arranged to assure that the facility complies with all applicable New York State Education Department code requirements for health, safety, and occupancy, including American Disabilities Act compliance.

## G. Insurance

The SMART Academy Charter School proposed President and Treasurer met with insurance broker First Niagara Risk Management Insurance in Buffalo, New York, which has experience with Western New York Charter Schools.

Provision has been made in the SACS's budget for the following insurance expenses:

Coverage Type	Coverage
General Liability	\$1,000,000 occurrence \$3,000,000 aggregate
Worker's Compensation	Statutory limits under NYS law
Directors and Officers	\$300,000
Employee Benefits Liability	\$1,000,000
Scholar Accident	\$25,000
Umbrella Liability	\$5,000,000
Employment Practices Liability	\$1,000,000
Property, Automotive, Marine, Crime, and Business Interruption	\$500,000
Catastrophic Scholar Accident Coverage	\$100,000
Excess Crime	\$500,000

## H. Health, Food, and Transportation Services

### H.a. Nutritional Services

#### Food.

SACS will provide scholars with a healthy breakfast, lunch and snacks in compliance with all requirements of the National School Lunch Program. The school will have a full kitchen, equipped with the necessary equipment to prepare, sustain, and serve nutritional meals. A registered dietitian will be hired to serve as the cafeteria manager. He or she will be in charge of all aspects of the scholar dining room and food service. The Director of Operations will provide support and supervision to the cafeteria manger and staff.

SACS anticipates that at least 90% of its scholars will qualify for the free or reduced school lunch program. Scholars will not be required to participate in the food program and may bring in their own food to be eaten during scheduled snack and meal times. All food brought in from home must meet SACS's healthy requirements and cannot include foods high in sugar and saturated fats, such as potato chips, pop, cookies, and or candy.

During the application process to enroll at SACS, scholars will be asked to complete a School Meal Application. Families will be provided support to complete the application. SACS will likely qualify for the universal free lunch program. In the event that the school does not qualify for the program, no scholar will be denied access to snacks and/or meals.



Healthy snacks and meals foster academic success. SACS will provide healthy home-cooked meals and nutritious snacks. SACS will apply for the Federal Food and Vegetable grant, which will afford the school the opportunity to provide an afternoon snack to all scholars.

All SACS's administration, faculty, and staff will be expected to model the nutritional habits the school is working to instill in its scholars. In addition to an emphasis on healthy food served at breakfast, lunch, and snack, SACS prioritizes eating healthy in the event of a class party, lunch with the Head of School, special event, or family potluck dinner. All food served at school functions must comply with SACS's healthy food policy. At one of SACS's public outreach sessions, many families expressed dissatisfaction with the nutritional programs offered within the Buffalo Public Schools, including the poor quality of the food and the lack of healthy options. SACS has taken this input and will honor these families' requests for healthy food to be served to their scholars. Moreover, food will never be used as a punishment and taken away from scholars. SACS hopes to participate in Food Bank of Western New York's Backpack Program, a program that provides families with food for the weekend.

SACS will implement a school-wide recycling program, partnering with the City of Buffalo. SACS believes in developing every aspect of the scholar. Therefore it is the mission of the school to model life skills and behaviors that will result in scholars making informed decisions that will create a better world around them.

## **H.b. Health Services**

### **Staffing.**

SACS will comply with all health service requirements applicable to public schools, including Education Law §§901-914 and §136.2(d)(2) of the Commissioner's Regulations. A full-time nurse will be hired to provide on-site health care services to scholars. The nurse will be responsible for the treatment of ill or injured scholars, supervise the dispensation of prescribed medication during the school day, and maintain accurate records and correspondence with scholars' families. In addition to the nurse, at least two faculty or staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of the automated external defibrillator (AED) equipment. During the summer Professional Opportunities Institute (POI), all faculty, staff, and administration will receive training regarding SACS's health policies and procedures, including storage and administration of scholar medication, first-aid provisions, and protocols for health-related emergencies.

The nurse will be responsible for conducting a health assessment for each scholar; screening and evaluating each scholar's vision, hearing, growth and dental condition; and testing for scoliosis. SACS's will partner with the University at Buffalo Dental School to provide dental examinations and care.

### **Health-related Records.**

Cumulative health records will be stored in secured filing cabinets accessible only by authorized persons, to include the nurse, the Head of School and the Dean of Scholars. All visits to the school nurse, including reason and treatment, will be documented in each scholar's file folder.



As part of the application process, families will be required to provide at least three emergency contacts. Contacts will be updated each marking period, as to remain current in the event of scholar illness or injury.

### **Immunizations.**

All scholars must adhere to the requirements set forth by New York State Departments of Education and Health. Families must provide documentation that their scholar has received all required vaccines or at least one dose of each of the required vaccines and are waiting to receive subsequent doses at the appropriate time intervals. The school nurse and the family engagement coordinator will provide families with information on free clinics for immunizations.

The following are required immunizations:

- ✓ Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses);
- ✓ Polio (IVP, 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)

Families may waive immunization in accordance with Public Health Law and exceptions to immunizations may be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to a scholar's health, or if the scholar's family holds sincere beliefs, which may include religious beliefs, contrary to such immunization (*see* New York State Public Health Law §§2164(8) and (9)).

### **Medications.**

SACS will implement strict policies and procedures regarding the safety and security of medications, which will be communicated clearly to families, faculty, and staff. The school will administer medication that is necessary to maintain scholars in school and that must be administered during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous, or rectal route; or prescribed medications being administered through tubes, pumps, or nebulizers; or oral topical, or inhalant medication needed by non-self-directed scholars will be given only by the nurse. The Dean of Scholars will be designated to assist self-directed scholars to take their own oral, topical, and inhalant medication.

SACS will require in writing both orders from a licensed prescriber and permission from families to administer medication. Orders must be renewed annually or when there is change in medication or dosage. Medication must be brought to the school in the original container, with the appropriate labeling. OTC medications must also be in the original manufacturer's container. Medications shall not be transported daily. Families must provide an adequate supply, which will be maintained in a secure location within the health office. Families must maintain the prescription, so that there is an ample amount available to dispense with no lapses. The nurse will contact families when the medication is getting low, to remind them to get a refill. SACS's scholars are not allowed to have medication in their possession, or in their cubbies or lockers.

### **H.c. Transportation.**



SACS intends to be located at 100 Forest Avenue, on the west side of Buffalo. SACS's scholars will receive transportation services for which they are eligible in compliance with New York State Education Law §2853(4)(b) and §3625. This includes scholars who have the status of McKinney Vento, scholars with disabilities, and scholars who's IEPs or 504 Plans require transportation. The application process will gather residence information for all applicants. SACS's clerk will coordinate with each scholar's home district to arrange transportation. Scholars will be held accountable for appropriate behavior to and from SACS. Behavioral expectations and consequences are included in Attachment 4. Safety is a top priority at SACS. Bus safety and conduct will be taught and re-taught at the start of each marking period.

## **I. Family and Community Involvement**

Despite efforts in recent years to improve school quality, many public school scholars in Buffalo continue to underachieve and drop out of school. An achievement gap is persistent and significant for urban scholars of color, low-income scholars and scholars with special needs and/or limited English proficiency. SACS is founded in the belief that closing the achievement gap must be a collaborative effort with shared responsibility among the school, families, and the community. Families and the community possess strengths that SACS plans to leverage in order to support the much-needed educational renaissance that SACS will exemplify. SACS is uniquely positioned to provide its scholars with the resources, preparation, character education, and aspiration to be prepared for high school, college, careers, and beyond.

### **Family Involvement.**

SACS believes families are the first educators of their scholars, and they will be essential to SACS's professional learning community. The Family Engagement Coordinator and Dean of Scholars will co-lead a Family Teacher Organization (FTO), which will work with administration, faculty, staff, and the Board of Trustees. Pursuant to Education Law §2851, family voices will be valued and impact school policy. A FTO member will serve as a family representative and voting member on SACS's Board of Trustees and will be the voice of families for decision-making on school policies.

In addition to the "Commitment to Excellence" document, all SACS's scholar's families must complete an interest inventory (attachment 1). The interest inventory will have a section for families to identify their talents, abilities, interests, and strengths. The Family Engagement Coordinator will work with families to share and showcase their strengths, interests, abilities, and talents to support the school's goal of having a comprehensive and active FTO. Monthly focus groups will illicit feedback from families to serve as a regular barometer check for family satisfaction and alignment to SACS's goals pertaining to safety and academic excellence.

SACS will have an on-campus family center. The family center will be organized by the Family Engagement Coordinator, the Dean of Scholars, and the school's social workers. The family center will have many offerings to support SACS's families.

The center's purpose is two-fold:

- ✓ To provide: a family boot camp; individual and family counseling; professional development to administration, faculty, and staff to bridge the family-home-school



relationship gap; professional development to faculty and staff on effective communications skills; family events; and improve quality of life (GED tutoring, resume writing, healthy nutritional choices, etc.);

- ✓ To help families: learn how to best help scholars at home (i.e. doing math homework, how to establish a study area, etc.), understand standards-based grade reporting, and participate in quarterly surveys to collect data on “how the school is doing”.

Research shows that family and community support improves academic achievement. Before school commences, faculty and staff will participate in a school-wide initiative called Home Visit Blitz. Dressed in matching T-shirts with the SACS’s mascot emblazoned on the front, we will make house calls. The Home Visit Blitz will build the home-school relationship, and allow scholars and families to get to know their new faculty before school starts. These home visits focus on every scholar and every family. They are an individualized approach that will strengthen the home/school connection. Traditionally, some families only hear from school officials when their scholar has misbehaved or performed poorly. SACS will change this. When families know someone at the school, they will be more likely to get involved in their scholar’s education.

### **Community Involvement.**

SACS already has and intends to become rooted in the community. School leaders, faculty, staff, families and the board of trustees will collaborate with local agencies, non-profits and businesses in order to support the needs of the school, families and scholars. Many of the proposed Board of Trustees have extensive experience and are affiliated with many aspects of the community. SACS fully expects these relationships to deepen as SACS demonstrates its commitment to providing scholars with a safe, world-class education. Five Star Bank has already made a financial commitment to this initiative.

SMART Academy Charter School will partner with area organizations, museums, and higher education institutes. Western New York has many organizations that will help SACS enhance its scholars’ academic and social experiences through visitations, place-based learning, and community events. SACS plans to partner with one or more local colleges and/or universities to provide internship opportunities. SACS will support demonstration teaching within classrooms being taught by master teachers. SACS will offer space to one or more of the colleges or universities to provide an area for its scholars to study, observe, collaborate, and meet.

## **J. Financial Management.**

### **Financial Systems, Procedures and Responsibilities.**

The SMART Academy Charter School has the ultimate responsibility for the fiscal oversight and management of the school’s revenues and expenditures, fiscal policies and procedures. The Head of School (HOS) and Director of Operations (DOO) will have responsibility for the school’s fiscal management under the direction of the Board. The HOS, DOO and the Board’s Treasurer will draft financial policies and procedures for adoption by the Board and prepare the annual budget for the Board’s review and approval. At each Board meeting, the Treasurer will report the fiscal status. The Board will ensure that the budget supports SACS’s mission and educational goals and that its financial management plan thoroughly accounts for all aspects of the school’s



operations and expenses. SACS will contract with a professional CPA accounting firm to manage SACS's accounting and financial functions. The HOS, the DOO and two members of the Board will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000.

### **Tracking and Protection of Scholar and Financial Records.**

The Chief Information Officer (CIO) will be responsible for tracking and policy-making for scholar enrollment and attendance, Title I, II and III eligibility, scholars with disabilities (SWD) enrollment, free and reduced lunch program eligibility and enrollment, and English Language Learners (ELL) enrollment as it relates to state and federal entitlements and grants. The CIO will work directly with the business manager to fulfill all requirements.

The CIO will be responsible for tracking the eligibility of each scholar from the recruitment phase, during enrollment, and throughout the school year. He/she will be responsible for ensuring that all scholar data and financial transcripts are secure. SACS understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the FOIL. The CIO also will be responsible for overseeing the tracking of all support provided through federal entitlements and state and/or federal grants.

The business manager, under direction of the Head of School, DOO, CIO and Board Treasurer, will be responsible for ensuring timely and accurate financial statements are prepared for the close of the fiscal year. The CPA accounting firm that the Board hires will ensure the school's financial records adhere to the Generally Accepted Accounting Practices (GAAP) on an annual basis. An independent auditor will be appointed to conduct a financial audit. The audit will cover financial reports required by NYSED, including a statement of financial position, at statement of cash flows, a statement of activities, and a schedule of expenses. The audit also will include a report containing any significant findings in the financial processes of the school. The audit will be reviewed by the Board and will be made public via the school's website.

### **Procurement.**

The HOS will oversee SACS's procurement practices. He/she must approve all school-related purchases up to \$1000. Purchases of \$1000 or more will require a comparison of at least three vendors, followed by the HOS's and Board's approval. Purchases exceeding \$20,000 will require a competitive bidding process, along with approval of the Board.

### **Payroll.**

The business manager, under the direction of the HOS, DOO, and CIO, will maintain personnel files. Files will include salary, benefits, and withholding information and be housed in a secure location. SACS's will contract with a payroll service to for payroll processing. Personnel will be paid bi-weekly by check or direct deposit. The HOS will sign off on payroll-related items.

## **K. Budget and Cash Flow.**

Confidence in the financial plan is critical to accomplishing the mission of The SMART Academy Charter School. It is prepared to focus on what is most important – the success of all SACS's scholars.



The plan was carefully prepared based on a collaborative effort of several experienced “Charter School” veterans and represents a fiscally conservative position from year one through year five. Key factors include:

- ✓ Rolling over a significant amount of the “startup funds” from the CSP Grant as our executive team is highly experienced in the Buffalo Charter School environment and can create a school plan efficiently, helping the year one economics;
- ✓ The majority of capital goods such as technology, equipment, furnishings, etc. will be leased, spreading out the costs, to avoid a large upfront cash out lay;
- ✓ Student population expectations are reasonable and the school is not depending too much on revenue beyond core tuition and title funding;
- ✓ The plan can be scaled back quickly during the year if any expectation is not achieved.

### **Pre-Opening.**

The budget assumes only the base funding of \$500,000 available through the Charter School Program (CSP) Grant. SACS intends to meet the additional incentive priorities that would result in a \$750,000 grant award, but will take the conservative approach of planning the lower amount. Should SACS be awarded the larger amount, it will be used to strengthen the first year cash flow plan.

SACS has excellent grant writing capabilities on the Board of Trustees, so there is considerable upside revenue opportunities at the school’s disposal.

### **Year 1 Budget.**

First year cash flow has the school in a positive liquidity position with an ending balance of a positive \$250,263 +/- . Although no formal banking arrangement has been agreed to, there have been substantive conversations with strong local banks that are interested in strengthening the Buffalo inner city community. A dependable banking relationship will be important to smoothing any unexpected cash flow interruptions. However, the governance emphasis to the Board of Trustees will be to work within the tuition, title and grant funding income stream – SACS must be run like a business.

### **5 Year Budget.**

Growth is the key to financial sustainability. The Board of Trustees is committed to achieving high performing scholars. High performing scholars will drive demand for the school. The Board of Trustees have built economies of scale into the business plan that accumulates in excess of \$2.9 million over a five year period that can be used to meet new scholar demands, further growth needs or reducing annual expenses by investing in plant and equipment purchases (buy our building) if operating risks have proven to be reduced.

In summary, SACS believe the executive experience via the Board of Trustees, focused on a financial plan that is conservative and flexible will allow us to meet the fiscal needs of the school with a reasonable amount of effort. This well-balanced “financial effort dynamic” will allow a high concentration of energy to be placed on the academic success of SACS’s scholars – the purest element required for predictable sustainability.



## L. Pre-opening Plan

The founders developed a Pre-opening Plan. SACS's pre-opening plan will commence on December 1, 2014 and continue through September 7, 2015.

BOT=Board of Trustees, HOS=Head of School, DOO=Director of Operations, CIO=Chief Information Officer, DOA=Director of Assessment, DOC=Director of Curriculum

Domain	Action	Start Date	End Date	Responsibility
Governance	Form BOT, elect officers, establish calendar	12/14	12/14	BOT
Governance	Ratify By-Laws & Code of Ethics	12/14	12/14	BOT
Fiscal	Approve fiscal policies and procedures	12/14	12/14	BOT
Fiscal	Banking, CPA, insurance services and policies, financial systems	12/14	12/14	BOT
Fiscal	CSP grant application	12/14	12/14	BOT
Governance	Facility negotiations and execute lease	12/14	12/14	BOT
Governance	Renovation timeline, budget development	12/14	12/14	BOT
Governance	Recruitment criteria for HOS, DOO, CIO, DOA, DOC	12/14	12/14	BOT
Governance	Website development	12/14	12/14	BOT
Governance	Press release, scholar recruitment efforts	1/15	4/15	BOT
Governance	Hire HOS	1/15	1/15	BOT
Governance	Status review, finalize renovations	1/15	1/15	BOT
Governance	Hire DOO, CIO, DOA, DOC	1/15	1/15	BOT, HOS
Governance	Faculty and staff recruitment and hiring	1/15	6/15	BOT, HOS, DOO
Governance	Informational meetings/recruitment	2/15	3/15	BOT, HOS
Academics	Technology plan, order hardware and software	2/15	3/15	DOO, HOS
Governance	Food service planning	3/15	4/15	BOT, DOO, HOS
Governance	RFP for technology infrastructure	3/15	5/15	BOT, DOO
Academics	Secure curricular resources	3/15	5/15	HOS, DOC, DOA
Governance	Order furniture and	3/15	6/15	BOT, DOO, HOS



	other equipment			
Governance	Lottery Process	4/15	4/15	BOT, HOS
Fiscal	Budget review and revisions	4/15	4/15	BOT, HOS
Governance	Safety plan	4/15	4/15	BOT, DOO, HOS
Academics	Prepare for Professional Learning Opportunity Institute (PLOI)	4/14	7/15	HOS, DOC, DOA, CIO
Governance	Data Reporting System	4/14	7/15	CIO
Governance	Board review, status update	5/15	5/15	BOT, HOS, DOO
Governance	Transportation	5/15	6/15	HOS, DOO
Fiscal	Scholar enrollment reporting for funding	5/15	5/15	HOS, CIO, DOO
Governance	Board review, status update	6/15	6/15	BOT, HOS, DOO
Academics	Open Houses, Scholar handbook reviews	6/15	7/15	HOS
Academics	Finalize master schedule	6/15	6/15	HOS, CIO, DOA
Academics	Secure all scholar records and IEPs	6/15	6/15	HOS, CIO, DOA
Academics	Faculty and Staff orientation	7/15	7/15	HOS, DOC, DOA, CIO
Academics	Finalize goals and targets	7/15	7/15	HOS, DOC, DOA
Governance	Finalize facility preparation	7/15	7/15	BOT, HOS, DOO
Governance	School readiness BOT review	7/15	7/15	BOT, HOS, DOO, DOC, CIO
Academics	POI	7/15	7/15	HOS, DOO, DOC, DOA, CIO
Academics	Home Visit Blitz	7/15	7/15	HOS
Academics	Operations/procedures training	8/15	8/15	HOS, DOO

### M. Dissolution Plan

In the event of closure, SACS's will allocate \$75,000 in a reserve fund to pay related legal, audit, and other expenses associated with dissolution. SACS's assets will be applied to satisfy the school's debts, in accordance with NYS Education Law §220. SACS will work closely with the New York State Department of Education Charter School Office to create a plan in accordance with the law and closing procedures specified by department.

The Board of Trustees will form a closure committee, to include: the Board President, Board Treasurer, Chief Information Officer, a faculty representative, a family representative, and the



Head of School. The committee will follow the guidelines provided by the Charter School Office for Dissolution, will adhere to all established deadlines, and work with the designated Charter School Office liaison.

The committee will notify families of the school's closure, and families will be the committee's primary concern. The committee will hold a series of public meetings to disseminate closing information to families, along with SACS' final date of operation, and options for enrolling their scholars. The Head of School and Chief Information Officer will work directly with the BPS Placement Office to insure a smooth transition for enrollment and transfer of scholar records. SACS's Head of School will provide as much support as possible to families to assist them with the process.

Employees will be notified of the closing and their termination date. All employees will be notified of their eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York Department of Labor.

The dissolution plan will provide that all property the school leased, borrowed, or contracted for will be returned. In the event of dissolution of assets in excess of those necessary to meet liabilities, those assets will be transferred to another charter school within Buffalo, as designated by the Board of Trustees. SACS's Head of School and Chief Information Officer will submit all the required reports to the New York Department of Education.



## ATTACHMENT # 1

### **Admissions Policy and Procedures.**

All scholars who reside in the State of New York are eligible to attend SMART Academy Charter School (SACS). The school will be open to any scholar who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and §2854(2) of the New York State Education Law governing admission to a charter school. There are no financial or academic requirements for admission to SACS. Admission of scholars shall not be limited on the basis of intellectual ability, measures of aptitude, athletic ability, disability, ethnicity, race, creed, gender, sexual orientation, or any other basis that would be unlawful for a public school. In school year 2015-2016, SACS will enroll 88 scholars in K, grade 1, grade 2, grade 3, grade 4, and grade 5. In each succeeding year, a grade-level will be added, until a K-8 school house is attained. Scholars applying to kindergarten must be five-years-old by December 31 of the year they are applying.

### **Target Scholar Population.**

SACS will engage in expanded learning opportunities for scholars that meet one of more of the following “at-risk” admissions variables:

- ✓ scholars with disabilities requiring special education programs and/or services;
- ✓ scholars who are eligible to participate in the free or reduced-price lunch program;
- ✓ scholars who are English language learners.

By using extensive recruitment strategies, SACS expects to attract and retain a comparable or greater enrollment of scholars with disabilities, English language learners, and those eligible for the free or reduced-price lunch program. During the recruitment process, SACS will inform families about the new school, its key design elements, including its commitment to safety, high expectations, the importance of family involvement, and academic excellence. A media press release will be sent out, upon approval of the application, of which will serve as a formal announcement of SACS. Family outreach and recruitment will be conducted in multiple languages. Outreach and recruitment will take place at block club meetings, community centers, public housing complexes, faith-based organizations, after-school program providers, youth centers, cultural centers that support ELLs and/or scholars with disabilities, and child care centers. During this outreach and recruitment initiative, informational materials will be disseminated and informational meetings will held. Several open houses will be held at the school, which likely will be 100 Westwood, Forest Avenue, Buffalo. Marketing for SACS will be on-going. If recruitment efforts do not yield a scholar population reflective of our demographic goals, SACS will revise its recruitment strategies to address inequities.

### **Lottery.**

If the number of scholar applicants in one or more grades exceeds enrollment capacity, a public random selection/lottery process will be conducted by SACS’s Head of School, a Board member, and a neutral third party. The lottery will be conducted in a manner to ensure that the admission process adheres to Education Law §2854(2). Notice of the admissions lottery will be provided to the public via newspaper, radio, SACS’s Facebook page, SACS’s website, and informational materials that will be disseminated. If the number of applications is less than the number of



available seats, then, rather than through a lottery process, all scholars will be admitted, and a second round of marketing will occur to fill remaining seats.

### **Notification.**

Once the lottery has been conducted, families of applicant scholars will be notified via mail about whether they secured a seat or if they are on a waitlist. If placed on a waitlist, families will be informed of their position on the list. Families will be required to confirm their intent to enroll their scholar at SACS within one week of notification. In addition to notification of intent, an enrollment form must be completed and returned. In the event that a family does not return the enrollment form, SACS will proceed to the following scholar on the waitlist until all available seats are filled. The waitlist is only valid for current school year. Scholars who are not admitted must re-apply for the following year.

### **Enrollment.**

Enrollment documents must be brought to the school, which will be open Wednesday-Wednesday (April 8, 2015- April 15, 2015), from 8 A.M. until 3 P.M., by April 15, 2015. If a family member has a conflict, including the times scheduled for enrollment and/or transportation, a phone number will be provided to make special arrangements. Translation assistance will be provided for those families who do not speak fluent English.

The following are required for enrollment:

- ✓ Enrollment form
- ✓ Birth certificate
- ✓ Social security card
- ✓ Immunization records
- ✓ Home language questionnaire
- ✓ Family interest inventory
- ✓ Free or reduced-lunch program application
- ✓ Photograph of scholar (if unable to provide a photo, school will take scholar's picture during enrollment)
- ✓ Proof of address (acceptable documents include a lease and/or utility bill)
- ✓ Home Visit Blitz form (preferred time for scholar's teacher to visit home)
- ✓ "Commitment to Excellence" (outline of how SACS's mission will be supported)

### **Withdrawal.**

SMART Academy Charter School is a school of choice, both for application and withdrawal. The intent to withdraw must be done in writing. SACS's Head of School will offer to meet with the family to discuss the request for withdrawal. If a scholar does withdraw, SACS will transfer all school records to the scholar's new school.

### **Family Orientation.**

SACS will host multiple orientation sessions, on various dates and times, in order to accommodate all incoming scholars and their parents/guardians. Families will have the opportunity to meet faculty, staff and administration, tour the school for acclimation to the building, glean information about transportation and nutritional services, and participate in a question and answer session. SACS's nurse will also be available for general health-related



questions and screenings. The Family Engagement Coordinator and social workers will make presentations to families to acquaint them with to the Family Center and all that it has to offer to enhance their lives.

<b>SMART Academy Charter School Admission and Enrollment Calendar</b>	
<b>Date</b>	<b>Event</b>
January 5, 2015	Press release, enrollment/application information available via Facebook, website and school site
February 3, 2015	Informational Meeting (morning)
February 4, 2015	Informational Meeting (afternoon)
February 5, 2015	Informational Meeting (evening)
March 24, 2015	Informational Meeting (morning)
March 25, 2015	Informational Meeting (afternoon)
March 26, 2015	Informational Meeting (evening)
April 1, 2015	Application deadline
April 6, 2015	Public Lottery held at the school, time TBD
April 7, 2015	Notifications mailed
April 15, 2015	Enrollment documents due



## ATTACHMENT # 2

### **Evidence of Public Review.**

The founding team of SMART Academy Charter School has enacted a rigorous public outreach campaign to inform the community about its proposed school house, the intended location of which is 100 Forest Avenue, in the City of Buffalo, the grades the school will serve (K-8), key design elements, and targeted scholar population. The founding team also has solicited input for design and development. A press release was sent out to local communities, including the City of Buffalo.

The following is a compilation of SACS's outreach efforts, with goals of informing the public of the proposed school and to illicit feedback and input, which has been used during development and is reflected in SACS's educational and organizational plans.

### **Towne Hall Meetings.**

- ✓ Native American Cultural Center, Buffalo
- ✓ Community Center at 404 Edison (3 meetings), Buffalo
- ✓ Center of Education, Buffalo
- ✓ Burmese Community Center, Buffalo
- ✓ Boys and Girls Club Babcock, Buffalo

### **Radio Interviews**

- ✓ WBFO, Eileen Buckley
- ✓ WBEN, Henry Nevins

### **Community-based Businesses and Organizations**

- ✓ Community Action Organization
- ✓ Erie County Community College
- ✓ People United Sustainable Housing (PUSH)
- ✓ United Way
- ✓ NFIEC Education Council
- ✓ 5 Star Bank
- ✓ Native American Cultural Center
- ✓ Boys and Girls Club
- ✓ Ernst and Young
- ✓ Albright Knox
- ✓ Buffalo Museum of Science
- ✓ Irish Classical Theater
- ✓ Why Not Marc Marketing
- ✓ Erie County Historical Society
- ✓ Theatre Alliance
- ✓ Alleyway Theater
- ✓ Bethel Head Start
- ✓ Lawyers for Learning
- ✓ Northwest Buffalo Community Center
- ✓ Botanical Gardens of Buffalo



- ✓ Red Cross of Buffalo
- ✓ Magic Penny Literacy
- ✓ YMCA of Buffalo
- ✓ Jewish Community Center
- ✓ Block Clubs of Buffalo
- ✓ M & T Bank
- ✓ Grant Builders
- ✓ District Parent Coordinating Council
- ✓ JPS Consulting
- ✓ Ellicott Development
- ✓ VENN Group
- ✓ CEI-PEA
- ✓ Danielson Group
- ✓ SUNY at Buffalo
- ✓ First Niagara Bank
- ✓ Leadership Buffalo
- ✓ Buffalo English Language Learners Center
- ✓ Roswell Park Cancer Institute
- ✓ Entercom Communications
- ✓ Cornerstone Marketing
- ✓ Ripen With Us Daycare

#### **Esteemed Community Leaders**

- ✓ Buffalo Board of Education Members Carl Paladino, Jason McCarthy and James Sampson
- ✓ Mayor Brown
- ✓ SAY Yes Executive Director, David Rust
- ✓ NYS Senator Gallivan
- ✓ NYS Senator Kennedy
- ✓ NYS Senator Grisanti
- ✓ City Councilman Rasheed Wyatt
- ✓ City Council President Darius Pridgen
- ✓ Economic Development Sam Hoyt
- ✓ People United Sustainable Housing, Aaron Bartley
- ✓ Canisius College, Dr. Linda Croglia
- ✓ Boys and Girls Club, Rebecca Vinchesky
- ✓ District Parent Coordinating Council, Patricia Elliot
- ✓ Leadership Buffalo, Althea Luehrsen
- ✓ Erie Community College, Jack Quinn
- ✓ Erie County Legislator Peter Savage, III



**(Flyer used for extensive general outreach)**  
**SMART Academy Charter School**  
**(Science, Math, Arts, Reading, Technology)**  
**K through Life**

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

**WHY SHOULD YOU CONSIDER SACS?** SACS scholars will be prepared to attend their high schools of choice because we will focus on academic excellence for all scholars.

**WHEN?** We plan to open for the 2015-2016 school year pending approval from the New York State Board of Regents. If we are approved, parents will be able to enter the charter school lottery in the spring of 2015 for admission to SACS.

**WHAT GRADES WILL SACS SERVE?** SACS will have 88 spots in each of the following grades and will have a capacity of 792 students by the 2018-2019 school year:

K-5 for 2015-2016

K-6 for 2016-2017

K-7 for 2017-2018

K-8 for 2018-2019

**WHERE?** The planned location is for the West Side of Buffalo at 100 Forest Avenue.

**SACS WILL HAVE:**

- ✓ An extended school day.
- ✓ A dress code: Scholars will wear formal uniform attire.
- ✓ A family engagement coordinator who will oversee social workers to provide family counseling, faculty and staff to bridge the family-home-school relationship, efforts to help families improve their quality of life (GED tutoring, resume writing, nutrition), and helping families help their scholar at home (i.e. doing math with your child).
- ✓ Serene Time and Peace Circles: Serene time will be a daily ritual for scholars to calm their inner selves and start their school learning with an ideal mental palate. SACS will use Restorative Justice Peace circles to help scholars learn how their behavior affects their peers. Scholars will learn how to express their feelings and needs to resolve conflicts, and learn through the reflections of others.

**"Like" us and track our progress on Facebook.**  
**Email us feedback/input at [smartacademycharterschool.org](http://smartacademycharterschool.org)**



**INFORMATIONAL MEETING**  
SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life  
When: May 31, 2014 at 2 P.M.  
Where: 404 Edison Avenue

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

**WHY SHOULD YOU CONSIDER SACS?** SACS scholars will be prepared to attend their high schools of choice because we will focus on academic excellence for all scholars.

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**WHAT GRADES WILL SACS SERVE?** SACS will have 88 spots in each of the following grades and will have a capacity of 792 students by the 2018-2019 school year:

- K-5 for 2015-2016
- K-6 for 2016-2017
- K-7 for 2017-2018
- K-8 for 2018-2019

**WHERE?** The planned location is for the West Side of Buffalo at 100 Forest Avenue.

**SACS WILL HAVE:**

- ✓ An extended school day.
- ✓ A dress code: Scholars will wear formal uniform attire.
- ✓ A family engagement coordinator who will oversee social workers to provide family counseling, faculty and staff to bridge the family-home-school relationship, efforts to help families improve their quality of life (GED tutoring, resume writing, nutrition), and helping families help their scholar at home (i.e. doing math with your child).
- ✓ Serene Time and Peace Circles: Serene time will be a daily ritual for scholars to calm their inner selves and start their school learning with an ideal mental palate. SACS will use Restorative Justice Peace circles to help scholars learn how their behavior affects their peers. Scholars will learn how to express their feelings and needs to resolve conflicts, and learn through the reflections of others.

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Email us feedback/input at [smartacademycharterschool.org](http://smartacademycharterschool.org)

## INFORMATIONAL MEETING

SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life

When: June 21, 2014 at 1 P.M.

Where: Boys and Girls Club, Babcock

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

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**INFORMATIONAL MEETING**  
SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life  
When: June 24, 2014 at 11 A.M.  
Where: 404 Edison Avenue

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

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## INFORMATIONAL MEETING

SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life

When: June 26, 2014 at 10 P.M.

Where: 285 Delaware Avenue, Suite 120

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

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**INFORMATIONAL MEETING**  
SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life  
When: July 22, 2014 at 5 P.M.  
Where: Burmese CC, 878 Niagara Street

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

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**"Like" us and track our progress on Facebook.**



Email us feedback/input at [smartacademycharterschool.org](http://smartacademycharterschool.org)

**INFORMATIONAL MEETING**  
SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life

When: August 7, 2014 at 5:30 P.M.

Where: Native American Cultural Center, 1005 Grant Street

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

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**"Like" us and track our progress on Facebook.**



Email us feedback/input at [smartacademycharterschool.org](mailto:smartacademycharterschool.org)

**INFORMATIONAL MEETING**  
SMART Academy Charter School  
(Science, Math, Arts, Reading, Technology)  
K through Life  
When: August 8, 2014 at 10 A.M.  
Where: 404 Edison Avenue

**WHAT SETS SACS APART?** Reading will be the center of all learning. SACS will provide highly effective New York State Common Core Learning Standards-based instruction.

**WHY SHOULD YOU CONSIDER SACS?** SACS scholars will be prepared to attend their high schools of choice because we will focus on academic excellence for all scholars.

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**"Like" us and track our progress on Facebook.**



Email us feedback/input at [smartacademycharterschool.org](mailto:smartacademycharterschool.org)



**SMART Academy Charter School is in the process of submitting an application to the Department of Education to open a new safe school of excellence!!!!**

**The Founders of SMART Academy Charter School need to hear from you to assist with the organizational and educational plan for our school!!!!**

**Please help us by emailing comments, questions, and suggestions to [smartacademycharterschool@gmail.com](mailto:smartacademycharterschool@gmail.com) and/or go to our Facebook page to participate in surveys, provide feedback and monitor our progress.**





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ENVIRONMENTAL CONSERVATION

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CULTURAL AFFAIRS, TOURISM,  
PARKS & RECREATION  
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INFRASTRUCTURE AND CAPITAL INVESTMENTS  
INSURANCE  
JUDICIARY  
LABOR  
VETERANS, HOMELAND  
SECURITY & MILITARY AFFAIRS  
**E-MAIL ADDRESS:**  
GRISANTI@NYSenate.GOV  
**WEBSITE:**  
GRISANTI.NYSenate.GOV

THE SENATE  
STATE OF NEW YORK



**MARK GRISANTI**  
SENATOR, 60TH DISTRICT

**ALBANY OFFICE:**  
ROOM 609  
LEGISLATIVE OFFICE BUILDING  
ALBANY, NEW YORK 12247  
PH: (518) 495-3240  
FAX: (518) 426-6738

**BUFFALO OFFICE:**  
WALTER J. MAHONEY BUILDING  
65 COURT STREET, ROOM 213  
BUFFALO, NEW YORK 14202  
PH: (716) 854-8705  
FAX: (716) 854-3051

August 13, 2014

Ms. Susan Megna  
New Schools Coordinator  
NYS Education Department  
Charter School Office  
89 Washington Avenue, Room 5NEB Mezzanine  
Albany, New York 12234

Dear Ms. Megna:

I am writing in full support for the development and enactment of the SMART Academy Charter School. It is important that all students in our region are afforded the opportunity to have available an option that is designed to meet the highest of standards in educational excellence.

I have reviewed the application and personally know members of the Board of Trustees, who have taken on this challenge to develop a school focusing on the needs of students ill-afforded the opportunity to succeed in many of the lower performing schools in our region. The development of both the program and the leadership team is without questions, world class. The research based curriculum and the strategies to meet the individual needs of the students is not only impressive but indicative of the sincere effort that these community leaders have committed to as a means of success to the Buffalo region.

I am well aware of the planning and process that goes into a charter proposal. I applaud the efforts of the professionals who have taken the steps to improve the educational options for parents making a choice for their children. I strongly encourage this application for SMART Academy to be carefully reviewed for its merit, but also more importantly for its merit as another Charter School option in Western New York ; our children deserve no less.

Typically families choose to leave this region due to a lack of opportunity. Education can and is a most effective way to reverse that trend. I urge your





office to provide this application with full and fair consideration for enactment for the 2015 academic school year. If you have any further comments or questions, please do not hesitate to contact me.

Sincerely,

Mark J. Grisanti  
New York State Senator  
60<sup>th</sup> Senate District



## Common Council CITY OF BUFFALO

**RASHEED N.C. WYATT**  
UNIVERSITY DISTRICT COUNCIL MEMBER  
65 NIAGARA SQUARE, 1508 City Hall  
BUFFALO, NY 14202-3318  
PHONE: (716) 851-5165 • FAX: (716) 851-4580  
E-mail: [rw Wyatt@city-buffalo.com](mailto:rw Wyatt@city-buffalo.com)  
Website: <http://www.city-buffalo.com>

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CIVIL SERVICE  
COMMITTEES  
CLAIMS  
COMMUNITY DEVELOPMENT  
FINANCE  
SENIOR LEGISLATIVE ASSISTANT  
SANDRA D. MUNSON  
DORIS CORLEY

August 13, 2014

To NYC Charter Office:

As University District Councilmember, I offer my support for the development and enactment of the SMART Academy Charter School.

It is important and necessary that all students in our region are afforded the opportunity to have available an option that is designed to meet the highest of standards in educational excellence.

After reviewing the application, I commend the board members who have taken on this challenge to develop a school focusing on the needs of students ill-afforded the opportunity to succeed in many of the lower performing schools in our region.

The development of both the program and the leadership team is without question, world class. The research based curriculum and the strategies to meet the individual needs of students is not only impressive but indicative of the sincere effort that these community leaders have committed to as a means of success to the Buffalo region.

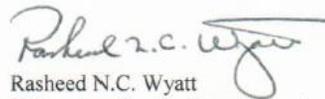
I am aware of the planning and the process that goes into the development of a Charter Proposal. I applaud the efforts of the professionals who have taken the steps to improve the educational options for parents making a choice for their children.

I strongly encourage this application for SMART Academy to be reviewed carefully for its merit, but, also more importantly for its merit as another Charter School in Western New York. Our children deserve no less.

It has been my experience as a leader that often I am asked why families leave our region. Typically, it is for a lack of opportunity. Education can and is a most effective way to reverse that trend. I request that the office of Charter Schools accept this application and support the enactment of this school for the 2015 school year.

If there are any concerns or questions that my office can provide to assist in your review of this application, please do not hesitate to call my office at (716) 851-5165. I look forward to this exciting venture and appreciate your support.

Yours truly,

  
Rasheed N.C. Wyatt  
University District Councilmember

*"Unity in University"*



# JPS Solutions LLC

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August 14, 2014

To Whom It May Concern:

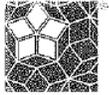
I wholeheartedly support the SMART Academy charter school application and recommend that its founders be granted a charter. The curricular focus of SMART Academy is science, mathematics, art, reading, and technology. The focus areas, when connected, form a coherent and holistic instructional program, which, I believe, separates it from other elementary schools in Buffalo, both charter and BPS schools. The description of SMART Academy in the charter application presents a model of a well organized school that emphasizes academic excellence for all students and high standards of professionalism from all teachers and administrators. The "at-risk" student population that attends SMART Academy will be provided a system of school supports in the form of staff and services designed to help students experience success and make parents true partners with the school in the education of their children.

In addition to its program and additional student supports, I am confident in the success of SMART Academy because of its leadership in the form of its founding principal and the membership of its Board of Trustees. Both possess experience in public education, charter schools and leadership. Perhaps as important as experience are a passion to succeed and a sincere commitment to work diligently to provide a quality education to each SMART Academy student.

For the above reasons, I endorse the application of SMART Academy without qualification and hope you do the same.

Respectfully,

Frank San Felice  
Partner



TERC

3067 Massachusetts Avenue  
Cambridge, MA 02140  
[www.terc.edu](http://www.terc.edu)

617.873.9600 phone  
617.873.9601 fax

An Education Research and Development Organization

**Letter of Support: SMART Academy Charter School  
(Science, Mathematics, Arts, Reading, Technology)**

August 14, 2014

Fred Saia  
President  
Board of Trustees  
SMART Academy Charter School  
C/O Oneida Group

Dear Mr Saia,

It is with great pleasure that I write a letter in support of authorization for the SMART Academy Charter School.

The individuals developing the design for SMART Academy represent an experienced, grounded group of individuals who bring a depth of knowledge and expertise not typically present in community-based charter applications. In this group you have educators who know the work that needs to be done in order to achieve the goals they are setting for their scholars.

As leaders they understand and know how to present and communicate a vision of the opportunities and promise embodied in the SMART Academy Design. They know how to organize and support teachers to enable them to achieve the goals and maximize learning across all content areas. They fully understand the concrete challenges faced by their intended student population and their families. They have great capacity for creating a "learner centered" culture where "growth mindsets" and deeper learning are the hallmarks of every lesson and interaction with their students.

On the technical side of their expertise is their solid experience in using their data to inform their work, challenge assumptions, and help them re-direct and adjust the work on a routine basis. They understand the importance of preparing staff to use their data on a daily basis to make instructional decisions supporting every scholar.

This group has great potential to succeed at a very high level. SMART Academy Charter School will not be another mediocre, failing school with excuses. This group has the capacity and energy to create a new beginning for the students who will come.

Sincerely yours

Diana Nunnaley  
Director  
TERC's Using Data



# LIVE UNITED



**United Way  
of Buffalo & Erie County**

742 Delaware Avenue  
Buffalo, New York 14209  
716-887-2626  
Fax: 716-887-2770  
www.uwbec.org

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### President and CEO

Michael Weiner

August 14, 2014

Ms. Susan Megna  
New Schools Coordinator  
NYS Education Department  
Charter School Office  
89 Washington Ave, Room 5NED Mezzanine  
Albany, NY 12234

Dear Ms. Megna:

United Way of Buffalo & Erie County views education as a major focus area. We believe in making many alternatives available to the students and parents of our community. Accordingly, we urge you to give thorough review and appropriate consideration to the charter school application of SMART (Science, Math, Arts, Reading, Technology) Academy Charter School (SACS). SACS will boast:

- ✓ Highly Effective Leadership, Faculty and Staff: A national search will be conducted to hire the best and the brightest for each member of the leadership team, faculty and staff.
- ✓ Culturally-Responsive Teaching: Culture is central to learning. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.
- ✓ An extended school day.
- ✓ 4-Phase Data-Driven Dialogue Process A Framework for Collaborative Inquiry: SACS will have a collaboratorium, a designated area to disaggregate academic and behavioral data. The school's chief information officer, the director of teaching and learning and three instructional coaches (literacy, numeracy and science) will lead data teams in collaborative inquiry.
- ✓ Dress Code: Formal uniform attire will be worn by all scholars. On days designated to science and/or project-based learning, scholars will wear lab coats.
- ✓ Family Involvement: SACS will be a school house in which the voices of families are valued and will impact the school's policies. A family engagement coordinator will oversee: a family boot camp, social workers to provide family counseling, faculty and staff to bridge the family-home-school relationship, professional development to faculty and staff on effective communications skills, helping family members improve their quality of life (i.e. GED tutoring, resume writing, healthy nutrition), helping families help their scholar at home (i.e. doing math with your child), and quarterly surveys to collect data on, "how the school is doing".
- ✓ Scholar Support: SACS will support social and emotional development of all scholars. A social worker will be an active participant within three of the PLCs; K-1, 2-3, and 4-5 (year one).
- ✓ Serene Time and Peace Circles: Serene time will be a daily ritual for scholars to calm their inner selves, reduce stress, integrate their experiences, and start their

Our Mission: *We bring people, organizations, and resources together to improve community well-being.*





school learning with an ideal "mental palate". SACS will use Restorative Justice Peace circles to help scholars learn how their behavior affects their peers. Scholars will learn how to express their feelings and needs in order to resolve conflict and learn through the reflections of others.

Should you have any questions, please feel free to contact me at (716) 887-2604 or [michael.weiner@uwbec.org](mailto:michael.weiner@uwbec.org).

Sincerely,

A handwritten signature in black ink that reads "Michael Weiner".

Michael Weiner  
President & CEO



August 2014

PRESS RELEASE  
For immediate release

### SMART Academy Charter School Progresses in Application Process

Buffalo, New York –

Fred Saia, SMART Academy Charter School board president-to-be, is proud to announce that an initial application to open the charter school in Fall 2015 has been approved (by the New York State Education Department) allowing the organizing group to proceed with a more detailed application. SMART Academy will be a K-8 school located on the west side of Buffalo in the old Westwood Squibb building off Niagara Street.

“We have set our goal to focus on educating and graduating the most qualified eighth graders we can so that they are best prepared for high school success,” said Saia. “Reading skills will be a major focus as will be science, math, arts and technology.” Saia is well known for founding the Charter School for Applied Technologies, and serving for 12 years as the board president.

The next steps in the process are to finish the detailed application, meet with parents and leaders throughout the Buffalo community, and continue the effort to plan for opening by next Fall.

-30-

For more information contact Fred Saia at:  
716-822-8205 (work)  
716-913-6766 (mobile)  
fsaia@oneidagroup.com



August 14, 2014

Fred Saia  
President  
Board of Trustees  
SMART academy Charter School  
C/O Oneida Group

Dear Mr. Saia,

I am pleased to communicate to you my support of the authorization for the SMART Academy Charter School.

The team designing SMART Academy is deeply familiar with the charter school environment, its unique challenges, and how to create customized solutions. These individuals have direct experience with on-the-ground support of young charter schools, as well as an understanding of how to design a system of supports that insure that these new schools are successful.

In particular, I can speak to the focus this team will have on the 21<sup>st</sup> century skills that Students of the SMART Academy Charter School must have to compete in the workforce of the future. In addition, they are grounded in sound practices of teacher evaluation and professional development, which are essential pillars of school effectiveness.

Furthermore, supporting school leaders is a well-understood concept for this team. As you know, school leadership in new charter schools is an exceptional challenge, and supporting the school leadership team correctly is necessary for the survival of the school. You may rest assured that this team has the skills for this essential support.

I feel confident that the team is capable of creating, supporting and sustaining the SMART Academy Charter School in such a way that students and families will find their investment rewarded by success. I heartily encourage the authorization.

Sincerely,

*Dr. Paula Bevan*

Dr. Paula Bevan  
Senior Consultant  
The Danielson Group



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COMMERCE, ECONOMIC DEVELOPMENT  
AND SMALL BUSINESS  
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**COMMITTEES**  
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HIGHER EDUCATION  
INSURANCE  
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THE SENATE  
STATE OF NEW YORK



**TIMOTHY M. KENNEDY**  
**SENATOR, 63<sup>RD</sup> DISTRICT**

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ROOM 506  
LEGISLATIVE OFFICE BUILDING  
ALBANY, NEW YORK 12247  
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(518) 426-6851 FAX  
**DISTRICT OFFICE:**  
2239 SOUTH PARK AVENUE  
BUFFALO, NEW YORK 14220  
(716) 826-2683 OFFICE  
(716) 826-2793 FAX  
**E-MAIL ADDRESS:**  
KENNEDY@NYSenate.GOV

August 15, 2014

Ms. Susan Megna  
New Schools Coordinator  
NYS education Department  
Charter School Office  
89 Washington Ave, Room 5NED Mezzanine  
Albany, NY 12234

Dear Ms. Megna:

As a New York State Senator representing Western New York and specifically the Buffalo region, I offer my support for the development and enactment of the SMART Academy Charter School.

It is important and necessary that all students in our region are afforded the opportunity to have available an option that is designed to meet the highest of standards in educational excellence.

I have reviewed the application and know firsthand members of the Board of Trustees, who have taken on this challenge to develop a school focusing on the needs of students ill-afforded the opportunity to succeed in many of the lower-performing schools in our region.

The development of both the program and the leadership team is without question, world class. The research based curriculum and the strategies to meet the individual needs of students is not only impressive but indicative of the sincere effort that these community leaders have committed to as a means of success to the Buffalo region.

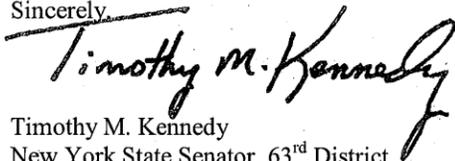
I am aware of the planning and the process that goes into the development of a Charter Proposal. I applaud the efforts of the professionals who have taken the steps to improve the educational options for parents making a choice for their children.

I strongly encourage this application for SMART Academy to be reviewed carefully for its merit, and, more importantly, for its merit as another Charter School in Western New York. Our children deserve no less.

It has been my experience as a leader that often I am asked why families leave our region. Typically, it is for a lack of opportunity. Education can be, and is, a most effective way to reverse that trend. I request that the office of Charter Schools accept this application and support the enactment of this school for the 2015 school year.

Thank you for your consideration of this important matter. Should you have any questions, or if I may be of assistance, please contact me in my district office at (716) 826-2683.

Sincerely,

  
Timothy M. Kennedy  
New York State Senator, 63<sup>rd</sup> District



THE SENATE  
STATE OF NEW YORK



**PATRICK M. GALLIVAN**

Ms. Susan Megna  
New Schools Coordinator  
NYS Education Department  
Charter School Office  
89 Washington Ave., Room 5NED Mezzanine  
Albany, NY 12234

August 13, 2014

Dear Ms. Megna,

I am writing in support of the proposed SMART Academy Charter School (SACS) in the City of Buffalo. The school's mission to focus on key content areas of science, mathematics, arts, reading and technology will provide a well-rounded education to elementary students and better prepare them for high school, college and career.

SACS founding trustees are committed to academic excellence and high expectations. The goal is to have all students meet or exceed New York State Learning Standards with demonstrated proficiency on ELA, math and science assessments. The school will provide the foundation that students need to succeed.

The SMART Academy Charter School will also meet an urgent need for quality educational opportunities in the City of Buffalo. The school is prepared to meet the needs of the community's diverse student population by providing an educational program that will prepare our young people for a bright future.

I endorse SACS' application and ask that you give full consideration to its proposal to open in time for the 2015-2016 school year. Feel free to contact my office if you have any questions.

Sincerely,

Patrick M. Gallivan  
59<sup>th</sup> Senate District

□ ALBANY OFFICE  
ROOM 947  
LEGISLATIVE OFFICE BUILDING  
ALBANY, NEW YORK 12247  
518.455.3471

□ 59TH DISTRICT OFFICE  
2721 TRANSIT ROAD  
SUITE 116  
ELMA, NEW YORK 14059  
716.656.8544

□ SATELLITE OFFICE  
143 NORTH MAIN ST.  
ROOM 103  
WARSAW, NEW YORK 14569  
585.786.5048

□ SATELLITE OFFICE  
LIVINGSTON COUNTY GOV. CENTER  
6 COURT STREET  
ROOM 304  
GENESEO, NEW YORK 14454  
585.243.6929

□ SATELLITE OFFICE  
GENESEE VALLEY REGIONAL  
MARKET ADMINISTRATION BLDG  
900 JEFFERSON, RD., SUITE 202  
ROCHESTER, NEW YORK 14623



**Native American Community Services  
of Erie & Niagara Counties, Inc.**

1005 Grant Street • Buffalo, NY 14207-2854 • (716) 874-4460 • Fax (716) 874-1874  
1522 Main Street • Niagara Falls, NY 14305 • (716) 299-0914 • Fax (716) 299-0903

[www.nacswny.org](http://www.nacswny.org)

**Michael N. Martin**  
Executive Director

June 30, 2014

Mr. Fred Saia, Board of Trustees President  
155 Commerce Drive  
Lackawanna, NY 14228

Re: SMART Academy Endorsement Letter

Dear Fred:

Please accept this letter as NACS's endorsement of your pursuit of the SMART Academy Charter School. Your philosophy of 'K-Life education' fits with the life-long learners we are trying to create in Native American students. We also share your believe in structure and literature based education accompanied with hands on learning as a way to prepare children for the world and life after school.

Your success in initiating, creating and leading such a successful school such as CSAT has us confident that you'll top that effort with the SMART Academy. Please consider us supportive and willing to help out in any way that we can with this worthwhile endeavor.

If you need anything please don't hesitate to call.

Sincerely,

Michael N. Martin  
Executive Director



*Funded by: Erie County Department of Social Services; Niagara County Department of Social Services; Niagara County Office for the Aging; Niagara County Youth Bureau; NYS Office of Alcoholism & Substance Abuse Services; NYS Office of Children and Family Services; NYS Office for People with Developmental Disabilities; US Department of Labor; United Way of Buffalo & Erie County; NYSDOH / BCAF; US Department of Health & Human Services / ANA; Service Collaborative of WNY; The Peter and Elizabeth C. Tower Foundation; as well as businesses, foundations and caring individuals*



FROM THE DESK OF

*Carl Paladino*

August 18, 2014

Ms. Susan Megna  
New Schools Coordinator  
NYS Education Department  
Charter School Office  
89 Washington Ave, Room 5NED Mezzanine  
Albany, NY 12234

Dear Ms. Megna:

As a member of the Buffalo School Board of Education, I am writing a letter of support for the Science, Math, Arts, Reading, and Technology (SMART) Academy Charter School and urge you to consider its application.

We need to increase the number of public school options, including charter schools, to provide students and parents with additional meaningful opportunities to receive a high-quality education.

I support SMART's commitment to preparing each student by providing expert teachers and staff, extended school day, dress code with formal uniform, family involvement, culturally responsive teaching and the use of Restorative Justice.

Thank you for your consideration.

Very truly yours,

Carl Paladino



## Help Us Design SMART Academy Charter School

### SMART Academy Charter School Buffalo, NY

An application will be submitted to the State Education Department to open a new K-8 charter school named SMART Academy Charter School on August 18, 2014.

SMART Academy Charter School (SACS) makes reading the center of all learning.

As a K-8th grade public school, SACS will prepare its scholars to enter, succeed in, and graduate from the high school of their choice. SMART Academy is founded on the philosophy that all scholars are entitled to a world class education and can succeed when:

- the curriculum is rigorous, engaging, and well-planned
- the school emphasizes student character, community responsibility, and exposure to life's possibilities
- a community network supports student academic, social, and physical well-being

If approved SMART Academy Charter School will open for the 2015-2016 school year with 528 scholars in grades K-5, ultimately growing to 792 scholars in grades K-8.

Your voice is important to the creation of this school. All responses from families and community stakeholders will be considered as we design this new school. Please help us create this school by telling us what is important to you.

#### 1. How important is it to you that:

	Not at all important	Somewhat important	Neutral	Very important	Most important
A school has high expectations for all students?	<input type="radio"/>				
Teachers are highly skilled and knowledgeable about what they teach?	<input type="radio"/>				
A school is dedicated to educating its teachers and administrators?	<input type="radio"/>				
Your child's school is a school of academic excellence that measures success through high performance and multiple achievements?	<input type="radio"/>				
Your child has access to an engaging curriculum?	<input type="radio"/>				
Your child's school has a plan to meet your child's individual needs?	<input type="radio"/>				
Your child has access to academic labs where he/she has more time to learn?	<input type="radio"/>				
Your child has an opportunity to participate in some form of vigorous exercise at school daily?	<input type="radio"/>				



Your child has access to a rigorous curriculum that focuses on academic excellence through performing arts and sports?

Scholars are given the opportunity to work in groups and teams to develop positive social behaviors?

Scholars are offered authentic learning experiences where they can take ownership of their own learning?

Your child is in a learning environment where he/she is valued as an individual and is known for his/her strengths not his/her weaknesses/disabilities?

There are high levels of family in-school engagement in your child's experience?

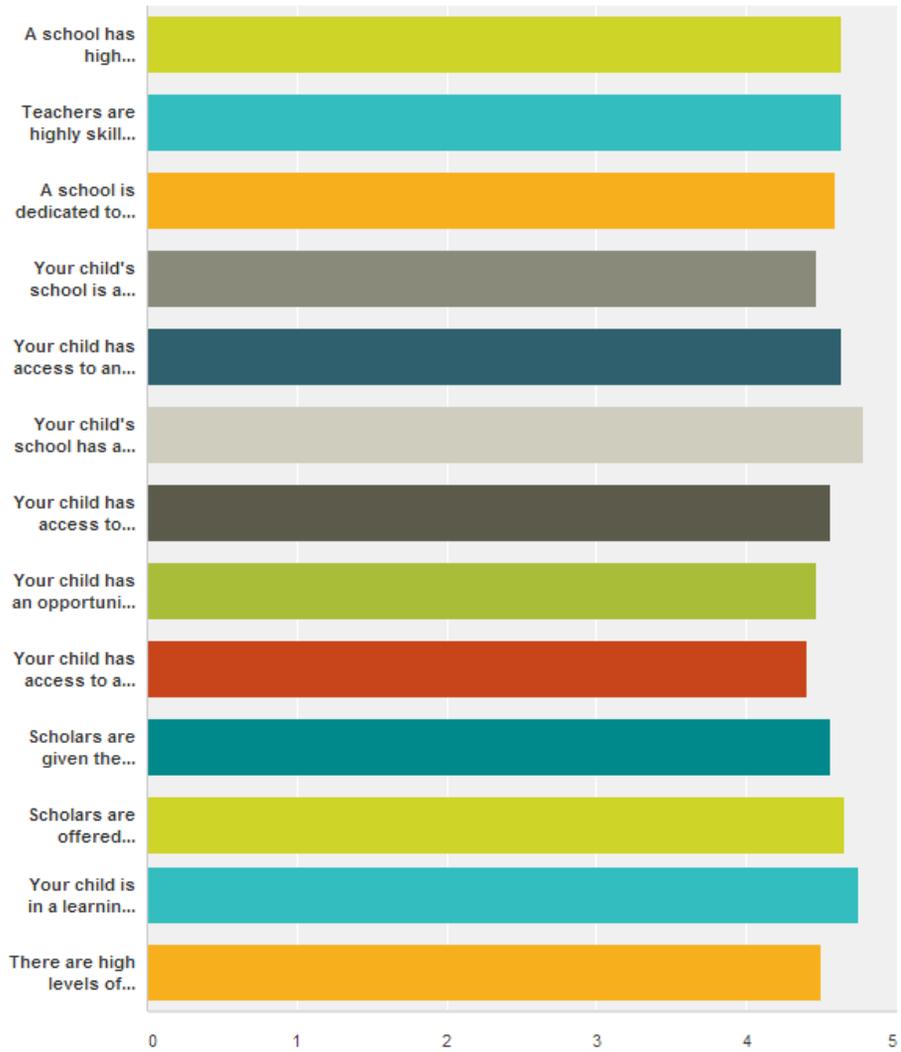
**2. In what ways should families/stakeholders in the community be involved in the school?**

**3. What other concerns, if any, do you have about the proposed school?**



## How important is it to you that:

Answered: 32 Skipped: 0





Q2

Export

## In what ways should families/stakeholders in the community be involved in the school?

Answered: 15 Skipped: 17

Responses (15)

Text Analysis

My Categories

Categorize as...

Filter by Category

Search responses



Showing 15 responses

whatever way possible mentoring volunteering helping

8/13/2014 12:23 PM [View respondent's answers](#)

Families should always be welcome, respected, and their input sought out.

8/13/2014 10:12 AM [View respondent's answers](#)

reinforcement at home and help with school activities

8/12/2014 1:25 PM [View respondent's answers](#)

Daily routines, lunches, classrooms, assemblies, fund raisers, exposure to real life situations

8/12/2014 8:51 AM [View respondent's answers](#)

Be actively involved in student learning

8/11/2014 10:13 PM [View respondent's answers](#)

Families/stakeholders should have some input into the decisions made at the school. They should have an open communication with teachers and administrators. There should be ample opportunity for questions to be answered and a good listening environment

8/11/2014 9:57 PM [View respondent's answers](#)

Families should have a voice and decision making practices that impact their children.

8/11/2014 8:30 PM [View respondent's answers](#)

Parent participation is essential for student success.

8/11/2014 4:02 PM [View respondent's answers](#)

I think families should always be involved wether it's volunteering to help with things school sponsored or meet with teachers on a regular basis to know what your child is up to.

8/11/2014 3:56 PM [View respondent's answers](#)

The families should be made to feel trusted and their opinions accepted with respect

8/11/2014 3:29 PM [View respondent's answers](#)

well planned family activities to take place at the school facility. This can help build a sense of school community and ultimately ownership of the school's educational goals

8/11/2014 3:28 PM [View respondent's answers](#)

Meetings, parent groups...

8/11/2014 3:15 PM [View respondent's answers](#)

Fundraisers

8/11/2014 3:11 PM [View respondent's answers](#)

They should be able to be involved in decision-making.

8/11/2014 2:59 PM [View respondent's answers](#)

Families and stakeholders should be involved in planning school wide activities for all students, faculty, staff, parents and stakeholders would attend and learn from each other.

8/11/2014 2:45 PM [View respondent's answers](#)



Q3

Export ▾

## What other concerns, if any, do you have about the proposed school?

Answered: 14 Skipped: 18

● Responses (14)

☁ Text Analysis

🔍 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 14 responses

none proposal sounds great

8/13/2014 12:23 PM [View respondent's answers](#)

That the school leadership gets the school off to a strong start.

8/13/2014 10:12 AM [View respondent's answers](#)

My main concern regarding this proposed Buffalo charter school is that the same "team" not only failed collaboratively in a charter school that was closed this past June, but individually in other schools. The foundation of this school has already been built upon manipulation and deceit amongst our community. This type of "leadership" will once again fail our community's students, their families, and teachers.

8/12/2014 8:51 AM [View respondent's answers](#)

My main concern regarding this proposed Buffalo charter school is that the same "team" not only failed collaboratively in a charter school that was closed this past June, but individually in other schools. The foundation of this school has already been built upon manipulation and deceit. This type of "leadership" will once again, without a doubt, fail our community's students, their families, and the school's staff.

8/11/2014 10:43 PM [View respondent's answers](#)

What safety and accountability standards will be in place?

8/11/2014 8:57 PM [View respondent's answers](#)

That if this school is not approved and allowed to open, the children of this community will become lost in the system and not achieve.

8/11/2014 8:30 PM [View respondent's answers](#)

None

8/11/2014 4:26 PM [View respondent's answers](#)

The only concern I have is that safety and open door policy is allowed for the parents

8/11/2014 4:02 PM [View respondent's answers](#)

N/a

8/11/2014 3:56 PM [View respondent's answers](#)

Creation of an environment of high expectations that is sustainable

8/11/2014 3:29 PM [View respondent's answers](#)

none

8/11/2014 3:28 PM [View respondent's answers](#)

I have many concerns about this school. For starters it is being opened and ran by the same group of

I have many concerns about this school. For starters it is being opened and ran by the same group of "educators" that drove another school into the ground. These "educators" care more about their vacations and new clothing than the students. I do not foresee this school being successful either because in order to have a successful school administrators need to be present and supportive of the faculty and students and they are not capable of that.

8/11/2014 3:27 PM [View respondent's answers](#)

As long as it's good for the children, they are all that matters.

8/11/2014 3:11 PM [View respondent's answers](#)

No concerns, just happy there will be an option for the children of Buffalo.

8/11/2014 2:59 PM [View respondent's answers](#)



## Interest Survey

+ Add Page Title

**1. Are you satisfied with the current public school options in the city of Buffalo?**

- Yes
- No

**2. Which statement best describes you?**

- Parent/Guardian of school-aged children
- Community member
- Elected official

**3. Would you have interest in your child(ren) in SMART Academy Charter School?**

- Yes
- No
- Not applicable

**4. Do you think the level of education by schools in Buffalo need improvement?**

- Yes
- No

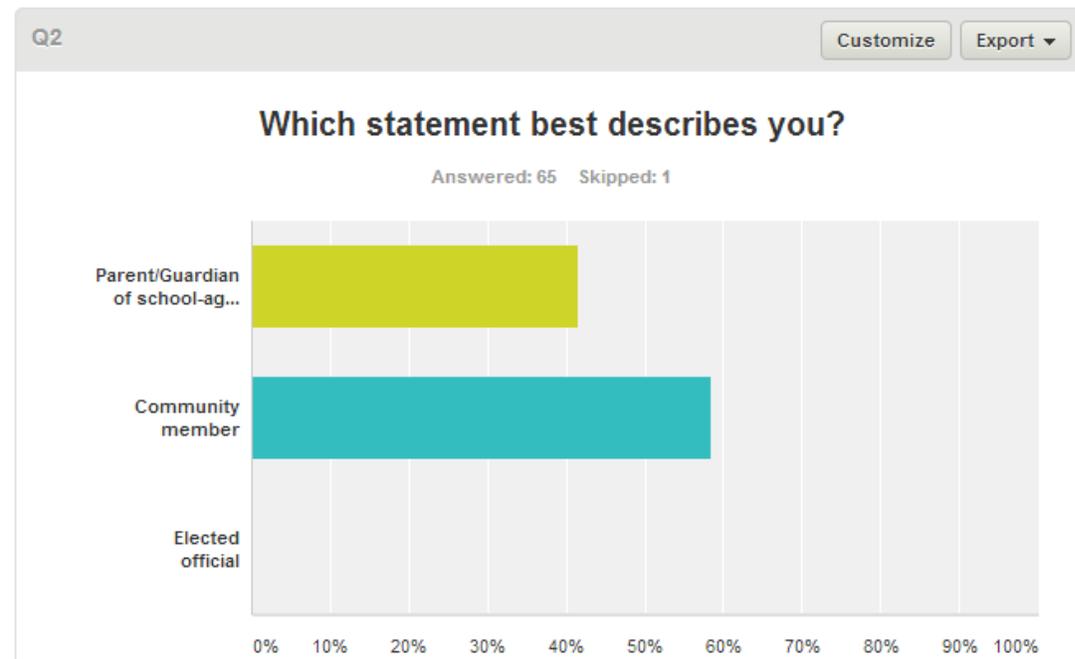
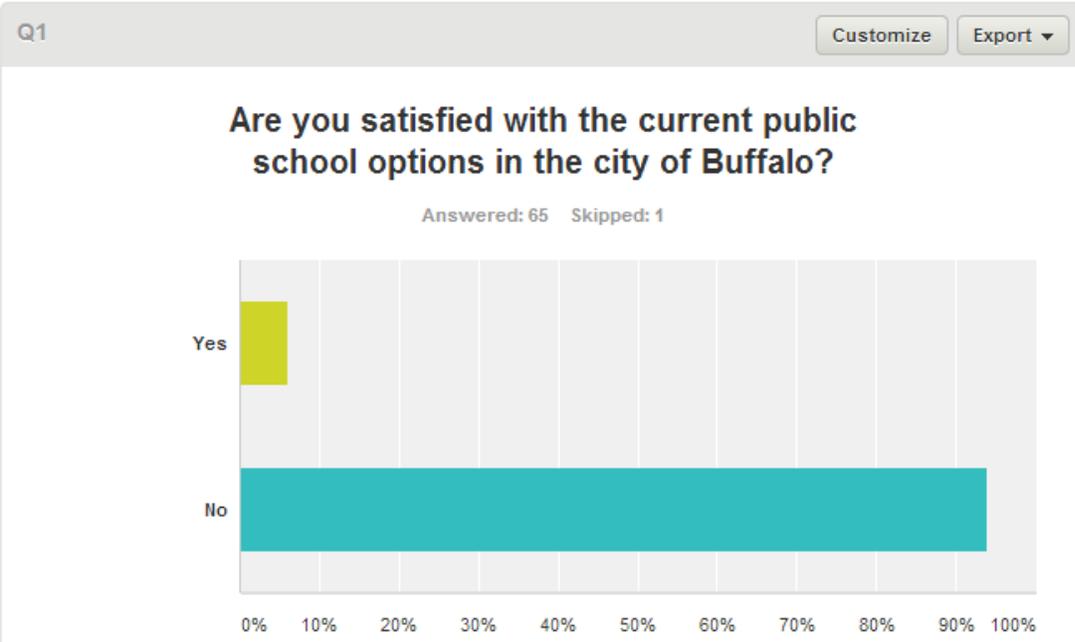
**5. What is your ethnicity?**

- American Indian
- Asian
- Black or African American
- Hispanic or Latino
- White/Caucasian

**6. Do you think Buffalo needs another tuition-free charter school?**

- Yes
- No

**7. Do you have any comments or questions?**





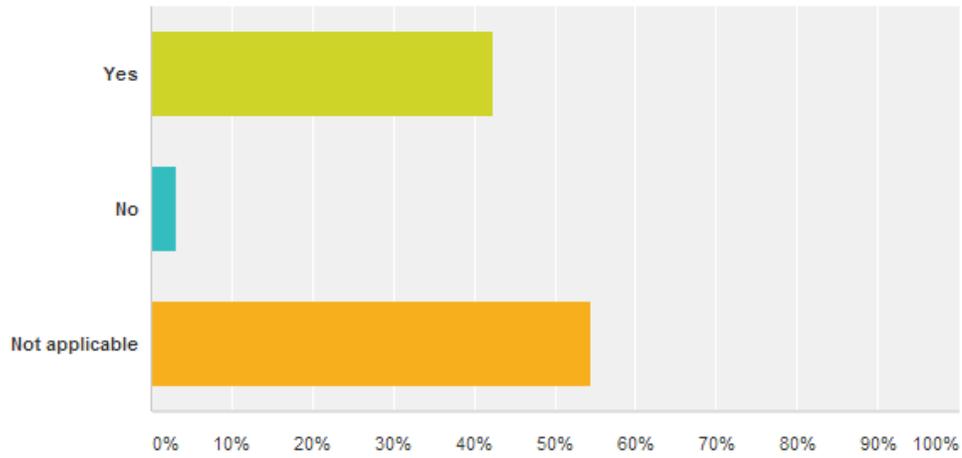
Q3

Customize

Export ▾

### Would you have interest in your child(ren) in SMART Academy Charter School?

Answered: 66 Skipped: 0



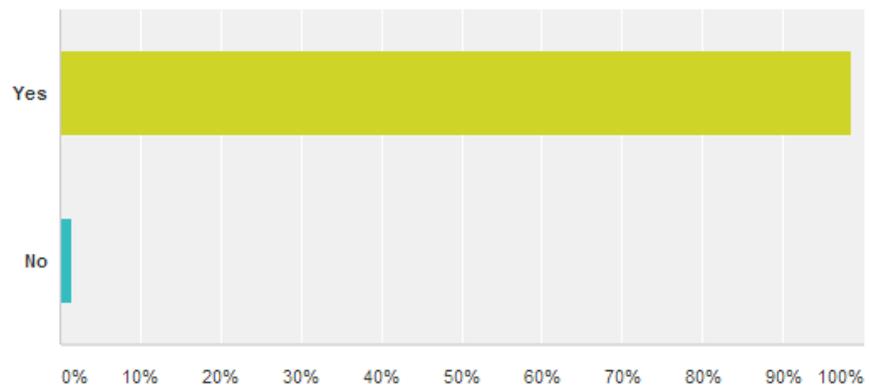
Q4

Customize

Export ▾

### Do you think the level of education by schools in Buffalo need improvement?

Answered: 66 Skipped: 0





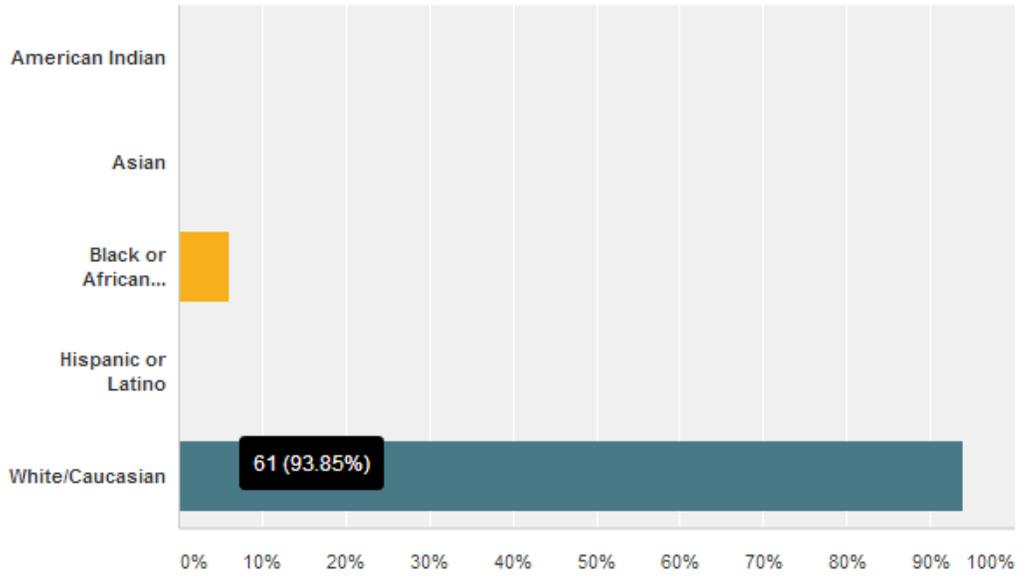
Q5

Customize

Export ▾

### What is your ethnicity?

Answered: 65 Skipped: 1



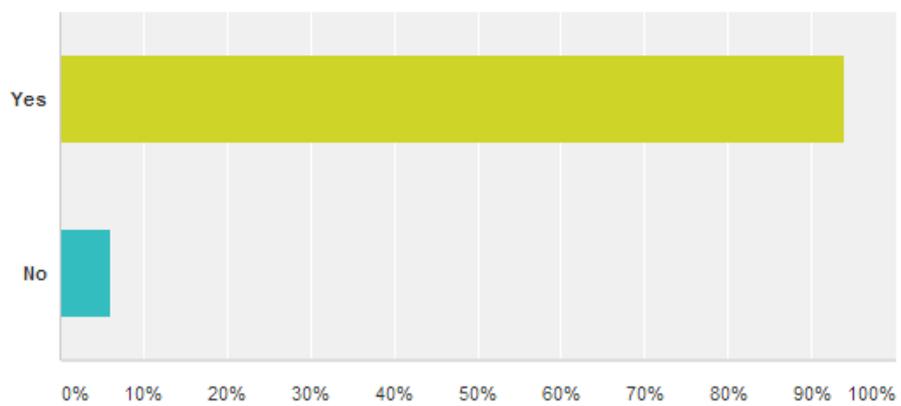
Q6

Customize

Export ▾

### Do you think Buffalo needs another tuition-free charter school?

Answered: 65 Skipped: 1





Q7

Export ▾

## Do you have any comments or questions?

Answered: 13 Skipped: 53

● Responses (13)

🗨️ Text Analysis

📁 My Categories

Categorize as... ▾

Filter by Category ▾

Search responses



Showing 13 responses

Strong leadership is needed

8/10/2014 3:16 PM [View respondent's answers](#)

Best of luck!

8/8/2014 5:04 PM [View respondent's answers](#)

Why do you ask about ethnicity? Isn't that always optional due to the fact the it is illegal to ask? How would a child of mixed races answer this question ? Please show sensitivity to these concerns

7/18/2014 4:14 PM [View respondent's answers](#)

Education in Buffalo is in a desperate need of revision. Students deserve the opportunity to be in a school where they are the sole focus and to be surrounded by teachers and staff who are willing to put it all on the line to help them be successful not only academically but to become positive members of the buffalo community.

7/18/2014 1:54 PM [View respondent's answers](#)

I believe every child should have good charter school options.

7/17/2014 12:49 PM [View respondent's answers](#)

Please re-open Community Charter School!!!

Please re-open Community Charter School!!!

7/16/2014 7:08 PM [View respondent's answers](#)

no

7/16/2014 6:47 PM [View respondent's answers](#)

The whole black vs white needs to stop. Stop this were not equal because of slavery bullshit.

7/16/2014 4:35 PM [View respondent's answers](#)

Best of luck in pursuing this dream!

7/16/2014 2:25 PM [View respondent's answers](#)

The Buffalo City Public Schools continue to be plagued by so many problems. I would encourage you to look at and perhaps replicate the Elmwood Village Charter School. That charter school is the top performing school in Buffalo. Their student population best represents the diverse population of the BCPS, but is able to succeed while the BCPS continue to fail. I want to wish you the best in your efforts to create a new charter school and if there is anything I can do for you, let me know. I will be in touch! Thanks for asking for my opinion!

7/16/2014 2:24 PM [View respondent's answers](#)

yes PLEASE we need your help

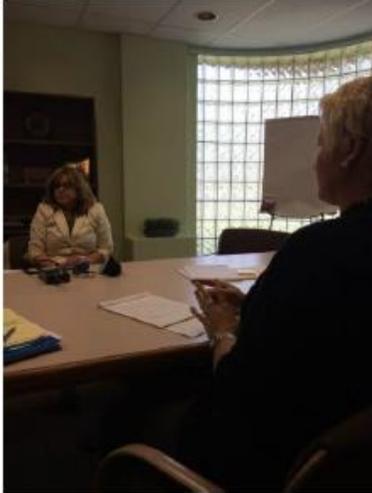
7/16/2014 1:42 PM [View respondent's answers](#)

Buffalo can always use a new school that has teachers that are committed to helping the children.

7/16/2014 1:37 PM [View respondent's answers](#)

Charter schools discriminate because they throw out discipline problem students.

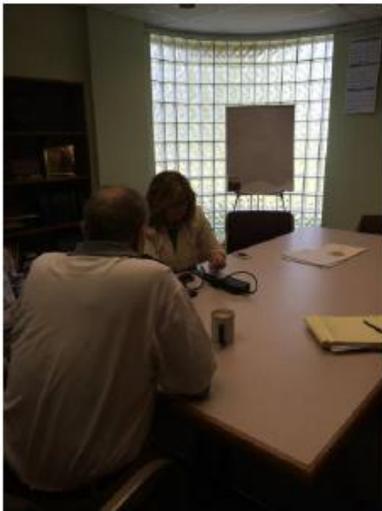
7/16/2014 1:15 PM [View respondent's answers](#)



Amy Brackenridge discusses the Science, Math, Arts, Reading, and Technology focus of SMART Academy



Fred Saia and Frank Herstek speaking with WBFO and calling on parents for their input regarding the creation of SMART Academy Charter School



Founder and proposed Board of Trustees President Fred Saia interview with WBFO



Lead Applicant Frank Herstek sits down with WBFO to discuss SMART Academy Charter School



SMART Academy Charter School

171 likes

SMART Academy Charter School shared Giannmy's photo.  
5 hours ago · [View photo](#)

The Team!!!

"All the best people are." — with Mary Oyen Morrow

SMART Academy Charter School shared Edithapa's photo.  
11 hours ago · [View photo](#)

3 question activities to connect students as a community:  
<http://bit.ly/1uV9b2wzh>. #BestYearEver

**#BESTYEAREVER**

**"There is no wiser way to begin a school year, than by taking time to build your students as a caring community of learners and as a problem-solving team."**

— Maurice Elias, Educator

edithapa



SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

PHOTOS

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SMART Academy Charter School shared Edutopia's photo 7 hours ago · 48

Help all students reach their learning goals with this roundup of resources: <http://edut.to/1eKdV65>

# ASSISTIVE TECHNOLOGY

Technology that reduces barriers to learning for students with a variety of special needs and challenges.

edutopia

Like · Comment · Share

2 people like this.

Write a comment...  
Press Enter to post.

Recent 2014

Chat

ABOUT

SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

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Today we welcome Alex Chedak to the broadcast to discuss preparing your teens for college. To listen to this insightful broadcast go to <http://bit.ly/3N80y>

At the end of the day,  
the most overwhelming key  
to a child's success is the  
positive involvement of parents.

Jane D. Hull

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10 people like this.

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ABOUT

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SMART Academy Charter School Yesterday · 48

Lead applicant, Dr. Frank Herstek and his SMART Team have been working hard on putting the finishing touches on the application, preparing to submit it on Monday, August 18th!

Like · Comment · Share

16 people like this.

Write a comment...  
Press Enter to post.

Dan Ricigliano will be driving it to Albany???

Like · Reply · 16 hours ago

SMART Academy Charter School August 11 · 48

Interviews (4 photos)



ABOUT

SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

PHOTOS

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Interviews (1 photo)

Like Comment Share

10 people like this.

Write a comment...

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SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

PHOTOS

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Please take a moment to complete the survey below. Your input is critical to our success!

Thank you!

Help Us Design SMART Academy Charter School Survey  
www.surveymonkey.com

An application will be submitted to the State Education Department to open a new K-8 charter school named SMART Academy Charter School on August 18, 2014. SMART Academy Charter School (SACS) makes reading the center of all learning.

Like Comment Share

7 people like this.

Write a comment...

SMART Academy Charter School shared a link.  
August 11 · 4h

Rita Pierson: Every kid needs a champion

Rita Pierson, a teacher for 33 years, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they..."

Like Comment Share

15 people like this.

Recent 2014

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SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

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SMART Academy Charter School shared a link.  
August 11 · 4h

What Students Remember Most About Teachers

Dear Young Teacher: Does the Hall. I saw you as you rushed past me in the lunch room. Urgent. In a hurry to catch a bike before the final bell would ring calling all the students back inside. I read...

Like Comment Share

16 people like this.

Write a comment...

Gail Dragon Good article. I remember my favorite teachers. They somehow made me feel special, like my opinion mattered. Mrs. Linda Lavigne Sprague & Ms. Karen Lambie from the JR. High and Mr. Blockweisen from High School.

Like Reply · 1 · August 15 at 2:25pm

Linda Lavigne Sprague Thank you so much for your kind words, Gail. You

Recent 2014

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**ABOUT**

SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

**PHOTOS**

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**SMART Academy Charter School**  
August 10 · Edited · [Share](#)

The SMART Academy Charter School application is due in one week. The development team has been working collaboratively with the Board of Trustees to accomplish the task!!! Onward and upward!!!

Like · Comment · Share

33 people like this. [Top Comments](#)

**Write a comment**

*Please Enter to post.*

**Loren Periman** The SMART team consists of the kind of educators needed to get a high-quality charter school off the ground and SUCCEEDING!  
Like · Reply · [1](#) · August 10 at 3:17pm

**Taiya Smith** Great!! I'm really sure they will see the benefits of having a great charter school that's full of love and care for the students!  
Like · Reply · [1](#) · August 10 at 9:03am

**SMART Academy Charter School**  
July 10 · Edited · [Share](#)

NYSED reviewed and approved our letter of intent!!! We have been invited to move to phase two of the process, which is to submit a full application by August 18, 2014! The team has a lot of hard work ahead to build SMART Academy Charter School, which will be a school of excellence!!!!

**ABOUT**

SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

**PHOTOS**

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**SMART Academy Charter School**  
July 10 · Edited · [Share](#)

NYSED reviewed and approved our letter of intent!!! We have been invited to move to phase two of the process, which is to submit a full application by August 18, 2014! The team has a lot of hard work ahead to build SMART Academy Charter School, which will be a school of excellence!!!!

Like · Comment · Share

60 people like this. [Top Comments](#)

**Write a comment**

*Please Enter to post.*

**Amy Suzanne** Good news!!  
Like · Reply · [2](#) · July 18 at 3:51pm

**Marcia Tenebruno Wool** That is awesome news! Praying that the good news will continue!  
Like · Reply · [1](#) · August 8 at 5:05pm

[View 2 more comments.](#)

**SMART Academy Charter School** shared a link.  
July 10 · [Share](#)

We need your help! Please take a moment to complete this survey!! Thank you!

<https://www.surveymonkey.com/s/W5JUGL>

**Can you spare a few moments to take my survey?**  
[www.surveymonkey.com](http://www.surveymonkey.com)  
Please take the survey titled "New Survey". Your feedback is important!

[Chat](#)

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**SMART Academy Charter School**  
July 10 · Edited · [Share](#)

Still waiting to hear back from NYSED regarding whether or not SACS will be invited to move on to phase 2, which is the application piece. Stay tuned!

Like · Comment · Share

7 people like this.

**Write a comment**

*Please Enter to post.*

**SMART Academy Charter School** shared a status.  
July 9 · [Share](#)

SMART Academy Charter School (SACS) filed its Letter of Intent - Round 2 for 2014 on July 7, 2014 with the New York State Education Department (NYSED). If accepted, SACS must file an updated full application with the NYSED by August 18, 2014 by 3:00 P.M.



SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

PHOTOS

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July 8

SMART Academy Charter School (SACS) filed its Letter of Intent - Round 2 for 2014 on July 7, 2014 with the New York State Education Department (NYSED). If accepted, SACS must file an updated full application with the NYSED by August 18, 2014 by 3:00 P.M.

Like · Comment · Share 20 8

20 people like this. Top Comments

Write a comment...

Write a comment...

Kaitlin Anne Congratulations  
Like · Reply · July 8 at 10:03pm

Sharon Novak So excited for the children in Buffalo to be given a choice !!!  
Like · Reply · July 8 at 6:31pm

Michael Phinney Congrats, Good luck in August!!!  
Like · Reply · July 8 at 3:33pm

Michele Marinaccio Dileo Good Luck!  
Like · Reply · July 8 at 2:20pm

Sharon O'Leary We can always use a new, good school for the children.  
Like · Reply · July 8 at 2:14pm

Laura Lewis Masera Wonderful news. So excited to finally have a school run by an excellent educator.  
Like · Reply · July 8 at 12:54pm

Russell McEwen Best of luck.  
Like · Reply · July 8 at 12:51pm

Abdul Mackie Good luck!  
Like · Reply · July 8 at 12:27pm

SMART Academy Charter School is a proposed new charter school in Buffalo, New York.

PHOTOS

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Write a comment...

SMART Academy Charter School changed their cover photo  
June 13

Like · Comment · Share 10 1

10 people like this.

Write a comment...

Write a comment...

Michael Phinney Love the photo  
Like · Reply · July 8 at 3:30pm

Write a comment...

EARLIER IN 2014

Joined Facebook  
June 15



## ATTACHMENT 3a

### Sample Student Schedule K-3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast Peace Circle				
8:30-10:00	Reading	Reading	Reading	Reading	Reading
10:00-10:30	Writing	Writing	Writing	Writing	Writing
10:30-11:15	Reading in Social Studies				
11:15-11:45	Phys. Ed				
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	Art	Music	Library/Tech	Art	Music
1:00-2:30	Math	Math	Math	Math	Math
2:30-3:15	Reading in Science				
3:15-4:00	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment

### Sample Teacher Schedule K-3 (Reading Content Specialist)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45	Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:30	Breakfast Peace Circle				
8:30-10:00	Reading 1				
10:00-10:30	Writing	Writing	Writing	Writing	Writing
10:30-11:15	Reading in Social Studies1				
11:15-11:45	Common Planning Time	Curriculum Meeting	Common Planning Time	Data Meeting	Common Planning Time
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:00	Prep	Prep	Prep	Prep	Prep
1:00-2:30	Reading 2				
2:30-3:15	Reading in Social Studies2				
3:15-4:00	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment
4:00-4:30	School Wide Common Planning				



### Sample Student Schedule 4-8

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:30	Breakfast Peace Circle				
8:30-9:45	ELA	ELA	ELA	ELA	ELA
9:45-11:00	Reading in Social Studies				
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:45	Reading in Science				
12:45-2:00	Math	Math	Math	Math	Math
2:00-2:45	Phys. Ed	Art	Phys. Ed	Library/Tech	Music
2:45-3:15	Writing	Phys. Ed	Writing	Phys. Ed	Writing
3:15-4:00	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment

### Sample Teacher Schedule 4-8

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:45	Arrival	Arrival	Arrival	Arrival	Arrival
8:00-8:30	Breakfast Peace Circle				
8:30-9:45	ELA 1				
9:45-11:00	ELA 2				
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:45	ELA 3				
12:45-2:00	ELA 4				
2:00-2:45	Prep	Prep	Prep	Prep	Prep
2:45-3:15	Writing	Data Meeting	Writing	Curriculum Meeting	Writing
3:15-4:00	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment	School-Wide Enrichment
4:00-4:30	School Wide Common Planning				



ATTACHMENT # 3b

# 2015 - 2016

S	M	T	W	T	F	S	JUL								
			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										

S	M	T	W	T	F	S	AUG								
						1	17-28 Professional Opportunities Institute								
2	3	4	5	6	7	8	31 Labor Day - No School								
9	10	11	12	13	14	15									
16	17	18	19	20	21	22									
23	24	25	26	27	28	29									
30	31														

S	M	T	W	T	F	S	SEP								
			1	2	3	4	1 Faculty Report								
5	6	7	8	9	10	11	2 First Day of School for Students								
12	13	14	15	16	17	18									
19	20	21	22	23	24	25									
26	27	28	29	30			21 Instructional Days								

S	M	T	W	T	F	S	OCT								
			1	2	3	4	0 9 Early Release for Students (PLO Day)								
5	6	7	8	9	10	11	0 12 Columbus Day - No School								
12	13	14	15	16	17	18									
19	20	21	22	23	24	25									
26	27	28	29	30	31		21 Instructional Days								

S	M	T	W	T	F	S	NOV								
						1	0 10 Veterans Day - No School								
2	3	4	5	6	7	8	0 25 Early Release for Students (PLO Day)								
9	10	11	12	13	14	15	0 26-27 Thanksgiving Recess - No School								
16	17	18	19	20	21	22									
23	24	25	26	27	28	29	18 Instructional Days								
30															

S	M	T	W	T	F	S	DEC								
			1	2	3	4	0 23 Early Release Day								
5	6	7	8	9	10	11	24-31 Holiday Recess								
12	13	14	15	16	17	18									
19	20	21	22	23	24	25									
26	27	28	29	30	31		17 Instructional Days								

S	M	T	W	T	F	S	JAN								
					1	2	1 Holiday Recess								
3	4	5	6	7	8	9	4 Students Return								
10	11	12	13	14	15	16	15 Early Release Day (PLO Day)								
17	18	19	20	21	22	23	18 MLK Jr., Day - No School								
24	25	26	27	28	29	30	19 Instructional Days								
31															

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

S	M	T	W	T	F	S	MAR								
				1	2	3	11 Early Release For Students (PLO Day)								
4	5	6	7	8	9	10	28-31 Spring Recess								
11	12	13	14	15	16	17									
18	19	20	21	22	23	24									
25	26	27	28	29	30	31	19 Instructional Days								

S	M	T	W	T	F	S	APR								
						1	1 Spring Recess								
2	3	4	5	6	7	8	4 Students Return								
9	10	11	12	13	14	15	29 Early Release For Students (PLO Day)								
16	17	18	19	20	21	22									
23	24	25	26	27	28	29	20 Instructional Days								
30															

S	M	T	W	T	F	S	MAY								
						1	23 Memorial Day - No School								
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	21 Instructional Days								
30	31														

S	M	T	W	T	F	S	JUN								
				1	2	3	10 Early Release For Students (PLO Day)								
4	5	6	7	8	9	10	24 Last Day of School								
11	12	13	14	15	16	17									
18	19	20	21	22	23	24									
25	26	27	28	29	30		18 Instructional Days								



## ATTACHMENT #4

### **Scholar Discipline Policy.**

SMART Academy Charter (SACS) is characterized by a culture that is safe, orderly, supportive, fair, and focused on academic excellence and character development. SMART Academy Charter School is committed to ensuring every scholar is educated in a respectful and welcoming environment and every educator teaches in an atmosphere free from disruption and obstacles that impede teaching and learning. Discipline is everyone's responsibility and SMART Academy Charter School believes that the collaboration of all stakeholders is vital to the success of all scholars meeting and/or exceeding academic and behavioral expectations. Discipline is a continuum where scholar expectations are established, clear, articulated, and taught.

### **SMART Academy Charter School is devoted to preparing all scholars K-Life.**

SACS's officials are responsible for sharing the Code of Conduct with scholars, parents/guardians, faculty, and staff. SACS's will make every effort to provide this information through multimedia methods including:

- ✓ written documentation and a video on the school's website;
- ✓ written documentation and audio tapes in various languages;
- ✓ Facebook.

### **Rights and Responsibilities of the School Community.**

#### **Dignity for All Students Act.**

The Dignity for All Students Act (DASA) ensures that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice disability, sexual orientation, gender/gender identity, or sex by school employees or students on school property, on a school bus, at a school function, or that is initiated off school grounds and continued at school.

Harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to email, instant messaging, blogs, chat rooms, pages, cell phone, gaming systems, and social media websites, to deliberately harass or threaten others. This type of harassment generally is referred to as "cyber-bullying."

SACS is committed to safeguarding the rights given to all students under New York State and federal law. In addition, to promote a safe, healthy, orderly, and civil school environment, all SACS scholars have the right to:

- ✓ expect a school environment that is conducive to learning;
- ✓ be treated respectfully by those in the school community;
- ✓ take part in all school activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, or disability;
- ✓ be provided with school rules, and when necessary, receive an explanation of those rules from school personnel;
- ✓ present their version of the relevant events to school personnel authorized to impose a disciplinary penalty, in connection with the imposition of the penalty.



**Attendance.**

Attendance at school is vital to a scholar’s academic progress and success. School personnel will ensure that appropriate outreach, intervention, and support are provided for scholars who exhibit attendance problems that may manifest themselves as truancy or patterns of unexcused absence or educational neglect. In cases of truancy, school personnel must meet with the scholar and parent/guardian in order to determine needed supports and an appropriate course of action which may include, but is not limited to: an intervention, referral for counseling, and/or referral to after-school programs. SACS’s PBIS Team will review the data of chronic absenteeism and/or truancy and involve administration, faculty, staff and social worker in facilitating a resolution. Cases of suspected educational neglect must be called into the New York State Central Register, in compliance with Chancellor’s Regulation A-750.

**Dress Code**

Scholars are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Scholars and their parents/guardians have the primary responsibility for acceptable student dress and appearance. SACS’s administration, faculty and staff should exemplify and reinforce acceptable scholar dress and help scholars develop an understanding of appropriate appearance in the school setting, by also adhering to these standards.

SACS’s distinctive uniform is a visible signature of our school to the larger community, an indicator of our unity and our pride of purpose.

SMART Academy Charter School Uniform

Boys	Girls
white shirt with navy blue vest or cardigan	white shirt with navy blue vest or cardigan
tan or navy dress slacks	navy blue plaid jumper or navy blue plaid skirt
belt	navy blue tights (winter months)
lab coats on designated days	lab coats on designated days

When on school property, a scholar’s dress, grooming, and appearance must:

- ✓ be safe, appropriate, and not disrupt or interfere with the educational process;
- ✓ not include revealing garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), excessively short skirts or shorts, and inappropriately tight garments;
- ✓ cover all underwear with appropriate outer garments, including the wearing of pants at waist level;
- ✓ include safe and appropriate footwear. Inappropriate footwear includes, but is not limited to backless shoes (i.e. flip-flops, bedroom slippers);
- ✓ not include headgear of any kind (including, but not limited to hats, caps, and hoods), except when required by medical or religious reasons;
- ✓ not be lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program;
- ✓ must not include coats, jackets, other outerwear, sweat shirts with hoods, or “hoodies”;
- ✓ not include jewelry that may be deemed a weapon. This includes, but is not limited to, a single ring or piece of jewelry covering multiple fingers, spiked necklaces or belts, belts



with large removable buckles, chain-like neckwear, ninja-type stars, etc. Belts must be buckled.

Dress code violations warrant either a Level 1 or Level 2 response. Students should not be suspended or otherwise removed from their educational program because of a dress-code violation. No student will be denied access to the school because of an inability to purchase a school uniform. The school will keep reserves on hand to assist families who cannot afford the uniform.

### **Consequences.**

Consequences are most effective with scholars when they deal directly with the problem, in a way that students view as fair and impartial. School personnel who interact with scholars are expected to use disciplinary action only when warranted and to place emphasis on the scholar's ability to grow in self-discipline.

When choosing interventions and consequences for scholar behavior, teachers, administrators, and staff must balance SACS's goals of eliminating school disruptions and maximizing scholar instruction time. Prior to disciplining scholars, the following factors shall be considered:

- ✓ age, health, and disability or special education status of the scholar;
- ✓ appropriateness of scholar's academic placement;
- ✓ scholar's prior conduct and record of behavior;
- ✓ scholar's understanding of the impact of their behavior attitude;
- ✓ scholar's willingness to repair the harm caused by their behavior;
- ✓ seriousness of the behavior offense and the degree of harm caused;
- ✓ impact of the incident on overall school community;
- ✓ whether the scholar's violation threatened the safety of any scholar or staff member;
- ✓ the likelihood that a lesser intervention would adequately address the violation.

Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. However, in instances where a scholar's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the scholar's first offense.

If the conduct of a scholar with a disability results in a long-term suspension or a series of short-term suspensions, consequences shall be administered consistent with the separate requirements for disciplining students with a disability or presumed to have a disability.

Understanding consequences as a "teachable moment" creates a positive approach to discipline. Progressive consequences use incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change. The goal is prevention of a recurrence of negative behavior by helping scholars learn from their mistakes.



Essential to the implementation of progressive discipline is helping scholars who have engaged in unacceptable behavior to:

- ✓ understand why the behavior is unacceptable and the harm it has caused;
- ✓ understand what they could have done differently in the same situation;
- ✓ take responsibility for their action;
- ✓ be given the opportunity to learn pro-social strategies and skills to use in the future;
- ✓ understand the progression of more stringent consequences if the behavior reoccurs.

Every reasonable effort should be made to correct scholar misbehavior through interventions and other school-based resources and the least severe disciplinary responses. Interventions are essential because inappropriate behavior may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of scholars and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to scholars' education, and promote the development of a positive school culture.

In the event of a suspension, parents/guardians will be notified via telephone and in writing. Parents and guardians are entitled to an informal hearing to review the allegations. Long-term suspensions and/or expulsions may be appealed to SACS's Board of Trustees. Expulsion of SACS's students will be a very last resort. SAC's stands by the belief, "if any scholar must be permanently removed from the school, then we have failed as a school house." SACS's administration and Board of Trustees does not believe in zero tolerance. In most instances, a Restorative Justice approach will be taken in order to support the scholar.

### **Behavior Management and Discipline for Scholars.**

\*\*\*Violations of the Code of Conduct and consequences are subject to the discretion of the Head of School and may be adjusted accordingly. \**Infraction lists are not exhaustive.*

### **Disciplinary Infractions-May Result in an In-school and/or Short-term Suspension.**

In-school suspensions, scholars will be instructed by a certified faculty member. A short-term suspension is for five days or fewer.\*

- ✓ Acts of physical aggression
- ✓ Vandalize school property
- ✓ Attempt to assault
- ✓ Attempt to steal
- ✓ Use of obscene language
- ✓ Cheating
- ✓ Insubordination
- ✓ Possession of an electronic device
- ✓ Fail to comply with disciplinary sanctions
- ✓ Violation of scholar dress code
- ✓ Bullying



### **Disciplinary Infractions-May Result in a Long-term Suspension.**

A long-term suspension is for more than five days. Scholars will be given due process to include a formal hearing of which the scholar shall have the right to be represented by counsel, question witnesses, and present evidence. A qualified impartial hearing officer will issue an advisory report of which the Head of School may accept or reject. Scholars will receive two hours of alternative instruction at SACS during all long-term suspensions.\*

- ✓ Possession, use attempt to use, or transfer of any firearms, knife, razor blade, explosive, mace, tear gas or other dangerous object of no reasonable use to the scholar at SACS
- ✓ Commits or attempts to commit arson on SACS's property
- ✓ Possession, use or distribute illegal drugs, alcohol or tobacco
- ✓ Threats of violence or acts of intimidation either in-school or electronically
- ✓ Intentionally cause physical injury to another person
- ✓ Stealing

Professional Learning Opportunities will be provided for all SACS's administration, faculty, and staff on the tiers of PBIS and the structures of Restorative Justice. A PBIS Team will be comprised of various stakeholders to include: scholars, faculty, parents/guardians, administration, and staff.

### **Behavior Management and Discipline for Scholars with Special Needs.**

SACS's discipline policy aligns with the Individuals and Disabilities Education Act (IDEA) and all applicable laws, including DASA to keep scholars free from discrimination and/or harassment. Scholars with disabilities have the same rights and responsibilities as other scholars, and may be disciplined for the same offenses. The CSE of the scholar's district of residence shall be notified immediately of any suspension. A scholar who's IEP includes a Behavior Intervention Plan (BIP) that identifies specific consequences for certain kinds of conduct, will be disciplined in accordance with the BIP. A scholar whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy, but may not be suspended for ten (10) days or more. A manifestation determination hearing will be held.



## Acknowledgment of Receipt

Please sign one form for each SMART Academy Charter School scholar in your household and return it to SACS.

(Note: Failure to sign and return this form to the school does not relieve the scholar from the responsibility of conforming to SACS's Code of Conduct for Scholar Discipline, 2014-2015)

I have received a copy of SACS's Code of Conduct for Scholar Discipline, 2015-2016.

Scholar's Name (please print) \_\_\_\_\_

Name of Parent/Guardian (please print) \_\_\_\_\_

*Signature* of Parent /Guardian \_\_\_\_\_

Date \_\_\_\_\_



## ACKNOWLEDGEMENT OF INTERNET SAFETY/ACCEPTABLE USE OF TECHNOLOGY POLICY

(Note: Failure to sign and return this form does not relieve the student from the responsibility of conforming to this policy.)

- ✓ As a scholar user of SACS's communication system, I agree that the technology components that are part of the communications system are the property of the SACS. I furthermore agree not to access or to retrieve any electronic communication from these resources other than those that I have been granted prior authorization to access or to retrieve.
- ✓ As a scholar user of the communications systems, I agree to comply fully with the SACS's Internet Safety/Acceptable Use of Technology policy and administrative regulation.
- ✓ I am aware that the school may authorize appropriate use of a cell phone in class, when it is used for educational purposes only and only when authorization is given by the classroom teacher.
- ✓ I am aware that the SACS reserves the right to review, audit, intercept, access, and disclose all matters of the SACS electronic communications systems at any time, with or without notice to its users, and that such rights may be exercised during or after normal working hours and even if the electronic communications appear to have been deleted from the systems. I acknowledge that I have no expectations as to privacy or confidentiality of any electronic communication in the SACS communications systems.
- ✓ I understand that if I fail to comply with the Internet Safety/Acceptable Use of Technology policy or administrative regulation and I am discovered to be in violation of the rules dictated in either, I may be subject to disciplinary action and/or applicable legal penalty as prescribed.

Signature of Scholar User \_\_\_\_\_

Date \_\_\_\_\_

As the parent or legal guardian of the scholar user who had signed this acknowledgement, I (check appropriate box)

Grant  Deny

permission for the scholar user to access SACSs' communications systems in accordance with applicable policy and regulation. I understand that individuals and families may be held liable for violation and that some materials on the Internet may be objectionable, but I accept responsibility to assist in setting and conveying standards for the scholar user to follow when using the SACSs' communications systems.

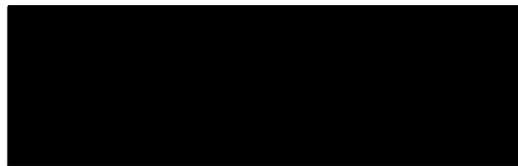
Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_

# Fred B. Saia

## Summary of Qualifications

*President, Oneida Sales and Service  
Founded: Oneida Fence 1978  
Oneida Trucking 2004  
Heron's Landing 2004  
Iroquois Bar Corp. 1999*



## Personal



## Education

*Canisius High School, 1971 Graduate  
University of Buffalo; BS Geology, 1975  
University of Buffalo Center for Entrepreneurial Leadership 1988-'89  
Canisius College Center for Entrepreneurship; 1991-'92*

## Professional Accomplishments

*-Listed on Inc. Magazine's 500 Fastest Growing Private Companies 1996 1997 and 1998  
-Listed on Inc. Magazine's Initiative for a Competitive Inner City 100, 1999  
-Ernst and Young's Lifetime Achievement Award 2004  
- Ernst and Young's Upstate New York Entrepreneur Of The Year; National Finalist 2004*

## Community Activities

*-University of Buffalo Center for Entrepreneurial Leadership at School of Management, Board of Director's 1999-2011  
-President, Board of Trustees, Charter School of Applied Technologies 2001-2011  
-Buffalo Zoo Board of Directors 2006-2009  
- Erie County Industrial Agency Vice Chair, 2002-2008  
-Buffalo Niagara Partnership 1986-1992  
-WNED Board of Directors 2004*

### School Trustee Background Information

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

Name: FREDERICK SAIA

Charter School Name: SMART ACADEMY CHARTER school

Charter School Address: Pending

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.): Board President

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.

4. Asked by Denise Luka to help organize Board and help with location Development and bring my 12 years of board Leadership at Charter School of Applied Technologies to this project.

5. Bring my experiences and passion for learning and reading to a needed group of children in the City of Buffalo.

6. Founded and was Board chair of Charter School of Applied Technologies in Kenmore for 12 years

9. I asked Mark Phillips, Laurie Irish-Jones, Pat Pitts, Sue Toomey, Marc Adler, and Chris Dunstan to join me on this Board. These people I have worked with are friends and looked to each of their abilities for the Board and Charter School.

17. Would be addressed in a board meeting. If a conflict exists that person could not vote and if conflict could not be resolved that person would have to resign from Board.

18. The Smart Academy will focus on reading first and foremost to educate and graduate the most qualified eighth graders we can; and best prepared for high school.

19. The goal is prepare eighth graders for high school

20. Engaged students and involved parents always create the best opportunities for a successful school – Charter or otherwise.

You keep students engaged by making sure we give them the opportunity tool, and atmosphere for learning – in this case a continued and strong focus on successful parents are happy and more than willing to help in the success in this school. I believe that I am uniquely qualified to build and create success with my proven success at the Charter School of Applied Technologies.

21. To be involved and committed to the mission of the school. To listen to parents and then make considered decisions. Spend time in school and know the staff and the Curriculum.

22. Have read all the material.

23. Spending 12 years founding and building CSAT to 1600 students K-12. I feel I can do the same for Smart Academy Charter School. I know how to achieve success in State Education System.

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

### STATEMENT OF ASSURANCE

I, FREDRICK SAIA (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Fredrick Saia  
Signature

8/7/19  
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.*

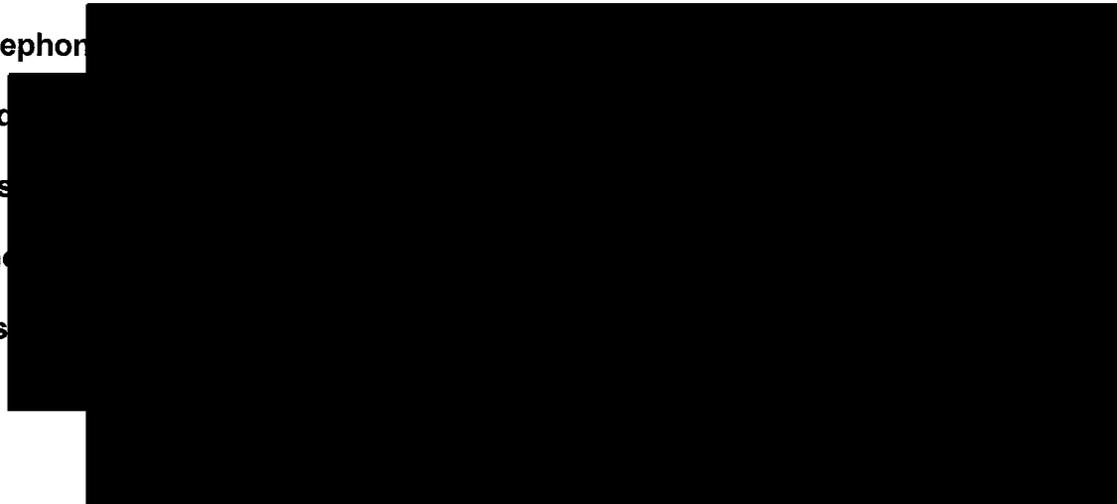
Business Telephone

Business Address

E-Mail Address

Home Telephone

Home Address



# Marc A. Adler, MBA/MA/BA



## PROFESSIONAL PROFILE

- Accomplished marketing professional with over thirty years corporate level experience as well as eighteen years as adjunct lecturer at University level
- Community leader serving various boards at the highest level
- Multinational marketing experience working with companies from Costa Rica to the Philippines, and products from aluminum wire and cable to beverage coasters
- Innovative teacher devoted to each student who walks in the classroom

## EDUCATION

Center for Entrepreneurial Leadership, University at Buffalo, June 2008

M.A. State University of New York at Buffalo, January 1983

- Certificate, International Trade

M.B.A. State University of New York at Buffalo, May 1982

B.A. State University of New York at Buffalo, May 1979

- Certificate, International Trade

## TEACHING EXPERIENCE

**State University of New York at Buffalo**

Fall 1993 – present

Intro to Entrepreneurship (UE140)

Applied Marketing Techniques (MFC274)

Marketing Strategies (MFC338)

Principles & Techniques in Advertising (COM443)

Marketing Yourself (UE141)

Advertising & Promotion for PMBA students (MGM620)

Social Media in Business for PMBA students (MGM620)

**Daemen College** (Leadership Program)

Fall 2005 - present

Guest Lecturer - Marketing

## **PROFESSIONAL EXPERIENCE**

### **Why Not Marketing**

May 2012 – present

President

Focused on consulting, planning, and implementing marketing programs for a wide variety of small- to medium-sized organizations in a variety of sectors, including:

Medical services

Higher Education

K-12 Education

Manufacturing

Environmental Remediation

Retail

Hospitality

Farmer's Market

Commercial and Residential Security Systems

Financial Services

Fundraising

Consulting

Heating & Cooling

Professional Services

Warehouse Operations

### **KATZ Americas**

August 2010 – May 2012

Director of Marketing

Largest manufacturer of thick board beverage coasters in North America with facilities in Sanborn, New York and Johnson City, Tennessee. Responsibilities included management of the entire marketing process and staff. Highlights were the establishment of an annual marketing plan, coordination of the social media strategy, built new business in non-traditional markets, oversaw the development of a new website as well as internet marketing efforts, coordinated a public relations program, and, in general, developed a consistent use of our brand through any medium deemed appropriate.

### **Flynn & Friends**

November 1993 – July 2010

Vice President and Partner

Buffalo-based marketing firm focused on working with small to medium-size organizations. Responsibilities included marketing consultation, new business development, client service and media buying.

### **Product and services marketing experience:**

Home Security Systems

Central Vacuum Systems

Personal Injury

Affordable Housing and Community Development Law

Charter School

Catholic School

Private Independent School

College (small)

University athletics  
University development  
University career services  
University alumni  
Hospitality  
Meetings & Tourism  
Wood preserving and maintenance  
Home building  
Financial Services  
Leadership training  
Sales training  
Specialty printing  
Manufacturing  
Retail  
Human resources training  
Marble and Granite surfaces  
Life Sciences  
Zoos  
Court Reporting  
Air medical services  
Continuing education  
Special Events  
HVAC

**City Mattress**

July 1991 – November 1993

Marketing & Sales Manager

Buffalo-based mattress and related product retailer. Responsibilities included management of Beds-for-Less division, special marketing projects, and member of marketing committee.

Product marketing experience:

Bedding (linens and blankets)

Bedroom furniture

Mattresses

**KVS Information Systems**

July 1987 – July 1991

Vice President Operations & Marketing

Amherst-based municipal government software developer. Responsibilities included managing day-to-day operations and marketing efforts. Clients located throughout New York, Connecticut, Massachusetts, New Jersey, and Colorado.

Product marketing experience:

Tax assessment software

Tax appraisal software

Financial software

Computer hardware and accessories

Software maintenance contracts

**Beitzell & Co**

January 1985 – July 1987

Marketing and Purchasing Manager

Washington D.C.-based wine and spirits importer/distributor, and the largest franchisee of Swenson's ice cream in the United States. Responsibilities included liaison to Reagan White House, new product testing committees, bonded warehouse product inventory control, and advertising.

Product marketing experience:

Ice cream and food

Beer, wine and spirits

**Transnational Trade Development Corporation** June 1982 – December 1984

Marketing Manager

New York City-based export development firm. Responsibilities included the sales, exportation, and delivery of products from all over the world to the United States and Canada.

Product marketing experience:

Aluminum wire & cable (Costa Rica)

Toilet seats (Guatemala)

Mahogany doors (Costa Rica)

Mahogany furniture (The Philippines)

Rattan & wicker furniture (The Philippines)

Spices (Sri Lanka)

Faucets (Israel)

Canned fruits & vegetables (Spain)

Wines & spirits (Spain)

Galvanized steel products (Barbados)

Clothing (Spain)

Jewelry (Spain)

Wood furniture (Barbados)

Ceramic tile (Spain, Guatemala)

**HONORS, AWARDS and CERTIFICATIONS**

Volunteer Recognition Award – UBAA, April 2010

UB SOM – Internship Supervisor of the Year 2008

University at Buffalo - Center for Entrepreneurial Leadership, June 2008

Milton Plesur Award for Excellence in Teaching, 2005-2006

Cecelia Evans Volunteer of the Year Award (Buffalo Zoo) 2001

## COMMUNITY EXPERIENCE

Committee Chair CELAA	July 2014 - present
Vice President UBSOMAA	January 2010 - present
President UB Alumni Association	May 2007 – May 2009
- Board member (2001– present)	
President UB Blue & White Club	May 1999 – December 2001
- Board member (1995 – 2001)	
President ProZoo Board – Buffalo Zoo	September 1997 – September 2000
- Board member (1992 - 2000)	
President Jewish Federation Housing Board	January 1996 – January 1998
- Board member (1991 – 1998)	
Board Member – Buffalo Zoo	September 1997 - present
Board Member Leadership Buffalo	January 2008 – December 2011
Vice Chair – Marketing Committee	
Leadership Buffalo Class of 2003	January 2003 – December 2003
Co-Class Chair	
Center for Entrepreneurial Leadership	September 2008 – present
Mentor/Reactor	

## PRESENTATIONS

The Tipping Point and Social Media – Leadership Buffalo	August 2009
Social Media 101 (Linkedin) – SOMAA	October 2009
Marketing – CEL Core	October 2009
Social Media 101 – Lumsden & McCormick Annual Conf	November 2009
Social Media 101 (Linkedin) – SOMAA	November 2009
Social Media 101 – Community Foundation of Greater Buffalo	November 2009
Marketing – CEL Advanced	December 2009
Leveraging LinkedIn – Jaeckle	January 2010
Leveraging LinkedIn – Buffalo Women MBAs	February 2010
Leveraging LinkedIn – Buffalo Bisons sales staff	February 2010
Social Media 101 for Small Business – CEL Experts Roundtable	March 2010
The Art of the Elevator Speech – SOMAA	March 2010
Social Media 101 for Business – First Niagara Risk Management	March 2010
Social Media 101 for Business – WIVB Channel 4	June 2010
Social Media 101 for Business – Entercom Buffalo	July 2010
Social Media 101 – NY State Conference of Community Foundations	July 2010
Networking & Social Media – Hamburg Chamber of Commerce	February 2012
Marketing Your Business – Center for Entrepreneurial Leadership	January 2013
How to Use LinkedIn Effectively – Daemen College	March 2014
Networking Successfully – Jaeckle Fleischmann & Mugel	March 2014

### School Trustee Background Information

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

Name: Marc Adler

Charter School Name: SMART Academy Charter School

Charter School Address: pending

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.

4. Asked by Fred Saia to serve on the board based upon my 30+ years of marketing experience. Fred and I have also served on other boards together, most notably the Buffalo Zoo board.

5. I have been involved with education for many years – as an adjunct lecturer at the University at Buffalo; helping different educational institutions improve their marketing efforts; and my wife has been an elementary school principal for over 10 years – and I want to continue to help kids get the very best education they can.

6. I have two decades experience working with all levels of educational institutions, from a marketing perspective. I also own my own business in addition to 19 years teaching at the college level so I understand the soft skills that kids need to obtain to successfully make it through college and the working world.

9. I know Laurie Irish-Jones, Fred Saia, Pat Pitts, and Sue Toomey through a variety of outside activities.

17. This would be discussed at a board meeting. If the conflict does exist, and we are not able resolve it satisfactorily, the person would have to resign from the board.

18. The charter school would focus on reading first as well as graduate 8<sup>th</sup> graders who are prepared to succeed in high school.

19. The goal is to prepare 8<sup>th</sup> graders for high school.

20. For any school, the more engaged the students and involved the parents the better any school – including charter schools – will succeed.

21. To be involved and committed to the mission of the school. To spend time in the school to better know the staff and the curriculum. To listen to, and consider what parents are saying in an effort to make the best decisions for the kids and their families.

22. I have read all the material – the application, by-laws, and proposed policies.

23. Nothing more than what has been stated in other documents included herein, or with our initial application.



# Charles Case, Esq.

## EDUCATION

STATE UNIVERSITY OF NEW YORK AT BUFFALO LAW SCHOOL, J.D. June 2003  
Order of Barristers, Member, 2003  
Buffalo Moot Court Board, Vice President, Fall 2002-Spring 2003  
ST. BONAVENTURE UNIVERSITY, B.A. Philosophy, 1996  
Dean's list – Spring 1996

## EXPERIENCE

RUPP, BAASE, PFALZGRAF, CUNNINGHAM & COPPOLA LLC – Buffalo, New York  
Partner, October 2010 – May 2014  
Partner in the commercial litigation, banking, and education law practice groups of growing, mid-size law firm.

STEVEN J. BAUM, PC – Amherst, New York  
Litigation Attorney, April 2006 – October 2010  
Worked in the litigation department of a large, high-volume law firm managing a large portfolio, and was responsible for directing multiple departments. Represented the firm at national conferences. Participated in attorney hiring and training, employee discipline, strategic planning, and development of firm policies.

CENTER FOR FINANCIAL TRAINING – Amherst, New York  
Instructor, Fall 2008 semester  
Taught undergraduate-level, business-law course.

BOUVIER PARTNERSHIP, LLP – Buffalo, New York  
Associate Attorney, July 2004 – April 2006  
Worked as an associate attorney in a mid-size law firm in the areas of education law, municipal law, and employment law.

SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE - Latham, New York  
Director of Government Relations and Assistant Counsel, September 2003 – July 2004  
Directed the government relations activity for a state-wide, not-for-profit corporation, lobbied the state legislature and state education department, and represented association members in workplace disputes.

EDUCATION LAW CLINIC - SUNY Buffalo Law School  
Student Advocate, September 2001 – May 2002  
Represented parents at school district and administrative hearings in pursuit of special education services for their children.

NEW YORK STATE ASSEMBLY - Albany, New York  
Legislative Assistant, August 1996 – September 2000  
Coordinated legislative agenda, managed legislation, and handled constituent affairs.

## VOLUNTEERING AND COMMUNITY INVOLVEMENT

Present - Just Buffalo Literary Society.  
Past - Ride for Roswell Corporate Partnerships Committee (2010-2013)  
Buffalo Zoo Docent Organization (2006 – 2009).

### School Trustee Background Information

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

Name: Charles D. J. Case

Charter School Name: SMART Academy

Charter School Address: 100 Forest Avenue, Buffalo (proposed)

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. *See supplemental responses.*
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.
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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.

**School Trustee Background Information**  
**For Charles D. J. Case, SMART Academy Charter School**

Supplemental responses:

4. I became aware of SMART Academy Charter School (SACS) when Pat Pitts reached out to me to tell me about the plans to start a new K-8 charter school in the Buffalo City School District. I expressed an interest in sitting on the school's board of trustees.

5. The failures of the Buffalo Public Schools (BPS) are well known. The BPS's graduation rate is persistently below 50%. Forty-five of the BPS's 57 schools are priority schools. The BPS only has four elementary schools that are not failing. The BPS routinely has in excess of 2,000 requests for student transfers from failing schools to schools in good standing. The BPS, however, only can accommodate a fraction of these requests. I believe in the charter school model and the accountability that it demands. I also believe in the individuals with whom I will serve on this board. Together I know we will create a dynamic learning environment for nearly 800 children in the BPS.

6. I have not served on any other charter school board of trustees. However, I was an associate attorney with the Buffalo law firm of Bouvier Partnership from July 2004 to April 2006, and the firm was counsel to the Ken-Ton School District in Erie County, for which I performed legal work. Additionally, I directed the government relations efforts of the School Administrators Association of NYS from August 2003 to July 2004. I have represented charter schools and municipal bodies throughout my eleven years of legal practice.

9. In 2013 and 2014, my prior law firm represented a Buffalo charter school for which Frank Herstek and Pat Pitts were consultants. I came to know Frank and Pat through that representation. Neither I nor my firm had any financial dealings for Frank or Pat.

10. In 2013 and 2014, my prior law firm represented a Buffalo charter school for which Denise Luka was the Head of School. The board of trustees for SACS is considering Ms. Luka to lead SACS as its Head of School.

17. If I believed that a fellow SACS trustee had a conflict of interest, or was working for her own benefit, or the benefit of her family, I immediately would bring the matter to the full board of trustees in writing and ensure that the issue was an action item at our next board meeting. I would ensure that the matter was fully investigated and resolved so that any conflict of interest or self-dealing was eliminated.

18. SACS mission is to make reading the center of all learning. The school will provide a high-quality education to every scholar that will prepare them to master the Common Core and allow them to be successful in life.

19. SACS will employ highly effective leadership, faculty, and staff to: implement a rigorous and well-planned curriculum that will engage scholars; emphasize character, community responsibility, and life's infinite possibilities; and develop a network that supports our scholars' academic, social, and physical well-being. To that end, SACS will have, among other things, an extended school day and employ data-driven instruction to inform strategic decisions. SACS will seek out and value the voices of its families.

20. Accountability is the key to a successful charter school, and I believe that accountability begins and ends with a school's board of trustees. A successful school possesses highly effective leadership, faculty, and staff that employs a rigorous curriculum to challenge and build up its scholars. A successful school attends to the emotional needs of its scholars and it builds relationships with their families. It will be the board of trustees' responsibility to hold the head of school accountable and to monitor the implementation of strategies for faculty and staff development.

21. A charter school board of trustee member has the responsibility to ensure that the school is in compliance with Article 56 of the Education Law at all times. A member has the duty to monitor the activities of the school's leadership, faculty, staff, and scholars, and to monitor the activities of the board of trustees. The board of trustees has the ultimate responsibility for a charter school's success.

22. I have read and understand SACS application, By-Laws, and policies.

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

### STATEMENT OF ASSURANCE

I, Charles D. J. Case (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Charles D. J. Case Signature 8/7/2014 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 Tele**  
**Business Add**  
**E-Mail Address**  
**Home Telepho**  
**Home Address**



## CEO/COO/CFO Services

Experienced growth and turnaround executive with proven leadership ability to provide anticipatory vision, focus, and execution to create and maximize shareholder value. Areas of expertise include:

- **Food Industry** – Executed five acquisitions for Rich Products as CFO; crafted first company restructuring with \$30 million cost reduction through RIF, expense reduction, and supply chain changes. Revamped company financings and risk management. Devised IT optimization plan to reduce IT spending by one-third. After Rich Products acquired and ran own food processor and distribution company.
- **Corporate Development / Global Business** – Sold two companies at significant profits to shareholders; successfully completed numerous mergers, acquisitions, and divestitures; launched new businesses; and expanded operations into Europe and Asia.
- **Strategic Business Performance** – Uniquely skilled in business analysis, corporate strategy development, performance measurement, and design of incentive programs.
- **Restructuring / Recapitalization / Growth Funding** – AS EVP/CFO led restructuring of Adelphia Cable with 14,000 employees and \$16.2 billion of debt. 16 years of automotive restructuring and turnaround experience. Capable of managing high-tech organization. Over \$4 billion in debt and equity deals.
- **Financial & IT Leadership & Governance** – Comprehensive experience in SEC reporting, treasury, cost analysis, governance, and staff leadership and development.
- **Early Stage Companies**- Interim CFO of TDCP a public development stage company working on volumetric displays, true 3D.

Functional areas of expertise: data science, tax, accounting, finance, IT, human resources, legal, sales, marketing, and manufacturing.

### EXPERIENCE AND ACCOMPLISHMENTS

**TH BUSINESS ADVISORS / C T DUNSTAN LLC, Pittsford, NY**

2008 to Present

**Managing Director / Founder** [www.chrisdunstan.com](http://www.chrisdunstan.com) [www.THBusinessAdvisors.com](http://www.THBusinessAdvisors.com)

Provides interim management, restructuring, recapitalization, and M&A advisory services to businesses and manufacturing companies.

- Numerous turn-around engagements for banks including Article 9 sales and forced liquidations
- Capital advisory worked, recently crafted convertible debt deal for LA CRO.
- Big Data application helping large clinical laboratory manage complexity and receivable collections
- Branding and internet technology advisory work.
- SAS 70 review and critique of IT strategy at largest health insurer in WNY
- Valuation and merger advise for two bio-chemical companies.
- IPO for Healthcare Services company, wrote S-1, prepared business plan, prepared policies and procedures for SOX compliance, market analysis.
- Buy-side advisor to a private equity company in the merger/management of two precision manufacturing companies. Performed due diligence and deal structuring, led negotiations; developed integration plan.
- Buy-side advisor to a xerographic solutions company in the acquisition of a related service-based firm to increase the company's geographic and product scope.
-

**KASTNER PREMIUM MEATS, Rochester, NY**

2006 to 2008

*Kastner Premium Meats was a private food processor and distribution company with annual revenues of \$30 million and 50 employees. The company was closed and liquidated in 2008, asset based lender was made whole*

**Interim Manager, President, Investor**

Jointly invested \$1.3 million with other private investors to grow a meat processing and distribution business.

- Negotiated \$1.1 million in debt forgiveness, offering 10% equity in company.
- Grew the company's export, internet, and resort business, and acquired a competitor, doubling revenues from \$15 million to \$30 million in 2 years.
- Spun off the food service distribution business to Sysco for a royalty and exclusive production contract.
- Entered into definitive agreement to sell the company for \$11.5 million. The market crash precipitated wind-up business and foregone opportunity.

**RICH PRODUCTS CORPORATION, Buffalo, NY**

2003 to 2006

*Rich Products Corporation ([www.rich.com](http://www.rich.com)) is a \$2.5 billion private global food products company.*

**Executive Vice President and CFO**

Provided leadership and direction to the company's finance and IS team (260 employees), with responsibility for treasury, risk management, general accounting, cost accounting, tax, internal audit, credit & collection, international sales & marketing financial analysis support, and IS hardware and software development.

- Successfully launched the company's first restructuring, which reduced headcount, sourced costs, and overhead by \$30 million.
- Contributed to a 40% increase in corporate profitability during tenure through acquisitions, divestiture, restructuring, and organic growth.
- Completed 5 acquisitions and 1 divestiture. Acquired a \$30 million business for \$6 million with a one-year payback. Sold an unprofitable joint venture with a dysfunctional partner in Italy.
- Revamped company's acquisition and divestiture policies, instituting integration planning well in advance of deal structuring.
- Crafted company's Information Systems strategy to reduce costs by over 30%. Consolidated separate IT systems with a uniform SAP solution, driving out 1/3 of IS costs.
- Improved financial controls and risk management. Reviewed and developed a comprehensive definition of risk across all functional areas.
- Board Director of the company's New Ventures Group which explored new entrepreneurial endeavors for company growth.

**ADELPHIA COMMUNICATIONS CORPORATION, Coudersport, PA**

2002 to 2003

*Adelphia Communications Corporation ([www.adelphia.com](http://www.adelphia.com)) is a \$3 billion cable company.*

**Executive Vice President, CFO & Treasury**

Retained by the company days after founder John Rigas was forced out. Stabilized and rebuilt the financial function after purge of over 15 senior financial positions. Crafted numerous SEC filings detailing wrong doing at the company. Led establishment of new accounting policies. Replaced external auditors.

- Navigated one of the country's largest bankruptcy filings, serving as an officer or treasurer for 234 legal entities spanning 9 collateral pools, and raised \$1.5 million in DIP financing. Dealt with numerous governance and reporting issues.
- Restructured numerous facets of the company and built \$400 million cash position prior to bankruptcy.
- Featured on front page WSJ article for integrity under fire.

**SENTRY GROUP, Rochester, NY**

1995 to 2001

*Sentry Group ([www.sentrysafe.com](http://www.sentrysafe.com)) is a privately owned consumer fire-safe company, with \$100 million+ in annual revenues and 500 employees.*

**Senior Vice President Finance and Administration, CFO (1997 to 2001)****VP Finance and CFO (1995 to 1997)**

Recruited to replace a retiring CFO and provide leadership to the company's finance, legal, MIS, sales support, distribution, supply chain management and logistics functions. Assumed additional responsibility for purchasing. Improved financial controls, exchange risk management, and strategic planning and budgeting process.

- Successfully launched a manufacturing plant in Shanghai, China. Established European legal and capital structure for launch of business into Europe

- Reduced raw material costs by over 15% via vendor conferences and long-term contracts, and helped reduce headcount by over 20% over 5 year period
- Self-syndicated the company's revolving line of credit, raising \$25 million.
- Successfully resolved significant litigation against the company via negotiations.
- Established Audit Committee and comprehensive compliance audit procedures.

**TRICO PRODUCTS COMPANY, Buffalo, NY**

1989 to 1995

*Trico Products Company was a \$360 million public automotive supplier, sold in 1995 to the Bessimer Trust.***Executive Vice President and General Manager (1994 to 1995)****Vice Chairman, SVP and CFO (1992 to 1994)****SVP Finance and Administration, CFO (1990 to 1992)****VP Finance and CFO (1989 to 1990)**

Recruited to Trico Products Company during an extended period of consolidation in the automobile industry. Areas of oversight included: SEC reporting, treasury, MIS, tax, investor and public relations, legal, insurance, human resources, operations and sales.

- Planned and managed the successful sale of the business at a \$140 million profit to shareholders. In the same calendar year that stock traded at \$15/share, it was sold for \$82.
- Developed two state-of-the-art 360,000 sq. ft. twin plants in Mexico and Texas.
- Successfully negotiated significant re-pricing with automotive OEMs.
- Successfully improved financial controls, strategic planning and budget process.
- Planned and executed three restructurings that significantly reduced cost structure.

**SCHLEGEL CORPORATION, Rochester, NY**

1982 to 1989

*\$300 million private, global manufacturer serving the automotive, building and industrial products segments.***Vice President of Finance, North American Automotive (1988 to 1989)****Treasurer / Director of Strategic Planning / Assistant Treasurer (1985 to 1988)****Manager of Treasury Operations and Treasury Analyst (1982 to 1985)**

Managed banking and worldwide deployment of cash and subsidiary capital structure. Negotiated loan agreements with banks and completed company's first long-term private placement. Managed interest rate and foreign exchange exposures. Studied and recommended plant consolidations. Managed pension asset investments including selection of money managers and asset allocation.

**UNIVERSITY OF ROCHESTER, Simon School, Rochester, NY**

1988 &amp; 2003

**Executive Instructor Accounting and Auditing****PEAT MARWICK, Rochester, NY**

1981 to 1982

**"Big 8" Staff CPA****GENERAL ELECTRIC CREDIT CORPORATION, Rochester, NY**

1978 to 1979

**Branch Sales Manager****EDUCATION**

UNIVERSITY OF ROCHESTER, Simon School, Rochester, NY

**MBA Finance and Accounting**, elected to Beta Gamma Sigma, 1981  
**B.A. Social Psychology**, *cum laude*, 1977

CORNELL UNIVERSITY, Ithaca, NY

**Graduate studies in Management & Labor Relations**, 1978  
Awarded scholarship for PhD studies. GRE scores qualified for admission to MENSA.

### PROFESSIONAL AFFILIATIONS

**Board of Directors**, The John R. Oishei Foundation ([www.oisheifdt.org](http://www.oisheifdt.org)), 1997 to May 2013  
Director of charitable foundation with over \$260 million of asset under management, and annual grants of over \$15 million per year. Chairman of Investment Committee; member of Audit Committee and Grant Committee. Veramark Inc. 2010/2011, public company, director of Audit Committee, designated financial expert. Founding Chair of LaunchNY, a \$15 million 501c(3) venture development organization serving Western New York ([www.launchny.org](http://www.launchny.org)).

**Executive Advisory Committee**, Simon School, University of Rochester, 2005 to Present. Member of Dean's "Kitchen Cabinet".

**Board Memberships:** Director and Treasurer of Easter Seals Society, Director of Blue Shield of Western New York, Director UBMDs, Founding Director of BISSNET, Director of Buffalo Botanical Society and Director of Upstate Chapter National Kidney Foundation.

**Adjunct Faculty Simon School of Business:** 1988 Accounting, 2003 Auditing and Governance, 2013, 2014 Business Analytics 'Big Data'

### PERSONAL

Age 58, married for 35 years, two, successful grown children. Interest include cycling, fitness, piano, jazz, reading and travel.



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School Trustee Background Information

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

Name: **Christopher Thayer Dunstan**

Charter School Name: **SMART Academy Charter School**

Charter School Address: **Forrest Ave Buffalo 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.): **Board 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 resume. **See attached resume**
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 do affirm. **I do 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 do affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Mr. Fred Saia asked me to serve**
5. Please explain why you wish to serve on the board.  
**I have been passionate about the ability of education to change individual lives for the better. I experienced exceptional K thru 8 teachers growing up.**

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 demand that they resign from the Board**

#### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. **The mission and philosophy of SmartStart is provide the exceptional learning experience which children can master science music, arts, reading and technology with a safe nurturing environment with very capable teachers and staff.**
19. Please explain your understanding of the educational program of the charter school. **The educational program of the charter conforms to all the educational requirement of the State. Parent choose to enroll their child in the Charter School based on their belief that their children will receive an exceptional education**
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 has a clean vision, mission and philosophy and a tight strategic plan to deliver that plan. All teachers and staff are head accountable to clear measures. The charter school has adequate financial resources to execute its mission. The charter school hires qualified teachers and staff.**

#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. **A board member must be fully engaged and involved in the charter school.**

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.**

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.**

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.**

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.

**Yes I do know prospective board members**

If your answer is yes, please indicate the precise nature of your relationship here: **Fred Saia is a friend and we have done business together**

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

**We do not know any such person(s)**

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 we have no interest or contracts or plans to do business with charter school**

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 will not contract with a management company.**

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 will not contract with a management company.**

13. 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.
14. **Not applicable because the School will not contract with a management company.**
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. **Not applicable because the School will not contract with a management company.**
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**

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

## STATEMENT OF ASSURANCE

I, Christopher Thayer Dunstan

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.



August 14, 2014

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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.*

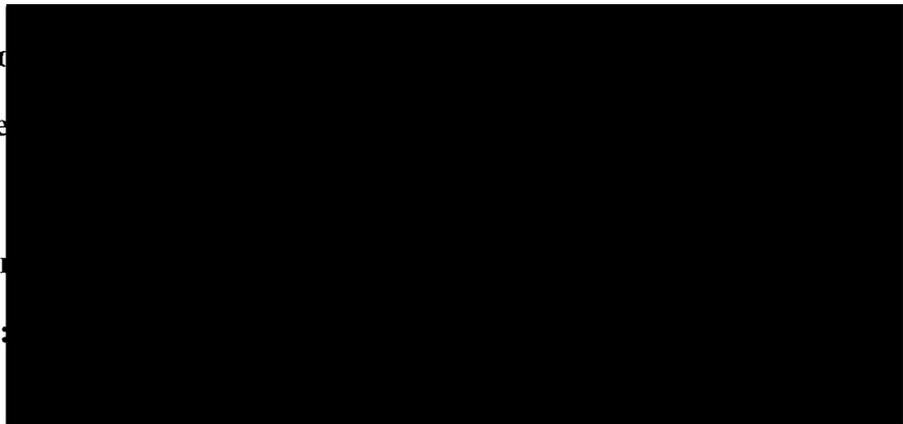
**Business Telephone**

**Business Address:**

**E-Mail Address:**

**Home Telephone**

**Home Address:**



## **LAURIE IRISH JONES**

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**EDUCATION**     *Bowling Green State University  
Bachelor of Science in Elementary  
Education, Learning and Behavioral  
Disorders and Educable Mentally Retarded  
1979*

*University at Buffalo Law School  
Juris Doctorate 1983*

**EXPERIENCE**   *Law Clerk  
McGrath, Meyer, Lieberman and Lipp  
1980 to 1982*

***IRISH WELDING SUPPLY CORP.**  
1982-Human Resource Manager  
1990-Secretary of Corporation  
2005-to present - CEO*

**CURRENT**     \* *New York Propane and Gas Association*  
**BOARDS**       *Past Chairman of the Board*

*International Beverage and Equipment Association  
Past Chairman of the Board*

*American Red Cross Board-Board Member*

*Center for Entrepreneurship CEL Advisory Board and  
School of Management Alumni Board at University  
of Buffalo- Past President*

*Luminina Hope Chest Board-Co- President  
Journey's End Refugee Board  
Buffalo Niagara Partnership Board  
ECC Foundation Board*

**INTERESTS**   *TRAVEL, READING, HIKING AND TUTORING*

**School Trustee Background Information**

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

Name: Laurie Irish Jones

Charter School Name: SMART Academy Charter School (SACS)

Charter School Address: 100 Forest Avenue, Buffalo, 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.): board 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.  
 Attached as Addendum A
5. Please explain why you wish to serve on the board.  
 Attached as Addendum A

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): *Attached as Addendum A.*

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: *Attached as Addendum A*

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.

\* Attached as Addendum A

#### Educational Philosophy

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

\* Attached as Addendum A

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

\* Attached as Addendum A

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.

\* Attached as Addendum A

#### Other

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

\* Attached as Addendum A

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

\* Attached as Addendum A

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

\* Attached as Addendum A

## Addendum A

Laurie Irish Jones

### Background Answers

4. I am a 2002 graduate of the Center for Entrepreneurial Program at the University of Buffalo. Through that program I have worked as a reactor with Fred Saia. We are business associates and I worked on integrating our business graduates to get involved with the Charter School of Applied Sciences in programs to introduce businesses to students. I also worked with Patricia Pitts and Susan Toomey.

5. My undergraduate degree is in education and although I have ended up in business I have always been involved in teaching and tutoring through our church and The Lawyers for Learning Tutoring program in the City of Buffalo Public School 18. I have also served on various boards for trade associations and charities. These two areas will help me on understanding what needs to be done from an educational perspective and also from a board perspective. I would be honored to serve on the SMART board due to my immense respect for Fred Saia, Patricia Pitts, Mark Adler and Susan Toomey.

6. I am currently serving on the Center for Entrepreneurial Leadership Advisory Board (UB), American Red Cross, Journey's End Refugee Services, Luminina Hope Chest and ECC Foundation Board. I have also been the past chair of the New York Propane Gas Association, The CELAA Alumni Association and the International Beverage Dispensing Association. (IBDEA) I have board experience in leading board meetings, chairing a Dragon Boat Festival and chairing the strategic planning committee for the IBDEA. My board experience has always involved working as a team and coupled with my education background, will give me perspective and input to help the SMART Academy Charter School reach and exceed their goals and objectives.

### Conflict of Interest

9. I know Fred Saia, Mark Adler, Patricia Pitts and Susan Toomey. I have met them all through the Center for Entrepreneurial Program at the University of Buffalo and the Charter School of Applied Sciences.

17. I would talk to the board President about the potential conflict of interest. I would ask the President to investigate and defer to his/her handling of the

situation. I believe it is also important to be discreet and confidential in matters such as these and not discuss with other people until all the facts are known.

18. The mission statement is "SMART Academy Charter School (SACS) makes reading "the center of all learning." This philosophy is also my personal philosophy. By concentrating on reading and making sure that students are able to read all other learning will follow. I have a son with dyslexia and watched him struggle to read. Fortunately, we were able to identify his disability in first grade and we were able to get him the help and resources he needed.

19. The SMART Academy Charter School will make reading the center of all learning. This will be accomplished by using the New York State Common Core Learning Standards. K-2 will focus on "learning to read"; using Magic Penny Reading Program, 3-8 will focus on "reading to learn" using NYS ELA modules and writing workshops will be implemented school wide.

20. The characteristics of successful charter school are to meet or exceed student enrollment and retention target as to students with disabilities, English language learners and students eligible for the free lunch programs, increase student achievement and decrease gaps in reading and language arts and mathematics. To use high quality assessments to measure student knowledge and understanding and ability to apply critical concepts. To establish financial stability of the SMART Academy Charter School and to produce positive financial audits. To build a strong positive relationship and communications with the City of Buffalo school district. To provide a healthy and safe environment for all students, staff and family. To have student performance above and beyond the performance standards of the Board of Regents.

21. The role of a public charter school board member is to support and enhance the vision and mission of the SMART Academy Charter School. This is accomplished by attending board meetings, participating in discussion as to policy and being an ambassador for the school board to the community.

22. I have read the SMART Academy Charter School application and the by-laws. The proposed policies are still being formed.

23. My passion for education has been a part of my entire personal life and my children's lives. I believe that early education is where we need to focus so that every child can read. This means we have to meet every student where they are at and make sure they have the resources that will help them become proficient readers and develop not only the skills of reading but also a love for reading. Reading opens the world to students and also is the building block for all learning. SMART Academy Charter School's focus on reading is why I am very excited to be asked to be a board member.



Patricia U. Pitts



## PROFESSIONAL PROFILE

- Innovative, productive, strategic thinker with broad range of experience in education; banking/finance; legal, planning/design/facilities management; and not-for-profit sectors.
- Experienced as a liaison between organizations and their constituencies.
- Knowledgeable of and able to deal effectively with the complexities of interpersonal/organizational relationships, both internally and externally.
- Experienced motivator, manager, and catalyst who can focus the efforts of diverse groups to achieve common goals.
- Access to key decision-makers, build effective networks to move programs forward, and achieve goals.
- Created operating procedures and programs that had a positive benefit to the organization's bottom line.

**Strengths:** innovative program design, development and management; budget preparation and development activities; design of policies and procedures; building coalitions; creation and execution of public relations/advertising/marketing/promotions; leadership of volunteer organizations.

## PROFESSIONAL EXPERIENCE

### **LEADERSHIP/ MANAGEMENT**

- Developed and managed successful attainment of \$9.2 million U.S. Department of Education Teacher Incentive Fund Grant supporting five Western New York charter schools.
- Managing TIF grant implementation that includes:
  1. Integrating and coordinating within and among program areas related to school improvement
  2. Grant administration and reporting to Federal government for the grant with a combined 5 year budget totaling over \$9.2 million
  3. Aiding schools in transition to the PICCS School Improvement Model while respecting the individual culture of each school
  4. Providing technical assistance to principals in performance-based compensation systems, effective communications, and school wide planning
  5. Directly supervising staff in Buffalo
  6. Outlining and executing project-wide plans for professional development
  7. Presenting the school improvement model to interested charter school consortia across the region.
- Developed, executed and managed a strategic plan for fundraising for Charter School for Applied Technologies (CSAT)

- Worked with CSAT to determine key programs to support with funds raised; instituted ongoing grant writing program.
- Met with and cultivated prospects and constituents to solicit contributions and worked with CSAT board members on prospect development.
- Developed, executed and managed CSAT's career preparation program for K-12 students.
- Managed marketing communications efforts for Cannon Design's Higher Education and Health Sciences and Primary and Secondary markets. Cannon Design is ranked as the 12<sup>th</sup> largest architectural, engineering and planning firm in the United States with annual billings of \$87 million.
- Identified and initiated business development opportunities for Cannon principals
- Developed Education + Architecture in the 21<sup>st</sup> Century Symposium to enhance planning and design efforts for the K-16 Continuum.

- Chaired the Board of Trustees of Holy Angels Academy:
  1. initiated a review of the Board's strategic plan, resulting in the creation of the position of business officer, which enabled the school to upgrade its financial reporting
  2. reorganized the Development office to place a greater emphasis on alumnae relations and enrollment management
  3. initiated a facilities audit
  4. launched the Academy's first capital campaign.
- Led the Buffalo Niagara Charter School Initiative, which resulted in the establishment of seven charter schools in the Buffalo Niagara Region, the largest number of approvals in an urban area outside of metropolitan New York City.
- Provided organization development; led marketing and communications efforts for the establishment of the Partnership's Workforce Development Council to recruit, retain and repatriate employees to the Buffalo Niagara Region.
- Reviewed and approved employer requests for New York State Workforce Investment Board training dollars.
- Led a team of private sector and public sector representatives that included 12 diverse organizations including Erie County, City of Buffalo, the New York State Assembly, and Empire State Development Corporation in the development and implementation of [www.iambuffaloniagaraJOBS.com](http://www.iambuffaloniagaraJOBS.com).

#### **PUBLIC RELATIONS MANAGEMENT**

- Managed public relations efforts for Cannon's regional offices in Boston, Baltimore, Washington D.C., and Los Angeles.
- Authored/edited and placed articles in news media, trade journals and professional publications.
- Developed collateral material, direct mail announcements, promotional and public relations efforts for conferences, trade shows and special events.
- Developed presentations for national/regional professional organizations, trade journals and media.
- Developed graphic standards guide
- Responsible for Cannon Design's internal communications vehicle, *Cannon Design Today* and the *Mentoring Newsletter*.
- Developed a communications plan and served as a resource to increase awareness of charter schools in the Buffalo Niagara region.

#### **ADVOCACY**

- Developed and managed charter school government relations/advocacy program.
- Led a team that identified facilities for charter schools. Advocated for and facilitated financing for purchase of the facility with lending institutions and government organizations. Facilitated lease arrangements.
- Established policies and advocated for an increase in funding for employer driven training programs with the Erie County Workforce Development Council.
- Successfully lobbied for New York state funding for the development of [www.iambuffaloniagaraJOBS.com](http://www.iambuffaloniagaraJOBS.com)
- Secured grants and private funding for Buffalo Place – Thursday at the Square and other downtown events.

- Advocated for the approval of educationally sound charter schools with the SUNY Board of Trustees, New York State Education Department, and City of Buffalo Board of Education.
- Advocated for funding and transportation policies for charter schools at the municipal and state level.
- Served as liaison to the State Education Department's Charter School unit, the New York State Charter School Resource Center, New York State Charter School Association, and school districts.

### **COMMUNITY LEADERSHIP**

- Served as chair of Holy Angels Academy Board of Trustees for two consecutive terms. During my tenure, the Academy launched the first capital campaign with a goal of \$4.5 million. Ground was broken in June 2007 for Phase 1 of construction.
- Co-chaired the committee that structured the Charter School for Applied Technologies' program for business partnerships, and identified and solicited area businesses for participation in the program.
- As President of Women for Downtown, worked with local leadership in the community, public, private and business sectors to address economic development, housing and retail issues. Developed and implemented the organization's 15<sup>th</sup> anniversary program that celebrated downtown's architectural heritage. Activities included the production of a brochure that highlighted downtown's architectural treasures.
- Served as chair of the Buffalo Niagara Partnership's Business Issues Forum, a seminar series for small to medium sized business in the Buffalo Niagara region.
- Chaired the Buffalo Place Inc. Marketing Committee. Elected Board secretary for 3 consecutive terms.

### **AFFILIATIONS AND COMMUNITY MEMBERSHIPS**

Buffalo Civic Auto Ramps –Secretary

- Budget committee
- Strategic Planning committee

Charter School for Applied Technologies – Founder/Board member (past)

- Career preparation committee

Buffalo ReformEd – Founder/Board member (past)

Buffalo Niagara Partnership – Buffalo Development Council (past)

- Buffalo Public Schools Task Force

Niagara Frontier Industry Education Council – Board member (past)

- Strategic Planning Committee

Erie Community College Foundation – Women's Advisory Council (past)

Holy Angels Academy – Board of Trustees

- Board Chair (past)

Board of Catholic Education, Diocese of Buffalo – Board Member (past)

Buffalo & Erie County Workforce Investment Board – Board Member, County appointee (past)

Buffalo Place Inc. – Board of Directors, Secretary and Board Member (past)

- Chair – Marketing Committee

Women for Downtown – Past President

Association of Fundraising Professionals

Public Relations Society of America

### **AWARDS**

- Pathfinders Award -presented to individuals who have made a significant contribution to education in Western New York
- Holy Angels Academy Ruth Reinhardt Award – presented to an alumna who has made a significant contribution to the Academy

### **EDUCATION**

M.S.Ed. – Canisius College, Buffalo, New York

B.A. History – Rosary Hill College

New York State Permanent Teaching Certification, Secondary Education

### **WORK EXPERIENCE**

#### **Center for Educational Innovation – Public Education Association**

Project Manager, Partnership for Innovation in Compensation for Charter Schools  
(PICCS-Buffalo)

#### **Charter School for Applied Technologies**

Director, Institutional Advancement

#### **Empire State Development Corporation**

Director, Upstate Communications

#### **Cannon Design, Buffalo, New York**

Senior Communications Manager/Business Development - Associate of the firm

#### **Buffalo Niagara Partnership, Buffalo, New York**

Workforce Development Manager/Executive Director, Charter School Initiative

#### **Hurwitz & Fine, P.C., Buffalo, New York**

Public Relations & Marketing Director

#### **M&T Bank, Buffalo, New York**

Communications Manager

**School Trustee Background Information**

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

Name: PATRICIA PITTS

Charter School Name: SMART Academy Charter School

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.): BOARD 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 am a founder
5. Please explain why you wish to serve on the board.

I believe in school choice and school reform.

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): *Holy Angels Academy, Charter School for Applied Technology, St Mark School*
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: *Fellow CSAT board member - Fred Sna*
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: *Susan Toomey - CSAT employee*
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 *Worked with some potential employees*

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 ask the board to review the relationship and recommend termination of the relationship if improper*

Educational Philosophy

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

*SALAT Academy Charter will prepare scholars for success in high school and beyond. Literacy is key. The common*

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

*SALAT Academy Charter will employ Common Core framework standards as well as cultivating the social and emotional well-being of its scholars*

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 key to a successful charter is a knowledgeable and involved board of trustees that provides oversight to the educational program and its fiscal responsibilities is grounded in*

*oversight to*

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

*The charter school board develops and oversees policy for the educational program and finances of the school*

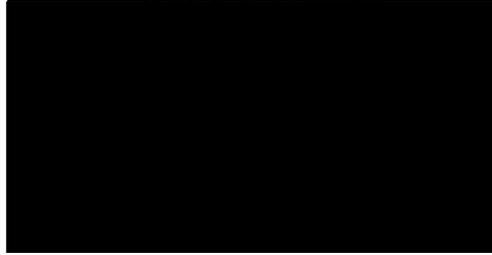
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

*I have done so*

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



Mark I. Phillips



## PROFESSIONAL QUALIFICATIONS SUMMARY

- Service quality leader for Big Four global accounting firm
  - Global client service executive for Fortune 500 clients
  - Turn around business development executive
  - Identifies business opportunities and strategies to meet growth goals
  - Experienced in developing, motivating high performance teams
  - Facilitator and business acumen training professional
- 

## PROFESSIONAL EXPERIENCE

**Ernst & Young LLP, Buffalo NY** 2002 – Present  
*(Big Four global accounting, tax, transaction and advisory services firm)*

### Director – Core Business Services

- Assessment of Service Quality Leader for \$3 billion Northeast Area Region directing teams in a leading practice process of onsite senior executive interaction.
- Global Client Service Partner for multiple Fortune 500 companies maintaining the entire relationship for all service lines serving the client
- Upstate New York Market Leader for Buffalo, Rochester and Syracuse virtual office environment in all “go-to-market” activities.

**Barrister Information Systems Corporation, Buffalo, NY** 1995-2000  
*(American Stock Exchange Company – leader in time capture, management and accounting for 28 years)*

### Vice President Sales & Marketing and Corporate Officer

- Built and managed North American sales organization to grow the business and turn around a struggling public company.
- Acquired and integrated Silicon Valley Company developing new product introduction strategy for Data Warehouse & Enterprise Information System into the legal vertical market.
- Expanded product and service offering outside the legal vertical into the Fortune 100 market.
- Lead new business development model that included entire cross-functional team to improve productivity and top line growth.

**Digital Equipment Corporation, Maynard MA**

1984 - 1995

*(Fortune 50 worldwide supplier of network computer systems, software and services)*

**Global Account Manager**

**Eastman Kodak Company**

- Served as global business relationship leader of \$65million annual provider engagement.
- Directed CEO-to-CEO strategy sessions to expand strategic product partnership.
- Lead turnaround plan to revive faltering business relationship
- Improved product, services and outsourcing business agreements to stabilize and prepare the account for growth.

**Corning Incorporated**

- Lead all aspects of \$15 million Profit & Loss relationship.
- Expanded multi service line engagements to capture 65% of information technology infrastructure spend.
- Implemented a "Total Quality Management" team process to mirror Corning's environment and positioned Digital Equipment as a top tier provider.
- Achieved significant new executive presence and more than doubled the annual business engagements.

**Branch Manager, Syracuse NY**

- Developed and directed the sales team from a low performer to a top tier team over a three year period.
- Doubled branch sales in three year period.

- Developed a new “go-to-market” approach that reduced sales volatility risk and significantly increased revenue results.

**Burroughs Corporation, Jamestown, NY and Erie, PA**

**Territory Marketing Representative**

- Client facing role serving manufacturing production control and financial systems needs in large corporations and contractors in a three state area.

**EDUCATION / PROFESSIONAL DEVELOPMENT**

**St. Bonaventure University, Olean, NY**

Master’s in Business Administration

Graduated with Honors 1982

**State University of New York at Fredonia, Fredonia, NY**

Bachelor of Science – Business and Psychology

Graduated with Honors 1979

**American Production and Inventory Control Society**

CPIM (Certified in Production & Inventory Management)

1984

**MILITARY**

**United States Marine Corps – Marine Barracks 8th & I**

1972-1974

- President’s Own Honor Guard, Washington, DC
- White House Security Clearance

**COMMUNITY**

- **YMCA Board Member, Buffalo, NY** 2009 – present
- **Annunciation Parish Finance Team & Facilities Elma, NY** 2002 – present
- **Annunciation School Board Chairman, Elma, NY** 1999 – 2009
- **United Way - Division Chairman, Syracuse & Corning, NY** 1984 - 1993

**School Trustee Background Information**

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

Name: MARK J. Phillips

Charter School Name: SMART Academy CHARTER School

Charter School Address: 100 FOREST AVENUE Buffalo, 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, FINANCE

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. — *MR. Frederick SAIA made me AWARE of the CHARTER School opportunity.*
5. Please explain why you wish to serve on the board. — *see ANSWER in ATTACHED file.*

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): - *The ANNUNCIATION School - ELMA, NY*  
- *The Buffalo Niagara YMCA Board*

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: *MR. Frederick SAIA - ERNST + Young business Relationship.*

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. - See answer in attached file  
MJP

#### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. - See answer in attached file. MJP
19. Please explain your understanding of the educational program of the charter school. - See answer in attached file. MJP
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 answer in attached file.  
MJP

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member. - See answer in attached file. MJP
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. MJP
23. Please provide any other information that you feel is pertinent to the Department's review.

## School Trustee Background Information – continued

Mark Phillips – SMART Academy Charter School

5. Please explain why you wish to serve on the board.

- I learned of the initiative to create the SMART Academy Charter School from Mr. Frederick Saia to help meet the demands of the Buffalo Public School community. Having spent nearly a decade serving the needs of a K-8 parochial school at the Annunciation parish in Elma, NY as a Board member and Chairman, I was very interested to learn more and consider volunteering. At the same time, it was announced the Annunciation School would be closed following the 2014 school year and I was convinced the SMART Academy opportunity would be a great alternative to serve the western New York community. I believe it is important to give back to the community and I believe I can add value supporting a school.

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.

- Anytime there is a suspicion of an independence violation, one must follow the direction of our Code of Conduct and report it for proper scrutiny. It is a Board member responsibility to follow protocols in place in any matter of professional or criminal misconduct.

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

- We are dedicated to facilitating all scholars get a good education. However, we believe it is critical that a relentless focus on developing reading skills will be essential to their short and long term success. The SMART Academy Chart School will place reading skill development as the highest priority in helping our scholars achieve overall academic and lifelong success.

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

- The academic program is designed to meet all of the Common Core needs of our scholars. However, an emphasis to develop reading skills will always be present and reinforced. It also incorporates a strong element of the arts while requiring a level of scholar discipline and respect that creates a learning environment conducive for all to achieve their best.

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 must deliver on their mission to educate its scholars to a high competence level and do so in a sustainable way. The board must therefore recruit and retain educators that will consistently meet the current and evolving needs of their scholars. The

board must also insist on a business protocol that allows the mission to be accomplished in a business fashion. That means the board must monitor, coach and remediate where needed to keep both the academic and fiscal plans in balance. One cannot succeed without the other. The board must actively meet to measure the key performance indicators of both plans and continually push these standards to meet the changing needs of our children.

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

- Similarly to needing a balance between academic and fiscal plans for the school, a board member should maintain a balance between coach and mentor along with practicing professional skepticism. This means the board member must be supportive when challenges arise and school leadership needs support, but a board member must be prepared to challenge the status quo and be the instigator of behavior change to meet the needs of today and tomorrow.

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

### STATEMENT OF ASSURANCE

I, MARK J. Phillips (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature

14 August 2014

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.*

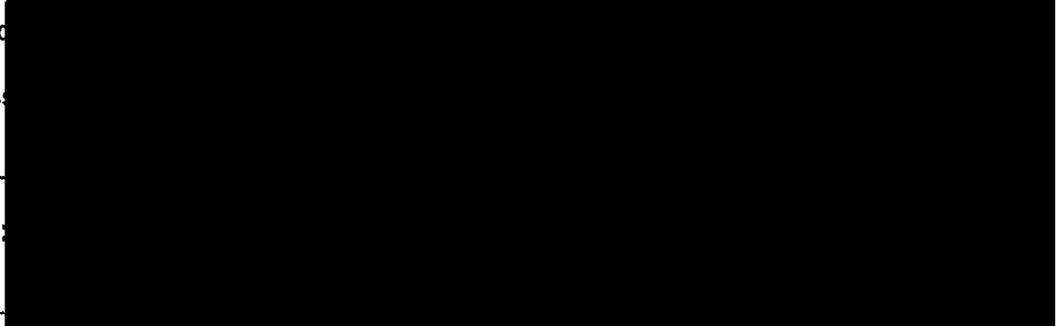
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



## Susan G. Toomey



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### *Education*

Canisius College	Administration and Supervision	2011	QPA 4.0
Canisius College	M.S. Counseling/Human Services	2003	QPA 4.0
SUNY at Buffalo	M.A. Psychology/Organizational Behavior	1988	QPA 3.4
SUNY at Buffalo	B.A. Psychology	1977	QPA 3.0

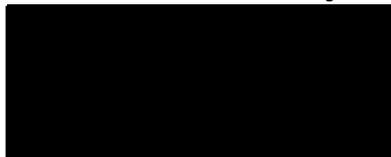
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### *Professional Experience*

<i>Niagara Frontier Industry Education Council</i> Executive Director	<i>Orchard Park, NY</i> 2014
<i>Charter School for Applied Technologies</i> Director of Development	<i>Buffalo, New York</i> 2011 – 2013
<ul style="list-style-type: none"><li>• Managed grant writing and fundraising obtaining over \$600,000.</li><li>• Coordinated internship placements.</li><li>• Developed and maintained industry contacts.</li><li>• Coordinated college collaborations.</li><li>• Managed entrepreneurial initiatives.</li></ul>	
High School Principal	2009-2011
<ul style="list-style-type: none"><li>• Served 415 students and families.</li><li>• Supervised 52 faculty and staff members by working collaboratively.</li><li>• Worked for institutional advancement through business partnerships and articulation agreements</li><li>• Coordinated master schedule, controlled school resources, supervised and evaluated student learning, promoted professional development and promoted a positive learning environment</li><li>• Regents, SAT, AP and ACT test coordinator</li></ul>	
Assistant Principal	2008-2009
<ul style="list-style-type: none"><li>• Analyzed data for increasing student performance, and improving teaching and classroom management strategies and coordinate testing.</li><li>• Member of lead team, Scheduling, and SST team.</li></ul>	
School Psychologist/ Coordinator of Special Education/ School Counselor	2001 - 2008
<ul style="list-style-type: none"><li>• Coordinated services for 160 special education students and 35 - 504 students working cooperatively with twelve districts.</li><li>• Provided consultation, mediation, and academic and career counseling for students, families and faculty and facilitated parent-teacher conferences.</li><li>• Developed and presented workshops on workplace improvement and positive learning environment (Learning Environment Trainer)</li><li>• Pursued and wrote grants</li><li>• Member of the Crisis Intervention, Leadership, Curriculum Development, Expansion, and Achievement Teams.</li><li>• Coordinated Kindergarten Screening</li></ul>	

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**Susan G. Toomey**



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*Mount Mercy Academy*

School Counselor/School Psychologist

*Buffalo, New York*

1994 - 2001

- Caseload - 275 students (Grades 9-12).
- Administered and evaluated assessment tests (Grades 9-12).
- Scholarship Advisor for Senior Class (nearly \$2,500,000 for 00-01 school year).
- Instituted College Information Night for parents and presented Guidance classes.
- Wrote curriculum and taught College Transition Course.
- Revised Crisis Response Plan.
- Designed, implemented and scheduled students for block scheduling.
- Served as Drama Club Advisor - producing and directing musicals.
- Member of the Advisory and Planning Committee.

*South Buffalo Community Development Association*

Counselor

*Buffalo, New York*

1979 - 1996

- Worked with BOCES and the Catholic Consortium.
- Identified, counseled and presented intervention programs to at-risk adolescents (Grades 5-12).

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***Leadership Experiences***

*NFIEC*

*National Career Development Association*

*National Association of School Psychologists*

*Association for Supervision and Curriculum*

*WNY Women in Administration*

*New York State Women in Administration*

*American Counseling Association*

*American School Counselors Association*

*WNY Catholic Counselors Association*

*National Catholic Educational Association*

*Council on Hotel, Restaurant and Institutional Education*

*West Seneca Historical Society*

*Hamburg Little Theatre*

*Girl Scouts of Buffalo and Erie County*

*RSDP Productions (professional theatre company)*

*Our Lady of the Sacred Heart*

Board Member

Member and  
conference presenter

Member

Member

Member

Member

Member

Member

Past President

Teacher Associate

Member

Board Member

Past-President

Leader/Trainer

Co-owner/Actress

Lector

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***References furnished upon request***

### School Trustee Background Information

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

Name: SUSAN G. TOOMEY

Charter School Name: SMART ACADEMY CHARTER SCHOOL

Charter School Address: 100 FOREST AVENUE BFLO

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. (ATTACHED)
5. Please explain why you wish to serve on the board. (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):

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: FRIEND - GRADUATED FROM COLLEGE TOGETHER.

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

(ATTACHED)

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.

**Susan G. Toomey**

8/1/14

**School Trustee Background Information - additional responses.**

4. Fred Saia approached me and asked if I would serve on the board.

5. I wish to serve on the board to share my knowledge regarding charter school operation and specifically how to address the needs of our target population in order to ensure student success.

17. In the unlikely situation of an individual attempting to use their position on the board for their own benefit either or the benefit of friends or family, I would be candid about the conflict of interest and either propose they resign from the board or withdraw the request which would benefit the aforementioned parties.

18. The mission of a charter school is to offer a unique approach to serving the needs of students and families, which is currently not employed in the traditional public school. As data reflects the increase in student achievement, the methods employed would be shared with other schools. Our mission statement is "SMART Academy Charter School (SACS) makes reading the center of all learning."

19. The SMART Academy Charter School (SACS) will provide highly effective New York State Common Core Learning Standards-based instruction which is data driven. The emphasis on reading will be integrated through a broad exposure to Science, Math, Arts, Reading and Technology. SACS will use literacy as the gateway to inspire creative, innovative, critical and collaborative thinking scholars who are self-sufficient learners. SACS will be structured to support its professional learning communities and offer professional development to ensure highly effective, culturally-responsive teachers.

20. A successful charter school needs to be responsive to the needs of its constituents providing a safe, and vibrant learning environment. High expectations for all stakeholders and a "whatever it takes" mentality need to be employed to foster student success. As a board member, I will take an active role in monitoring the progress of the scholars and when appropriate offer solutions to increase student achievement.

21. The role of a public charter school board member is to monitor the progress of the school, make fiscally responsible decisions and offer insight and suggestions to make certain the school is true to its charter.

22. I affirm I have read and understood the school board's by laws and proposed policies.



## GWENN CARSON

1000 BRIDGE AVENUE, BUFFALO, NEW YORK 14202, PHONE: (716) 260-5117  
EMAIL: GWENREBEND@GMAIL.COM

### Core Competencies

Proficient and experienced in the following: Management & Training, Microsoft Office, Insurance Software, Medical billing and terminology, Typing 65+ WPM, Internet and Online Social Networking

### Work Experience

Parent Board Member • **2013 - 2014**

Community Charter School, Board of Trustees • Buffalo, New York

Customer Service Representative • **2005 - 2009**

United Health Care • Tonawanda, New York

- Responsible for answering all incoming calls regarding benefits and claims to a customer's insurance plan.
- Educated customers on the complex details of their insurance benefits and claims as well as deductible and co-payment structures
- Through my achievements earned the ability to work from home

Executive Manager • **1986 - 1999**

Tupperware Home Parties • Tonawanda, New York

- Specialized in the sale and home parties of all Tupperware products
- Was instrumental in bringing Tupperware fundraising to various Buffalo Public and Catholic schools to aid in the funding of field trips
- Was in charge of managing and training over 100 sales persons during my employment with as many as 35 at any given time
- Through sales and success, was rewarded the use of 5 new automobiles due to the amount of sales accrued

Office Manager • **1984 - 1986**

Moot Sprague • Buffalo, New York

- Performed computer assisted billing of all Attorney accounts which included but was not limited to: Attorney time sheets, billable hours from clients and the billing to clients
- Responsible for the collecting of data and updating documents as well as backing up all information
- Became proficient in the use of the OCR and Word Processing in the legal firm

**Research Assistant • 1982 – 1984**

Research Institution of Alcoholism • Buffalo, New York

- Was responsible for performing research of applicable statistics and collecting data from patients for research on fetal alcohol syndrome
- Co-Authored a paper that was later published on the findings of the study

**Medical Assistant / Secretary • 1974 – 1976**

Harvey Butler, M.C. Urologist • Buffalo, New York

- Assisted the Doctor with patients, and was responsible for filing all claims with individual insurance companies for patient visits
- Responsible for sterilizing medical equipment and other items used in the diagnosis and care of the patients as well as the training of other associates

**Education**

State University of New York at Buffalo  
1968 - 1970

Deaconess Hospital School of Nursing  
1968 - 1970

**References**

Available upon request

### School Trustee Background Information

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

Name: GWENN CARSON

Charter School Name: SMART ACADEMY CHARTER SCHOOL

Charter School Address: N. A.

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.): parent representative

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 the opportunity from Denise Luka.*
5. Please explain why you wish to serve on the board.

*I wish to serve because I believe I can make a difference and I know as a parent and grandparent what parents are looking for in a school environment for their children.*

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 was a parent representative on the board of Community Charter School.*

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.

*In this manner if proven I would bring it to the attention of the board president + officers and let them handle it.*  
Educational Philosophy

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

*To make sure all children receive a safe, secure and healthy education.*

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

*To further the education of our youth.*

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 steps I feel are necessary are*  
1. safety first, 2) caring and engaged teachers,  
3 parent involvement. 4. <sup>Other</sup> accountability for their actions of all parties and challenging curriculum

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

*To ensure that all things are done to better the school and follow the rules of the charter*

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.

*N.A*

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**
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, GWENN CARSON (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Gwenn Carson

Signature

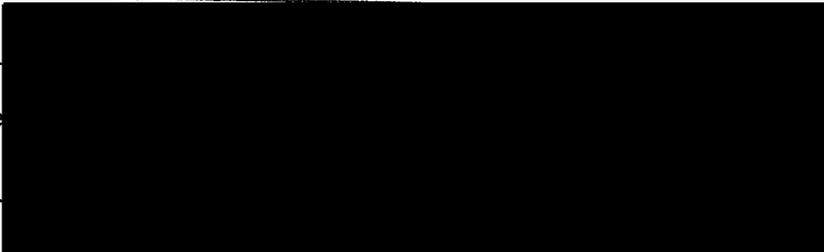
8/13/14

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: \_\_\_\_\_



**ATTACHMENT #5b**  
**Proposed By-Laws.**

SMART Academy Charter School (SACS)

**Article I**

The Corporation

**Section 1.1** Name. The name of the corporation is SMART Academy Charter School (hereinafter, the “Corporation”).

**Section 1.2** Membership. The Corporation is a non-stock, not-for-profit, education corporation organized under the laws of the State of New York. The Corporation is a non-membership corporation. The rights that would otherwise vest in the members of the Corporation shall vest in the Corporation’s board of directors, which formally will be known as the Board of Trustees (hereinafter, the “Board”, and each member thereof, a “Trustee”).

**Section 1.3** Purpose. The Corporation has been organized as set forth in its Charter. The Corporation will take no action inconsistent with its Charter, the NYS Education Law and its attendant regulations (collectively, the “Education Law,” or these By-Laws.

**Article II**

Office

**Section 2.1** Principal Place of Business. The Corporation’s principal place of business shall be located in the City of Buffalo and the State of New York. The Board may establish offices in such other place or places, as it may deem necessary or appropriate in the conduct of its business.

**Article III**

Board of Trustees

**Section 3.1** Powers. The Board shall conduct or direct the business and affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation’s charter and these By-Laws. The Board may delegate the management of activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-Laws, and the following specific powers:

- ✓ To elect and remove Trustees;
- ✓ To select and remove Officers, agents, and employees of the Corporation; to prescribe powers and duties for each of them; and to fix their compensation;
- ✓ To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations and resolve grievances;
- ✓ To enter into contracts, leases, and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining purposes of promoting the Corporation’s interests;
- ✓ To carry on the business of operating a charter school and apply any surplus that results from the business activity to activities in which the Corporation may engage;



- ✓ To act as Trustee under the any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such trust;
- ✓ To acquire real or personal property by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property;
- ✓ To borrow money, incur debt, and to execute and deliver promissory notes, binds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and insecurities;
- ✓ To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
- ✓ To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Education Law, New York Not-for-Profit Corporation Law, and the limitations noted in these By-Laws

**Section 3.2** Number of Trustees. The number of Trustees shall not be fewer than seven (7) and shall not exceed thirteen (13). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-Laws.

**Section 3.3** Election of Trustees.

- ✓ Election: The Board shall elect Trustees by a majority vote of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
- ✓ Eligibility: The Board may elect any person at least eighteen (18) years of age who in its discretion it believes will serve the Corporation's interests faithfully and effectively.
- ✓ Term of Office: The members of the initial Board of Trustees and their respective Board positions shall be designated in the Corporation's provisional charter and such Trustees will serve staggered initial terms of one, two and three years as designated by the founders. The terms of new and re-elected trustees will be for three years or such shorter period as is appropriate to maintain the staggering of terms across the entire Board in roughly equal proportion. The term of office of a Trustee elected to fill a vacancy in these By-Laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in case of a vacancy resulting from the increase of the number of Trustees authorized. Any parent/guardian designated to be the Parent Representative Trustee shall be seated as a voting member of the Board of Trustees upon approval and election by the Board of Trustees. The Parent Representative Trustee term of office shall be a period of two (2) years or until the Parent Representative no longer has any child(ren) attending SACS.
- ✓ Time of Elections: The Board shall elect Trustees whose terms begin on September 1<sup>st</sup> of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- ✓ Removal of Trustee: The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.



- ✓ Resignation of a Trustee: A Trustee may resign by giving written notice to the Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- ✓ Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-Laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- ✓ Compensation of Trustees: Trustees shall not receive compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

## **Article IV**

### **Meetings of the Board of Trustees**

**Section 4.1** Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

**Section 4.2** Annual Meeting. An annual meeting shall be held in the month of July, or such other Regular meeting as the Board of Trustees shall designate.

**Section 4.3** Regular Meetings. Regular meetings of the Board of Trustees of the Corporation are the official convening of a public body for the purpose of conducting public business and may include the use of videoconferencing for attendance and participation by the members of the public body. The Board of Trustees will hold no fewer than twelve (12) Regular meetings each year between July 1 and June 30.

**Section 4.4** Special Meeting. A Special Meeting shall be held at any time called by the chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

**Section 4.5** Adjournment. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

**Section 4.6** Notices. Notices to Trustees will be given as follows:

- ✓ Annual Meetings and Regular Meetings may be held without notice if the By-Laws or the Board fix the time and place of such a meetings.
- ✓ Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile, or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage pre-paid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or orally communicated, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.



**Section 4.7** Executive Session. Upon a majority vote of the entire Board on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meetings Law, as amended from time to time.

**Section 4.8** Open Meeting Law. To the extent of any conflict between any provision of these By-Laws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

## **Article V**

### Action by the Board of Trustees

**Section 5.1** Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or any specified item of business.

**Section 5.2** Actions by the Board.

- ✓ Actions Taken at Board Meetings: Except as otherwise provided by statute or by these By-Laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- ✓ Action by the Board Without a Meeting: Any action required or permitted to be taken by the Board or any committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or committee shall be filed with the minutes of the proceedings or the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Open Meetings Law.
- ✓ Board Participation by Other Means: Trustees may participate in a Board meeting through the use of videoconferencing equipment to the extent permitted by the Open Meetings Law, so long as all Trustees participating in such a meeting can simultaneously hear one another, provided members of the public can observe and hear the Board meeting at least one site where at least one Trustee is participating in the meeting. In such circumstances, a quorum of the Board may be established by Trustees physically present and/or Trustees participating by videoconferencing. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

**Section 5.3** Committees. The Board may appoint one or more Board Committees by vote of the majority of the Trustees. The Board may delegate to a committee of the Board any of the authority of the Board except those matters that Not-for-Profit Corporation Law section 712 states may not be delegated. All committee meetings will be held in accordance with the Open Meetings Law. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings.

**Section 5.4** Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted



upon and the vote thereon. Minutes taken at executive session shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes shall be made available to the public as required by the New York State Open Meetings Law.

**Section 5.5** Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to; (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees present.

**Section 5.6** Duty to Maintain Board Confidences. Every Trustee has a duty to maintain confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee who violates this confidence may be removed from the Board.

## **Article VI**

### **Officers**

**Section 6.1** The Officers of the Corporation consist of a Chair (hereinafter “Chair”), Vice Chair (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”), and such other officers the Board deems advisable.

- ✓ Chair. Subject to Board control, the Chair has general supervision, direction, and control of affairs of the Corporation, and such powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- ✓ Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when acting shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- ✓ 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 By-Laws, and in general shall exercise and perform such other powers and duties as may be prescribed by these By-Laws or the Board.
- ✓ Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall: (a) keep and maintain, or cause to be kept adequate and correct accounts of the Corporation’s properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation’s monies and other valuables in the Corporation’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation’s funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports financial issues required by an agreement on



loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

**Section 6.2** Election, Eligibility, and Term of Office.

- ✓ Election: The Board shall elect the Officers annually at the Annual Meeting or a regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- ✓ Eligibility: A Trustee may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair, and no individual may act in more than one capacity where action of two or more Officers is required.
- ✓ Term of Office: Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**Section 6.3** Resignation or Removal. The Board may remove any Officer, either with or without just cause, at any time. Any Officer may resign at any time giving written notice to the Corporation. At the election of the Corporation made by the Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of the resignation shall not be necessary to make it effective.

**Article VII**  
Non-Liability of Trustees

**Section 7.1** The Trustees shall not be personally liable for the Corporation's debts, liabilities, or other obligations. It is the intent of these By-Laws that this provision shall have the widest possible effect.

**Article VIII**  
Indemnification

**Section 8.1** The Corporation may, to the fullest extent now or hereafter permitted by in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, or his or her testate or intestate was a Trustee, Officer, employee, or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

**Article IX**  
Amendments

A majority of the Trustees may adopt, amend or repeal these By-Laws.



## **Article X** Miscellaneous

**Section 10.1** Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

**Section 10.2** Checks and Note. Except as otherwise specifically provided by 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 Chair of Treasurer.

**Section 10.3** Conflict of Interest. The Board may adopt conflict of interest policies requiring; (1) regular annual statements from Trustees, Officers, and key employees to disclose existing and potential conflicts of interest; and (2) corrective and disciplinary actions with respect to transgressions of such policies.

**Section 10.4** Interpretation of the Charter. In the event of a conflict between these By-Laws and the Corporation's charter, the provisions of the Corporation's charter shall control.

**{End of By-Laws}**



## ATTACHMENT # 5c Code of Ethics.

### SMART Academy Charter School Code of Ethics for Trustees, Officers, and Employees

The undersigned Trustee, Officer, or employee of SMART Academy Charter Corporation shall at all times comply with the Code of Ethics of the Corporation, during the entirety of his/her tenure on the Board or employment, as set forth in this document:

**Provision 1.** Trustees, Officers, and employees of the Corporation shall conduct or direct the affairs of the Corporation and exercise their powers and responsibilities, subject to the limitations of the New York State Education Law, the Not-for-Profit Corporation Law, General Municipal Law, and the Corporation's Charter and By-Laws, as applicable.

**Provision 2.** Trustees, Officers, and employees of the Corporation shall not engage in a "self-dealing transaction", except as approved by the Board. A Trustee who is or may be a party to a self-dealing transaction is referred to herein as an "involved Trustee".

**Provision 3.** In respect to any transaction under consideration by the Corporation or to which The Corporation is already a party, Trustee, Officer, or employee of the Corporation shall have the obligation to make a "self-dealing disclosure, if he/she:

- ✓ is or proposes to be, or has a blood or marital relation who is or proposes to be party to the transaction in conflict or official duties
- ✓ holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- ✓ is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- ✓ is, or whose blood or marital relation is a Corporation Trustee or Officer of an entity who is a party to the transaction in conflict with official duties

\*A "self-dealing disclosure" is a public disclosure to his/her immediate supervisor, if applicable, and to the Board of his/her interest and/or interest of his/her blood or marital relation, giving rise to the self-dealing disclosure obligation of every Trustee, Officer, and employee to inform himself/herself of matters which may be under consideration by the Board by timely reviewing publicly information and making inquiry of the Board, Chair or Vice Chair. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer, and employee about the contract or transaction, and shall be set forth in the minutes of the Board.

**Provision 4.** A Trustee, Officer, or employee cannot have an interest in any for-profit contract with the Corporation. Trustee, Officers, and employees who have contracts with not-for-profit entities, must disclose these contracts but they are not prohibited.

**Provision 5.** Trustees, Officers, and employees of the Corporation shall avoid engaging in activities that would appear to be improperly influenced by persons who have a special interest



in matters under consideration by the Board or relating to the Corporation. No Trustee, Officer, or employee shall:

- ✓ solicit, accept, or receive any gift having a value of seventy-five dollars or more, whether in the form of service, entertainment, money, hospitality, thing or promise, or in any other form;
- ✓ Disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interests;
- ✓ receive, or enter into any agreement, express or implied for compensation for services to be rendered in relation to any matter before the Corporation or the Board of which he/she is an officer, member or employee of any Corporation or Board Committee or entity over which he/she has jurisdiction or to which he/she has power to appoint any member, officer of employee; or
- ✓ receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before any Corporation or Board Committee or entity, whereby his/her 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 of fees based upon the reasonable value of services rendered.

**Provision 6.** Trustees, Officers, and employees shall not have private or future employment in conflict with the official duties as shall be determined by the Board upon disclosure prior to such employment or upon hire.

**Provision 7.** Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

**Provision 8.** Trustees must abstain from voting on matters, in which they may have a financial, organizational, or personal interest.

**Provision 9.** No trustee shall use his/her position with the Corporation to acquire any gift or privilege worth fifty dollars or more that is not available to a similarly situated person, unless that gift is for the use of the Corporation.

**Provision 10.** Trustees, Officers, or employees may never ask a subordinate, a student, or parent/guardian of a student to work on or give to any political campaign.

**Provision 11.** A Trustee, Officer, or employee who violates this Code of Ethics will be subject to corrective or disciplinary action, including removal in respect thereof.

**Provision 12.** Trustees, Officers, and employees of SMART Academy Charter School Corporation will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer, and Employee Code of Ethics.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Not Applicable

Not Applicable

Not Applicable



## **ATTACHMENT # 8A**

### **Hiring and Personnel Policies and Procedures.**

#### **Procedures for Recruitment, Hiring and Termination.**

**AN EQUAL OPPORTUNITY EMPLOYER.** SMART Academy Charter School (SACS) will seek and employ the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status, or disability. SACS will ensure equal opportunity for the advancement of staff members and equal treatment in all areas of personnel management, including hiring, training, promotion, layoff, or termination.

SACS will comply with the Americans with Disability Act (ADA) of 1990, and welcomes applicants with disabilities. Consistent with this policy, SMART Academy Charter School is committed to:

- ✓ Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- ✓ Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job;
- ✓ Protect the disabled individual's right to privacy and confidentiality to the extent possible;
- ✓ Full compliance with all requirements of applicable law, including those relating to employee benefits.

#### **Fingerprinting and Criminal Background Check.**

All employees will be required to get fingerprinted and undergo a criminal background check before they are formally employed by SACS. Consultants who are either independent contractors or agents of a company who have unsupervised access to scholars and whose work involves spending time in the school must also be fingerprinted and have a criminal background check. Classroom volunteers who have consistent, regular presence in the school and who work with scholars in an unsupervised capacity must also meet these requirements. Parent volunteers present in the school for general community activities will not be required to fulfill these requests as they will not have regular, unsupervised access to SACS's scholars.

#### **Recruitment.**

SACS will recruit a diverse staff with a variety of backgrounds, experiences and interests, giving preference to teachers with experience teaching literacy; particularly in an urban setting. SACS will conduct national searches for teachers, instructional coaches and operational staff. We will utilize online job posting sites, advertise in reputable local and national educational publications and participate in hiring fairs. In addition, SCAS's leadership team will create strong relationships with mission-aligned partner organizations and develop targeted relationships with undergraduate and graduate universities and diversity-focused student groups on local campuses. The administrative team will utilize data to monitor the effectiveness of the recruitment process and make adjustments accordingly.

Recruitment of the leadership team for SACS will begin as soon as all members of the Board of Trustees are recruited and seated, and the first year budget is approved. The Trustees will begin



with an extensive hunt for the Head of School. The Board of Trustees (BOT) will be searching for a dynamic person with experience in managing an urban school and obtaining positive outcomes. Once appointed, the Head of School will work with the BOT to secure the remaining leadership positions. The majority of the leadership team is expected to be recruited and secured by December 2014.

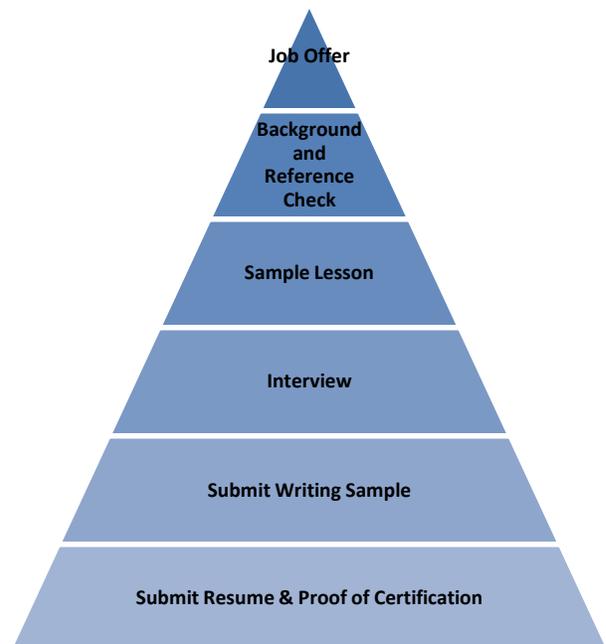
Recruitment of the remaining staff and faculty will begin as soon as the application is approved, beginning with a three month strategic planning process in order to strengthen and streamline the application procedure. Applicants can begin applying for positions for the 2015-2016 school year as of January 15, 2015 and will be reviewed on a rolling basis. All positions are expected to be filled by June 30, 2015 to ensure full attendance at the summer 2015 POI (Professional Opportunities Institute).

An ideal faculty member at SMART Academy Charter School is 100% committed to the mission of preparing students to enter, succeed in and graduate from their high school of choice. He/She:

- ✓ believes that all students can achieve at high levels;
- ✓ believes that the teacher in the classroom is the largest driver of student achievement;
- ✓ has a strong content background, is highly educated, and is passionate about curriculum development and content delivery;
- ✓ is reflective, eager to receive feedback and improve, enjoys and is effective at collaborating with colleagues;
- ✓ is able to develop and maintain meaningful relationships with both students and their families founded on open communication, deep mutual respect and the belief that every child can achieve and succeed.

### **Hiring.**

Applicants will have their resume screened by the Recruitment Team. Those that are chosen will be given a writing prompt to complete and submit electronically to the Team for review. Based on the writing sample, the Recruitment Team will choose whom to interview. Interview questions will be driven by the writing of the applicant. The Recruitment Team will then offer qualified applicants the opportunity to present a sample lesson. The sample lesson process involves planning and teaching a full lesson followed up with a brief discussion. The Recruitment Team will then collectively decide whether or not to make an offer to a qualified candidate after a thorough background check, including conversations with at least three professional and personal references.





Faculty will be compensated according to a salary scale based on research of comparable schools in Western New York. Annual increases are determined under the guidance of the Board of Trustees.

### **Retention.**

SMART Academy Charter School realizes that highly effective faculty are hard to find and harder to replace. SACS will be able to retain highly effective faculty and staff members by providing:

- ✓ highly effective and supportive leadership;
- ✓ an environment where employees work hard and feel satisfied because they are part of a team that is mission-aligned and successful;
- ✓ opportunities for teachers and staff members to lead their peers and develop facilitation and leadership skills;
- ✓ opportunities for teachers and staff members to advance into leadership roles (added over time in accordance with the SMART Academy's Short and Long Term Strategic Plans; including, but not limited to: grade level facilitators, special area lead teachers, and department coaches);
- ✓ high quality and authentic professional development;
- ✓ common planning time;
- ✓ a collaborative, professional learning community;
- ✓ a small teacher to student ratio with a maximum class size of 22 students;
- ✓ additional support from a Literacy Coach, Math Coach, and Science Coach;
- ✓ assistance and support from 3 school Social Workers, 3 AIS/RTI faculty in math, 3 AIS/RTI teachers in ELA, and 2 ELL specialists;
- ✓ competitive compensation and benefits;
- ✓ professional and collegial work environment where everyone's voice is valued;
- ✓ high quality and effective feedback regarding instructional practices and student achievement on a regular basis;
- ✓ autonomy and support in the development of curriculum and assessments and the delivery of instruction.

### **Personnel Policies and Procedures.**

The Head of School and Administrative Team, whom we expect to hire during the planning period, will draft a set of policies and procedures governing the management and terms of termination of school staff. The set of policies and procedures will be drafted under the guidance of SACS's legal counsel and reviewed by the Board of Trustees. Once the BOT ratifies the set of policies and procedures, they will constitute the SACS Employee Handbook which will be distributed to all employees and explicitly taught during the POI (Professional Opportunities Institute) annually. An employee hired during the school year will be thoroughly orientated regarding these policies and procedures by a representative of the Recruitment Team. These policies will govern, but not be limited to, areas such as:

#### ***Employment Matters***

Employment "At-Will"

School Hours / Work Schedules

Attendance and Punctuality

Time-off Policy

Severe Weather and Emergency Closings

Jobs and Employment Classifications

Professional Development



Payroll and Payroll Periods

Performance Evaluations

***Employee Benefits***

Health Insurance

Dental Insurance

Change in Family Status

Life Insurance

Disability

Worker's Compensation

Retirement Plan

Jury Duty

Bereavement Leave

Military Leave

***Financial Matters***

Expense Reimbursement

Travel – Mileage Rates, Per Diems

***Working Environment***

Building and Office Access

Smoking Policy

Drug-Free Workplace Policy

Dress Code / Personal Appearance

School Telephone and Email Usage Policies

Personal Electronics Usage Policy

Computer Use Policy

Use of Office Equipment and Supplies

Personnel Files

Change in Personal Status

Solicitation and Distribution of Materials

***Employment Practices***

Equal Employment Opportunity Policy

Non-harassment Policy

ADA Policy

Secondary Employment

Employee Protection / Whistle-Blower Policy

Confidentiality

Mandatory Reporter Requirements

**Termination.**

SACS staff is hired “at will,” with the exception of certain employees with which the BOT may choose to enter into a contract. “At will” employment can be terminated by the employee or SCAS with or without cause unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

- ✓ Possession, use, sale, or distribution on school property, or reporting to work under the influence, or a drug and/or alcohol.
- ✓ Falsifying or altering records.
- ✓ Any form of verbal or physical mistreatment or threat of mistreatment to a SACS scholar.
- ✓ Theft of school property.
- ✓ Sabotaging or willfully damaging school equipment, property, data, student, or faculty records.
- ✓ Insubordination involving but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
- ✓ Absence for three days without notice, in which the employee will be deemed to have quit voluntarily.
- ✓ Carrying concealed weapons on school property or during any school sponsored event.
- ✓ Failure to perform professional duties.
- ✓ Poor job performance.
- ✓ Undermining the SMART Academy Charter School Code of Ethics.

**Exit Interviews.**

All employees are strongly encouraged to participate in an exit interview.



### Projected School Enrollment & Staffing.

Staffing numbers are subject to change based on the instructional needs of SMART Academy Charter School. Instructional needs will be re-evaluated annually based on enrollment numbers, student demographics, including, but not limited to English Language Learners, scholars with special educational needs including IEPs and 504s, and student performance data accumulated throughout the school year in conjunction with NYSED Assessment data and growth reporting.

	YR #1	YR #2	YR #3	YR #4	YR #5
Students	528	616	704	792	792
Head of School	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Curriculum & Instruction	1	1	1	1	1
Director of Assessment	1	1	1	1	1
Chief Information Officer	1	1	1	1	1
Dean of Scholars	1	1	1	2	2
Business Manager	1	1	1	1	1
General Education Teachers	24	28	32	36	36
Teacher Assistants	12	14	16	18	18
Social Workers	3	3	4	4	4
AIS/RTI Math Teacher	3	3	4	4	4
AIS/RTI ELA Teacher	3	3	4	4	4
Visual Arts Teacher	2	2	3	3	3
Physical Education Teacher	2	2	3	3	3
Foreign Language Teacher	0	0	2	2	2
In School Suspension Teacher	1	1	1	1	1
Building Substitute Teacher	1	1	2	2	2
Parent Engagement Coordinator	1	1	1	1	1
Nurse	1	1	1	1	1
Technology / Media Specialist	1	1	1	1	1
Technology / Media Teacher	1	1	2	2	2
ELL Teacher	2	2	3	3	3
Literacy Coach	1	1	1	2	2
Math Coach	1	1	1	2	2
Science Coach	1	1	1	2	2
Special Education Teachers	3	3	4	4	4
Custodian	2	2	2	3	3
Executive Administrative Assistant	1	1	1	1	1
Administrative Assistant	1	1	1	1	1
Nutritional Services – Café Magr	1	1	1	1	1
Nutritional Services – Staff	3	3	3	4	4
<b>Total Staff</b>	<b>78</b>	<b>84</b>	<b>100</b>	<b>106</b>	<b>106</b>



## Key Staff Responsibilities and Qualifications.

Head of School Head of School	
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Accountable for everything that happens in the school.</li> <li>✓ Ensure compliance with all applicable state and federal laws and regulations.</li> <li>✓ Fulfill all obligations under initial charter agreement.</li> <li>✓ Implement school policies and procedures as directed by the Board of Trustees.</li> <li>✓ Budgeting and financial oversight.</li> <li>✓ Conduct long-term strategic planning.</li> <li>✓ Hire, evaluate, promote, and terminate staff.</li> <li>✓ Implement the school program with fidelity to the charter.</li> <li>✓ Make formal reports to the Board of Trustees.</li> <li>✓ Establish a strong culture and provide a safe learning environment.</li> <li>✓ Evaluate school programs and recommend policy changes and resource allocation.</li> <li>✓ Respond to grievances and concerns by faculty and staff.</li> <li>✓ Manage responsibilities of the Administrative Team.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Master's degree</li> <li>✓ NYSED Administrative Certification</li> <li>✓ Commitment to school's mission, goals, culture and virtues.</li> <li>✓ High expectations for self, faculty, staff and scholars.</li> <li>✓ Demonstrated success in raising urban student achievement.</li> <li>✓ Management and leadership experience, preferably in an urban setting.</li> <li>✓ Demonstrated understanding of financial statements and analysis.</li> <li>✓ Experience hiring, managing and evaluating employees.</li> <li>✓ High level of organization and resourcefulness necessary for start-up environment.</li> <li>✓ Exemplary communication skills and sophisticated analytical analysis.</li> <li>✓ Thrives in entrepreneurial start-up environment with an ambiguous, fast moving environment while also driving toward clarity and solutions.</li> </ul>
Director of Operations	
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Collaborate with the Head of School, and Director of Operations, as part of the Executive Team.</li> <li>✓ Collaborate with the Chief Information Officer, Director of Assessments and Dean of Students as part of the Administrative Team.</li> <li>✓ Oversee the day to day operational activities of the school.</li> <li>✓ Manage emergency and school safety policies and procedures.</li> <li>✓ Manage the operational sector of the school.</li> <li>✓ Coordinate with food service, health service, and transportation services.</li> <li>✓ Plan logistics for school-wide events for</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Bachelor's degree</li> <li>✓ Teaching or education program experience preferred</li> <li>✓ Minimum of three years relevant professional work experience, ideally in a charter school or other K-12 educational organization.</li> <li>✓ Minimum 1 year direct experience successfully managing staff.</li> <li>✓ Demonstrated success providing superior customer service.</li> <li>✓ Strong interpersonal skills.</li> <li>✓ Strong communication and presentation skills.</li> <li>✓ Organized planner and project manager with proven ability to multi-task, take</li> </ul>



<p>scholars, faculty, staff and families.</p> <ul style="list-style-type: none"> <li>✓ Coordinate communications with families and the community.</li> <li>✓ Track and monitor technology needs.</li> <li>✓ Provide leadership for the development and implementation of the school-wide technology plan in coordination with the Technology/Media Specialist.</li> <li>✓ Work in coordination with the Chief Information Officer, School Nurse, and Business Manager to ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all state and federal workplace regulations.</li> </ul>	<p>initiative, prioritize effectively.</p> <ul style="list-style-type: none"> <li>✓ Proactive and creative problem solver.</li> <li>✓ Team-player capable of working both collaboratively and independently.</li> </ul>
<p><b>Director of Curriculum and Instruction</b></p>	
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Provide leadership and direction to all instructional staff.</li> <li>✓ Provide guidance and support to faculty to improve instruction and raise student achievement.</li> <li>✓ Hire, evaluate, promote, and terminate instructional staff.</li> <li>✓ Implement the school educational program with fidelity to the charter.</li> <li>✓ Implement all school policies and procedures as directed by the BOT</li> <li>✓ Insure proper use of scholars to direct and improve instruction.</li> <li>✓ Facilitate and encourage parent involvement.</li> <li>✓ Make formal reports to the BOT.</li> <li>✓ Establish a strong school culture and provide a supportive learning environment.</li> <li>✓ Evaluate school programs and recommend policy changes and resource allocations.</li> <li>✓ Respond to grievances by parents and staff.</li> <li>✓ Conduct long term strategic plan.</li> <li>✓ Conduct formal and informal teacher evaluations.</li> <li>✓ Maintain accurate records of all teacher observations, meetings, professional development and communications.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Master's degree</li> <li>✓ Administrative Certification</li> <li>✓ Commitment to school's mission, vision, goals, culture and virtues.</li> <li>✓ High expectations of self, staff and students.</li> <li>✓ Management and leadership experience, preferable in an urban school setting.</li> <li>✓ Experience in hiring, managing and evaluating employees.</li> <li>✓ High level of organization and resourcefulness necessary for start-up environment.</li> <li>✓ Previous success in raising academic achievement in an urban setting.</li> <li>✓ Exemplary communication skills and sophisticated analytical analysis.</li> <li>✓ Commitment to and experience with data-driven instructional practices.</li> <li>✓ Thrives in an entrepreneurial start-up environment within an ambiguous, fast-paced atmosphere while moving toward clarity and solutions.</li> </ul>



Chief Information Officer	
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Manage all areas of data for the school.</li> <li>✓ Coordinate all Federal Grants, including, but not limited to Title I, II, and III, in coordination with the Business Manager.</li> <li>✓ Oversee all school personnel responsible for data collection, reporting, and student information systems.</li> <li>✓ Assemble, review and provide data as mandated by NYSED and Erie I BOCES.</li> <li>✓ Serve as the direct contact person for all issues related to the Data Warehouse and NYSED data and reporting.</li> <li>✓ Attend informational sessions provided for CIO's by the Regional Informational Center and NYSED to ensure compliance with all state and federal mandates regarding data collection, reporting and data security.</li> <li>✓ Create and maintain all school policies and procedures regarding data security and reporting in compliance with Erie I BOCES and NYSED requirements and recommendations.</li> <li>✓ Establish data collection standards and procedures for scholar recruitment, enrollment and retention.</li> <li>✓ Plan and facilitate professional development activities in data analysis to direct instructional practices.</li> <li>✓ Review NYSED reports, resolve errors and ensure accuracy.</li> <li>✓ Ensure all data in the Student Information System is current and up to date to ensure accurate data upload into the RIC.</li> <li>✓ Oversee the school data team and ensure appropriate training for team members.</li> <li>✓ Participate in the instructional and analytical meetings throughout the school as required.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Master's degree</li> <li>✓ Commitment to school's mission, vision, goals, culture and virtues.</li> <li>✓ Experience in research and data analysis, preferably in an educational setting.</li> <li>✓ High expectations of self, staff and students.</li> <li>✓ Management and leadership experience, preferable in an urban school setting.</li> <li>✓ Experience in hiring, managing and evaluating employees.</li> <li>✓ High level of organization and resourcefulness necessary for start-up environment.</li> <li>✓ Previous success in raising academic achievement in an urban setting through the use of data analysis.</li> <li>✓ Effective and engaging facilitation of professional development for a diverse adult population in an educational setting.</li> <li>✓ Exemplary communication skills and sophisticated analytical analysis.</li> <li>✓ Commitment to and experience with data-driven instructional practices.</li> <li>✓ Thrives in an entrepreneurial start-up environment within an ambiguous, fast-paced atmosphere while moving toward clarity and solutions.</li> </ul>
Director of Assessment	
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Facilitate ongoing assessment of curriculum, instructional staff and students.</li> <li>✓ Facilitate ongoing professional</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Master's Degree</li> <li>✓ Proven commitment to data-driven instruction.</li> </ul>



<p>development.</p> <ul style="list-style-type: none"> <li>✓ Manage the school’s RTI process.</li> <li>✓ Coordinate activities with the Committee on Special Education (CSE)</li> <li>✓ Determine if entering students have IEPs.</li> <li>✓ Ensure all IEP services are provided.</li> <li>✓ Coordinate with any external service providers.</li> <li>✓ Supervise the completion of SLOs (Student Learning Objectives) by instructional staff.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Experience with instructional leadership as a teacher, administrator or district coach.</li> <li>✓ Strong understanding of Common Core Learning Standards in ELA and math.</li> <li>✓ Demonstrated ability to prepare and present reports utilizing Microsoft Office Suite.</li> <li>✓ Knowledgeable about best practices in urban K-8 education.</li> <li>✓ Experience in preparing and facilitation Professional Development in an educational setting.</li> </ul>
<p>Dean of Scholars</p>	
<p>Responsibilities</p> <ul style="list-style-type: none"> <li>✓ Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.</li> <li>✓ Develops and administers disciplinary procedures.</li> <li>✓ Oversee Family-Teacher Organization.</li> <li>✓ Reviews referrals and confers with scholars, parents, faculty, community agencies, and law enforcement</li> <li>✓ Responds to and resolves parent, student, and staff concerns and complaints</li> <li>✓ Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts. Provides direction to a variety of faculty, staff, and student programs and services</li> <li>✓ Conducts informal classroom visitations and observations to provides recommendations and suggestions for improvement in student behaviors.</li> <li>✓ Participates as needed in Individual Educational Plan meetings.</li> <li>✓ Liaison to the after school program in collaboration with school staff and/or personnel from outside agencies.</li> <li>✓ Liaison to student government, extracurricular activities, the student athletics program, and other competitive or</li> </ul>	<p>Qualifications</p> <ul style="list-style-type: none"> <li>✓ Master’s degree</li> <li>✓ Experience in developing school-wide K-8 disciplinary procedures.</li> <li>✓ Ability to establishes and maintain productive collaborative relationships with others.</li> <li>✓ Proved ability to relate to students with mutual respect while carrying out a positive and effective disciplinary program, preferably in an urban setting.</li> <li>✓ Models district standards of ethics, confidentiality, and professionalism.</li> <li>✓ High expectations of self, staff and students.</li> <li>✓ Meets schedules and deadlines.</li> <li>✓ Plans and organizes work.</li> <li>✓ Applies knowledge of NYSED law and school policy.</li> <li>✓ Creates an environment where children from diverse backgrounds are comfortable and experience success.</li> <li>✓ Builds productive and mutually respectful relationships with families.</li> <li>✓ Reads, interprets, applies, and explains rules, regulations, policies, and procedures.</li> <li>✓ Maintains a safe and orderly learning environment.</li> <li>✓ Uses effective interpersonal skills including tact, patience, and courtesy.</li> </ul>



<p>performance programs and events.</p> <ul style="list-style-type: none"> <li>✓ Attends meetings of parent and community groups.</li> <li>✓ Works with the Administrative Team to establish a safe and secure learning environment for students.</li> <li>✓ Develops plans for emergency situations in collaboration with other administrators, staff, and public safety agencies.</li> <li>✓ Works in coordination of the Chief Information Officer to prepare and maintain a variety of district, county, state, and federal records and reports, including VADIR and DASA.</li> <li>✓ Directs the organization and maintenance of disciplinary records and reports.</li> </ul>	
<p><b>Business Manager</b></p>	
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Prepare annual budget and support the annual auditing process, working closely with school leadership.</li> <li>✓ Manage the day-to-day finances to ensure the overall financial health of the school.</li> <li>✓ Conduct accurate and timely billing to ensure adequate cash flow.</li> <li>✓ Manage payroll and benefits.</li> <li>✓ Work closely with the Chief Information Officer to complete the Charter School Annual Report.</li> <li>✓ Work in coordination with the Chief Information Officer, and Director of Operations to ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all state and federal workplace regulations.</li> <li>✓ Manage all faculty data collection and updates and communicate them in a timely fashion to the Chief Information Officer.</li> <li>✓ Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc.</li> <li>✓ Work closely with school leadership to find, prepare, apply for and manage grants.</li> <li>✓ Day-to-day financial responsibilities in accordance with approved budget</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Bachelor's Degree</li> <li>✓ At least 5 years administrative or management role.</li> <li>✓ Quantitative skills and experience with accounting, budgets and financial management, ideally in a school setting.</li> <li>✓ Thrives in entrepreneurial start up environment within an ambiguous, fast pace environment while also driving toward clarity and solutions.</li> <li>✓ Self-starter and demonstrated resourcefulness.</li> <li>✓ History of getting results</li> <li>✓ Grant writing and grant management experience.</li> <li>✓ Values input and feedback.</li> <li>✓ Highly organized, detail oriented.</li> <li>✓ Team player, capable or working collaboratively and independently.</li> <li>✓ Flexible, with strong ability to multi-task.</li> <li>✓ Strong interpersonal and communication skills.</li> </ul>



<ul style="list-style-type: none"> <li>✓ Procurement and accounts payable duties</li> <li>✓ Govern all compensation, compensation issues, benefits calculations and retirement plans.</li> <li>✓ Report financials to BoTs at monthly meetings.</li> <li>✓ Prepare for auditing.</li> </ul>	
<p><b>Social Worker</b></p>	
<ul style="list-style-type: none"> <li>✓ Provide crisis intervention, counseling services, support and case management</li> <li>✓ Maintain student and family confidentiality</li> <li>✓ Collaborate with families and school personnel to conduct psychosocial assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic reevaluations</li> <li>✓ Collaborate with families and school personnel to address scholars' social, emotional, and behavioral obstacles to academic success</li> <li>✓ Link scholars and families with school and community resources</li> <li>✓ Participate in case conferences involving other school personnel and community resources</li> <li>✓ Maintain appropriate school records and provide written reports and communications</li> <li>✓ Follow up on student issues referred by school personnel</li> <li>✓ Develop, facilitate, and coordinate prevention activities and intervention strategies</li> <li>✓ Collaborate with school groups to develop coping, social, and decision-making skills</li> <li>✓ Participate in the Individual Educational Plan (IEP) process as required</li> <li>✓ Other general counseling and administrative functions as needed.</li> <li>✓ Incorporate community resources into learning experiences for scholars both by bringing a variety of resources to the classroom and by taking students to those resources directly</li> <li>✓ Facilitate a strong and effective Learning Community experience for students</li> <li>✓ Participate as an active contributor in the shared decision-making process at the team and whole staff level</li> <li>✓ Establish and maintain strong connections with community-based organizations, cultural institutions, local and city-wide businesses</li> <li>✓ Consistently integrate community resources from those partnerships</li> </ul>	<ul style="list-style-type: none"> <li>✓ Master's degree in social work with school social work course work.</li> <li>✓ Maintain appropriate NYSED Certifications in Social Work,</li> <li>✓ An understanding of the IEP process; familiarity with State of NY special education rules and regulations</li> <li>✓ Demonstrated leadership capability; evidence of success in report and case history writing and coordination.</li> <li>✓ Ability to provide group and individual counseling, effectively lead meetings, resolve conflicts, and coordinate resources to benefit students.</li> <li>✓ Substantial expertise in urban education, including significant work with elementary school families and students as partners in learning, and integration of a wide range of unique, community resources.</li> <li>✓ Candidate should exhibit integrity beyond reproach and be passionate about furthering educational reform in a public environment.</li> <li>✓ A commitment to holding all students to high expectations for academic and personal success.</li> <li>✓ Candidate should have superior written and oral communication skills.</li> <li>✓ Ideal candidates have experience coordinating school and co-curricular events and activities and capacity to work collaboratively across disciplines.</li> <li>✓ Experience in urban elementary schools that face instructional and material challenges</li> <li>✓ Expertise in working with families with significant needs, developing community partnerships and collaborative decision-making and leadership.</li> <li>✓ Comfortable operating in a flexible, self-directed and fast-paced work environment with limited administrative support.</li> <li>✓ Experience in an entrepreneurial educational</li> </ul>



<ul style="list-style-type: none"> <li>✓ Establish and maintain regular personal contact with families and student caregivers</li> <li>✓ Participate as a resource person for in-service training and planning</li> <li>✓ Collaborate with administrative team to update and implement incoming student orientation program and family workshops</li> </ul>	<p>environment is highly desired.</p>
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**Technology/Media Specialist**

<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ In addition to regular instructional duties, the Technology/Media Specialist will:</li> <li>✓ Oversee building technology.</li> <li>✓ Collaborate with teachers on the integration of technology in the classroom.</li> <li>✓ Coordinate with the Director of Operations for the development and implementation of the school's technology plan.</li> <li>✓ Oversee and enhance the school website.</li> <li>✓ Ensure all faculty, staff and scholars are trained on the school wide AUP (Acceptable Use Policy) for technology.</li> <li>✓ Will work in conjunction with the Parent Engagement Coordinator to plan and facilitate family training sessions for computer use, word processing and internet navigation.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Bachelor's Degree, Master's Degree Preferred.</li> <li>✓ Appropriate NYSED certifications.</li> <li>✓ High expectations for student learning and behavior.</li> <li>✓ Strong classroom management skills.</li> <li>✓ Experience in computer and technology education, preferably in an urban setting.</li> <li>✓ Demonstrated respect and concern for children and their parents and a passion for education.</li> <li>✓ Reflective and open to feedback with the desire to continually improve.</li> <li>✓ Ability to handle the intensity required to work in a high-performing charter school and remain organized, punctual, and reliable under pressure.</li> </ul>
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**Executive Administrative Assistant**

<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>✓ Warmly greet all visitors to the school and direct them to the appropriate place or person.</li> <li>✓ Serve as primary contact for all school communication via phone.</li> <li>✓ Maintain security off the school by ensuring all security policies and procedures are followed.</li> <li>✓ Maintain records in accordance with legal requirements and audit guidelines.</li> <li>✓ Ensure confidentiality and security of office space, files, and all information pertinent to students, parents, faculty, staff and the community.</li> <li>✓ Maintain record of student's daily attendance, as well as tardy and early release logs.</li> <li>✓ Communicate trend and patterns in attendance logs to the Dean of Students in</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Associate's Degree</li> <li>✓ Minimum 3 years of administrative experience, preferably in a school environment.</li> <li>✓ Oral and written proficiency, preferably in English and Spanish.</li> <li>✓ Proficiency in the Microsoft Office Suite.</li> <li>✓ Experience in proper office procedures, including filing, answering the telephone professionally, greeting all visitors cordially and handling information with confidentiality.</li> <li>✓ Excellent communication skills.</li> <li>✓ Strong organizational and communication skills.</li> <li>✓ Ability to manage the ambiguity and multiple priorities inherent in and entrepreneurial environment.</li> <li>✓ Relentlessly results oriented.</li> </ul>
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<p>a timely fashion.</p> <ul style="list-style-type: none"> <li>✓ Type, translate and distribute school correspondence.</li> <li>✓ Maintain accurate data in Student Information System in accordance with state and federal regulations in coordination with the Chief Information Officer. Assist in ordering and receiving materials.</li> <li>✓ Provide administrative support, including scheduling meetings, conference calls, maintaining calendars, arranging travel and managing correspondence.</li> <li>✓ Check and summarize all voicemail messages and respond to general inquiries.</li> <li>✓ Sort and route mail.</li> <li>✓ Update school information on the school website, social media, and other school signage.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Detail-oriented team player willing to help out wherever and whenever necessary.</li> </ul>
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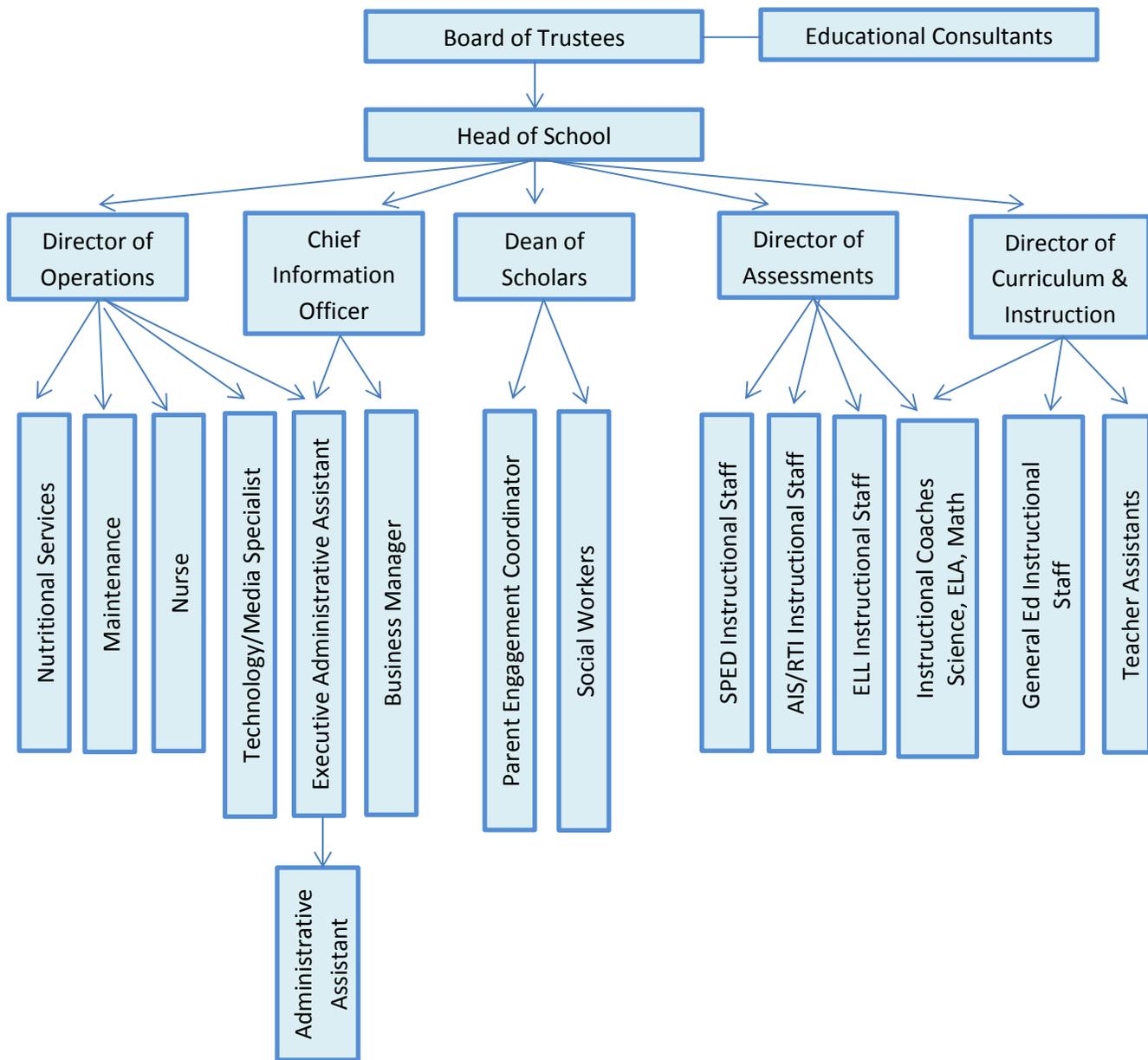
**Administrative Assistant**

<p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Warmly greet all visitors to the school and direct them to the appropriate place or person.</li> <li>✓ Serve as primary contact for all school communication via phone.</li> <li>✓ Maintain security off the school by ensuring all security policies and procedures are followed.</li> <li>✓ Maintain records in accordance with legal requirements and audit guidelines.</li> <li>✓ Ensure confidentiality and security of office space, files, and all information pertinent to students, parents, faculty, staff and the community.</li> <li>✓ Maintain record of student's daily attendance, as well as tardy and early release logs.</li> <li>✓ Communicate trend and patterns in attendance logs to the Dean of Students in a timely fashion.</li> <li>✓ Type, translate and distribute school correspondence.</li> <li>✓ Maintain accurate data in Student Information System in accordance with state and federal regulations in</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>✓ Oral and written proficiency, preferably in English and Spanish.</li> <li>✓ Proficiency in the Microsoft Office Suite.</li> <li>✓ Experience in proper office procedures, including filing, answering the telephone professionally, greeting all visitors cordially and handling information with confidentiality.</li> <li>✓ Excellent communication skills.</li> <li>✓ Strong organizational and communication skills.</li> <li>✓ Detail-oriented team player</li> <li>✓ Demonstrates initiative and desire to learn.</li> </ul>
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<p>coordination with the Chief Information Officer. Assist in ordering and receiving materials.</p> <ul style="list-style-type: none"> <li>✓ Provide administrative support, including scheduling meetings, conference calls, maintaining calendars, arranging travel and managing correspondence.</li> <li>✓ Check and summarize all voicemail messages and respond to general inquiries.</li> <li>✓ Sort and route mail.</li> <li>✓ Update school social media.</li> </ul>	
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**SMART Academy Charter School Organizational Chart.**



Not Applicable

Not Applicable