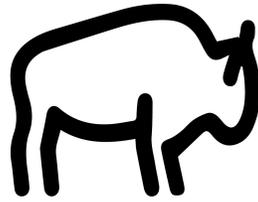


Buffalo Commons Charter School (BCCS) Full Application Summary

Proposed Charter School Name	Buffalo Commons Charter School (BCCS)																																																																																	
Application History	N/A																																																																																	
Proposed Board Chair Name	Sheri Rodman																																																																																	
Proposed Board Chair Email Address																																																																																		
Proposed Board Chair Telephone Number																																																																																		
Public Contact Name	Daniel Brink-Washington																																																																																	
Public Contact Email Address																																																																																		
Public Contact Telephone Number																																																																																		
District of Location	Buffalo City School District (BCSD)																																																																																	
Opening Date	Fall 2018																																																																																	
Proposed Charter Term	Five Years: 2018/19 - 2022/23																																																																																	
Proposed Management Company or Partners	N/A																																																																																	
Projected Enrollment and Grade Span for Indicated Years	Year 1: K and 5 (100)																																																																																	
	Year 5: K-8 (450)																																																																																	
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Mission Statement:

Buffalo Commons Charter School prepares a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills.



Buffalo Commons Charter School

Centrally located in the city of Buffalo, Buffalo Commons Charter School will be a K-8 school committed to developing students' academic, creative, and collaborative skills via the key design elements outlined below. We hope to open our doors to kindergarteners and fifth graders in the Fall of 2018. We are building the future, together!

A Commitment to Academic Success: Buffalo is in need of additional schools that facilitate academic success for students. BCCS believes that every student is capable of realizing academic success in the proper learning environment. Our learning environment emphasizes the following key design elements to promote academic success for students:

1. *Rigorous and Engaging Curricula:* BCCS develops and uses a demanding yet accessible curriculum that engenders critical-thinking skills as well as content knowledge. Our teachers design curricula that use research-based programs like Wilson Foundations, Wit and Wisdom, Eureka Math, History Alive!, and Science Alive! as a foundation, but tailor planning and instruction to our students to increase the amount of higher-level thinking, skill application, and interdisciplinary connection that we offer to students. To facilitate these three additional elements, our teams use 1) a Rigor and Relevance Framework to ensure tasks include higher-level thinking and application, 2) Universal Themes that help teachers horizontally align instruction to emphasize interdisciplinary connections, and 3) the Elements of Depth that provide teachers a shared language across disciplines, allowing students to more easily see how subjects interrelate.
2. *Proven Instructional Strategies:* Our shared instructional strategies draw upon the work of researchers and practitioners. The set of practices that our teachers focus on have the ability to create classrooms where students are routinely engaged in high-level thinking and creative problem-solving, where students are personally invested in their individual and collaborative tasks, and where structure helps maximize student achievement.
3. *A Daily Skills Block:* In addition to classroom instruction, students at BCCS are supported in daily small-group instruction in literacy and mathematics. These groups are tailored to each student's strengths and areas for growth. The groups are flexible in terms of rosters and curricula, as they adjust in response to student assessment data.
4. *Schoolwide Co-Teaching:* Our core subject instruction is facilitated by at least two teachers at all times. This allows us to use a variety of teaching models and more effectively match instruction to students' needs based on data from our assessments. It also provides a structure for supporting the needs of our students who fall into special population categories.

A Commitment to Creative Problem-Solving: Creative problem-solving skills can positively impact students' academic achievement; confidence and resilience; motivation and engagement; development of social, emotional, and thinking skills; and school attendance. They are also skills that employers value. Our Innovations courses are the design element that facilitates our commitment to creative problem-solving.

5. *Innovations Courses:* All K-8 students engage in Innovations, a daily interdisciplinary course that centers around creative problem-solving tasks. The course is co-taught by an engineering and design teacher and an art teacher. Innovations helps students develop superior critical thinking and creative problem-solving skills, and improve their ability to collaborate with peers. Innovations offers students a structured curriculum in creative-thinking methods and collaboration, plus opportunities to apply those methods to solve authentic problems that affect our students and our communities. In Buffalo, courses like this are often available only to students classified as gifted and talented.

A Commitment to Collaboration: The ability to work as part of a team is an increasingly sought-after skill in the workplace, and as our society becomes more diverse, the need to work on teams across lines of difference is increasing as well. We make sure students have ample opportunity to practice these kinds of collaboration early and often.

6. *Cross-Age Mentorship:* Our students are matched in cross-age mentorships that promote collaboration and leadership. These mentorships can increase student achievement, develop interpersonal skills, and provide a stronger connectedness to school. Each year mentors and mentees will meet numerous times to engage in a structured progression of building trust through collaborative games, creative problem-solving challenges, and eventually increasingly academic mentorship.
7. *A Diverse Student Body:* BCCS defines diversity as a combination of socioeconomic status, home language, special population status, as well as race and other factors. Although Buffalo is a relatively diverse district, few schools reflect that diversity. Yet student outcomes improve in diverse school settings. These positive outcomes include academic and cognitive benefits such as increased student achievement and college-going rates as well as social-emotional and civic benefits, including improved leadership skills and a reduction of racial bias. BCCS brings together students of all backgrounds and engages them in a structured program that provides the conditions to significantly reduce prejudice and helps them develop the skills and dispositions needed to collaborate with one another across lines of difference.

Proposed Board Chair Signature and Date

Sheri Rodman

8/17/17

CERTIFICATION AND ASSURANCES/INTENT STATEMENT !

Proposed Charter School Name Buffalo Commons Charter School

Proposed School Location (District) Buffalo City School District

Name of Existing Education Corporation (if applicable) _____

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹⁸

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹⁸ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;

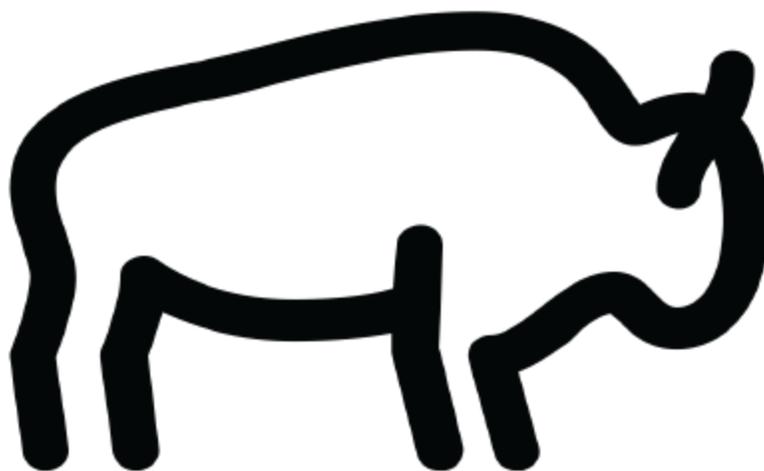
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted; and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.

I, *Sheri Rodman*, hereby certify that the information submitted in this Full Application to establish *Buffalo Commons Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

Sheri Rodman

Date: 7/17/17



Buffalo Commons

Charter School

A Proposed K-8 Charter School
Buffalo, NY
2017, Round 2
New York State Education Department

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

IA. Mission Statement and Objectives

IA1. Mission Statement: Buffalo Commons Charter School prepares a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills.

IA2. Objectives: The objectives outlined briefly below are how BCCS will assess our progress toward fulfillment of our mission statement. More detail about each can be found in the indicated section(s):

1. Ensure every student has the language arts and math skills, to be on track for college, as measured by the New York State Testing Program. (see IIC2, page 41).
2. Close academic achievement gaps that exist between different subgroups of students as measured by the New York State Testing Program (see IIC2, page 41).
3. Increase students' creative problem-solving abilities as measured internally using the Torrance Tests for Creative Thinking (see IIC2, page 42).
4. Increase students' collaborative abilities as measured internally by use of an adapted rubric from the American Association of Colleges and Universities (see IIC2, page 42).
5. Recruit and enroll a student body that reflects the diversity of Buffalo (see IC2, page 5 and ID1, page 7).
6. Provide an organizational culture that attracts, develops, and retains a diverse group of accomplished teachers and school leaders (see sections IIC5, page 57; IID4, page 61; and III E1, page 61).

IA3. Furthering Education Law §2850(2): The Buffalo Commons Charter School (hereafter BCCS, the school, or us) objectives help ensure that we are furthering Education Law §2850(2). Below are brief descriptions of how our program advances each part of that law:

- A. *Improves the learning and achievement of our students:* Our New York State Learning Standards (NYSLs) aligned curriculum design and research-based teaching practices provide students meaningful academic, creative, and collaborative engagement with content (see IIA1 and IIA2, page 13). Alongside classroom teaching, BCCS monitors students' progress through a robust assessment system and responds with targeted support to ensure progress of our students (see IIB9, page 33 and IID1, page 43).
- B. *Places special emphasis on expanding learning experiences for students who are at risk of academic failure:* To meet our goals of keeping students on track for college and closing achievement gaps, every student participates in data-driven small group instruction during our daily literacy and math skills blocks. Concurrently we create a highly structured, inclusive and welcoming school culture where students are held to high expectations. Ensuring that students feel safe and have a feeling of "belonging" immediately improves performance.¹ Students who need additional support will benefit from a robust Rtl system with proactive triggers, and research-based interventions. Students in need of special education or English as a New Language (ENL) services will benefit from our

¹ Walton, Gregory. (2011) *A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students*. Science, Vol. 331, Issue 6023 (1447-1451),

comprehensive program offerings and distinct approaches to curriculum and instruction (see IIB, starting on page 30; and IIA5, page 28).

- C. *Uses innovative teaching methods:* In addition to skill acquisition, our curriculum and instruction increases skill application and higher-order thinking skills. We collaboratively create and systematically review NYSLS aligned curriculum to maximize academic rigor and student engagement. We use shared instructional strategies that promote higher-level thinking in students. In addition to core subject areas, our daily Innovations class provides a structured way to teach critical thinking, creativity, and collaboration—skills that are shown to increase achievement and are also highly desired in today’s colleges and workplaces² (see section IIA4, page 26).
- D. *Creates new professional opportunities:* BCCS’ organizational culture offers faculty, staff, and leadership the opportunity to grow and develop along a parallel track to our students, developing their professional, creative and collaborative abilities through our methods for curriculum development, evaluation, and professional development (see sections IIA2, page 16; IIID2, page 59; and IIIE1, page 61).
- E. *Expands choices in educational opportunities:* Buffalo families desire additional school choices as evidenced by the current waiting list for charter schools, which numbers in the thousands.³ Additionally, to our knowledge, the combination of elements that BCCS provides would make it a unique choice within the city (see ID2, page 8 and IB1, page 2).
- F. *Employs performance-based accountability:* In addition to state accountability measures, the Board of Trustees’ (BOT) annual evaluation of the Executive Director is based in part on student performance. The BOT also anticipates an Academic Oversight Committee that includes the school leadership, to establish, monitor, and report on annual student achievement goals. That committee may periodically suggest modifications to the academic program of the school in order to achieve better results for students. At the school level, teachers are held accountable for student achievement through the feedback and observation cycles, as well as through their students’ internal and external assessment results (see IIIB1, page 52 and IIID2, starting on page 59).

IB. Key Design Elements

IB1. BCCS Key Design Elements: BCCS is committed to developing students’ academic, creative, and collaborative skills via the key design elements outlined below. Our rationale for selecting these design elements is based on prior evidence of their effectiveness in research and/or practice.

- I. *A Commitment to Academic Success:* Buffalo is in need of additional schools that facilitate academic success for students. BCCS believes that every student is capable of realizing academic success in the proper learning environment. Our learning environment emphasizes the following key design elements to promote academic success for students:
 - 1. *Rigorous and Engaging Curricula:* BCCS develops and uses a demanding yet accessible curriculum that engenders critical-thinking skills as well as content knowledge.⁴ Our teachers design curricula that use research-based programs like Wilson Foundations, Wit and Wisdom, Eureka Math, History Alive!, and Science

² American Management Association (2012). *Critical Skills Survey*.

³ Northeast Charter School Network. (2016)

⁴ Quint, Janet, Saskia Thompson and Margaret Bald. (2008). *Relationships, Rigor and Readiness*. MDRC.

- Alive! as a foundation, but tailor planning and instruction to our students to increase the amount of higher-level thinking, skill application, and interdisciplinary connection that we offer to students. To facilitate these three additional elements, our teams use 1) a Rigor and Relevance Framework to ensure tasks include higher-level thinking and application, 2) Universal Themes that help teachers horizontally align instruction to emphasize interdisciplinary connections, and 3) the Elements of Depth that provide teachers a shared language across disciplines, allowing students to more easily see how subjects interrelate.⁵
2. *Proven Instructional Strategies*: Our shared instructional strategies draw upon the work of researchers and practitioners. The set of practices that our teachers focus on have the ability to create classrooms where students are routinely engaged in high-level thinking and creative problem-solving, where students are personally invested in their individual and collaborative tasks,⁶ and where structure helps maximize student achievement.⁷
 3. *A Daily Skills Block*: In addition to classroom instruction, students at BCCS are supported in daily small-group instruction in literacy and mathematics. These groups are tailored to each student's strengths and areas for growth. The groups are flexible in terms of rosters and curricula, as they adjust in response to student assessment data.
 4. *Schoolwide Co-Teaching*: Our core subject instruction is facilitated by at least two teachers at all times. This allows us to use a variety of teaching models and more effectively match instruction to students' needs based on data from our assessments. It also provides a structure for supporting the needs of our students who fall into special population categories.
- II. *A Commitment to Creative Problem-Solving*: Creative problem-solving skills can positively impact students' academic achievement; confidence and resilience; motivation and engagement; development of social, emotional, and thinking skills; and school attendance.⁸ They are also skills that employers value.⁹ Our Innovations courses are the design element that facilitates our commitment to creative problem-solving.
1. *Innovations Courses*: All K-8 students engage in Innovations, a daily interdisciplinary course that centers around creative problem-solving tasks. The course is co-taught by an engineering and design teacher and an art teacher. Innovations helps students develop superior critical thinking and creative problem-solving skills, and improve their ability to collaborate with peers.¹⁰ Innovations offers students a structured curriculum in creative-thinking methods¹¹ and collaboration, plus opportunities to apply those methods to solve authentic problems that affect our

⁵ Universal themes and elements of depth and complexity are based on the work of Sandra Kaplan and used throughout the country.

⁶ Antonetti, John, and Garver, James. (2015) *17,000 Classroom Visits Can't be Wrong: Strategies that engage students, promote active learning, and boost achievement*. ACSD: Alexandria, VA.

⁷ Lemov, Doug and Uncommon Schools. (2010). *Teach Like a Champion*. Jossey-Bass.

⁸ Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education—A systematic literature review. [Thinking Skills and Creativity](#). Vol 8.

⁹ Dagget, Willard (2016). *Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance*. International Center for Leadership in Education.

¹⁰ Hattie, John (2009). *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement*. Routledge: New York.

¹¹ BCCS plans on using the CPS Learner Model put out by the Creative Education Foundation (2017) and based on the work of Osborne and Parnes (1963).

students and our communities. In Buffalo, courses like this are often available only to students classified as gifted and talented.

III. *A Commitment to Collaboration:* The ability to work as part of a team is an increasingly sought-after skill in the workplace,¹² and as our society becomes more diverse, the need to work on teams across lines of difference is increasing as well. We make sure students have ample opportunity to practice these kinds of collaboration early and often.

1. *Cross-Age Mentorship:* Our students are matched in cross-age mentorships that promote collaboration and leadership. These mentorships can increase student achievement, develop interpersonal skills, and provide a stronger connectedness to school.¹³ Each year mentors and mentees will meet numerous times to engage in a structured progression of building trust through collaborative games, creative problem-solving challenges, and eventually increasingly academic mentorship.
2. *A Diverse Student Body:* BCCS defines diversity as a combination of socioeconomic status, home language, special population status, as well as race and other factors. Although Buffalo is a relatively diverse district, few schools reflect that diversity.¹⁴ Yet student outcomes improve in diverse school settings.¹⁵ These positive outcomes include academic and cognitive benefits such as increased student achievement and college-going rates as well as social-emotional and civic benefits, including improved leadership skills and a reduction of racial bias.¹⁶ BCCS brings together students of all backgrounds and engages them in a structured program that provides the conditions to significantly reduce prejudice¹⁷ and helps them develop the skills and dispositions needed to collaborate with one another across lines of difference.

IB2. A Note About Meeting the Needs of Special Populations: BCCS will serve students with a wide range of academic abilities, diverse needs, and personal histories. BCCS is committed to providing all students with the challenging opportunities and necessary supports to maximize their learning. BCCS gathers and analyzes a wide variety of student data, including quantitative diagnostic, interim, and summative data, as well as more qualitative social and personal data. BCCS uses these data sources to proactively uncover and address student academic deficits and also to design materials and projects that encourage students to explore their interests and improve their skills. Periodic interim assessments help ensure that content is tailored to students by allowing faculty to differentiate instruction, group students flexibly, and implement interventions. Students with IEPs and 504s and those classified as ELLs will have individualized program supports in order to ensure their success.¹⁸

¹² National Association of Colleges and Employers (2016)

¹³ Garringer, Michael and Patti MacRae. (2017) *Cross-Age Peer Mentorship Programs in Schools*. UCLA.

¹⁴ In Buffalo, as recently as 2012, the Office of Civil Rights discovered that 70% of district schools were racially segregated. That lack of diversity was also present in the charter sector where over 80% of charter schools were “extremely segregated, enrolling over 90% students of color with very high poverty.” (Orfield, Gary. 2012)

¹⁵ Potter, Halley (2016). *A New Wave of School Integration*. The Century Foundation.

¹⁶ Wells, Amy Stuart, Lauren Fox, Diana Cordova-Cobo (2016). *How Racially Diverse Schools and Classrooms Can Benefit All Students*. The Century Foundation.

¹⁷ Everett, Jim (2013). *Intergroup Contact Theory: Past, Present, and Future*. The Inquisitive Mind Vol. 2, Issue 17.

¹⁸ The programs that we proposed to put in place at BCCS will be largely based on those designed and implemented by our proposed Executive Director, Daniel Brink-Washington, at Brooklyn Prospect Charter School. Those programs consistently yield achievement results for students with IEPs more than four times the New York City average for students with disabilities.

IC. Enrollment, Recruitment, and Retention

IC1. Planned Grades and Enrollment: During the course of the first charter term, BCCS will become

a K-8 school for 450 students (see Figure 1). Initially BCCS seeks to enroll 50 students at kindergarten and fifth grade, adding successive grades each year until the school reaches its K-8 capacity. There are three reasons for this enrollment strategy:

Grade	Age Ranges	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	4-5	50	50	50	50	50
1	5-6		50	50	50	50
2	6-7			50	50	50
3	7-8				50	50
4	8-9					50
5	9-10	50	50	50	50	50
6	10-11		50	50	50	50
7	11-12			50	50	50
8	12-13				50	50
Totals		100	200	300	400	450

Figure 1. Planned Grades and Enrollment

1. Kindergarten and fifth grade are transition years in Buffalo, when families typically seek new school options. For approximately 3,000 kindergarteners, BCCS could be a child's first school. Each year about 25% of Buffalo Public Schools' fourth graders (around 600) must seek a fifth grade placement after completing study at one of seven K-4 Buffalo Public Schools. Because these are natural transition years, this enrollment plan is synchronized with these school transition points so that recruitment of families will be the least disruptive to peer schools.
2. BCCS wants to have maximum impact on Buffalo students as immediately as possible. Kindergarten families are faced with only 32% of their BPS school options in Good Standing with the state, with the remaining 68% being either Focus or Priority schools. Students in fifth grade show a demonstrable need for increased student performance as well, with only 15% of students proficient in ELA and only 18% of students proficient in math. Within Buffalo's fifth grade cohort, there are striking gaps based on race, socioeconomics, home language, and disabilities. While these are issues that are present in earlier tested grades (third and fourth), the overall achievement in those grades is higher, and the gaps are smaller. Buffalo's fifth grade students deserve excellent school options.
3. The leadership of BCCS see programmatic opportunities for collaboration, leadership and mentorship created in a school that begins with a kindergarten and a fifth grade. Cross-age mentorship is an increasingly popular intervention that has shown promising effects in initial studies. Peer mentors are seen to connect well with mentees. Peer mentorships generate a positive impact for both the mentor and the mentee. Some benefits for mentees include feelings of connectedness to school, improved grades, and increased prosocial behaviors and attitudes. Mentors have seen positive results including enhanced personal and interpersonal skills, connectedness to school, and increased self-esteem.¹⁹

IC2. Student Recruitment: BCCS, in line with all applicable charter laws, seeks to recruit a student body whose demographic profile reflects the diversity of our geographic district, understanding that this will change over time. This demographic includes students with various socioeconomic levels, home languages, and learning abilities. Through strategic outreach, BCCS is committed to a diverse student population that meets the enrollment and retention targets established for our school for at-risk students.²⁰ Below are a sampling of both our general recruitment strategies and strategies specific to the recruitment of specific populations of students (actions that we have already taken and are ongoing are marked with a *).

i. *General Recruitment Strategies:*

¹⁹Garringer, Michael and Patti MacRae. (2017) *Cross-Age Peer Mentorship Programs in Schools*. UCLA.

²⁰ Currently BCSD enrolls 22% students with IEPs, 15% students classified as ELL, 68% students who qualify for free or reduced-price lunch, and no racial majority.

- Outreach to families at local summer activities and festivals such as farmer’s markets, Juneteenth, Taste of Diversity, and Elmwood Village Arts Festival*
 - Targeted outreach to prospective kindergarten families at preschool and toddler events at the city libraries, and head start summer screenings *
 - Outreach to prospective fifth graders by connecting with families at the Western New York Invention Convention, Boys and Girls Club parent social nights*;
 - Ongoing evolution and maintenance of our website (www.buffalocommonscharter.org), which offers information about our program and provides families with opportunities for input, questions, and feedback*
 - Consistent and relevant social media updates aligned with the BCCS mission
 - Continued focus groups with the parents or guardians of three-year-olds and third graders currently enrolled at various daycare/head start programs and elementary schools in Buffalo*
 - Collaboration with a variety of educational nonprofit organizations and businesses serving the community*
 - Open-house events for prospective students and their parents to learn about the school before the application deadline
 - Outreach through neighborhood faith-based organizations
 - Media outreach to all local outlets, including print, web, radio, and TV
- ii. *Recruiting students with IEPs:*
- Direct outreach to local private special education programs to set up informational meetings for parents
 - Direct outreach to head start preschools for kindergarteners and BCSD enrollment offices for fifth graders*
- iii. *Recruiting students classified as ELL:*
- Translated content on the BCCS website*
 - Translated written materials in top languages spoken in the BCSD
 - Provide translation services for events related to recruitment and/or enrollment
 - Direct outreach to the local refugee resettlement offices with BCCS application and general information
- iv. *Recruiting students eligible for free or reduced-price lunch program:*
- Collaboration with community leaders, including elected officials, business and industry leaders, and members of grassroots community organizations*
 - Targeted marketing to Head Start programs served by BCSD schools*
 - Continued open meetings and events in geographically diverse areas

IC3. Student Retention: BCCS seeks to retain our students, especially those that are part of a special population, by creating an inclusive academic program, making purposeful choices regarding the classroom learning environments, and building relationships with caregivers based on trust and communication. Specific strategies in each of these domains are listed below:

i. Academic Program:

- Hire and retain effective teachers—particularly special education and ENL
- Create internal systems that meet the needs in each student’s IEP or 504
- Instruct ELL students using the Sheltered Instruction Observation Protocol
- Create a school calendar that is conscious of cultural holidays and traditions
- Provide professional development for faculty in differentiation and culturally

- responsive pedagogy to support students' academic, social, and cultural needs
 - Offer professional development for faculty in trauma-informed care²¹
- ii. *Classroom Learning Environment:*
- Exhibit students' home languages and cultural artifacts throughout the school
 - Create curricula in which children of different backgrounds and abilities see themselves as important members of the community
- iii. *Building Trust:*
- Have a school leader meet each new student face-to-face, either at the student's home or at the school, to build trust and a sense of belonging
 - Create an organizational culture that honors differences
 - Cultivate diversity of the student body and adults associated with the school
- iv. *Clear Communication:*
- Continue to build relationships with families through ongoing and multifaceted communication, including phone calls, face-to-face conferences, school events, and differentiated parent workshops
 - Provide translation services where needed
 - Conduct annual parent surveys to meet the needs of students and families

IC4. Ensuring Adequate Enrollment: While community outreach has been underway for a year, recruitment efforts will increase dramatically once authorized. The Executive Director, Operations Director, and Board of Trustees will craft and approve a finalized recruitment plan once approval seems imminent. We have allocated sufficient monies to ensure that media outreach can be added to grassroots strategies (see attachment 9). Based on our strategic opening plan for kindergarten and grade 5, the waiting list for charter schools in Buffalo, and the responses from our outreach efforts to date, we anticipate meeting enrollment targets.

ID. Community to be Served

ID1. Target Population/Community Served: BCCS will serve a diverse student body while fully complying with all requirements for a public lottery and by making every good faith effort to recruit students from a variety of neighborhoods, backgrounds, and with diverse learning needs. This includes making significant efforts to meet the enrollment and retention targets established for ELL/sped/FRPL.

Because BCCS seeks to serve a student population that reflects the demographics of the geographic district, we intend to be centrally located within the city. We have secured a letter of intent from a local developer for a viable facility in the Hamlin Park neighborhood of Buffalo, which connects Buffalo's eastern, western and northern regions, and also has easy access to south Buffalo via the expressway. A central location is important because of Buffalo's high levels of residential segregation based on socioeconomics and home language. Being located in a neighborhood along the Main Street corridor, like Hamlin Park, allows BCCS to serve a neighborhood in need of better school options, while also drawing students from throughout the city. In 2016 the only school serving students in grades K-8 located in Hamlin Park was PS 74 Hamlin Park. The aggregate student proficiency for students at PS 74 was 7% in ELA and 4% in Math. From our neighborhood walks in the area, we learned that residents would overwhelmingly

²¹ <http://www.traumainformedcareproject.org/index.php> (Accessed 2017)

support a new K-8 charter school that would serve their children and attract students from around the city.

ID2. Value of BCCS: BCCS provides a high-quality school option not currently available to the families and students of Buffalo. Our key design elements (see IB1, page 2) make for a unique educational experience that will boost student achievement, creativity, and collaboration. In particular, our Innovations courses allow students to use creative problem-solving methodologies²² to collaborate with one another in solving problems that, in some cases, face our communities today. To our knowledge, the only other schools that offer a course similar to Innovations do so only for a select group of students who must test into those schools.

ID3. Applicant Group's Ability to Serve Community: BCCS' applicant group (currently 10 members) is a diverse mix of educators, community leaders, and parents who have come together to build a high-caliber school. In addition to experience in the charter school sector, there is expertise in teacher preparation, curriculum development, creative problem-solving, law, management, and finance. Five members of the applicant group have experience working in schools that successfully serve populations with demographics similar to those BCCS anticipates. Two members have experience working for education-related organizations that serve similar student populations in afterschool and summer programming. One member is the Education Director for a network of 15 area head start programs, providing connections to parents and students at the early elementary level. Our proposed Executive Director was the Director of Student Support Services and a member of the founding team of Brooklyn Prospect Charter School, a high performing, diverse, K-12 charter school (for more details regarding the current employment, qualifications and proposed roles for each applicant group member, see attachment Table 1a, and IIIA1, page 50).

ID4. Identifying Student Needs: BCCS anticipates an enrollment that is similar to the BCSD, and so we have proactively planned for the needs of that demographic. This includes 1) specific approaches to curriculum and instruction, 2) targeted academic support, and 3) ancillary services to help fill in potential physical and mental health gaps. Additional student needs are identified in ways including but not limited to information captured on enrollment forms, cumulative files sent from previous schools, Home Language Questionnaires, data from our Response-to-Intervention system, special education evaluation reports, the NYSITELL, and annual parent and student surveys.

ID5. Addressing Student Needs: BCCS has the capacity to offer specific approaches to instruction by having two instructors in every core subject area. Typically, classes have a certified general education teacher and a teaching assistant. In classes with students mandated for Integrated Co-Teaching services there is a certified general education teacher and a certified special education teacher. We also have an ENL teacher(s) that work with faculty to implement the principles of the SIOP program. We provide targeted academic support to students through a daily skills block in which students work in small groups on strengthening literacy and math skills specific to their needs. BCCS supports students' physical and mental health needs through the services of our nurse and school counselor. Individual student needs that require additional support are handled through our Rtl system, Student Support Services Coordinator, special education and ENL faculty, or our Academic Director.

²² These strategies, detailed in section II, were originally developed in Buffalo in the 20th century.

ID6. Enhancing Educational Options: In the BCSD, 69 public schools currently offer education for students in grades K-8. Fifty-four of those schools are district public schools and 15 are public charter schools. In the 2016 state assessments, the aggregate percentage of Buffalo district-operated public school students earning proficient scores on Math and ELA exams in grades 3-8 was 16% and 16%, respectively. Buffalo has both selective and nonselective schools that make up those aggregates.

A troubling element of the student performance data in the BCSD schools is that while we see a slight improvement in overall scores in both ELA and Math across grades 3-8, we see a widening gap between white and all other students, between general education students and students with disabilities, between native English speakers and English language learners, and between students that are economically disadvantaged and those that are not.²³

Of those 54 public district schools, Buffalo has four selective schools serving students in K-8 that have noticeably different data and are highly sought after by city residents: Frederick Law Olmsted 64, Olmsted 156, The Academy for Visual and Performing Arts, and City Honors. The demand for seats in selective schools in Buffalo, however, greatly exceeds supply.²⁴ In the past year, for example, City Honors had over 2400 applicants for just 154 seats.²⁵ Clearly Buffalo needs more high-quality school options. These four schools serve approximately 1,540 students, or just 7% of Buffalo's K-8 students. They have racial demographics quite different from the district as a whole, with a disproportionately high number of white students and a disproportionately low number of black and Hispanic students. Additionally, they serve a disproportionately low number of English language learners and students with disabilities.

In the non selective schools, which serve more than 90% of Buffalo students, the aggregate percentages of students scoring in the proficient range is significantly lower.²⁶ Consequently, students that attend nonselective elementary and middle school programs are relatively uncompetitive for the city's best high school programs, with the vast majority of those seats going to students from selective district schools and charter schools.²⁷

Many parents of students not enrolled in the selective district schools opt to send their children to charter schools located within Buffalo CSD. The charter sector currently serves approximately 20% of all students enrolled in public schools in Buffalo. In 2015, Buffalo charter students performed markedly better than their peers enrolled in district schools. Math proficiency was 24%, and ELA was 18%. However, those scores were still well below the statewide aggregates of 38% and 31% respectively. The differences in student performance between district and charter schools are one reason that the wait list for seats in charter schools has ballooned to over 3900 students.²⁸

These statistics, combined with the feedback from our community outreach, show that the Buffalo community has deep concerns about a shortage of quality schools in the city, especially for student populations who are disproportionately enrolled in nonselective district schools. In 2015, "almost all parents want[ed] to have choices about the schools their children attend." Furthermore, "by a large majority, parents said that in selecting schools, academic quality was

²³ data.nysed.gov (December 2016)

²⁴ Orfield, Gary, et. al. *Better Choices for Buffalo's Students*. The Civil Rights Project. UCLA. 2015.

²⁵ Rey, Jason (March 6, 2017) *Diversity still a challenge at City Honors, despite recent efforts*. Buffalo News.

²⁶ data.nysed.gov (December 2016)

²⁷ Orfield, Gary, et. al. *Better Choices for Buffalo's Students*. The Civil Rights Project. UCLA. 2015.

²⁸ Northeast Charter School Network. 2016.

their primary motivation, followed by the quality of the teachers. Two-thirds of students surveyed also pointed to academic quality as influencing their school choices.”²⁹

ID7. Parent and Community Support: Our community deserves excellent K-8 school options. Through our outreach over the past 12 months, the BCCS leadership has learned how excited the local community is about Buffalo Commons as a possible option. Our face-to-face outreach has reached hundreds of interested parents and community members that live in 23 different zip codes in the Buffalo metro area, with relatively even distribution from the major regions of the city. To date, we have met with over 50 community leaders and elected officials whose insight and support have been invaluable to our planning process. We have held eight community forums at libraries throughout Buffalo. Those events have been publicized to thousands of people on the event calendars of many local media outlets. Our team has been able to connect with additional parents through private informational meetings and parent focus groups.

We have also conducted outreach at community events and festivals, meeting and dialoguing with hundreds more parents in the process. Recent efforts focused on meeting potential parents at Boys and Girls Clubhouse meetings (targeting students for our fifth grade) and head-start screenings (targeting students for our kindergarten). Lastly, we also saw a need to “pound the pavement.” Our proposed Executive Director, our Board of Trustees, and our volunteer corps walked neighborhoods, going door to door in order to spread the word about BCCS and reach potential families that we may not be connecting with in other ways. We are excited to continue all of these types of face-to-face community outreach.

We also have conducted extensive electronic outreach that has connected us with thousands of parent and community supporters. For example, our website offers access to a community survey where parents and community members can offer feedback on our proposal. So far, over 90% of our respondents support new school options generally, and Buffalo Commons in particular (see IE1, page 12)

ID8. Overcoming Opposition: We do not anticipate significant opposition to BCCS primarily because we have been proactive in our outreach. Nine out of ten parents and community members who have taken our community survey support charter schools to some degree, with 78% of respondents completely in favor of new charter schools. We have also reached out repeatedly to elected officials on the Buffalo School Board, the Common Council, the State Assembly, as well as our local Regent. Officials who have agreed to meet with us have been supportive of our application and have asked to be kept updated on our progress. Our outreach has included community leaders in many of Buffalo’s neighborhoods in an effort to let them know about our work and garner their support. Once we sign a lease for a physical location, we will reach out to all the leaders of hyper-local community groups including block clubs, community-based organizations, and faith-based organizations in order to strengthen our ties to BCCS’ immediate community. We will conduct empathy interviews with those leaders in order to understand their needs, then plan how BCCS can best respond to those needs. We intend to recruit and appoint at least one additional Trustee from the hyper-local community.

The support of these parents, community leaders, and elected officials should help smooth our path toward opening. Should opposition arise, we will rely on these parents and leaders to be our champions. Also, we are in touch with the Northeast Charter School Network and the Diverse

²⁹ Orfield, Gary, et. al. *Better Choices for Buffalo’s Students*. The Civil Rights Project. UCLA. 2015.

Charter Schools Coalition, both of which have offered to help our community understand the promise of BCCS.

IE. Public Outreach

IE1. Outreach Overview: BCCS has been conducting outreach into the community for over a year. We began with small focus groups of educators from the district, charter, and private sectors. Having begun to assess the needs from the perspective of local educators, we began to convene small groups of parents to get their perspectives. During these formative conversations, the key design elements of BCCS took shape (see IB1, page 2). Subsequently we enlarged the conversation to include community leaders across the city in a series of discussions that sharpened the school's focus. About nine months ago we included elected officials at the city and state level in our outreach. Our recent initiatives have been aimed at prospective parents and the general public. Throughout our outreach the BCCS team addressed comments and concerns raised by the community through multiple channels, including direct discussion, reply messages to emails, and adjustments based on survey data (see details in attachments 2A and 2B).

Educator Focus Groups: We began running monthly educator focus groups starting in April of 2016. These groups consisted of 3 to 7 educators representing the elementary, middle, high school and college levels representing the district, charter and private sector. They were a mixed group in terms of age, experience, gender and race. It was out of these groups that our vision for the curriculum and instruction at BCCS emerged (see section IIA1, page 13), as well the vision for school culture, which developed from their discussion of core values (see section IIG1, page 48)

Parent Focus Groups: Parent focus groups were both formal and informal, held in the homes of applicant group members, or out in the community. Generally they began with an empathy interview portion so that parent concerns could be understood, followed by a portion that was field testing the key design elements of Buffalo Commons. Feedback from approximately 25 prospective parents in these focus groups validated our commitments to co-teaching and small group instruction, and refined our thinking about creative problem-solving. The parents were supportive of collaboration and a student body that reflected the district demographic. Most parents, therefore, also understood and approved of our intent to locate along the Main Street corridor, perhaps in the Hamlin Park neighborhood. They have advocated heavily for the provision of bus services.

Community Leader Discussions: Community leaders often suggested having a signature element that would act as a vehicle for the creative problem-solving that we desired for students. Thus, the Innovations course came into being. Our meetings with leaders from the Community Foundation of Greater Buffalo, the Foundry, the Massachusetts Avenue Project, Engineering for Kids, Empire Genomics, PS 64's Gifted and Talented Program, and 43 North were particularly helpful.

A guiding force in our overall work has been Amber Dixon, former Interim Superintendent of Buffalo Public Schools. She was especially helpful in refining our strategies around community connections and family partnerships.

Elected Official Meetings: Our leadership team has contacted every city and state elected official by post, email, and phone. We have met with three Councilmembers: Ulysees Wingo, David Rivera, and Joel Feroletto as well as City Comptroller and new candidate for Mayor, Mark Schroeder, and former Deputy Mayor Eva Hassett. At the state level we met with State Senator Tim Kennedy's team and had a phone meeting with New York State Regent Catherine Collins.

These meetings enhanced our understanding of the education landscape and provided opportunities to start building relationships with area government officials.

Website, Email and Social Media: We launched www.buffalocommonscharter.org and our Facebook page (www.facebook.com/BuffaloCommonsCharter) at the end of November 2016. To date, the website has had over 4,000 pageviews from about 1,000 distinct users. A visit to our website allows visitors to view our mission and key design elements, understand our educational approach, learn about our applicant group, and see our calendar of events. Every page has links to allow visitors to participate in our community survey or sign up for our email list. So far, 93% of respondents support additional charter schools in Buffalo, and 88% of respondents would be likely, or very likely, to send their children to BCCS or recommend that others should. Over 230 people have opted in to our email list. We have sent out numerous campaigns to that list over the past five months updating subscribers on our progress. Our Facebook page is followed by about 100 people. We post to Facebook about once per week, providing mission-aligned links, and BCCS events and updates.

Public Forums: Beginning in mid-December 2016, BCCS held a series of eight community forums, including every city public library, advertising the events through our email, social media outlets, and numerous print and electronic media platforms³⁰, and drew around 100 people in total. At each forum we solicited input from the public and communicated our mission, key design elements, and desire to locate centrally in Buffalo.

Public Outreach: Beginning in March 2017, we continued general public outreach by joining other public events like a Refugee Roundtable series, a charter school student recruitment fair hosted by Northeast Charter School Network, Western New York Invention Convention, a number of Buffalo summer festivals. We also more directly targeted potential kindergarten and grade 5 students and families by attending parent meetings at Head Start programs and Boys and Girls clubhouses. We have also begun doing door-to-door outreach.

IF. Programmatic and Fiscal Impact

IF1. Programmatic Impact: BCCS' program fills a need of demonstrated demand; however, the programmatic impact on existing schools within BCSD will be relatively small. Buffalo currently serves 31,359 students in 60 schools across the city (22,239 K-8 students and 9,120 9-12 students). Of those 60 schools, only 30% were in Good Standing as of 2016.³¹ There are currently over 3900 students on waiting lists for local charter schools. Enrollment for BCCS, at capacity, with zero attrition would be 450 students. Accordingly, enrollment at BCCS will be just approximately 1.4% of the total enrollment for the district, and it is highly unlikely that the enrollment at this charter school alone will initiate programmatic changes in the BCSD.

BCCS does not anticipate enrolling many students from outside the city school district boundaries, though if we do, we will work with the district and notify NYSED of unanticipated impact on those districts. Nor do we anticipate significant enrollment from students formerly attending area private schools as BCCS would be a public school. We believe that attraction of students and families from existing parochial schools will be limited as well. However, BCCS intends to create and maintain a professional working relationship with all local schools that encourages the exchange of best practices in teaching, learning, and school operations.

³⁰ We sent press releases describing the dates, times and nature of all the community forums.

³¹ Buffalo Public Schools offers accountability information for 55 schools currently.

IF2. Fiscal Impact: Based on current data provided by NYSED, beginning in school year 2018-19 and each subsequent year, the BCSD will transfer to BCCS approximately \$13,005 for each student who chooses to attend our charter school. Combined with other district revenues for special education allocations, the projected fiscal impact on BCSD never rises above 0.8% of their total operating budget even while BCCS, at full capacity, projects to educate 1.4% of the student population (see Figure 2).

II. EDUCATIONAL PLAN

IIA. Curriculum and Instruction:

IIA1. Philosophy and Overview: BCCS' educational philosophy furthers our mission to prepare students to lead successful and impactful lives by providing students foundational skills in each discipline, the ability to apply

those skills, and opportunities to work together while creatively solving authentic problems that draw on skills from multiple disciplines. Our curriculum and instruction descriptions highlight several key design elements (see IB1, page 2). We describe the design, creation and review of our teacher-made, standards-based curricula using a rigor and relevance framework, universal themes, the elements of depth and complexity, and creative problem-solving tasks. Together, these elements foster and support academic success in all disciplinary fields, while also helping students gain a better understanding of how the disciplines are connected. Our core subject areas, Innovations, and daily skills block sections describe the resources, frameworks, and instructional time allotted to the critical components of our program. Our instructional strategies section documents the ways in which our co-teaching teams and consultant teachers help increase achievement and higher-level thinking for students of different abilities.

IIA2. Curriculum at BCCS: Our core academic curricular units share a number of important design characteristics, are created collaboratively by our teachers, and are reviewed annually.

Curricular Design Summary: Our approach to curriculum design incorporates a number of different ideas and tools that are described in detail in this subsection. The rationale for selection of the tools is based in their ability to be effective for students at a wide range of levels. In combinations with proper differentiation and scaffolding, we believe our integrated and complex curricula can not only be effective for all students,³² but can significantly close the achievement gap between students of all races, income levels, and abilities in the areas in which it is used. In summary, all units of study at BCCS feature the following core components:³³

- Alignment to the (NYSLs), with emphasis on “priority standards”
- Use of universal themes to guide the creation of units' essential questions and help instill core understandings of interdisciplinary generalizations
- Use of the elements of depth and complexity to foster rigor and interdisciplinary connections for students in daily lesson plans
- Task(s) in the adaptation range³⁴ of the Rigor-Relevance Framework that offer the opportunity to use creative problem-solving techniques taught in our Innovations course

BCCS Year of Operation	Student Enrollment	Charter School Basic Tuition	Projected Charter Cost	Other Projected District Revenue	Projected Funding to Charter from District	Total District Projected Budgets	Projected Impact
2018-19	100	13,005	1,300,500	313,200	1,613,700	882,600,000	0.18%
2019-20	200	13,005	2,601,000	626,400	3,227,400	904,100,000	0.36%
2020-21	300	13,005	3,901,500	939,600	4,841,100	904,100,000	0.54%
2021-22	400	13,005	5,202,000	1,252,800	6,454,800	904,100,000	0.71%
2022-23	450	13,005	5,852,250	1,409,400	7,261,650	904,100,000	0.80%

Figure 2. BCCS Fiscal Impact on Buffalo City School District.

³² Van Tassel-Baska, J., & Brown, E. *Towards best practice: An analysis of the efficacy of curriculum models in gifted education*. *Gifted Child Quarterly*, 51, 342-358. 2007

³³ Adapted from the work of Van Tassel-Baska (2003), Sandra Kaplan (1985), and Joseph Renzulli (1977)

³⁴ According to Dagget's Rigor-Relevance Framework mentioned above.

- An emphasis on highly effective teaching techniques that promote engagement and critical thinking (see IIA3, page 17)
- Use of our co-teaching model to scaffold and differentiate instruction to promote growth for all students and identification of students needing additional support (see IIB6, page 32).

Curricular Design Details: Our curricula are teacher-made and aligned with the New York State Learning Standards (NYLS). While making sure to offer students an education with sufficient breadth, our curricula emphasize depth of understanding and applications of our priority standards. Our priority standards help focus curriculum on the highest-leverage skills and concepts. Priority standards are chosen by the faculty according to the established criteria of 1) endurance, 2) leverage, 3) readiness for the next level of learning, and 4) appearance on recent statewide assessments.³⁵ The sequence of the BCCS curriculum, with additional focus on priority standards, prepares our students to build the foundational skills and critical-thinking abilities to be successful on both internal and statewide assessments.

To help students apply acquired knowledge and skills in creative, authentic, and interdisciplinary ways, BCCS uses four key components in curriculum design: 1) our rigor and relevance framework, 2) universal themes, 3) the elements of depth and complexity,³⁶ and creative problem-solving tasks.

1. *Rigor and Relevance Framework:* The framework helps teachers plan instruction that moves students along continuums for both thinking level and application level. The thinking continuum is similar to Bloom’s taxonomy, ranging from “knowledge” to “evaluation.” The application continuum ranges from “knowledge in one discipline” to “apply to real-world unpredictable situations” (see Figure 3).³⁷ The result is a framework for learning that includes four major task types: acquisition, application, assimilation, and adaptation. Each task type emphasizes a different intersection of thinking and application. Below is an example of how these task types might help organize a science unit of study about nutrition:

- a. *Acquisition:* At the beginning of the unit a teacher knows students need to gather and store information. An acquisition objective might be for students to be able to label foods by nutritional groups.
- b. *Application:* Next, the teacher might have students use knowledge they have acquired

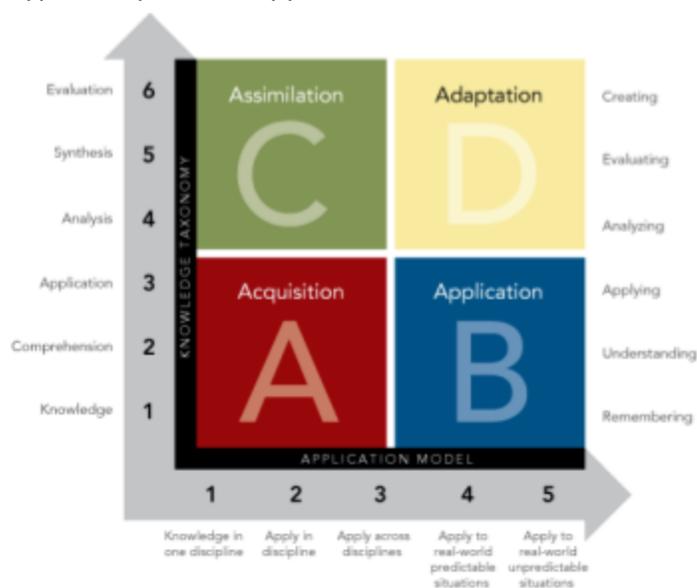


Figure 3. Rigor and Relevance Framework

³⁵ Ainsworth, Larry. *Prioritizing the Common Core: Identifying Specific Standards to Emphasize the Most.* (2013). Lead and Learn Press.

³⁶ These strategies are used routinely in gifted education settings, and studies show that they are successful in mixed ability classrooms too. A two-year study by the National Research Center for Creativity and Gifted Education found that using these strategies with all students yielded positive results and responses for both teacher expectations and student engagement.

³⁷ Dagget, William (2013). *Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance.* International Center for Leadership in Education.

to solve a problem. An application objective might be to have students rank foods by nutritional value.

- c. *Assimilation*: Subsequently, our teacher may include learning experiences that ask students to extend and refine their acquired knowledge to automatically and routinely analyze and solve problems as well as create unique solutions. For example, an assimilation objective could be for students to analyze the results of their own eating habits over time and create personalized nutritional goals.
 - d. *Adaptation*: This is the most rigorous type of learning activity at BCCS; adaptation tasks are often reserved for the culminating assignment of a unit. We call these tasks “creative problem-solving tasks” and help students complete them by practicing the CPS skills of clarifying, ideating, developing and implementing that have been taught in depth in our Innovations course (see IIA4, page 26). In creative problem-solving tasks, students have to think in complex ways and apply knowledge and skills they have acquired to novel situations. For example, a creative problem-solving task in our nutrition unit could be for students to devise a sound nutritional plan for a group of three year olds who are picky eaters.³⁸
2. *Universal Themes*: To foster interdisciplinary learning, we use “universal themes” linked to each grade level (see Figure 4). Teachers use these universal themes to help craft essential questions for their units of study. By systematically overlapping themes in our unit questions across disciplines, we foster the opportunities for students to make connections between their classes/subjects. In addition to helping in the development of essential unit questions, each universal theme has important “generalizations” within it, which teachers can use to help develop students’ interdisciplinary understandings. For instance, for the universal theme of Community, in kindergarten, schools across the country use the following generalizations: 1) a community has members, 2) community members share a common environment, 3) communities follow patterns of growth and change, and 4) when one community comes in contact with another community, change may occur. Those generalizations about community can be highlighted in English during the study of purposefully selected literature; in social studies during our study of the relationships between students and their families, friends, teachers and neighbors; and during science when examining our local ecosystem.
3. *Elements of Depth and Complexity*: Faculty use the elements of depth and complexity to increase student movement on the knowledge and application continuums, as well as their interdisciplinary understandings. Depth is defined as the exploration within a discipline.³⁹ Complexity is the understanding both within and across the disciplines.⁴⁰ BCCS teachers use a shared instructional vocabulary in order to increase both depth and complexity of students’ learning experiences (see Figure 5). Like the generalizations that accompany the universal themes, each of the elements of depth and complexity have guiding questions that are used across disciplines. For example, teachers in all subject

Grade Level	Universal Theme
K	Community
1	Exploration
2	Patterns
3	Change
4	Conflict
5	Structure
6	Order
7	Power
8	Systems

Figure 4. Universal Theme Pairings.

³⁸ *Ibid.*

³⁹ Rosedale Union School District. *Differentiation for Gifted Students*. [Handbook]. Bakersfield, CA: Rosedale Union School District.

⁴⁰ *Ibid.*

areas discuss patterns with children by asking developmentally appropriate versions of the questions, “What elements recur?” and “What is the sequence or order of events?”. Our students will hear those key questions being asked throughout each day.

4. **Creative Problem-Solving Tasks:**

The BCCS CPS method of clarifying, ideating, developing and implementing in order to solve problems is taught explicitly in our Innovations courses, but is applied across subject areas so that students have ample opportunity to improve their creative and critical thinking. Subject-specific creative problem-solving tasks are presented to students in each unit, often at the end of their other learning experiences. These tasks present students with an

authentic and complex problem or question that will require the advanced application of the knowledge and skills built throughout the unit. The students, either individually or collaboratively, use the four- step CPS method to design a novel solution to the problem.

Creating Curricula: BCCS will begin curriculum development during the 2017-18 school year. An academic planning team led by the Executive Director will meet to create sample units of study and lesson plans using our shared unit template (which includes the design characteristics outlined in IIA1, page 2). Once we have our full faculty, teachers will use those sample materials as a starting place to create full, aligned curricula. Annual curriculum maps are due to the Academic Director by the end of the Summer Intensive professional development series. Faculty creation of curriculum will draw on

Elements of Depth	Key Questions for Students (differentiated for developmental stage)
Language of the Discipline	<ul style="list-style-type: none"> What vocabulary terms are specific to the content or discipline?
Details	<ul style="list-style-type: none"> What are the defining features or characteristics?
Patterns	<ul style="list-style-type: none"> What elements recur? What is the sequence or order of events?
Trends	<ul style="list-style-type: none"> What ongoing factors created influence?
Unanswered Questions	<ul style="list-style-type: none"> What information is unclear, missing, or still not known?
Ethics	<ul style="list-style-type: none"> What ethical principles are involved in the subject? What debate could emerge from discussion?
Big Ideas	<ul style="list-style-type: none"> What overarching statement best describes what is being studied? How do these ideas relate to broad concepts such as change, relationships, etc.
Rules	<ul style="list-style-type: none"> What structure underlies this subject? What guidelines, regulations, hierarchy, or ordering principles are at work?
Elements of Complexity	Key Questions for Students (differentiated for developmental stage)
Over Time	<ul style="list-style-type: none"> How are elements related in terms of the past, present, and future?
Across Disciplines	<ul style="list-style-type: none"> Relate the area of study to other subjects within, between, and across disciplines.
Multiple Perspectives	<ul style="list-style-type: none"> What are the opposing viewpoints? How do different characters/people, or disciplinarians see this event or situation?

Figure 5. Elements of Depth and Complexity

CPS Steps	BCCS Curriculum Creation Steps
Clarify (Jun-Jul)	<ol style="list-style-type: none"> Review the course-specific standards; choose priority standards Review any available scope and sequence provided by NYSED Review annual curriculum maps of highly effective NYS schools Review available student and teacher unit surveys, and student performance data from previous year’s curriculum
Ideate (Jun-Jul)	<ol style="list-style-type: none"> Considering the resources above, and BCCS universal theme for the grade level, draft a viable scope and sequence of units for the year and map standards to each of those units Draft essential question(s) for each unit, making sure to include at least one that references the universal theme for the grade Draft possible creative problem-solving tasks for each unit of study that allow students to use our creative problem-solving model to show high level mastery of the priority standards addressed in the unit
Develop (Aug)	<ol style="list-style-type: none"> Collaborate with subject area colleagues to ensure proper skill progression throughout consecutive grades (eventually K-4 and 5-8) Collaborate with grade level team to share out progress in steps 1-5. Together, begin finalizing key aspects of the shared annual curriculum maps <ol style="list-style-type: none"> Finalize scope and sequences Finalize essential questions Finalize creative problem-solving tasks Independently craft learning experiences that will facilitate student progress toward mastery of priority standards, as well as increased understanding of the universal theme
Implement (Aug-Jun)	<ol style="list-style-type: none"> Implement annual curriculum with appropriate modifications for special populations Revise curriculum as needed in response to student data

Figure 6 Curriculum Creation.

the same creative problem-solving steps that we use with students in our classrooms (see Figure 4). Additionally, as we focus on the importance of collaboration within our classrooms, we will also expect teachers to work with each other to create strong curriculum.

Reviewing Curricula: Our curricula are reviewed and improved by our teaching teams on a weekly basis, vertical subject teams after each interim assessment, and horizontal grade teams annually. Curricular development takes place during collaborative planning meetings between subject area teachers, special education teachers, and ENL teachers as those teams build out the scaffolds and differentiation needed to meet the needs of each student in response to classroom data and teacher observations. Additionally, teacher teams meet each week for an Academic Planning Meeting where they problem-solve a data-driven classroom issue (see III E1, page 63). After each interim assessment cycle, teachers meet in vertical subject teams to analyze the data and revise classroom instructional plans, daily skills block content and groupings, and refer students for further diagnostic testing if necessary (see IID1, page 43). As professional development at the end of each school year, horizontal grade teams convene to review data highlights from student surveys and personal reflections that have been collected after each unit of study. Teachers can collaborate on the redesign of any units, concentrating on improving alignment to the grade level's universal theme. Beginning in year two, revised curriculum maps are finalized and submitted to the Curriculum and Community Director (CCD) before the following school year begins. The CCD reviews maps and offers targeted feedback to individual teachers and/or teams to increase vertical alignment and explore connections across subject areas.

IIA3. BCCS Instructional Strategies: Teachers use instructional strategies proven to develop students' academic, creative, and collaborative skills. These strategies are drawn from research⁴¹ and practical application at successful schools, and will be adapted by teachers to be developmentally appropriate. The strategies described below will be introduced and developed in our summer professional development, listed on our shared lesson-planning template, and will be looked for in formal and informal teacher observations:

1. *Academic Skills:* Our shared instructional strategies will increase students' time spent using higher-level thinking skills. These strategies have been shown to raise student achievement in populations similar to the one we anticipate:
 - a. *Identifying Similarities and Differences:* The ability to parse a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a simpler way. Teachers either directly present similarities and differences, accompanied by discussion and inquiry, or ask students to identify similarities and differences on their own. For example, teachers might design activities and ask questions in classroom instruction so that students are comparing, classifying, or creating metaphors.
 - b. *Summarizing and Note Taking:* Teachers can promote greater comprehension by asking students to identify what is essential and put it in their own words. At each developmental level students have ample opportunities to summarize and/or take notes with different tools and in different modalities. For example, students in kindergarten could summarize in a lesson by creating storyboards with pictures, while grade 5 students might be working on written paragraph summaries.

⁴¹ Antonetti, John, and Garver, James. (2015) *17,000 Classroom Visits Can't be Wrong: Strategies that engage students, promote active learning, and boost achievement*. ACSD: Alexandria, VA.

- c. *Generating and Testing Hypotheses*: This strategy helps teachers get students to analyze evidence, note patterns, and develop conclusions. Whether a hypothesis is induced or deduced, students are asked to explain their hypotheses and conclusions. Teachers use this strategy whenever making predictions is appropriate. For example, a science teacher might use this strategy before an experiment, and an English teacher could use it before reading a text.
 - d. *Nonlinguistic Representations*: Knowledge is stored in two forms: linguistic and visual. Our teachers tap into that through consistent visual support, as well as models, demonstrations, and kinesthetic reinforcement. For example, vocabulary in our English classrooms might be introduced using pictures to generate student definitions and/or synonym lists even before the word is introduced to the class.
 - e. *Cues, Questions, and Advance Organizers*: This teaching strategy helps teachers guide students to use prior knowledge, and to keep their thinking organized. For example, a teacher might use a K-W-L chart before a new unit, include guiding questions to go with a reading, or provide students a graphic organizer to complete as they engage in a jigsaw reading activity with classmates.
 - f. *Teach Like a Champion (TLAC) Techniques*:⁴² These are concrete, actionable and successful techniques, proven on the ground at schools all over the country, including the Uncommon Schools network where they originated, and Prospect Schools, where our proposed ED was a founder.⁴³
2. *Creative Skills*: Alongside promoting intellectual and academic engagement, BCCS believes that learning comes alive when students are creatively and personally engaged.⁴⁴ BCCS' teaching philosophy fosters a learning environment where students apply skills to create meaning and value from the things they learn. Teachers employ four shared strategies to facilitate creative engagement:
- a. *Personal Response*: This strategy offers open-ended questions or tasks without one right answer. Students can react and bring to bear their unique perspective while stressing the importance of evidence.
 - b. *Authentic Audiences*: Whenever possible, teachers provide examples or connections to the community or the world at large. In some cases this may be part of a larger creative problem-solving task or be inside of individual lessons.
 - c. *Novelty and Variety*: While teachers will rely on classroom routines for entry, general lesson structure, student participation and exit, it is important for students' personal engagement to vary procedures for learning, products created, perspectives, and places.
 - d. *Academic Choice*: When possible, BCCS teachers use choice to differentiate process or products. For instance, fifth grade students might be offered the choice between reading an interview or reading an informational article to access content, and then have a choice about how they present their findings. This gives students some control over their work without diluting anyone's learning.⁴⁵

⁴² Lemov, Doug and Uncommon Schools. (2010). *Teach Like a Champion*. Jossey-Bass.

⁴³ Our teachers will use many of these, though for academic engagement we will especially focus on "Break It Down," "Right is Right," "Stretch It," "Work the Clock," "Cold Calling," "Pepper," "Call and Response," "Wait Time," and "Everybody Writes."

⁴⁴ Antonetti, John, and Garver, James. *17,000 Classroom Visits Can't be Wrong: Strategies that engage students, promote active learning, and boost achievement*. (2015) ACSD: Alexandria, VA. (These strategies were originally put forward in *Working on the Work: An action plan for teachers, principals, and superintendents*. San Francisco: Jossey-Bass. 2002).

⁴⁵ *Ibid*. These four strategies are found throughout the book.

3. *Collaborative Skills*: Our instruction places an emphasis on creating the environment where students can practice the skills of collaboration. Through explicit instruction, practice, and reflection, our faculty supports students in mastering those skills.⁴⁶ We employ two core strategies to facilitate students' collaborative skill development:
 - a. *Emotional and Intellectual Safety*: Teachers at BCCS create environments in which students are comfortable taking academic risks in front of one another. We use specific teaching techniques from TLAC developed by Uncommon Schools network and used around the country.⁴⁷
 - b. *Learning with Others*: Teachers at BCCS engage students socially by purposefully planning for frequent, structured peer interactions. Students have an opportunity to share and analyze ideas with others, and come to realize that our learning is different and deeper because of these opportunities.⁴⁸ Examples include the use of PALS structures in ELA and Math, and cross-age mentorships.

IIA4. Core Subject Instruction at BCCS: In the following subsection we describe an overview of each core subject area (including Innovations and Daily Skills Block), the resources we intend to use, and the instructional framework and time allotments.

Overview of ELA at BCCS: A balanced ELA program is mission critical as it prepares students to interact with the world through all forms of language, but particularly reading and writing. Our reading program is rooted in the NYSLS and emulates successful programs of successful NYS charter schools.⁴⁹ Our reading program emphasizes student progression from learning to read to reading to learn. Instruction in the elementary grades helps students master phonics and decoding skills, build vocabulary and continuously improve fluency and comprehension skills. Middle school instruction focuses on vocabulary development, improving comprehension, and more sophisticated analysis of text. At all levels we teach the techniques of close reading,⁵⁰ accompanying text annotation, and academic discussion to be put to use in guided, partner, and independent reading activities. Our writing program encompasses student progression through encoding, sentence construction and mechanics, paragraph writing, and longer-form analytical and creative writing. Students are taught writing skills explicitly and have many opportunities to practice and get feedback from teachers. Also, students learn authentic writing formats and do long-form writing when completing creative problem-solving tasks. Our curriculum is teacher-made, allowing the flexibility to meet our students needs in the context of our schedule. However, the curricula draw on anchor resources listed below:

ELA Resources: The resources listed below are used as the foundation of our balanced literacy program. They are mission-aligned and research-based.

- a. *Wit and Wisdom*: Developed by Great Minds, Wit and Wisdom provides comprehensive literacy curricula to schools around the country. Their emphasis on students' reading authentic, complex texts closely, explicit writing instruction, and structured learning

⁴⁶ As defined by the Partnership for 21st Century Learning. *P21 Framework Definitions*. (2015)

⁴⁷ Teachers will use "Positive Framing," "Precise Praise," "Warm/Strict," "J-Factor," "Emotional Constancy," and "Normalize Error."

⁴⁸ Antonetti, John, and Garver, James. *17,000 Classroom Visits Can't be Wrong: Strategies that engage students, promote active learning, and boost achievement*. (2015) ACSD: Alexandria, VA.

⁴⁹ Our program draws tools and frameworks from successful programs at Uncommon Schools, Achievement First Charter Schools, and Brooklyn Prospect Charter School, all of which routinely outperform their district and state peers on ELA assessments.

⁵⁰ Close reading includes multiple readings of a complex text. For example, students might read first for details and then for word choice or text structure, and finally for comparison to another text.

routines fits our philosophy and framework. Wit and Wisdom provides our teachers the blueprint for their annual curriculum maps, unit plans, and daily lessons.

- b. *Foundations*: Foundations is a nationally recognized, research-based program that provides highly structured, multisensory instruction around phonemic awareness, phonics, high frequency words, reading fluency, and spelling in early elementary grades. Our elementary teachers will use Foundations materials during the Word Work portion of the Daily 5 (see ELA frameworks below).⁵¹
- c. *Fountas and Pinnell’s Literacy Continuum and Leveled Library Sets*: Though they are not a specific curriculum, teachers will use these Fountas and Pinnell (F&P) resources to provide students with literature choices on their level, and offer a resource for planning and teaching our guided reading groups.
- d. *Supplemental Resources*: Because our curriculum is teacher-made we know our teachers will use supplemental resources to tailor our curriculum to our students’ needs. Some examples of supplemental resources include 1) F&P’s Leveled Literacy Intervention that provides teachers with systematically designed guided reading texts and lessons for underperforming students, 2) Wilson Reading System that provides a more intensive intervention for students in grades 2-8 that are having difficulty mastering phonics, 3) subscriptions to platforms like Newsela, which allow teachers to seamlessly bring leveled versions of authentic and current nonfiction texts into every content area and allow for annotation, assessment, and progress monitoring.

ELA Instructional Frameworks: Elementary (K-4) instructional blocks in ELA are 60 minutes each day and follow the Daily 5 structure.⁵² In the middle school (5-8) we use a workshop model for 50-minute instructional blocks. Both Daily 5 and the Workshop model are widely used frameworks for structuring ELA time so teachers have flexibility and students develop conceptual

Time	Daily 5 Model	Workshop Model
10 Minutes	Whole Group Mini-Lesson	Whole Group Mini-Lesson
30-45 Minutes	Small-Group Teacher Led Instruction Station-Based Instruction <ul style="list-style-type: none"> • Reading to Self • Reading With Someone • Listen to Reading • Word Work • Work on Writing 	Flexible work-time for guided practice, independent practice, small-groups, or extended project work
5-10 Minutes	Sharing/Formative Assessment	Sharing/Formative Assessment

Figure 7. ELA Frameworks.

understanding and ELA skill proficiency (see Figure 7). These frameworks provide opportunity for teachers to differentiate instruction, to closely observe student work, and to provide additional support for underperforming students. Both frameworks begin with whole-group mini-lessons that could include, for example, a read-aloud, a shared reading, or a writing demonstration. The mini-lesson is followed by small group and/or independent work time, and finally a share. In the middle of lessons the Daily 5 in elementary levels

offers a more structured, station-based approach, while the middle school workshop model allows for more flexibility, including increased long-form writing opportunities and individual or collaborative project-based work.

Elementary Daily 5 ELA Stations.⁵³ Daily 5 was selected for the elementary grades for its ability to raise student achievement and its mission alignment in emphasizing both independent skill and student collaboration. After the mini-lesson, Daily 5 uses five stations that allow teachers to effectively pull small groups for targeted guided reading activities:

⁵¹ BCCS also leverages Foundations as part of its RtI system.

⁵² Developed by Gail Boushey and Joan Moser. The Daily 5 is used in numerous districts nationally.

⁵³ <https://www.thedailycafe.com/daily-5> (Accessed February 2017)

1. *Reading to Self*: Reading to Self provides the opportunity for the independent reading practice that is essential to improving reading achievement.⁵⁴ Another important aspect of Reading to Self includes student choice of appropriate reading material. Having choice leads to increased effort, task performance, learning, and understanding of the material.⁵⁵ For readers below grade level, or those who fall into special populations categories, BCCS ELA teaching teams may employ structured choices of reading material through Fountas and Pinnell’s Leveled Literacy Intervention system.
2. *Reading with Someone*: Reading with Someone helps readers increase their comprehension, accuracy, fluency and prosody. It can increase reading involvement, attention, and collaboration. Students in this station engaged in activities modeled directly on the Peer Assisted Learning Strategies developed at Vanderbilt University. For example, students will collaborate on passage reading, summarizing, and predicting.⁵⁶
3. *Listen to Reading*: Listen to Reading provides pronunciation and expression models that students need to become fluent and expressive readers. Our listening libraries will use technology to put thousands of titles at our students’ fingertips.⁵⁷ Additionally, supporting reading with listening activities will be beneficial to underperforming readers, English language learners, and students with learning disabilities.
4. *Word Work*: During Word Work, students engage in curriculum modeled on Wilson Foundations. Students get the chance to experiment with spelling patterns, memorize high-frequency words, and develop curiosity and interest in new words. By playing with words, word patterns, word families, prefixes, suffixes, and so on, students hone their knowledge of words and increase their writing skills.⁵⁸
5. *Working on Writing*: In Working on Writing time, students split time between engaging in specific writing tasks to improve their sentences and paragraphs, and longer-form expressive writing.

Middle School ELA Workshop Model: The workshop model is a well-established framework for instruction across subject areas. It works well in conjunction with the co-teaching models we use. Composed primarily of a mini-lesson, student work time, and a share out, the workshop model provides a framework for the rituals and routines necessary for seamless classroom instruction. In the mini-lesson, teachers deliver explicit skill instruction. For example, a teacher might conduct a shared reading to model a reading strategy, or might demonstrate a specific writing strategy. The teacher concludes the mini-lesson by outlining

Elementary School ELA (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice ELA Station	Grade Level Teacher	1x15 mins./week*
ELA Block	Grade Level Teacher	5x60 mins./week*
Skills Block	Grade Level Teacher	5x15 mins./week
Total		390 mins./week

*These sessions are split up into shorter station activities between 10 and 15 minutes in duration.

Figure 8A. Elementary ELA Instructional Time

Middle School (5th) ELA		
Activity	Personnel	Time and Frequency
Block Class*	ELA Teacher	2x100 mins./week
Single Class	ELA Teacher	1x50 mins./week
Skills Block	Grade Team Teacher	5x30 mins./week
Total		400 mins./week

*ELA and Math classes are backed against each other in our schedule to allow teachers to choose to either meet a class every day for 50 minutes, or to see them three times per week in two 100-minute blocks and one 50-minute period. During block classes, teachers can decide whether to run two workshop rotations, or to extend the middle portion that includes guided and independent practice, and small-group work.

Figure 8B. Middle School ELA Instructional Time

⁵⁴ Allington, R. L. (2014). How reading volume affects both reading fluency and reading achievement. *International Electronic Journal of Elementary Education*, 7(1), 13–26.

⁵⁵ Miller, D. (2012). *Creating a classroom where readers flourish*. *Reading Teacher*, 66(2), 88–92.

⁵⁶ What Works Clearinghouse Intervention Report. (2012).

⁵⁷ For example, we might use TumbleBookLibrary, a national leader in online audio books for schools and public libraries.

⁵⁸ <https://www.thedailycafe.com/daily-5/word-work> (Accessed February 2017)

how to apply the concept or skill learned to the student work time that follows. During work time, students work individually, in pairs or in small groups, on tasks that require them to implement the skill or concept from the mini-lesson.⁵⁹ While students engage in that work, teachers may spend time conferring with individual students or pulling targeted small groups of students for guided reading, direct instruction, or reteaching.

ELA Instructional Time: There are differences in implementation between each developmental age span (see Figures 8A and 8B). In the elementary grades we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and project-based work.

Overview of Mathematics at BCCS: The teaching and learning of math is guided by the NYSLS. The K-8 mathematics curriculum at BCCS includes computational fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition. BCCS mathematics curricula support students in procedural fluency, conceptual understanding, and the application of skills. Learning is sequenced from concrete to visual to abstract, giving students multiple opportunities and contexts in which to master skills and concepts. The use of manipulatives, diagrams, tables, graphs, and flowcharts helps make abstract concepts concrete for a wide range of learners. Students are taught, when appropriate, to use technology and mathematical tools. Collaboration is another key component of the mathematics curriculum as students engage in mathematical discourse and apply mathematics creatively and in conjunction with other disciplines to solve authentic and complex problems. Our curriculum is teacher-made, which provides the necessary flexibility to meet our students’ needs; however, the curricula draws on the following anchor resources:

Math Resources: The resources listed below are used as the foundation of our math program. They are mission-aligned and research-based:

- a. *Eureka Math:* Produced by the education nonprofit Great Minds, in conjunction with NYSED, Eureka Math is the most widely used⁶⁰ and is the highest rated K-8 math program in terms of focus and coherence, rigor and mathematical practices, and usability.⁶¹ The curriculum emphasizes skill development and the application of mathematics to real-world situations. Eureka Math includes curriculum overviews and maps for teachers, as well as day-to-day lesson materials to fit inside our frameworks.

- b. *Supplementary Materials:* Because our teachers create our curriculum we anticipate the use of supplemental resources to ensure we meet students’ needs. Some examples of supplemental math resources include 1) Bridges in Mathematics Intervention is a skill-based intervention system for use with students who are experiencing significant difficulty with foundational skills. 2) Mathalicious is a standards-aligned set of units and projects middle school teachers can use to bolster our creative problem-solving tasks in the middle school.

Time	Daily 3 Model	Workshop Model
10 Minutes	Whole Group Mini-Lesson	Whole Group Mini-Lesson
30-45 Minutes	Small-Group Teacher Led Instruction	Flexible work-time for guided practice, independent practice, small-groups, or extended project work
	Station-Based Instruction <ul style="list-style-type: none"> • Math By Myself • Math With Someone • Math Writing 	
5-10 Minutes	Sharing/Formative Assessment	Sharing/Formative Assessment

Figure 9. Math Instructional Frameworks.

⁵⁹ Calkins’ version of the workshop prominently features student-selected independent books during this time, but our approach will include a mix of teacher-provided materials, structured student choice and student-selected materials.

⁶⁰ Rand Corporation. (2016)

⁶¹ Edreports.org. (2015)

Math Instructional Frameworks: Elementary (K-4) instructional blocks in math are 60 minutes each day and follow the general structure of the Daily 3: practicing math independently, engaging in math collaboration, and practicing mathematical writing. In the middle school (5-8), we utilize a workshop model for 50- minute instructional blocks. Both Daily 3 and the workshop model are frameworks for structuring math time so teachers have flexibility and students develop conceptual understanding and mathematical proficiency (see Figure 9). These frameworks allow faculty to differentiate instruction, closely observe student work, and provide support for students in need. They each emphasize whole-group mini-lessons, followed by small-group and/or independent work time, and sharing. The Daily 3 in elementary levels offers a more structured station-based middle portion of the lesson time, while the workshop model allows for increased flexibility so that teachers can include extended project-based work.

*Elementary Daily 3 Math Stations:*⁶² As with the Daily 5 in ELA, the Daily 3 is a framework for instruction. Teachers conduct a whole-class mini-lesson before breaking students into station-based activities. While students work in those structured stations, teacher teams can pull small, targeted groups for specific modeling or reteaching. The structured stations for math are as follows:

1. *Math by Myself:* Math by Myself provides time for kinesthetic practice of math concepts that are primarily activity based. At the beginning of a new math unit, the activities review skills from prior units of study. As a student progresses, the activities become practice and reinforcement related to the current unit of study. Math by Myself station work may include the use of tools, technology or manipulatives.
2. *Math with Someone:* This station allows students to have experience with talking and writing about mathematics as they describe and explain their thinking to peers. Collaboration about mathematical concepts helps students identify, simplify, organize, express, and extend their thinking. Math with Someone tasks will often utilize content provided in our core curriculum, *Eureka Math*. Partners will work with the Peer-Assisted Learning Strategies for “Coaching” and “Practice.”⁶³
3. *Math Writing:* In Math Writing students express and articulate their thinking and understanding by working a particular math problem or math concept through pictures, numbers and words, and occasionally by creating problems of their own.

Middle School Math Workshop Model: The workshop model in math largely mirrors our model in ELA. It pairs well with the co-teaching models we intend to use and features a mini-lesson, student work time, and a share out. In the mini-lesson portion of the workshop, teachers deliver explicit instruction. For example, a teacher might conduct a demonstration of a specific computational strategy. The teacher concludes the mini-lesson by outlining how to apply the concept or skill learned in the mini-lesson to the student work time that follows. During work time, students work alone, in pairs, or in groups on tasks that require them to apply the skill or concept from the mini-lesson. As students work, teachers may confer with individual students, or meet small

Elementary School Math (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice Math Station	Grade Level Teacher	1x15 mins./week*
Math Block	Grade Level Teacher	5x60 mins./week*
Skills Block	Grade Level Teacher	5x15 mins./week
Total		390 mins./week

*These sessions are split up into shorter station activities between 10 and 15 minutes in duration.

Figure 10A. Elementary Math Instructional Time.

⁶² The following station descriptions are adapted from <https://www.thedailycafe.com/math-daily-3> (Accessed February 2017)

⁶³PALS Math Strategies. (<http://vkc.mc.vanderbilt.edu/pals/math.html>)

groups of students for targeted instruction or reteaching.

Math Instructional Time: Daily instructional time in math has differences in implementation between each developmental age span (see Figure 10A and 10B). In the elementary grades, we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and project-based work.

Middle School Math (5th Grade)		
Activity	Personnel	Time and Frequency
Block Class*	Math Teacher	2x100 mins./week
Single Class	Math Teacher	1x50 mins./week
Skills Block	Grade Team Teacher	5x30 mins./week
Total		400 mins./week

*ELA and Math classes are backed against each other in our schedule to allow teachers to choose to either meet a class every day for 50 minutes, or to see them three times per week in two 100-minute blocks and one 50-minute period. During block classes, teachers can decide whether to run two workshop rotations, or to extend the middle portion that includes guided and independent practice, and small-group work.

Figure 10B. Middle School Math Instructional Time.

Overview of Social Studies at BCCS: The teaching and learning of social studies is guided by the New York State Learning Standards and supplemented by standards from the National Curriculum Standards for Social Studies. BCCS’ social studies curriculum helps drive forward our mission by developing students’ literacy and research skills, and helps students understand and apply social science concepts. In the skills-focused portion of social studies, students spend time building course-specific content knowledge, learning research skills, practicing reading and analysis of both primary and secondary sources, and improving communication skills through their writing and speaking. Students apply these skills through daily lessons and creative problem-solving tasks that require students to consider things through social science lenses including anthropology, history, political science, and economics. There are also opportunities for collaborative partner and group work that allow students to develop an ability to interact with, learn from, and solve problems alongside students of all backgrounds and abilities.⁶⁴ This balanced approach is created by our teachers, but draws on the following resources:

Social Studies Resources: We draw on a number of resources in order to build the most tailored and mission-aligned curricula in each grade level:

- a. **TCI’s History Alive!:** History Alive is based on well-researched theories of teaching and learning and is used by districts across the country. The curriculum can increase student achievement and engagement,⁶⁵ and its emphasis on applying knowledge through interactive lessons, projects and creative and complex problem-solving tasks is mission-aligned. The publisher has made a core commitment to “enable educators to improve their ability to engage students in a diverse classroom,”⁶⁶ offering ways for teachers to differentiate readings and lessons using their online materials.
- b. **Supplemental Resources:** To augment History Alive! and make sure to meet students’ needs while realizing our mission, our teachers may use supplemental materials that include 1) Facing History Facing Ourselves offers content-specific units that can improve academic engagement and skills, civic attitudes and awareness, and social-emotional skills and attitudes.⁶⁷ 2) Stanford History Education Group’s Reading Like a Historian provides middle school teachers with resources to enrich students’ intellectual experience in the history classroom, while developing their critical thinking skills.⁶⁸ 3) Teaching Tolerance by

⁶⁴ <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> (Accessed 2017)

⁶⁵ <https://www.teachtci.com/social-studies-textbook-results.html>

⁶⁶ <https://www.teachtci.com/about-us/> (Accessed 2017)

⁶⁷ <https://www.facinghistory.org/our-impact/evaluation-studies-and-research>

⁶⁸ <https://sheg.stanford.edu/history-sheg> (Accessed 2016)

the Southern Poverty Law Center has been shown to strengthen students' literacy skills, reduce prejudice and increase engagement.⁶⁹

Social Studies Instructional Frameworks: Social studies instruction takes place in 60-minute blocks twice a week for lower elementary school students, along with choice and structured stations each week that reflect social studies themes. In middle school, students have two 100-minute blocks and one 50-minute period of social studies each week. All social studies instruction uses a workshop model to provide the flexibility for whole-group instruction, guided practice, independent practice, station-based work, small groups, and extended project work in the middle school (see righthand column of Figure 7).

Social Studies Instructional Time: There are differences in implementation between each developmental age span (see Figures 11A and 11B). In the elementary grades we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole- group, small-group, and project-based work.

Overview of Science at BCCS: The teaching and learning of Science is guided by the NYS Learning Standards for Mathematics, Science, and Technology (MST) and supplemented by standards from the Next Generation Science Standards (NGSS). Our science curricula support students' acquisition and application of scientific knowledge and skills. Our science program balances critical content reading, writing, and discussion with student engagement in scientific inquiry practices. Students develop scientific inquiry skills such as answering problems through investigation and solving problems through engineering design. This rigorous approach that balances knowledge, skills, and inquiry further supports BCCS' mission to prepare students for success and impact by connecting authentic scientific problems to students' lives. Our science curricula is teacher-made, but relies on the foundational resources listed below:

Science Resources: We draw on a number of resources in order to build the most tailored and mission-aligned curricula in each grade level:

- a. **TCI's Bring Science Alive!:** Bring Science Alive! is a mission-aligned, comprehensive K-8 science curricula used throughout the country that can increase student achievement and engagement.⁷⁰ It matches well with our mission insofar as it prioritizes applying knowledge through interactive lessons, projects and creative and complex problem- solving tasks. Importantly, the curriculum has direct ties to NGSS and engineering skills.
- b. **Supplemental Resources:** When necessary, our teachers supplement the core curricula with resources including 1) Classroom Sample Tasks that blend content, practices, and concepts from both the NGSS and the NYSLS. Teachers across the disciplines have collaborated to write sample tasks, which are the result of a vision of integrating science, engineering, and mathematics for classroom use⁷¹ and 2) Project Based Inquiry Science is useful for its creative problem-solving tasks. Students pursue solutions to challenges by

Elementary School Social Studies (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice SS Station	Grade Level Teacher	1x15 mins./week
Social Studies Block	Grade Level Teacher	2x60 mins./week*
Structured Play SS Stations	Grade Level Teacher	1x15 mins./week
Total		150 mins./week

*These sessions are split up into shorter station activities between 10 and 15 minutes in duration.

Figure 11A. Elementary Social Studies Instructional Time.

Middle School Social Studies (5th Grade)		
Activity	Personnel	Time and Frequency
SS Block Class	Social Studies Teacher	2x100 mins./week
SS Single Class	Social Studies Teacher	1x50 mins./week
Total		250 mins./week

Figure 11B. Middle Social Studies Instructional Time.

⁶⁹ <http://www.tolerance.org/sites/default/files/general/PDA%20Pilot%20Study.pdf> (Accessed 2016)

⁷⁰ <https://www.teachtci.com/social-studies-textbook-results.html>

⁷¹ <http://www.nextgenscience.org/classroom-sample-assessment-tasks> (Accessed 2016)

conducting investigations, making models, collecting and analyzing data, weighing evidence, writing explanations, and discussing and presenting findings.⁷²

Science Instructional Frameworks: All science instruction utilizes a workshop model to provide the flexibility for whole-group instruction, guided practice, independent practice, station-based work, small groups, and extended project work in middle school (see Figure 7).

Science Instructional Time: Science instruction at BCCS is 60 minutes twice a week for elementary school students, along with choice and structured stations each week. In middle school students have two 100-minute blocks and one 50-minute period of science each week. In the elementary grades we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and deeper project-based work (see Figures 12A and 12B).

Elementary School Science (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice Science Station	Grade Level Teacher	1x15 mins./week
Science Block	Grade Level Teacher	2x60 mins./week*
Structured Play SS Stations	Grade Level Teacher	1x15 mins./week
Total		150 mins./week

*These sessions are split up into shorter station activities between 10 and 15 minutes in duration.

Figure 12A. Elementary Science Instructional Time.

Middle School Science (5th Grade)		
Activity	Personnel	Time and Frequency
Block Class	Science Teacher	2x100 mins./week
Single Class	Science Teacher	1x50 mins./week
Total		250 mins./week

Figure 12B. Middle Science Instructional Time.

Innovations at BCCS: Innovations is rooted in the New York State Technology Learning Standards, the New York State P-12 Learning Standards for the Arts⁷³, and the Empire State Information Fluency Continuum. Co-taught by an engineering/design teacher and an art teacher, Innovations integrates creative problem-solving, arts and technology. Its primary focus is to develop students' creative problem-solving skills and provide opportunities for them to collaborate and apply their skills to develop innovative solutions to real-world challenges, especially those in their communities. The curriculum balances divergent and convergent thinking and treats problems as questions to be investigated and redefined. Students learn to defer judgment and increase flexibility of thought, while producing novel and valuable ideas that can lead to innovative solutions. We facilitate this by teaching students the explicit stages and steps of the creative problem-solving method:⁷⁴ clarify, ideate, develop and implement (see Figure 13).

The course also explicitly teaches students strategies to enhance the skills of creativity, critical thinking, collaboration, and communication.⁷⁵ Students apply the CPS method and these skills along with what they have learned in the integrated arts and technology portion of the curriculum when crafting their solutions to challenges. Courses structured like Innovations can increase student

Stages	Steps	Description
CLARIFY	Explore the Vision	Identify the goal, wish, or challenge.
	Gather Data	Describe and generate data to enable a clear understanding of the challenge.
	Formulate Challenges	Sharpen awareness of the challenge and create challenge questions that invite solutions.
IDEATE	Explore Ideas	Generate ideas that answer the challenge questions.
DEVELOP	Formulate Solutions	To move from ideas to solutions. Evaluate, strengthen, and select solutions for best "fit."
IMPLEMENT	Formulate a Plan	Explore acceptance and identify resources and actions that will support implementation of the selected solution(s).

Figure 13. Steps of Creative Problem Solving

⁷² <https://www.iaf.com/courses/middle-school-science/project-based-inquiry-science/?type=introduction> (Accessed 2016)

⁷³ Currently in draft form, but anticipated to be rolled out in our opening year 2018-19.

⁷⁴ CPS was born right here in Buffalo by Alex Osborn and Sid Parnes in the latter half of the 20th century.

⁷⁵ As outlined by the Partnership for 21st Century Skills <http://www.p21.org/> (Accessed February 2017)

achievement⁷⁶ and promote positive social behaviors among students.⁷⁷ Because diverse groups can produce better solutions than homogeneous groups,⁷⁸ Innovations has the additional advantage of allowing students to experience and reflect on the benefits of a diverse school environment.

Innovations Instructional Framework: Innovations is taught to elementary and middle school students in a workshop model that positions the problem to be solved at the beginning of the learning sequence. In addition to skill-based mini-lessons, students take part in STEAM- based design challenges, individual invention projects, and collaborative creative problem- solving tasks. Innovations challenges are frequently designed to require use of arts or technology skills, so the teaching team will organize units to allow the art/design teacher to lead students' necessary skill development, either in a set-aside period of days or intermittently throughout the unit. For example, if middle school students need to build a website as part of a solution, the art teacher takes the lead on facilitating lessons in graphic design, web design, and photography to assist students in realizing their solution. Similarly, if the kindergarten needed to create a mural as a solution, the art teacher would lead the learning sequence where students learn about mural painting before they embark on implementation of the solution. As a teacher-made curriculum that integrates different disciplines, Innovations does not have a single foundational resource like our other core subjects, but rather a number of resources that instructors will use to design the curriculum.

Innovations Resources: Innovations teachers draw on a number of resources to build an integrated problem-solving, arts, and technology curriculum at each grade level. The list includes but is not limited to

- a. *Future Problem-Solving Program:* The mission of this organization is to develop the ability of young people to design and promote positive futures through problem solving using critical and creative thinking.⁷⁹ FPSPI engages students in creative problem-solving within their suggested curriculum and provides multiple competitive opportunities each year. FPSPI offers thoughtful curriculum at different developmental levels as well as long-form practice problems (from which students receive feedback) on a series of social- design challenges along the way to state, national, and international competitions. Additionally, our teachers may have students participate in the Community Problem-Solving category that asks students to design solutions to problems in their local community.⁸⁰
- b. *Stanford's K-12 Lab at the D.School:* A leader in creative problem-solving, Stanford's D.School has developed curriculum centered around design challenges at various developmental levels. Their work includes elements of traditional STEAM-based projects and community-oriented, empathy-based projects.⁸¹
- c. *Western New York Invention Convention:* This annual competition's mission is to promote creative thinking and encourage scientific problem-solving for students in grades K-8. They "provide a forum that encourages creative and critical thinking, trains educators to pass on these skills, and showcases the rich creativity of our young community at our annual

⁷⁶ Hembree, R. (1992). Experiments and relational studies in problem solving: A meta-analysis. *Journal for Research in Mathematics Education*, 23(3), 242-273.

⁷⁷ Denham, S.A., and Almeida, M.C. (1987). Children's social problem-solving skills, behavioral adjustment, and interventions: A meta-analysis evaluating theory and practice. *Journal of Applied Developmental Psychology*, 8(4), 391-409.

⁷⁸ <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> (Accessed March 2017)

⁷⁹ Founded by creativity pioneer, Dr. E. Paul Torrance, Future Problem Solving Program International (FPSPI) stimulates critical and creative thinking skills, encourages students to develop a vision for the future, and prepares students for leadership roles.

⁸⁰ <http://www.fpspi.org/> (Accessed February 2017)

⁸¹ https://dschool-old.stanford.edu/groups/k12/wiki/332ff/Curriculum_Home_Page.html (Accessed 2017)

event. WNY Invention Convention celebrates young inventors from public, private, and charter schools.”⁸² They provide schools with many resources to help facilitate participation in this excellent program.

- d. *Supplemental Resources:* Our teachers will draw on many design and entrepreneurial curricula/challenges and/or accompanying curricula from organizations including but not limited to Engineering for Kids, Future Cities Competition, and Design for Change.

Innovations Instructional Time: There are 45 minutes per day in elementary school and 50 minutes per day in middle school (see figures 14A and 14B). In middle school Innovations is backed against PE in our schedule, and so could opt for longer block classes up to twice a week.

Elementary School Innovations (Kindergarten)		
Activity	Personnel	Time and Frequency
Innovations	Innovations Teachers	5x45 mins./week*
Total		225 mins./week

*These sessions include art, technology, and library learning activities.

Figure 14A. Elementary Innovations Instructional Time.

Overview of Daily Skills Block (DSB) at BCCS: In addition to their core subject area courses, students have daily small-group instruction in literacy and math skills that are essential for students’ future success. This approach taps both the highly effective direct and reciprocal teaching models for learning skills, while also retaining the benefits that students receive from an integrated curricular approach.⁸³ DSB groupings are data-driven based on our interim and/or diagnostic assessments (see IID1, page 43) and are capped at six students per group, with each BCCS teacher taking a literacy and a math group each day. Depending on student needs, DSB is a time for remediation, reinforcement, or extension.

Middle School (5th Grade)		
Activity	Personnel	Time and Frequency
Innovations	Innovations Teachers	5x50 mins./week*
Total		250 mins./week

*These sessions include art, technology, and library learning activities.

Figure 14B. Middle Innovations Instructional Time.

Daily Skills Block Resources: Teachers use different materials depending on the needs of their groups. For students in need of intervention, established programs like Wilson Reading System, F&P Leveled Literacy Intervention, or Bridges Math Intervention will be used. For students in need of reinforcement, teachers will use additional content from our core curricula, Wit and Wisdom and Eureka Math, or our supplemental resources. Students who require extension will have teachers adapt project-based resources from organizations such as the Buck Institute or Expeditionary Learning.

Daily Skills Block Instructional Framework and Times: How DSB is taught depends on the group. For instance, a structured intervention will follow the program recommendations; a reinforcement group would likely be taught with direct instruction, whereas an extension group might be more student driven. DSB is 30 minutes in grades K-4 and 60 minutes in grades 5-8 (DSB instructional times are included in the ELA and Math sections on pages 21 and 23).

IIA5. Meeting the Needs of All Students: Our faculty differentiates instruction for the wide range of students in our classrooms. Teacher teams receive professional development and ongoing coaching in how to scaffold and differentiate our curriculum (see IIIE1, page 62). Additionally, DSB, mentioned above, offers students tailored, small-group instruction everyday. Below we outline some examples of how our curriculum and instructional practices address the needs of our special populations:

Meeting the Needs of Students with Individualized Education Programs: BCCS has designed a model for curriculum and instruction that yields positive results for students with disabilities.

⁸² <http://wnykidsinvent.org/> (Accessed February 2017)

⁸³ Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement.* (2009). Routledge.

Research shows that students with IEPs benefit from direct skill instruction, learning strategy instruction, and multisensory approaches.⁸⁴ Our instructional frameworks (Daily 5, Daily 3, and workshop model) and commitment to co-teaching allow BCCS teachers to maximize the instructional time students with IEPs use these these proven strategies. In our frameworks, daily instruction generally has direct instruction mini-lessons followed by individual, partner, or small-group work time before ending with a share. At any point in the framework, a teaching team can increase the use of direct instruction, learning strategy instruction, and multisensory learning experiences by leveraging our co-teaching models (see IIB2, page 31).⁸⁵ For example, a teaching team might group students with IEPs together during a Daily 3 math lesson so that the special education teacher could teach the same lesson as the students' general education teacher, but with the use of manipulatives to add a multisensory dimension to the lesson. Or in a middle school ELA context, a small group of students with IEPs might participate in direct instruction around a modified version of a text from Wit and Wisdom, while their general education peers might engage in a small group that uses a more inquiry-based discussion to help students comprehend what they have read.⁸⁶

Our frameworks and primary curricular resources also support peer-based collaborative learning contexts for a portion of each literacy and math block. Students will use content from our foundational curricula to, whenever possible, engage in protocols modeled after the Peer-Assisted Learning Strategies (PALS) developed at Vanderbilt University. PALS can increase ELA achievement for students at all levels, but especially students with learning disabilities and English Language Learners.⁸⁷ PALS' effects in math are promising, particularly in helping young students better understand math concepts.⁸⁸

Meeting the Needs of Students Classified as ELLs: Students identified as ELLs are provided with a structured English immersion program based on the Sheltered Instruction Observational Protocol (SIOP), which was developed by the Center for Applied Linguistics. SIOP principles will help ELL students benefit from three broad research-based instructional practices: explicit instruction, ample practice opportunities, and adjustment of the language of instruction.⁸⁹ ELL students will benefit from our Daily 5 and workshop frameworks and our co-teaching model for instruction, as they allow the teaching team and the English as a New Language teacher to design and implement lessons that include explicit teaching and ample practice opportunities. As for adjusting instructional language, our teachers are coached and evaluated, in part, on their use of clear, explicit, and consistent language. Additionally, a piece of the SIOP approach is including vocabulary for each lesson and developing specific language- use objectives alongside learning objectives. For example, the learning objective of a lesson might be to “identify the basic needs of living things and what they need to survive.” The language-use objective for that same lesson might be to “explain to a partner why food, water, shelter, and air are important for survival” or “to write about how water, food, shelter, and air are important for survival.”⁹⁰ Teachers receive

⁸⁴ Learning Disabilities Association of America. (2017)

⁸⁵ We utilize the co-teaching models developed by Marilyn Friend.

⁸⁶ According to multiple studies between 2010 and 2015 by the Center for Research in Educational Policy at the University of Memphis, Leveled Literacy Intervention has been shown to significantly increase achievement for struggling readers.

⁸⁷ Fuchs, D., Fuchs, L.S., Mathes, P.G., & Simmons, D.C. (1997). *Peer-Assisted Learning Strategies: Making classrooms more responsive to diversity*. *American Educational Research Journal*, *34*, 174-206.

⁸⁸ Fuchs, L.S., Fuchs, D., Hamlett, C.L., Phillips, N.B., Karns, K., & Dutka, S. (1997). *Enhancing students' helping behavior during peer-mediated instruction with conceptual mathematical explanations*. *Elementary School Journal*, *97*, 223-249.

⁸⁹ Linan-Thompson, Sylvia and Sharon Vaughn. (2007) *Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4*. ASCD.

⁹⁰ Center For Applied Linguistics. (2016).

turnkey professional development on best practices from SIOP. Additionally, ELL students sometimes receive service outside of the general education classroom (see IIB12, page 37).

Meeting the Needs of Students Classified as Gifted and Talented: Gifted and talented students (G&T) have skill-based instruction supplemented by an emphasis on real-world application of those skills. Our use of Universal Themes and the Elements of Depth and Complexity originated as tools for working with the G&T population, which we now know are beneficial for everyone. The creative problem-solving structure for learning in the Innovations class also aligns with best practices for G&T students. The faculty also uses differentiation strategies such as compacting curricula to further address the needs of this population. Lastly, Daily Skills Block is time each day where G&T students can have targeted instruction, including extensions of classroom learning.

IIA6. Meeting Benchmark One: BCCS will pursue adequate progress against the state's benchmarks with a comprehensive and proactive assessment system that includes universal screening, diagnostic, formative, interim, and summative assessments (see section IID1, page 43). Following interim assessments, the Academic Director and/or the Executive Director lead grade-level teams in analyses of the data by cohort, subgroups, and individuals. Subsequently, reteaching plans are created for students not making adequate progress toward proficiency in the objectives laid out in benchmark one. Reteaching plans might include the use of classroom time or might include a shift in a student's Daily Skills Block grouping or focus area. A prolonged lack of progress for a subgroup or cohort(s) is presented by the Academic Director to the Executive Director and, if deemed necessary, the Academic Oversight Committee of the BOT. An action plan is crafted by those parties and presented to the BOT for approval.

IIB. Special Student Populations and Related Services

IIB1. Overview of Special Student Populations and Related Services at BCCS: In accordance with all applicable laws, students with Individualized Educational Programs (IEP), English Language Learners (ELL), those with 504 Plans, or those who are at-risk academically participate in all aspects of the school environment: curriculum and instruction, lunch, recess, as well as any after school or extracurricular programming. We designate and stipend a faculty member to fulfill the duties of the Student Support Service (SSS) Coordinator, who, in conjunction with the Academic Director, oversees the programs, services, and instruction that the school provides to its special student population, and liases with before- or after-school providers to ensure full accessibility of programming. In this section we describe our classroom environment and instructional approaches for special student populations; our processes for identifying, assessing, and serving special student populations; our structures for teacher collaboration, ancillary school-based services, and our accountability and evaluation process around our special populations' programming.

IIB2. Classroom Environment and Instructional Approaches for Special Populations: BCCS classrooms, curriculum and instruction are designed to support the needs of our special student population. These include opportunities for greater amounts of direct instruction, the explicit learning of strategies, multisensory learning, and language support. BCCS systematically meets these student needs through our use of Universal Design for Learning (UDL) strategies for all students, an Integrated Co-Teaching (ICT) program for students with disabilities, and the Sheltered Instruction Observation Protocol (SIOP) for students classified as ELL.

1. *Integrated Co-Teaching (ICT) Models*: At each grade level there is an ICT section that pairs a general education teacher with a certified special education teacher.⁹¹ This configuration allows our teaching teams to use Marilyn Friend’s six models for co-teaching.⁹² While these models are not instructional strategies, they allow for more differentiation and more flexible grouping so that students consistently get more targeted instruction. Having students taught in smaller purposeful groupings, we are able to use research-based strategies and modifications more of the time. For example, during a math lesson in a co-taught class, the teachers could use Friend’s alternative teaching model to split the students into a larger and smaller group, teach the same content or skill, but the smaller, targeted group could use more direct instruction, chunking, and manipulatives— all techniques that have been shown to be successful for teaching students with learning disabilities.
2. *SIOP Principles*: Students classified as ELL benefit from our school-wide use of SIOP principles. SIOP brings together best practices for teaching content and academic literacy to students classified as ELL. These practices include concrete language use objectives in all classes and an emphasis on language scaffolds and leveled texts wherever appropriate. Our general and special education teachers collaborate with an English as a New Language (ENL) instructor each week in order to effectively implement the SIOP practices in units and daily lessons. When implemented faithfully, SIOP principles improve performance among students classified as ELL.⁹³
3. *Universal Design for Learning*: We train teachers in Universal Design for Learning (UDL). UDL has three principles that promote access for students, regardless of ability:⁹⁴
 - a. *Multiple Means of Engagement*: This principle helps tap into students’ differing interests and abilities, thereby increasing engagement. For example in a middle school history class, the topic for a research project might be up to the student to choose, and there might be special “challenge opportunities” in addition to the basic project that students could opt in to.
 - b. *Multiple Means of Representation*: This principle allows students to acquire the same information in different ways. In our history example, even if students had very similar topics, some students might conduct their research exclusively from written sources that they read independently, while others might use audio- or video-based sources.
 - c. *Multiple Means of Expression*: This principle provides students with multiple ways to demonstrate what they know. In our example, the final project for those two history students might be different: one student might write a research report, while the other might create an oral presentation.

IIB3. Serving Students with Disabilities in Accordance with the Law: BCCS adheres to federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA). We, consistent with applicable law, work with the local educational agency (LEA) school district(s) to ensure that all students with

⁹¹ This is based on an anticipated enrollment of students with IEPs that is similar to that of BPS.

⁹² Friend, Marilyn (2013). *Co-Teach! A handbook for creating and sustaining classroom partnerships in inclusive schools*. Example Product Manufacturer.

⁹³ Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: An instructional model for English language learners. *Journal of Educational Research*, 99 (4), 195-210.

⁹⁴ Rose, DH, & Meyer, A (2002) *Teaching Every Student in the Digital Age: Universal Design for Learning* Alexandria, VA: ASCD.

disabilities that qualify under the IDEA have the right to

- a free appropriate public education (FAPE)
- access to all necessary parts of the school building
- be appropriately evaluated
- be provided with an IEP
- receive an appropriate education in the least restrictive environment
- participate in the development of and decisions regarding the IEP, with their parents
- have access, along with their parents, to appropriate procedures and mechanisms to resolve any disputes or disagreements related to the provision of FAPE

IIB4. Identifying Students with Disabilities at Time of Enrollment: BCCS complies with the Federal Child Find requirements (34 CFR §300.125) requiring schools to have a procedure for identifying, locating, and evaluating students with disabilities. Upon new student enrollment, BCCS requests student records from students' home district. The SSS Coordinator ascertains if a student had been previously identified as having a disability. Identified students will be programmed accordingly, and services outlined in the student's IEP will begin promptly. The SSS Coordinator works directly with the student's home district Committee on Special Education (CSE) to secure any missing documentation or information necessary for providing services.

IIB5. Assessing Students with Disabilities: BCCS monitors the progress of students with disabilities as a subgroup and as individuals. In addition to the assessments that BCCS conducts for all students (see IID1, page 43), the school assesses and reports progress to the state and parents in the form of IEP progress reports. In an IEP progress report, each student's special education teacher(s) and/or related service provider(s) documents progress made toward the student's individualized goals through provider observations, classwork, and tests and other formal assessments. These reports are made in parallel with our grade reporting cycle and occur four times annually. Additionally, students engage in annual reviews and triennial reviews with the CSE and relevant BCCS teachers.

IIB6. Programs of Service for Students with Disabilities: BCCS meets the needs outlined on all student IEPs and advocates that children be placed in the least restrictive environment possible. Based on BCSD data, we plan to offer the following continuum of special education services:

- Related Services Only:* Related services aid student development and are either corrective or supportive in nature. Related Services include but are not limited to speech-language therapy, counseling, occupational therapy, and physical therapy.
- Consultant Teacher Services:* Consultant teachers can either be direct or indirect in their service. For direct service, teachers provide instruction to the student to support the general education curriculum. For indirect service, consultant and general education teachers together adjust or modify instructional plans to best meet student needs.
- Resource Room Services:* Resource room provides supportive small-group instruction. This is in addition to the classroom instruction, not a pull-out in place of that instruction.
- Integrated Co-Teaching:* Integrated co-teaching pairs a general education teacher and a special education teacher who collaborate on planning differentiated instruction to an integrated group of students. The teachers share responsibility for planning, instruction, and assessment of students.

These service models promote student growth toward meeting the requirements of the general education curriculum. Each student's IEP details how these services are provided either alone or

in combination. Services take place either in the general education classroom or in discreet pull-out sessions at the school.

IIB7. Special Education Personnel: BCCS' special education services are overseen by the teacher designated as the SSS Coordinator, who is a certified special education teacher. In addition to his or her teaching duties, the SSS Coordinator ensures the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the ADA . These responsibilities include coordinating with CSEs, providing information to and obtaining information from CSEs as needed, determining if entering students have IEPs, and working with CSEs and school districts to ensure that all required special education and related services are being provided and that IEPs are appropriate to the BCCS setting. The school will also employ enough certified special education teachers to ensure proper implementation of student IEPs. We anticipate this number to be one special education teacher per grade. The school will, initially, collaborate with the CSE to use appropriately licensed or certified providers for related services that students require.

IIB8. Evaluation of Special Education Program: The special education program at BCCS is evaluated annually by the SSS Coordinator and the Academic Director using student outcomes and parent and staff perceptions as primary metrics. Student outcomes are disaggregated into subgroups by grade cohort, disability classification, and program recommendation. Within these subgroups, students' absolute performance is monitored, as well as their trend toward proficiency. This subgroup data is compared to the district and state outcomes whenever possible. The program is also evaluated annually using parent and special education staff surveys that measure satisfaction with processes, communication, and support. Areas in which the school's student performance or survey data does not meet the annual goals established by the BOT and ED will be addressed with an action plan developed by the SSS Coordinator and the Academic Director, and presented to the ED and BOT for approval.

IIB9. Process for Students Suspected of Having a Disability: Students may be referred for evaluation for special education by parents directly at any time. BCCS' process for students that we suspect may have a disability includes a robust RtI system that screens students, diagnoses outliers, provides targeted academic intervention, and monitors student progress before submitting a request for formal evaluation. Once an evaluation request is made, our SSS Coordinator works with families and CSEs throughout the process. In the section below we describe that process in greater detail.

Response to Intervention at BCCS: Our RtI system allows the school to identify students at risk of poor academic outcomes early and provide those students with targeted interventions at increasing levels of intensity to support their academic growth within the general education setting. In implementation of RtI we follow the procedures outlined by Margaret Searle and described in greater detail below:⁹⁵

1. Assess students with a universal screener three times annually (see IID1, page 43)
2. Diagnose reasons for any problems flagged by the screener (see IID1, page 43)
3. Select research-based interventions for the specific problems identified
4. Implement the selected plans and monitor them for positive effects
5. Adjust intervention plans in response to the progress-monitoring data collected

The three tiers of our RtI system are outlined below:

⁹⁵ Searle, Margaret. (2010). *What Every School Leader Needs to Know About RTI*. ASCD.

- I. *Tier One:* Students in Tier One receive research-based instruction, differentiated to meet their needs (see IIA1, beginning page 13). Additionally, students are regularly screened using the STAR 360 assessment to identify students who need additional support. Tier One support also includes reteaching within the classroom and targeted small-group literacy and math instruction in Daily Skills Block tailored to students' needs as identified by assessment data. Daily Skills Block groups are formed by teachers as part of our faculty data-analysis meetings following each screening and interim assessment. In line with RtI research, we expect 80% of students to only require Tier One supports. The other 20% of students are moved into Tier Two supports.
- II. *Tier Two:* For the approximately 20% of students identified as needing Tier Two supports, diagnostic assessments are administered by appropriate faculty (typically a special education teacher). The resulting data are used to uncover specific academic difficulties that can be addressed by Tier Two supports.⁹⁶ In Tier Two we follow what Searle refers to as a protocol model, wherein a specific intervention is implemented for students who exhibit similar problems. For example, elementary students whose diagnostic testing indicates significant difficulty in decoding might be enrolled in additional time with Wilson Foundations program in a small group. Middle school students with decoding difficulty might be enrolled in a Wilson Reading System intervention. Interventions for other specific difficulties are sourced from *Best Evidence Encyclopedia*⁹⁷ and Hawthorne's *Pre-Referral Intervention Manual*⁹⁸. Whenever possible Tier Two interventions take place during Daily Skills Block and/or in the general education classroom. The effects of Tier Two interventions are monitored and reported out to the Academic Director, SSS Coordinator, and all the student's teachers approximately every five weeks, or twice per quarter. If students in Tier Two do not show an adequate trend toward proficiency, they are moved into Tier Three supports.
- III. *Tier Three:* Tier Three interventions are used with approximately 5% of BCCS students. Tier Three supports are the most intensive supports offered to students before evaluation for special education programming is recommended. At this level, our RtI system transitions toward what Searle calls a "problem-solving" model. This model moves to a team of experts that customize intervention plans to suit individual needs. This team is referred to as the Tier Three Problem-Solving Team, and may include the Academic Director, SSS Coordinator, a school counselor and relevant teachers of the student. This team reviews all available data and crafts an appropriate intervention plan. Tier Three plans utilize a broad array of research-based interventions and may include the student's parent(s)/guardians. Tier Three plans are highly individualized and may occur during the literacy and math skill blocks, in the general education classroom, and/or at other times throughout the day (including before and after school). Tier Three plans are monitored for effectiveness, and data are shared twice per quarter. An inability to demonstrate adequate progress in Tier Three may lead to an IEP request for evaluation being sent to the CSE.

Initial CSE Meetings: If a BCCS student progresses through the three tiers of RtI and is not showing an adequate trend toward proficiency, that student's family is notified, and the case is referred to their home district CSE by the SSS Coordinator in a request for evaluation for special

⁹⁶ These findings are shared with the parent if any Tier Two interventions are being recommended.

⁹⁷ <http://www.bestevidence.org/>

⁹⁸ McCarney, Stephen & Kathy Cummins Wunderlich, M.Ed. (2014) *Pre-Referral Intervention Manual 4th Ed.* Hawthorne.

education services. This CSE then engages the parent/guardian.⁹⁹ Once the parents have received the Procedural Safeguards Notice explaining their rights and have signed the consent to test release form from the home district, a formal evaluation by a school psychologist, social worker and special education teacher commences. Their process culminates in an initial CSE meeting. BCCS' SSS Coordinator ensures that the relevant individuals are present for the CSE meeting, including the classroom teacher, special education teacher, the parent (and their advocate, if necessary). If the findings of the evaluation determine that the student fits one of the classifications for disability, the CSE develops an IEP. BCCS assists appropriately in a manner defined by the CSE. This may include actions such as providing student performance data and RtI documentation, or offering teacher observations.

Child Find at BCCS: In some situations the school needs to act on behalf of the student. BCCS complies with its obligations under the Child Find requirements of IDEA, including 34 I.E. § 300.111, and provides notification to parents in connection therewith, including notification prior to providing a child's name to a CSE for potential evaluation.

Ongoing Annual Review and Triennial IEP Meetings: Students with IEPs are provided annual reviews and triennial reevaluations where certain aspects of the IEP can be revised. At annual reviews and triennial reevaluations BCCS makes available the student's general and special education teachers (and any other required school personnel) to share quantitative and qualitative data about the student's progress in line with the present levels of performance section of the IEP, and make recommendations for goals, services, and accommodations. However, we understand that the final draft of the IEP is at the discretion of the CSE of the child's district of residence. BCCS uses all of its available supports, programs, and resources to meet the needs outlined in the finalized IEP, knowing that the team can reconvene if necessary.

IIB10. Supports, Programs, and Resources for Students with Disabilities: At BCCS, students with disabilities are supported inside and outside the classrooms:

- i. *In-Class Supports:* Within the general education classroom, students are supported through a teaching team that provides differentiated instruction to students and makes sure that classroom tasks are aligned with students' IEP goals. This is done during shared weekly planning time between the general education and the special education teachers (see attachment 4B). During instruction, the teaching team uses the co-teaching models outlined by Marilyn Friend to maximize individualization (see IIB2, page 31). Additionally, any preferential seating, assistive technology, or testing accommodations that students are entitled to on their IEP is provided in-class and overseen by the special educator. Finally, related service providers offer push-in services to students whose goals would be best met in that manner.
- ii. *Out-of-Class Supports:* When students are not in the general education classroom, a number of supports are available. Daily Skills Block provides targeted, small-group literacy and math instruction. The rosters for those small groups are determined by assessment data so that instructors can work with students on skills they need to improve. BCCS matches students with disabilities with certified special education whenever possible. Daily Skills Block can also be used for the implementation of Tier Two and Tier Three RtI interventions (see IIB9 above). In addition to Daily Skills Block, students with disabilities also have access to any necessary related services outside of the classroom, including but

⁹⁹ BCCS will work to incorporate the parents in this process whenever possible. However, the school will, in rare occasions, recommend evaluation without prior parental consent.

not limited to speech and language therapy, occupational therapy, and counseling services. These services will be delivered in push-in or pull-out models at the discretion of the related service provider.

- iii. *Programs for Students with Disabilities:* Students with disabilities are served along a continuum of programs that are comparable to support in their home districts. These include Related Services, Consultant Teacher Services, Resource Room Services, and Integrated Co-Teaching (see IIB6, page 32).
- iv. *Personnel for Students with Disabilities:* Students with disabilities are served by certified special education teachers and licensed related service providers in a manner that meets or exceeds the mandates in their IEPs (see IIB7, page 33).
- v. *Resources for Students with Disabilities:* BCCS uses federal funding under IDEA part B and state funding to provide a free and appropriate public education to students with disabilities that includes the in and out of class supports described above. BCCS provides the personnel, facilities, programs, curricular supports, and technology that students with disabilities need to achieve their individual goals within our inclusive setting. Some examples include having at least one ICT section in every grade; having adequate space and equipment for related services to be provided to all students according to their individual mandates; purchasing research-based intervention curriculum materials such as Wilson Foundations and Reading System, Fountas and Pinnell Leveled Literacy Intervention, Bridges Math Intervention, and the appropriate trainings for teachers.

IIB11. Implementing IEPs at BCCS: IEPs are implemented within 60 school days of either consent to evaluate a student not previously identified or the referral for review of a student with a previously identified disability. We also work with districts of residence to ensure similar service and fair funding.

After CSE Meetings: After an initial meeting, annual review, or triennial reevaluation has convened, the BCCS SSS Coordinator makes sure to take any of the the following steps not addressed at the CSE meeting:

- identify staff responsible for providing the recommended services, accommodations, program modifications and supports in accordance with the IEP
- provide hard copies of the finalized IEP to staff providing supports, services, accommodations or modifications to the student
- plan how resources and materials necessary to implement the IEP are obtained (for example, instructional materials alternative formats; order assistive technology devices)
- arrange for necessary testing accommodations
- coordinate with other necessary agencies

Subsequently, the providers implement the IEP, overseen by the Academic Director with input as necessary from the SSS Coordinator. Throughout the year, providers help students meet individual goals with necessary changes in programs, services, accommodations going through the SSS Coordinator who liaises with the appropriate district CSE.

Working with Districts of Residence: The SSS Coordinator is the main point of contact for districts with students with IEPs enrolled at BCCS, and takes the following actions each year:

- provide the CSE chair with a list of all BCCS students with IEPs, their programs, services, and accommodations
- collaboratively build an annual review and triennial schedule each year with representatives from each district CSE

- attend any relevant district trainings or informational meetings that would impact students with IEPs in those districts
- maintain a working relationship with the chairpersons of each of the district CSEs

These actions help ensure services to students at a similar level as services provided by the home district and ensure fair funding.

IEP Access, Privacy, and Confidentiality: Student IEPs and related files are confidential documents and are maintained in a secure location with access limited to school officials and direct service providers of the students. The files are under the supervision of the SSS Coordinator. BCCS' SSS Coordinator prepares reports as needed for each child's school district of residence or the State Education Department to comply with federal law and regulations. In line with the Family Education and Privacy Rights Act (FERPA), the records are always available upon request to a parent/legal guardian, and the school releases student records to external parties only with parent/guardian consent.

However, in accordance with FERPA, BCCS releases records without consent to school officials and teachers within the school who the school has determined to have legitimate educational interests. Teachers and related service providers who work directly with students with IEPs are given copies of those IEPs annually at the start of the school year. Those copies are reviewed carefully by the teaching teams during their collaborative planning in the summer and throughout the school year for the purposes of executing the individualized education plan for each student. Those copies are kept confidential from students and adults who do not work with the student with an IEP. When the school year ends, teachers and service providers return all IEP copies to the SSS Coordinator.

IIB12. Serving Students Identified as English Language Learners (ELLs): BCCS serves students identified as English Language Learners (ELLs) using a model that draws primarily on structured English language immersion, while allowing some native-language instruction when necessary. BCCS complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended), the federal Equal Educational Opportunities Act of 1974, and Commissioner's Regulation Part 154.

Students identified as ELLs achieve proficiency in the English language as quickly as possible through the school's services and teaching methods. ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and ELL students are not assigned to special education because of their lack of English proficiency. BCCS is committed to partnering with the families of ELL students as well. To the extent possible, parents whose English proficiency is limited receive notices and information from the school in their native language to encourage participation at BCCS by all members of the school community. If possible, the school helps families of ELLs to navigate their unique situation with services such as evening workshops/language classes, a staff liaison, or other appropriate initiatives. Below we describe the ELL identification process, our levels and programs of service, and our progress monitoring and exit criteria.

Identification of ELL Students: BCCS uses the New York State Education Department's process for identifying students who are ELLs:

1. Home Language Questionnaires screen new students for limited English proficiency.
2. If the home language is other than English or the student's native language is other than English, qualified staff conduct an informal interview in the student's native language and English (if the school does not employ a staff member who can speak the family's home

language, other arrangements are made).

3. If the student speaks a language at home other than English, and might be identified as an ELL, the school administers the NYSITELL within 10 days. A score below the designated cut score for the child shall determine eligibility for services. The NYSITELL is administered only once to each incoming student.

Child-find Notification: The school's teachers are responsible for observing each student throughout the day to detect limited English proficiency. Teachers receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with and teaching content to students designated as ELLs. Any student suspected of having limited English proficiency is referred to the appropriate faculty and tested in the manner described above to determine what level of services, if any, is necessary.

ENL Personnel and Programs: BCCS provides sufficient certified ENL teachers to facilitate the programming outlined below (see IIIC, Table 3). The day-to-day duties of our ENL teachers may include both direct and indirect service to students depending on our student needs. In many cases ELLs receive the same academic content as those students who are native English speakers. The vast majority of instruction is in English. However, the level of English used for instruction—across all English modalities (reading, writing, listening, speaking)—is appropriately modified for ELLs. Teachers receive turnkey professional development on best practices for communicating with and teaching students designated as ELL. A student's level and type of service program depends on his or her classified level of English. Students can be classified along a spectrum, according to their NYSESLAT scores:

- *Entering Students:* receive two units of study, equating to 360 minutes, of English language instruction per week. Students at this level receive a mix of stand-alone, "pull-out" ENL services and integrated language instruction in ELA and other subject areas. Some pull-out services likely take place during Daily Skills Block. BCCS will consider implementing additional pull-out before/after school or over school vacations.
- *Emerging Students:* receive two units of study, equating to 360 minutes, of English language instruction per week. Students may receive a mix of stand-alone, "pull-out" ENL services and integrated language instruction in ELA and other subject areas. These students also have a supplemental pull-out service once per day during Daily Skills Block.
- *Transitioning Students:* receive one unit of study, equating to 180 minutes, of English language instruction per week. Students receive integrated language instruction in ELA and other subject areas, and they may have a supplemental pull-out service up to once per day during Daily Skills Block.
- *Expanding Students:* receive one unit of study, equating to 180 minutes, of English language instruction per week. Students at this level receive integrated language instruction in ELA and other subject areas, and they may have a supplemental pull-out service up to once per day during Daily Skills Block.
- *Commanding Students:* receive a ½ unit of study, or 90 minutes per week, of ENL support in ELA or other core subject areas. A plan for gradual decline in service and accommodations is facilitated by an appropriate team of teachers, and includes NYS Commissioner-approved former ELL services.

ELL In-Class Support: Just as BCCS faculty differentiate instruction for students with and without documentable learning differences, all teachers must be able to modify teaching strategies to accommodate ELL students' language development. BCCS does not take a prescriptive, one-size-fits-all approach, but rather uses a framework for effective instruction,

based on the tenets of the SIOP program,¹⁰⁰ which brings together best practices for teaching content and academic literacy to English language learners. These practices include concrete language objectives in all classes and an emphasis on language scaffolds and leveled texts wherever appropriate. BCCS believes that pedagogically addressing the needs of students identified as ELLs improves the planning and instruction of the entire faculty.

ELL Out-of-Class Support: In addition to a school-wide, team-based approach by the faculty as a whole, BCCS employs highly qualified teachers to construct a comprehensive language-development curriculum used in pull-out classes for ELL students at all levels. This curriculum is developed in collaboration with a team of educators, including classroom ELL teachers, university linguistics specialists, ELL coaches, and English Language Arts and content-area teachers. It addresses the full range of English language competencies (grammatical and structural, sociolinguistic, pragmatic, discursive, and semantic) while focusing on language for social integration and on language for academic achievement.

ELL Progress Monitoring and Exit Criteria: The proficiency of an identified ELL student in the English language is measured at least annually to determine whether continued special services are warranted. BCCS uses the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department. It is used in lieu of administering the state English Language Arts assessment for any student in their first year of classification.

IIB13. Serving Students with 504 Plans: To comply with Section 504 of the Rehabilitation Act of 1973, BCCS designates a Section 504 Officer and has a Section 504 Committee. The school's 504 Officer may also serve as the SSS Coordinator. The 504 Officer is responsible for addressing any 504 requests or changes, including, when appropriate, convening the 504 Committee. BCCS also makes accommodations for physically disabled students by following the applicable provisions of the federal ADA.

IIB14. Teacher Collaboration: BCCS builds time into the schedule for general, special and ENL teachers to collaborate each week.¹⁰¹ We expect those collaborations to be structured and productive. Teacher collaboration has four core components:

- a. *Beginning of Year Team Meeting:* Teaching teams meet each summer to set professional norms, define a meeting schedule, share personal strengths and weaknesses, and delineate professional responsibilities for the year.
- b. *Student Profile Meeting:* Before the start of school, the teaching team meets to review the needs of their students. IEPs, achievement data, and prior teachers' comments are used to generate a shared profile for each student, to aid subsequent planning sessions. The team also analyzes class-wide trends and creates a class profile.
- c. *Weekly Co-Planning Meetings:* Teaching teams meet 1-2 times per week to review students' progress and plan instruction accordingly. The teaching team reviews student data and lesson plans for any necessary reteaching in the whole group, small groups, or individually. They review upcoming lessons and make plans for integrating individual students' goals, either directly in the content of the lesson or in a small group using our

¹⁰⁰ <http://www.cal.org/siop/about/> (Accessed February 2017)

¹⁰¹ There are also collaborative meetings between teachers and related service providers at least once per quarter to share progress reports and be updated on content.

different co-teaching models. Any modifications to content are discussed and agreed upon. The teaching team also assigns responsibilities for the coming week.

- d. *End of Year Team Meeting*: Teaching teams meet at the end of each school year to reflect on their work by reviewing the year unit by unit for trends in student data, revising creative problem-solving tasks, and highlighting opportunities to increase the curriculum's connection to the universal theme.

IIB15. Ancillary/Related Services: There are a number of ancillary/related services that students and families can take advantage of or may be recommended for:

- a. *Counseling*: Counseling from a licensed provider is available onsite for individual and group sessions for students with mandated services through their IEPs. Students without IEPs who experience trauma, or are experiencing repeated academic failure, but who have not been deemed eligible for special services may be eligible for at-risk counseling services on the recommendation of the Academic Director and with the approval of the Executive Director. School-based counseling services help students meet individualized goals and/or stabilize them until they can be referred to professional mental health services.
- b. *Speech and Language Therapy*: A licensed speech pathologist is onsite to provide individual and group speech and language services for mandated IEP students.
- c. *Occupational Therapy*: A licensed occupational therapist is onsite to provide individual and group speech and language services for all mandated IEP students.
- d. *Additional Services*: Additional related services such as physical therapy, audiology, or hearing services may or may not be available onsite. If the school is unable to provide them onsite, the SSS Coordinator works with families and service providers to ensure access to all mandated services.
- e. *Transition Services*: Middle school students who are 12 years or older, with IEPs, receive transition services from special education teachers within the school. A special education teacher conducts student and parent interviews, collects faculty reports, and conducts activities aimed at exposing students to a variety of careers. These steps are repeated, documented and added to student IEPs.
- f. *Family Support Services*¹⁰²: The school helps connect all students and families to health care, mental health services, after school programs and assistance with meeting basic needs. Additionally, BCCS can assist with individual and group mentoring/matching through programs such as Big Brothers/Big Sisters. The school may also conduct home visits (in addition to the initial one described in III, page 67) to help families navigate school processes such as parent-teacher conferences or reregistration. Responsibility for implementing these services is shared among the school nurse and school leadership.

IIB16. Accountability and Evaluation of Special Population Programming: Led by the Academic Director, BCCS evaluates the effectiveness of its special population programming annually to make any necessary adjustments. The school evaluates the effectiveness of its program with the following metrics: 1) Percentage of IEP students who meet most or all of their annual IEP goals, 2) ELL performance on the NYSESLAT exam, 3) special population student performance on statewide exams against that of general education students and 4) special population student performance on statewide exams against special population scores of the city, state and peer schools. Additionally, BCCS will track students longitudinally throughout their matriculation to determine if

¹⁰² Our Family Support Services are modeled after the successful work of Say Yes Buffalo.

there is significant variation in the academic achievement of students who were once identified for special programs and those who never were, as measured by standardized assessments.

C. Achievement Goals

IIC1. Population Served by BCCS: Through our fair lottery, BCCS anticipates a student body that reflects the BCSD demographics. The district’s current demographic includes the following percentages: 68% of students qualify for free or reduced-price lunch, 22% of students receive special education services, 15% of students are classified as English language learners (ELL), with no majority racial group. For our incoming kindergarten students we can only anticipate a population that reflects Buffalo’s demographic, but we have more information about our incoming fifth graders. According to the most recent state testing data, of Buffalo’s rising fifth graders, 16% were proficient in ELA and 18% in Math. These were well below the state averages of 41% and 45% respectively. Within Buffalo’s rising fifth grade cohort there are gaps based on race, socioeconomics, home language, and disabilities.¹⁰³ Unfortunately, these gaps become wider the longer students are in school.

IIC2: Achievement Goals Overview: Our achievement goals are aligned with our mission and objectives, and the methods we use to evaluate our students’ progress deficits and strengths are based in research and practice. In the following subsections we offer details of three goals and evaluation tools, and describe how the school leadership communicates the data from each tool in line with the Family Educational Rights and Privacy Act and policies of the NYSED.

Goal 1: Student Achievement: Student achievement goals for all students and subgroups are aligned with our mission and objectives 1 and 2 (see IA2, page 1) and the expectations set forward by the NYSED in the Charter School Performance Framework of November 2015 (see Figure 12). BCCS will use the New York State Testing Program (NYSTP) to monitor our progress toward these objectives. The NYSTP proficiency level is aligned to college readiness, and we will be able to conduct robust comparative analyses of our data against the city, state, and peer schools. The NYSTP also allows the school to track student strengths and deficits, which can inform instruction and curricular design.¹⁰⁴ General data for the school, overall,

Indicator (applies to)		Measure	Minimum Expectation
1. All Schools			
1a.	Accountability		
	(All Students and Subgroups)	ESEA Accountability Designation	Good Standing
1b.	Similar Schools Comparison		
	(All Students and Subgroups)	Comparative Proficiency	One standard deviation above the mean
2. Elementary and Middle School Outcomes			
2a.	Trending Toward Proficiency		
	(All Students)	Aggregate Standards-Based Trend Toward Proficiency	Maintenance or increase in 75% of total tested students’ proficiency levels
	(Subgroups)	Subgroup Standards-Based Trend Toward Proficiency	Maintenance or increase in 75% of total tested subgroup proficiency levels
2b.	Proficiency		
	(All Students)	Aggregate School Level Proficiency	District Average
	(Subgroups)	Subgroup School Level Proficiency	District Average
	(All Students)	Grade Level Proficiency	District Average

Figure 15. Student Achievement Goal.

¹⁰³ Gaps in percent proficiency between these subgroups in ELA ranged from 18-28%. In Math the gap was 19-28%.

¹⁰⁴ To support the annual NYSTP assessments we use universal screening tools, diagnostic, and interim assessment data (see IID1, page 43) to ensure that we are on track to meet or exceed the “minimum expectations” outlined in the NYSED framework. This data is available to parents upon request.

by cohort, and by subgroup is reported publicly via NYSED. School leadership will share individual student reports and skill breakouts with parents and relevant teachers before the start of school each year.

Goal 2: Creative Problem-Solving: Creative problem-solving goals are aligned to our mission and objective 3, to increase students’ creative abilities (see IA2, page 1). We will use the Torrance Test of Creative Thinking¹⁰⁵ (TTCT) to measure our progress toward that objective. The TTCT is the longest running and most widely used measure of creative ability in educational settings.¹⁰⁶ It breaks creative abilities

into five indicators that can be used to determine student strengths and deficits, and inform curriculum and instruction. Also, the TTCT shows a significant positive correlation between its measure of creative thinking and personal and professional achievement.

¹⁰⁷ BCCS will establish a baseline for each student upon enrollment and reassess students at the end of fourth grade and the end of eighth grade to measure students’ trend toward growth in national percentile ranking (see Figure 16). Results of the TTCT will be shared with teachers before the beginning of each school year and with parents in the summer following each administration of the assessment.

Goal 3 - Collaborative Abilities: Our goals for collaborative abilities are mission-aligned and address objective 4 (see IA2, page 1). We will use an adapted version of the American Association of Colleges and Universities’ Rubric for Teamwork. The AACU’s rubric measures five different indicators that together address the two aspects of collaboration that we want to improve in students: 1) a student’s collaborative skills during the process, and 2) the individual outcomes for students inside of their collaborative work. The five indicators offer a concrete way to identify students’ progress, strengths and deficits as collaborators, with the long-term goal for students to trend toward capstone level four in each indicator by the end of eighth grade (see Figure 17). Students will be evaluated by their teachers on our rubric twice annually, with scores reported to parents as part of report cards and shared with teachers before the start of school each year.

Indicator (applies to)	Measure	Minimum Expectation
Originality (all)	Comparative Trend Toward Growth	Maintenance or increase in 75% of total tested students in relation to national percentile
Fluency (all)		
Elaboration (all)		
Abstractness of Titles (all)		
Resistance to Premature Closure (all)		

Figure 16. Creative Problem-Solving Abilities Metrics.

105 Torrance, Paul. (1984)
 106 Kaufman, J. C., Plucker, J. A., & Baer, J. (2008). Essentials of creativity assessment. New York: Wiley.
 107 Runco, M.A., Millar, G., Acar, S., & Cramond, B. (2010). Torrance Tests of Creative Thinking as Predictors of Personal and Public Achievement: A Fifty-Year Follow-Up. Creativity Research Journal, 22(4), 361- 368.

Indicator (applies to)	Measure	Minimum Expectation
Individual Contributions Outside of Team Meetings (all students)	Trend Toward Capstone Levels 3 and 4	75% maintenance or increase of total student population as described on the American Association of Colleges and Universities Teamwork rubric by 8th grade, as observed by faculty
Individual Contributions Inside of Team Meetings (all students)		
Facilitation of Other Team Members’ Contributions (all students)		
Fostering a Constructive Team Climate (all students)		
Response to Conflict (all students)		

Figure 17. Collaborative Abilities Metrics.

IIC3. Meeting the Benchmarks of the NYSED Charter School Performance Framework: Each year school-based leadership reports assessment data from the goals above for the student body as a whole, grade-level cohorts, and subgroups of students (with n-size aligned to the state) to the the Academic Oversight Committee of the Board of Trustees (BOT). The committee analyzes the data and provides recommendations to the larger board in terms of changing school-wide strategy or

¹⁰⁵ Torrance, Paul. (1984)

¹⁰⁶ Kaufman, J. C., Plucker, J. A., & Baer, J. (2008). Essentials of creativity assessment. New York: Wiley.

¹⁰⁷ Runco, M.A., Millar, G., Acar, S., & Cramond, B. (2010). Torrance Tests of Creative Thinking as Predictors of Personal and Public Achievement: A Fifty-Year Follow-Up. Creativity Research Journal, 22(4), 361- 368.

programming in relation to these goals. Additionally, to ensure the educational success, organizational soundness, and faithfulness to the charter and law, the Executive Director submits a draft of the Comprehensive Annual Report to the BOT (see IIID1, page 58) that includes the status of the school in relation to the remaining benchmarks laid out in the Charter School Performance Framework, so that the BOT can use the information to help adjust strategy or programming or set new goals for the school as necessary.

D. Assessment System:

IID1. Overview of Assessment System at BCCS: In order to monitor the success of our students and adjust as needed, we use a multifaceted approach to assessment that includes universal screenings, diagnostics, formative and summative classroom assessments, grade-wide interim assessments, and standardized statewide assessments (see Figure 18). In the section below we describe each of these facets in greater detail.

Universal Screenings: BCCS uses the STAR 360 Suite of screening tools for literacy and math with all students three times per year. STAR 360 earns high marks in screening and progress monitoring from both the National Center on Response to Intervention¹⁰⁸ and the National Center for Intensive Intervention.¹⁰⁹ Additionally, the STAR's efficient 20- minute group administration allows minimal class time to be devoted to screening assessments. Its adaptive capabilities maximize efficiency by adjusting to students' answers to previous questions thereby reducing time, limiting frustration from items that are too difficult and boredom from items that are too easy. These screenings give teachers actionable information on individual students, as well as cohorts of students, allowing efficient instructional planning. These assessments also identify students who are not making adequate progress in a given area, allowing the school to either implement interventions immediately or utilize additional diagnostic assessments.

Diagnostic Assessments: BCCS uses diagnostic assessments in literacy and mathematics for students who exhibit less than expected progress via the universal screening tool. For English Language Arts, BCCS will use the Fountas and Pinnell suite. For students that may require additional assessment in math, the school will use the Scholastic Math Inventory. Both of these diagnostic tools are widely used across the country and have proven to be reliable and comprehensive in diagnosing student needs. Students identified for diagnostic testing will participate in these assessments until their universal screening results show them to be making adequate academic progress.

Formative Classroom Assessments: Formative assessment informs teachers about what students are learning day-to-day, occurring concurrently with teaching and learning. As it may be documented formally or informally, the list of potential formative assessments is long and varied, but may include do-nows, classwork, discussions, and exit slips.

K-8 Assessment Calendar	
Month	Assessment
September	STAR 360 - Fall
September	Fountas & Pinnel/Scholastic Math Inventory - Fall
November	Interim Assessment 1
January	STAR 360 - Winter
January	Fountas & Pinnel/Scholastic Math Inventory - Winter
February	Interim Assessment 2
March	New York State ELA
April	New York State Math
May	NYSESLAT Reading, Writing, and Speaking for ELLs
May	STAR 360 - Spring
May	Grade 4 and Grade 8 Science Performance Test
June	Fountas & Pinnel/Scholastic Math Inventory - Spring
June	Interim Assessment 3
June	Grade 4 and Grade 8 Science Written Test
June	STAR 360 - New Incoming Students Only

Figure 18. K-8 Annual Assessment Calendar

¹⁰⁸ <http://www.rti4success.org/resources/tools-charts/screening-tools-chart> (Accessed February 2017)

¹⁰⁹ <http://www.intensiveintervention.org/chart/progress-monitoring> (Accessed February 2017)

Summative Classroom Assessments: Summative assessments occur at the end of a prescribed period of instruction—often at the end of a unit project, semester, or year of study—and they provide a performance update to teachers, students, and parents. The quantity and frequency of summative assessments are determined by the teaching teams in consultation with the school leadership and may shift slightly each year.

Interim Assessments: Interim assessments occur three times per year and identify students' strengths and deficits. They inform the teaching team's instructional choices to help ensure student skill development and success on standardized testing. Ideally, BCCS will use interim exams common to other New York State schools (for example, those produced by the Achievement Network¹¹⁰) to compare our results to peer schools with similar courses and cohort demographics. This provides a detailed analysis of student needs and curricular efficacy.

New York State Testing Program: NYSTP provides our primary academic accountability measure. In our first year, only fifth grade will participate in the NYSTP, but by the end of the initial charter term students in grades 3-8 will participate.¹¹¹ NYSTP offers an opportunity to identify program strengths and deficits that can be leveraged into improvements for the whole school, specific cohorts, and each subgroup.

IID2. Using Assessment to Drive Instruction: Our assessments work together to help provide students a challenging education that meets their needs. Universal screening data is made available to all faculty and identifies students at risk of failure. Such students are given diagnostic testing to pinpoint deficits, and results are shared with the student's teachers to indicate focused areas of concern. Diagnostic testing may also lead to more structured intervention during Daily Skills Block. Parents of students identified for formal intervention will be notified promptly. Students remain in a structured intervention until their universal screening data shows that they have remediated any deficits.

Formative assessment is discussed at weekly meetings, and action plans are generated to address issues across the grade, in certain groups, or in individual students before summative assessment takes place. Summative classroom assessment is similarly discussed and responses are planned; the data is also made available to parents at least quarterly.

BCCS conducts interim assessments four times per year. The interims are cumulative, and are predictive of student performance on the NYSTP assessments. We analyze this data by grade level, subgroup, and individual student to help guide teaching and ensure student progress. Our teaching team data analysis is modeled on the Achievement Network's protocol. After interim assessments, BCCS documents the results and subsequent action plan, making sure to¹¹²

1. select priority standards based on foundational and/or heavily assessed skills combined with student performance
2. break down priority standards/skills into sub skills or prerequisites
3. analyze the assessment items to identify possible misconceptions for each distracter
4. identify student response trends and misconceptions on individual questions within the priority standards
5. group students based on differentiated need according to the data
6. create an action plan that includes reteaching of priority standards, sub skills and instructional strategies for whole and small student groupings.

¹¹⁰ <http://www.achievementnetwork.org/> (Accessed March 2017)

¹¹¹ K-2 students identified as ELL will participate in the NYSESLAT as well.

¹¹² The Achievement Network (2014).

E. Performance, Promotion, and Graduation Standards

IIE1. Performance and Promotion: Academic success is a core commitment and students in the general education program are expected to meet the skill and/or content benchmarks at their grade level (K-8) in English, Math, Social Studies, Science and Innovations as measured holistically by classroom grades, work portfolios, and interim and statewide exams (when applicable), all of which are tied to the New York State Learning Standards. Students with IEPs, and those in the process of evaluation for such services, may be promoted based on individualized promotion criteria, in addition to the indicators stated above (see attachment 3).

IIE2. Promotion in Doubt and Retention: We rely on our assessment system (see IID1, page 43) to identify students that are at risk of failure early on in a school year so that grade retention can be avoided if possible. Caregivers are notified promptly when the school sees that students are not making adequate progress, and the school intervenes (see IIB9, page 33). Should documented intervention throughout the year prove unsuccessful, BCCS will urge the family to consider summer school, retention, or evaluation for special education to help avoid grade retention (see attachment 3).

F. School Schedule and Calendar

IIF1. Length of the School Day and Year: Our 2018-19 school year has 186 instructional days for students beginning in late August and running through late June. A typical school day runs 7 hours, 15 minutes, likely from 7:45 a.m. to 3:00 p.m. This schedule means that students at BCCS will engage in approximately 25 more instructional days than their district peers.¹¹³ Our teachers report beginning in mid-August for nine hours on each of approximately 199 days per year, which includes our summer professional development. Teacher hours will likely be 7:30 a.m. to 4:00 p.m. every day, with grade level and/or department collaborative professional development on Mondays and Wednesdays from 3:00 p.m. to 4:00 p.m. (see attachments 4A, 4B, and 4C for details about schedules).

IIF2. Overview of Snapshot of Daily Life at BCCS: In the following two subsections we describe a typical day at the school for a kindergartener and a fifth grader, with key design elements that further our mission. Sample schedules are provided in accompanying figures (see Figures 19A and 19B). A typical school day for all students begins with students' arrival between 7:30 and 7:45 a.m. and lasts until 3:00 p.m. All students are greeted by name by a member of school leadership as they enter the building. Students move quietly through the hallway, which is lined with pictures of diverse Buffalonians past and present. Also on the walls the school's core values are displayed: Courageous, Caring, Principled, and Engaged (see IIG1, page 48). As students reach their classrooms, they are greeted again by a member of their teaching team.

Time	Activity
7:45-8:15	Open Choice Stations
8:15-8:30	Morning Meeting
8:30-9:30	ELA Block
9:30-10:15	Innovations
10:15-10:30	Snack
10:30-11:30	Math Block
11:30-12:00	Lunch
12:00-12:30	Daily Skills Block
12:30-1:15	PE
1:15-2:15	HUM/SCI Block
2:15-2:45	Recess
2:45-3:00	Afternoon Meeting

Figure 19A. Typical Kindergarten Day.

IIF3. A Snapshot of Kindergarten at BCCS: A typical day in kindergarten (see Figure 19A) begins with Open Choice Stations, where students complete one standards-based activity per day in each of the core subjects throughout the week (including an Innovations station). For example, if a

¹¹³ According to the approved 2016-17 Calendar on BPS' website they will have 181 instructional days each lasting 6.5 hours.

student is working on the ELA station, it might feature a listening activity where students listen to *Ada Twist, Scientist* by Andrea Beatty. Students might read along in the copies that have been set out. Afterward students might be asked to use a magnetic board and a series of five illustrations with magnetic backing to match the illustrations to a series of events from the story that are read on the audio track.¹¹⁴ Next, during morning meeting one teacher might record data from the stations while the other teacher facilitates a greeting, an activity, a share and lastly reading of the morning message that reviews the day’s classes with students.¹¹⁵ During the ELA Block, students engage in the Daily 5 framework with activities from their standards-based ELA curricula, Wit and Wisdom. That looks like a mini-lesson with the whole group followed by rotations through five stations: Listen to Reading, Read to Self, Read to Someone, Working on Writing, and Word Work. In Math Block a kindergarten student can expect to work on lessons based on Eureka Math with mini-lessons to start, followed by the Daily 3 station rotations: Math by Myself, Math With Someone, and Writing About Math. After Math Block might come Innovations class, where students work on creative problem-solving challenges. For example, kindergarten students might engage in a superhero belt project that has them conduct empathy interviews with a partner, then create special superhero belts for one another to help with the things that bother their partner the most. Once they have a version of the belt designed, they would get feedback from their partners on what was successful and what they could improve. After that, they would create a prototype of a final belt design that they would present to the class. After lunch all students participate in Daily Skills Block, where teachers use data to form small groups of students based on needs in math and literacy. Student groups are capped at six students per teacher, allowing intensive remediation, reinforcement, or extension of classroom learning. In PE, students might be studying a collaborative games unit aligned to the NYLS. Students would continue their day with Science or Social Studies Block, where they learn through hands-on activities based on the standards-driven TCI curricula. Finally a kindergartener might end the school day with time for some physical activity in recess and then a reflective afternoon meeting.

IIF4. A Snapshot of Grade 5 at BCCS: The typical Grade 5 day has many similarities to our kindergarten students’ day, but has been designed to meet different developmental and academic needs (see Figure 19B). Fifth grade students begin with homeroom, which is a place for taking attendance, handing in homework and getting organized for the day. Teachers engage students in greetings and activities to provide team-building opportunities, and review the daily schedule. After homeroom, students might go to ELA, which begins with a warm up and is taught in the workshop format using Wit and Wisdom as the foundational curricula. A difference in grade 5 ELA is that there will be more long-form tasks like participating in literature circles or writing research papers and persuasive essays. In math, students use Eureka Math and often begin with a tough, “sticky” problem that leads into the mini-lesson and subsequent workshop. The middle school also adds more creative problem-solving projects. For example, students in grade 5 might try to solve the problem, “How do you determine the best scorer in basketball?” Using materials adapted from Mathalicious, students would get to compare LeBron James and Tyson Chandler in various ways,

Time	Activity
7:45-8:00	Homeroom
8:00-8:50	ELA 5
8:53-9:43	Math 5
9:46-10:36	SCI 5
10:39-11:29	SS 5
11:29-12:09	Lunch/Recess
12:12-1:02	PE 5
1:05-1:55	Innovations 5
1:58-2:28	Daily Skills Block (Literacy)
2:31-3:01	Daily Skills Block 2 (Math)

Figure 19B. Typical Grade 5 Day.

¹¹⁴ CCSS.ELA-LITERACY.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

¹¹⁵ BCCS’ morning meetings are based on the successful Responsive Classroom model.

from total points, to points per game, to points per minute, to a new measure called net points in order to decide.¹¹⁶ After math could come science, where you might see students working with their hands in collaborative groups on an interactive lesson from Science Alive! Social studies might include a lesson examining different primary sources while investigating the concept of bias. After a break for lunch and recess, grade 5 students could have PE where they would learn about team sports from around the world—American soccer for instance. Following PE could be Innovations, where students might be in the middle of an externally scored group problem-solving project trying to envision solutions to educational disparities. Students might clarify the problem by conducting research about different schools around the world, then ideate as many creative solutions as possible before choosing one to develop further. After Innovations, the day might end with Daily Skills Block, which offers students targeted instruction in literacy and math.

IIF5. Professional Development and Teacher Collaboration: Our professional development is broken into two main categories: summer and school-year professional development:

- A. *Summer Professional Development:* Every new teacher to BCCS participates in a week-long orientation and training led by the Executive Director, Academic Director, and Operations Director in the first year, and teacher-leaders in subsequent years. Returning teachers will join them the following week for two weeks of full-faculty professional development, parent engagement and personal preparation before school begins.
- B. *School-Year Professional Development:* Throughout the school year faculty engages in regular professional development and collaborative instructional planning. Grade-level teacher teams will meet twice each week after students are dismissed, led in year one by either the Executive Director (fifth grade) or the Academic Director (kindergarten). The two weekly meetings center around Student Needs and Teaching and Curriculum:
 1. *Student Needs Meetings:* Student Needs meetings begin with a short personal reflection in which teachers document what has worked during the week and what problems arose. That is followed by positive contacts to caregivers to highlight student successes. The remaining time teachers collaborate using the CPS method to address the needs of individual students of concern. For example, those concerns could be about a certain behavior or a learning issue. There is a pre populated agenda of students, and for each student the team uses CPS to clarify the problem, ideate possible solutions, develop the best of those solutions and create a plan for implementation. These plans are part of our Tier One supports for those students. This group can also refer students for appropriate diagnostic testing that could result in Tier Two intervention.
 2. *Teaching and Curriculum Meetings:* Teaching and Curriculum meetings begin with a short personal reflection where teachers document 1) how they have used the universal theme and the elements of depth and complexity, and 2) what students mastered and what they had difficulty with. The remaining time teachers use the CPS method to address the academic needs of groups of students. Each teacher presents an initial problem; for example in fifth grade English, many students might be unable to effectively choose relevant evidence for their claims. The teachers

¹¹⁶ CCSS.MATH.CONTENT.5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

collaborate using the steps of CPS to create a plan for implementation that becomes part of our Tier One supports.

Faculty will also have three weekly sessions from 3:00 p.m. to 4:00 p.m. devoted to collaborative planning. During these times, general education, special education, and ENL teachers work to strengthen the differentiation and scaffolding within their classrooms and subjects. These sessions can also be used to debrief classroom observations and convene the Tier Three Problem-Solving Team or the school’s 504 Committee, etc.

Faculty will also participate in monthly professional development around the school-wide goal(s) for the year led by the Academic Director, Executive Director, or outside experts. Lastly, Buffalo Superintendent’s Conference Days are observed by BCCS and used as “Innovations Days,” where just like our students, faculty work collaboratively to uncover problems or inefficiencies facing the school community, generate ideas, and develop and implement solutions.¹¹⁷ Also noteworthy is that BCCS’ budget allocates funds that will allow teachers to apply for off-campus professional development locally and nationally.

IIF6. After-School Program: BCCS is planning for a free afterschool program that will run from 3:00 p.m. to 5:30 p.m. The program will include a meal, homework help, physical activity, and electives based on student interest. The program will be open and accessible to all students on a first-come first-served basis. We envision partnering with a local grant-funded partner like Boys and Girls Club that has experience in the industry and is can help us minimize costs.

IIF7. Summer Program: BCCS will offer a four week, half-day summer program to students that would benefit from additional instructional time.¹¹⁸ Students will be identified for participation in the summer program by the Academic Director. Summer programming focuses on strengthening students’ literacy and math skills and providing time each day for enrichment opportunities.

IIG. School Culture and Climate

IIG1. School Culture Overview: BCCS creates a structured school environment where teaching and learning thrive, and students feel free to discover their interests and be themselves. To create that school culture we have developed shared core values, specific behavior management and discipline practices, and are committed to a transparent system for all stakeholders. Together, these form a learning environment that research suggests will further improve academic outcomes for our students (see attachment 4D).¹¹⁹

Core Value	Definition
Engaged	<p><u>Engaged</u> students...</p> <ul style="list-style-type: none"> Value academic curiosity Participate actively in their own learning Participate positively in our school and communities Continuously reflect on their own learning and experiences
Caring	<p><u>Caring</u> students...</p> <ul style="list-style-type: none"> Work to be the best version of themselves they can Show respect and empathy to themselves and all members of our school Treat others they way they want to be treated
Courageous	<p><u>Courageous</u> students...</p> <ul style="list-style-type: none"> Work to understand the feelings and perspectives of others Are willing to explore new strategies, roles, and ideas in the classroom Are willing to do the right thing for themselves and others Are willing to be vulnerable as learners and citizens in order to grow Are ready to ask for or offer help
Principled	<p><u>Principled</u> students...</p> <ul style="list-style-type: none"> Take responsibility for their actions, and the consequences of those actions Consider how their actions and words might impact our community Do what they say, and say what they do Work to their best of their abilities at all times Meet deadlines for their work Respect the physical space of our school and world

Figure 20. BCCS Core Values.

¹¹⁷ We know that our proposed ED used this structure at Brooklyn Prospect Charter School effectively. It is modeled after things like Google’s “20% Time” where employees are given the autonomy to create solutions to benefit the company.

¹¹⁸ Attendance in the summer program may be linked to a promotional action plan.

¹¹⁹ Durlack, Joseph, et. al. (2011). The Impact of Enhancing Students’ Social Emotional Learning. *Child Development*, 82(1).

Core Values: School culture and a climate of success and impact are rooted in a shared understanding of what our core values are (see Figure 20). These values ask our community to be Engaged, Caring, Courageous, and Principled and are posted throughout the school and within each classroom. Faculty teach these values at the beginning of each school year and refer to them frequently in their daily interactions with students, especially when offering praise or redirection. We ask teachers, administrators, and staff to embody these core values themselves so that a positive school culture where academics, creativity and collaboration can flourish for adults and students.

School-Based Discipline: As a small school with small classes and fewer students overall, at BCCS every student is known to every adult. Building on that, BCCS' system of discipline focuses on learning rather than punishment and is explicit and transparent to all stakeholders. The school-based discipline system is used for minor to moderate infractions of the behavioral expectations. Our system and strategies, outlined briefly below, create an environment in which learning is rarely interrupted. However, students often need to learn self-discipline and appropriate social behaviors. Our discipline system provides those learning opportunities, while prioritizing the sanctity of our classrooms.

- a. *Effective Classroom Management:* These strategies and protocols, as well as the expectations that surround them are explicitly taught to all students during their summer orientation, as well as the first days of each school year in children's homerooms. Teachers will use a variety of strategies for reminders and redirections before applying any consequences for student misbehavior. Strategies for reminders and redirections include elements from Teach Like a Champion that can be effective.¹²⁰ Should those strategies be ineffective for a student, teachers will use established consequences in the classroom. The set consequences include Take-a-Break, Fix-It-Plan, and Team Meeting.¹²¹
- b. *Take a Break:* All classrooms have a Take-a-Break area that children can visit when the need to reflect and make a change in behavior arises. The Take-A-Break space is located within the classroom so the student will still be a part of the learning. Students return to the larger group when invited or, for older students, once they feel ready.
- c. *Fix-It-Plan:* If the Take-a-Break strategy has been used but a student's choices continue to be disruptive, the student will be asked to visit a predetermined adjoining classroom. While in the adjoining classroom the student will complete a Fix-It-Plan, either with an adult for younger students, or as a written reflection for older students. Upon completion of the Fix-It-Plan and a quick reentry conference, the student is welcomed back into the original classroom. If the student does not follow the Fix-It-Plan, the next step is a behavioral plan formulated during a Team Meeting or Restorative Circle.
- d. *Team Meeting:* A Team Meeting includes the student, the teacher, a member of the administrative team, and, if possible, a parent. The team designs a behavioral plan specific to the student. The plan may include a restorative element (see below), and/or application of a more serious consequence as per the school's discipline policy.
- e. *Restorative Circle:* Sometimes the community is best served by providing students and faculty opportunities to come together and collaboratively reflect on what harm transpired and resolve ways to make restoration. These collaborative meetings may take place in lieu of other consequences or be in addition to other consequences. Each

¹²⁰Lemov, Doug. (2015). *Teach Like a Champion 2.0 : 62 Techniques That Put Students on the Path to College*. San Francisco :Jossey-Bass. We anticipate using "positive framing, what to do, 100%, lightning quick public corrections, teacher proximity".

¹²¹ <https://www.responsiveclassroom.org/category/classroom-management-discipline/> (Accessed February 2017)

situation is addressed at the discretion of the Academic Director (or School Culture Director in subsequent years).

- f. *Further Disciplinary Action:* When the measures above are ineffective, the school refers to the consequences outlined in the student discipline policy (see attachment 4D).

A Transparent System: BCCS staff ensures that parents and students are informed of these values, systems, and policies before enrollment and at student entry into the school. Students will know what behaviors are expected from them at school, and parents are reassured about the school culture and safety of their student(s).

Our faculty and staff will be well versed in the school's core values and discipline policy, enabling them to recognize when students' behavior has violated our policies. Faculty will engage in professional development on our school discipline philosophy and protocols, in particular on consistent and effective behavior management and discipline strategies in the classroom. This training is part of the New Teacher Orientation that all teachers participate in before teaching students at BCCS. Follow-up training throughout the year is provided for individual teachers if deemed necessary.

III. ORGANIZATIONAL AND FISCAL PLAN

IIIA. Applicant Group Capacity

IIIA1. History and Process of BCCS' Application: Our mission to prepare students for successful and impact lives by developing their academic, creative, and collaborative skills began in the Spring of 2015. Daniel Brink-Washington (proposed Executive Director), then a founder and K-12 Dean of Student Support Services at Brooklyn Prospect Charter School, was contemplating a move to Buffalo from Brooklyn with his wife, who was born and raised in Buffalo. He reviewed the available data on Buffalo's schools and concluded Buffalo could benefit from an additional school option at the K-8 level. That spring he met with several local education leaders to better understand the state of education in the city. One was Alexa Schindel (BoT Vice Chair), a professor of education at the University at Buffalo. Alexa was an educational professional and a parent who saw a need for a school that brought together students from all over the city and engaged them in higher-level thinking and authentic problem-solving. They began meeting and looking for other like minded educators and community leaders. About six months later, Melissa Leopard (BoT), former Director of Curriculum at Public Prep Charter School, joined the conversations. The group began to engage local educators in monthly focus groups in the winter of 2016. Rachel Beerman (AG), and Matt Pitarresi (AG) joined in those focus groups that developed the first draft of our key design elements, curriculum design, instructional strategies, and core values. In the summer of 2016, the small team felt ready to begin more active recruitment of a founding Board of Trustees. By fall 2016 Sheri Rodman (BoT Chair), Director of Data and Operations at America Achieves, had moved from helping with drafting sections of the application to accepting a role on the founding board. Similarly, Ari Goldberg (BoT Secretary), who had been helping us examine school sites, officially joined the board. As we continued our community outreach we were introduced to Miriam Kelley (BoT), professor of Creative Studies at Buffalo State College and former Fisher Price executive. The board began meeting monthly starting in early December of 2016. In early 2017 the board voted unanimously to add Lisa Kulka (BoT Treasurer), Assistant Director of the UB Liberty Partnership Program. In March of 2017 we applied with SED to open Buffalo Commons. We were invited to submit a full application, but did not move forward to the capacity interview. We got feedback that we incorporated into this resubmission.

As we evaluated our own capacity as a board we saw the need to have more expertise in finance and early education. We connected with Michael Mohr (BoT) in the spring of 2017. Michael brings financial and organizational knowledge from his work with the nonprofit sector and commercial banks. Finally, we invited Cherish Davis (BoT), who is the Education Director of a network of local head-start programs, who we met through community outreach (see Table 1a and for additional information about the applicant group).

IIIA2. Application Authorship: While Daniel Brink-Washington is the lead author of the application, applicant group members participated in drafting and/or revising portions of the application that are within their area of expertise. We had a number of education professionals read the application and provide feedback.

IIIB. Board of Trustees and Governance

IIIB1. Overview of Board of Trustees (BOT): The BOT ensures that the school is operating in compliance with its charter and all applicable state and federal laws and oversees the school's progress towards achieving its mission, goals, and objectives. Below we detail the BOT responsibilities, structure, meetings, offices, and committees.

Board Responsibilities: The BOT sets strategic goals for the school, approves the annual budget, responds to parent complaints, represents the school to the public, and oversees and annually evaluates the Executive Director, holding that individual to the highest standard and making a change for the good of the school if necessary. The Board Chair is the final point of accountability for the school in its relationship with the Board of Regents as the chartering entity. The Board of Trustees is entrusted with the charter agreement by the Board of Regents and is responsible for the school's upholding the terms of the charter agreement. If the school does not live up to the terms of its charter agreement, the school's Board answers directly to the Regents.

Board Structure: The Board will have no fewer than 5 and no more than 13 members at any time, with one space always reserved for a current BCCS parent. The term structure, outlined in detail in our bylaws (see attachment 5B) staggers trustee and officer terms to promote organizational sustainability. The founding Board of Trustees has identified key areas of need and continues to recruit new members who fit those profiles.

Board Meetings: The Board holds monthly public, meetings at the school site throughout the school year. Parents, employees, and the public are welcome to attend board meetings, which provide the opportunity for public comment and to directly address the Board.¹²² The dates and times of those meetings are posted to the school website at least two weeks in advance of each meeting, and parents are notified through email and newsletters in order to encourage their participation. Board meetings are conducted in accordance with Robert's Rules of Order and the school's bylaws. The bylaws that govern the BCCS Board of Trustees are contained in Attachment 5B and provide more detail regarding the procedure for conducting board meetings, public notice of charter school board meetings, and the method of appointment or election of trustees. In addition to monthly meetings, the Board will have an annual retreat.

*Officers of the Board:*¹²³ The BCCS always has four offices:

1. *Chair:* The Chair assumes responsibility for the overall functioning of the Board. He/she facilitates board meetings, oversees the work of any committees or working groups, and

¹²² At times the board may also invite parents, employees and community members to participate in working groups as well.

¹²³ Adapted from Charter Board Partners' Great Boards (2014)

works most closely with the school leader. The board chair may also be granted special authorities as prescribed by the Board.

2. *Vice Chair*: The Vice-Chair has the authority to, whenever necessary, act in place of the Chair, and when so acting will have all the Chair's powers and the same restrictions.
3. *Treasurer*: The Treasurer directs the board's financial work so that the Board achieves its goals and operates in accordance with its bylaws. The Treasurer keeps the Board informed of the school's ongoing fiscal condition.
4. *Secretary*: The Secretary supports the board's organizational needs, including keeping the minutes of the Board of Trustees, maintaining records of board membership and decisions, interpreting the bylaws in the case of a dispute and any other duties the Board prescribes.

Board Committees: The Board envisions the formation of standing committees upon authorization. The Board has discussed the potential of committees for Academic Oversight, Finance and Audit, and Governance. Brief descriptions of the purpose of each are below:¹²⁴

1. *Academic Oversight*: The Academic Oversight Committee provides appropriate board oversight of the academic program by ensuring that the school's educational program is positively impacting student achievement and by raising strategic academic issues for board discussion. Additionally, the committee advises the rest of the Board on the best use of resources to support the academic program. The Academic Oversight Committee, chaired by a board member, will meet as often as necessary to conduct its work, but likely quarterly following each interim assessment.
2. *Finance and Audit*: The Finance and Audit Committee provides appropriate board oversight of school finances through budget assistance and approval, ensures accurate and comprehensive financial reporting to the Board through approval of monthly statement, and raises strategic financial issues for board discussion. Chaired by the Treasurer, the Finance and Audit Committee meets as necessary, but minimally to review monthly finances before each meeting.
3. *Governance*: The Governance Committee ensures the Board is governing effectively and revitalizing itself. It provides leadership for board education, ensuring a strategically composed board is in place to govern the institution, nominating candidates for officer positions and committee membership, nominating and orienting new board members, ensuring an effective governance structure, and ensuring an effective board self-assessment process.

IIIB2. Proposed Founding Board of Trustees: In addition to fulfilling legal requirements, BCCS' BOT will be composed of individuals who support the school's mission and seek to promote it. BCCS' founding BOT represents a diverse group of community leaders with a broad array of skills that make them capable of launching, overseeing and growing our charter school:

- *Sheri Rodman, Board Chair*, has over 10 years of experience in the field of education, first as a teacher, then at a number of educational nonprofit organizations including TNTP, Teach Plus, and currently America Achieves. Sheri's work has focused on new teacher recruitment and selection, professional development, and helping teachers and principals become more involved with education policy. As the Director of Data and Operations for the Educator Voice Fellowships at America Achieves, Sheri manages the program's \$1.4

¹²⁴ The following descriptions come from, or are adapted from, Charter Board Partners publication *Governance Best Practices for Highly Effective Charter School Boards*. (Accessed 2017)

million budget and accounting system and established a performance management system for tracking the Fellowships' progress. Sheri has a B.A. in Economics from the University of Michigan and an M.A. in Teaching from American University. In 2016 Sheri received a Young Leadership award for her volunteer work in Buffalo.

- *Alexa Schindel, Vice-Chair*, is an educator with over 17 years of experience, first as a middle school science teacher, then as a K-12 professional development practitioner, and most recently as an Assistant Professor of Science Education at the University at Buffalo teaching a Master's program and mentoring doctoral candidates. In 2014 she was awarded a National Academy of Education/Spencer Postdoctoral Fellowship as well as the Best Teacher Educator of the Year at University at Buffalo. Alexa's own research has focused on the relationship between science education and civic engagement. Alexa holds a Master's in Science Education from Cornell University, and a Ph.D. in Curriculum and Instruction from the University of Wisconsin at Madison. She is also mother to two school-age children that attend both district and charter schools in Buffalo.
- *Ari Goldberg, Secretary*, Ari recently began a legal career as an associate at Colucci & Gallaher, P.C. in Buffalo, New York, focusing on Constitutional Law, Land Use, Not-for-Profits, Eminent Domain, Business Tax Law, Affordable Housing, and Commercial Litigation. Leading up to his work at Cocucci and Gallaher, Ari graduated from University at Buffalo with a bachelor's degree in History, and a John T. Horton Research Paper Prize winning thesis on Buffalo's urban planning history. Ari then interned for a local development company for three years. While at McGuire Development Company, Ari shadowed the Chief Legal Officer, which laid the foundation to act as the lead on an affordable housing project by year two of the internship. Ari holds a B.A. and a J.D. from the University of Buffalo.
- *Lisa Kulka, Treasurer*, is an education professional with over seven years of experience serving students in the City of Buffalo. Lisa has extensive experience in educational assessment, curriculum design, classroom instruction, and programming design for students of diverse backgrounds, especially those classified as ELLs. Lisa's recent work focuses on program leadership. Currently serving as the Associate Director of University at Buffalo's Liberty Partnership Program, a dropout prevention program, Lisa oversees strategic planning, staff development, and budget management for a high-performing nonprofit. Lisa holds a Master's degree in Education from the University at Buffalo, where she was a Schomburg Fellow, as well as a Master's in Education Policy from the University of Rochester, where she was a Warner School of Education Dean's Scholar.
- *Miriam Kelley, Trustee*, has spent her career producing products, processes, and programs for children. That work began as a designer, manager, director, and culminated in her being a vice-president at Fisher Price from 1984 to 2012. Recently Miriam has continued this work as a Board Member for Invention Convention, which promotes creative thinking in K-8 students, and as Director of Programs at Engineering for Kids. Miriam is also an undergraduate professor of Creativity at Buffalo State College. She holds degrees from the Massachusetts College of Art in Industrial Design, and Buffalo State College in Creative Studies.
- *Melissa Leopard, Trustee*, is an experienced educator and administrator devoted to increasing students' critical thinking capacity and creative problem-solving abilities. She brings a wealth of experience in the charter sector, having worked as a teacher for many years at Tapestry Charter School in Buffalo before becoming the Director of Curriculum for

Public Prep, a network of charter schools in New York City. Melissa recently returned to Buffalo to lead the development of the Makerspace at the Buffalo Museum of Science, to continue the success of the Tinkering School of Buffalo, which she founded, and to continue to grow Pop-Up-Park Buffalo, a grassroots organization committed to providing community-based “Free-Play” opportunities for kids in Western New York, that she cofounded. Melissa holds degrees from Empire State College and Medaille College. Melissa is also the parent of a Buffalo Public School student.

- *Michael Mohr, Trustee*, is cofounder and Partner of MohrJones, a management consulting firm focused on strengthening business practices and providing in-depth consumable financial analysis for nonprofit clients at various stages of growth. Throughout his career Michael has worked with a broad range of organizations, from small but influential nonprofits to commercial regional banks. Michael started his career in business at New York City Economic Development Corporation working on real estate-based development projects. He has also worked to execute an M&A strategy at First Niagara Bank (now Key Bank) and with several nonprofits undergoing various stages of transformational growth. Michael developed a interest in nonprofit finance while overseeing the finance department at Women’s World Banking during a time of financial stress. Through this experience Michael gained an appreciation for the role a finance department needs to play in an organization’s success. Michael holds a B.S. in Economics and a B.A. in Philosophy from Binghamton University.
- *Cherish Davis, Trustee*, is currently the Education Manager for the Community Action Organization (CAO) head-start programs in the Buffalo metro area. In that capacity she supervises the educational services by guiding curriculum, program planning, and developing teachers. Prior to her work at CAO, Cherish has worked with Buffalo Youth as the Director of a YMCA afterschool and summer camp program, and as an Assistant Director of a childcare center. She is a parent of two school-age children as well.
- *Parent Representative*: The purpose of incorporating a parent representative in the BCCS Board of Trustees is to ensure that there is always a parent stakeholder on the BOT, that our parents have a way to connect to the governance of the school, and that board members have a window into the life and concerns of our parent community. The person chosen to fill this seat will attend monthly PTO meetings to be a conduit between the board and our parent body.

IIIB3. Board Recruitment, Selection and Development: The Board, which currently numbers eight members, will be recruiting an additional five members throughout the planning year. The Trustees have a shared commitment to recruitment and development of the board, and as such, each Trustee participates in active recruitment of potential candidates. We seek to be a diverse board in all ways. We are currently recruiting potential trustees with experience in real estate, finance, public relations, and human resources. We are seeking both executives and mid-career professionals. The most important element, and what unites us, is a common passion about realizing the mission and vision of the school. Once authorized, BCCS will likely put in place a Governance Committee, chaired by a trustee, that will focus more specifically on board recruitment and development. Our method for the selection of board members is outlined in our bylaws (see Attachment 5B).

IIIC. Management and Staffing

IIC1. Staffing Plan: Our staffing plan (see Table 3), provides a plan for personnel that allows us to carry out our mission. Once authorized, we will hire an Executive Director and an Operations Director, followed soon thereafter by an Academic Director. BCCS' year one staffing plan allows for two general education or subject area teachers per grade to co-lead each classroom. We support our students with IEPs by having one special education teacher per grade to support students classified as having a disability, and one teaching assistant per grade makes sure that there are two teachers in each classroom for the core subjects. We provide ELL teachers commensurate with the number of ENL students; for year one we anticipate a single ELL teacher to suffice. In addition to the core subject areas, students engage in creative problem-solving through daily Innovations class. That class is co-taught by an engineering/design teacher and an art teacher. Additionally, we offer physical education to all students. At-risk students benefit from a full-time school counselor.¹²⁵

Each subsequent year has key staffing additions, which can be seen in Table 3. In addition to proportional increases in teachers, year two sees the addition of a second full-time Academic Director, a full-time School Culture Director, a full-time Office Manager, and a part-time Curriculum and Community Director. As the school grows into its third year, notable staffing additions are a full-time Intervention Teacher, a full-time Assistant School Culture Director, a second full-time counselor, and the Curriculum and Community Director moves from half time to full time. In year four we add a full-time Registrar, a foreign language teacher, and a school aide. In the final year of the initial charter, BCCS reaches its full complement of teachers, and takes on a full-time Finance Director, adds a second Intervention Teacher, and a second school aide.

IIC2. Management Roles: BCCS relies on clear lines of supervision and purposeful interactions between team members. We provide a vision for our organizational structure at the beginning and end of the initial charter term (see Figures 21A and 21B). Descriptions of positions are below:

Position (Budget Line Item)	Avg. Salary	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Staff						
Executive Director* (Executive Management)	90,000	1	1	1	1	1
Academic Director* (Instructional Management)	70,000	1	2	2	2	2
Curriculum and Community Director (Deans, etc.)	50,000		.5	1	1	1
School Culture Director (Deans, etc.)	50,000		1	1	1	1
Assistant School Culture Director (Deans, etc.)	40,000			1	1	1
Finance Director (CFO / Director of Finance)	60,000					1
Operations Director* (Operation Manager)	60,000	1	1	1	1	1
Office Manager (Administrative Staff)	30,000		1	1	1	1
Registrar (Administrative Staff)	30,000				1	1
Instructional Personnel						
Elementary (K-4) General Teachers (Teachers - Reg.)	50,000	2	4	6	8	10
Middle (5-8) Subject Area Teachers (Teachers - Reg.)	50,000	2	4	6	8	8
Elementary (K-4) SPED Teachers (Teachers - SPED)	50,000	1	2	3	4	5
Middle (5-8) SPED Teachers (Teachers - SPED)	50,000	1	2	3	4	4
Assistant Teachers (Teaching Assistants)	25,000	2	4	6	8	9
ENL Teachers (K-8) (Specialty Teachers)	50,000	1	1	2	2	2
Innovations Teachers (Specialty Teachers)	50,000	2	4	6	8	9
Physical Education Teachers (Specialty Teachers)	50,000	1	2	2	2	2
Intervention Teachers (Specialty Teachers)	50,000			1	1	2
Foreign Language Teachers (Specialty Teachers)	50,000				1	1
School Aide (Aides)	20,000				1	2
School Counselor (Therapists & Counselors)	40,000	1	1	2	2	2
Total Teachers (Rows Elementary - Foreign Lang.)		12	23	35	46	52
Total FTE's		16	30.5	45	58	66

*Reflects salary at year 5 onward.

Table 3. Staffing Plan.

¹²⁵ Job descriptions for each year one position are contained in Attachment 8A.

Executive Director: The Executive Director (ED) is responsible for driving the organization’s mission, leading budget development, setting instructional priorities, ensuring legal compliance of the school, and ultimately overseeing day-to-day operations of the school. The ED directly supervises the other BCCS directors. The ED reports monthly to the BOT and is evaluated by the board semiannually. In year one, the ED may assist the Academic Director and Operations Director in their duties as necessary.

Founding Executive Director: Our proposed founding ED is Daniel Brink-Washington. In addition to exemplifying our core values, he brings experience, leadership, and a track record of success to this role. Daniel has 14 years of teaching and school leadership experience across elementary, middle and high school. He was previously the K-12 Dean of Student Support Services for Brooklyn Prospect Charter School. Brooklyn Prospect is a high-performing, diverse charter school that serves about 1000 students. Daniel oversaw approximately 30 teachers and service providers in that role, and collaborated with the ED, the Principals, the Directors of Operations and Finance to run a rigorous program for students with IEPs, students classified as ELLs, and students at risk of academic failure. The inclusive program that Daniel created and sustained regularly generated achievement results on standardized tests over four times the city average for students with IEPs (see Attachment 8B for Mr. Brink-Washington’s resume).

Academic Director: In consultation with the ED, BCCS’ Academic Director (AD) is responsible for setting the instructional priorities each year. Together with the Director of Curriculum and Community, the AD helps faculty to develop the school’s curriculum. The AD ensures the smooth functioning of an academic program that is in compliance with all special education, ELL and 504 law, carries out the instructional leadership at the school, determines the professional development calendar, and directly supervises the teaching faculty and assistant teachers. In year one, the AD will also be responsible for leading the creation and upkeep of the school culture BCCS envisions, supervising the school counselor, and carrying out any student disciplinary actions.

Operations Director: In consultation with the ED, the Operations Director (OD) develops the budget, coordinates transportation, food service, maintenance, technology, and other outside

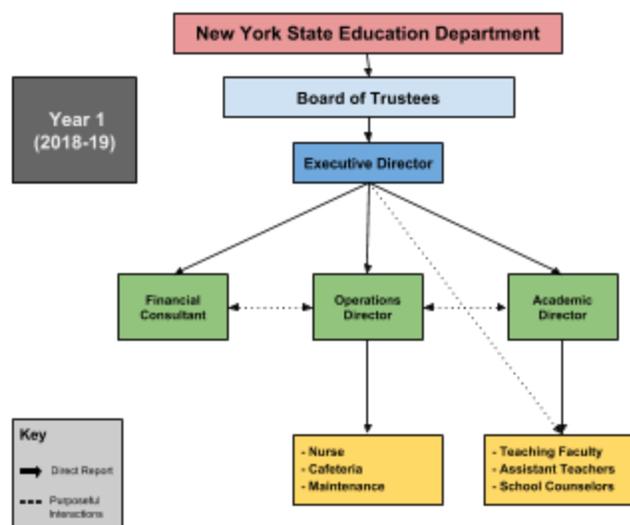


Figure 21A. Year 1 Organizational Chart.

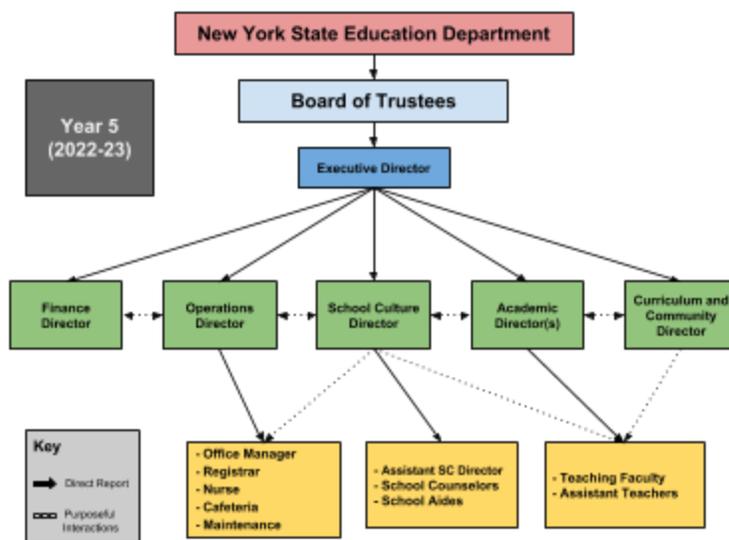


Figure 21B. Year 5 Organizational Chart.

contracts relating to the day-to-day operation of the building. For the first four years those outside contracts will include an accounting firm that will handle all financial and human resource duties such as payroll, benefits, etc. The OD is the main contact person for the accounting firm. In year one, the OD assumes the responsibilities of the office manager and registrar. In year one, the OD oversees the maintenance staff, the school nurse, and the cafeteria staff. In subsequent years, the OD also oversees the office manager and the registrar.

Curriculum and Community Director: In consultation with the ED and AD, starting in year two, the Curriculum and Community Director (CCD) leads the development of curriculum at the school, and helps faculty make meaningful connections between their curricula and the local community. The CCD is also responsible for maximizing external relations with head starts, pre-Ks, and community partners. This role is a part-time contracted service in year one.

School Culture Director: In year two, the School Culture Director (SCD) takes over the creation and upkeep of the school culture BCCS envisions, supervision of the school counselor(s), and carrying out any student disciplinary actions.

Finance Director: In year five, the Finance Director (FD) takes over the fiscal responsibilities previously carried out by the financial consultant and the OD.

IIC4. Staffing for Students with IEPs and ELLs: BCCS has created a staffing and budget plan that reflects the most recent demographic data available about Buffalo City School District, taking into account percentages of the student body, as well as amount of time in special education services (see Table 3 and section IIB beginning on page 30). Should our school enrollment of special populations differ significantly, the BOT is prepared to rework any budget or staffing elements.

IIC5. Recruiting Excellent Educators: Research shows that teachers are the most significant factor in student success. BCCS recruits teachers and administrators in many ways: through advertisements on our website, in local newspapers and community newsletters, and at local and national educational organizations, colleges, and universities. Additionally, BCCS makes use of job fairs, Internet resources, and informal professional and community networks (see attachment 8A for sample job descriptions with responsibilities and qualifications).¹²⁶

IIC6. Retaining Excellent Educators: Retention is as important as recruitment. Every effort is made to retain teachers and administrators by providing the following:¹²⁷

- Competitive compensation and benefits aligned with experience and responsibilities
- A collaborative professional community where our mission provides a shared purpose
- Clear and high expectations, structured frameworks, within which there is autonomy
- Systematic support from leadership and professional development, to increase mastery
- Regular collection of and reflection upon teacher feedback
- Pathways for teachers to extend their influence within the school and beyond

IIC7. Compensation and Benefits Packages: BCCS wants to be competitive in obtaining excellent educators. We have budgeted a package for teachers that includes a base average salary of \$50,000, competitive medical and dental benefits, 3% annual salary increases,¹²⁸ as well as a

¹²⁶ Knowing that there is stiff competition for high-quality teachers in the area, we plan to explore the possibility of a BCCS teacher residency in partnership with a local teacher preparation program after firmly establishing the school in the community.

¹²⁷ List adapted from the New Teacher Project's *The Irreplaceables* (2012), and from Daniel Pink in his book, *Drive* (2009).

¹²⁸ An average of 3% annual salary increases planned for will allow us flexibility to either offer 3% increases to everyone, which is more generous than other area schools, or offer a standard 2% increase and have money left over for stipends for teacher leaders.

401(k) plan with up to 5% employer matching.¹²⁹ This salary and benefits package places us immediately at the upper end of the spectrum within the local charter sector, according to our conversations with financial consultants.

Individual salaries are determined by a salary scale that is in development with our BOT members who will make up the Finance and Audit Committee and our accounting firm. A transparent and fair salary structure adds to our ability to attract and retain the best employees. The salary scale will set base salaries and increases using a combination of education levels and years of experience. Annual salary increases are contingent upon meeting enrollment targets and the overall financial health of the organization.

IIIC8. Addressing Potential Human Resource (HR) Challenges: BCCS takes a proactive stance on human resources by committing to the following HR practices:¹³⁰

- Develop a “BCCS Employee Handbook” (in consultation with legal counsel) that outlines HR policies, then distribute and follow through on those policies
- Consistently review school systems and policies to increase quality, productivity, and employee satisfaction
- Ensure employees have a designated person to confide in about any professional problems
- Use data and statistics to make informed decisions
- Survey employees at least annually to get anonymous feedback
- Construct an effective training program for all employees
- Design a compensation system that motivates employees
- Structure generous benefit packages and measure their success
- Continuously evolve practices for developing, using and conserving human resources

In the event that these challenges cannot be proactively solved by the commitments above, the ED in conjunction with the OD, handles personnel and human resource challenges by meeting with all relevant parties and pursuing a mutually satisfactory solution. When necessary, an attorney representing the school and specializing in labor relations is brought in to handle difficult legal challenges.

IIIC9. Use of Student Assessment Data: All of the management and staffing decisions at BCCS are in the service of students’ performance. The school-based team and the BOT regularly analyze our student performance and learning outcomes across the student body as well as student subgroups and make recommendations for support of personnel or changes to our staffing plan accordingly. For example, during recruitment, candidates with track records of success improving student achievement are given priority. Student assessment data also factors into employees’ evaluations and helps target feedback and instructional support. Teachers with exceptional performance whose students have achieved at higher rates are eligible to receive stipends for leadership opportunities.

IIID. Evaluation¹³¹

IIID1. Comprehensive Annual Report: BCCS issues an Annual Report no later than the first day of August for the preceding school year. The Annual Report includes a summary of our robust evaluation system. The Annual Report includes but is not limited to a discussion of the progress

¹²⁹ Our matching program will likely include a vesting period that the BOT is developing as well.

¹³⁰ https://www.villanovau.com/resources/hr/human-resource-management-challenges/#.WMRI1G_yu00 (Accessed March 2017)

¹³¹ We have removed C.1. Charter Management Organization, C.2. Partner Organization, and C.3 Strategic Business/Growth Plan as they do not apply to BCCS at this time.

toward the school's goals and objectives, a discussion of status in relation to each of the 10 benchmarks in the NYSED Charter School Framework (including the results of the most recent independent financial audit), and a synopsis of the evaluations of the Board of Trustees and school personnel, as well as data on student and parent satisfaction.

IIID2. Overview of Evaluation System: We evaluate all facets of BCCS to help promote academic success, organizational soundness, and sustained commitment to our mission. Below we briefly discuss the different evaluations we engage in.

Evaluation of Operational Effectiveness: To maintain comprehensive understanding of operational effectiveness, the OD is responsible for collecting and managing numerous sets of data. These data include but are not limited to the number of parent complaints formally brought forth to the BOT, as well as the number of discipline infractions as determined by the Violent and Disruptive Incident Report (VADIR). In addition to these reports, regular student, family, and faculty/staff surveys will be conducted and analyzed to monitor the operational climate of the school. Results of these surveys will be made available to the school community and analyzed to ensure daily school operations reflect the feedback of the school community.

Additionally, the school monitors and tracks the day-to-day operations for staff, students, and families in areas such as, but not limited to, use of school information systems, copy machine use, school supply use, energy efficiency, building repair efficiency, network traffic, cafeteria efficiency, transportation efficiency, and parent engagement.

Evaluation of Fiscal Soundness: Financial systems for BCCS are being developed with a Certified Public Accountant (CPA), who will likely serve as a financial consultant in the first years of BCCS' operation. The OD is the main point of contact for the CPA. The ED will meet biweekly with the OD throughout the year to help ensure that day-to-day operations of the school are achieved within the Board of Trustees' approved school budget, including meeting our target financial reserve. A report by the CPA or Treasurer at each BOT meeting will detail the school's fiscal soundness throughout the year, and must be approved by the Board. In year five, a dedicated Finance Director replaces the outsourced CPA (see IIIC, Table 3).

Annual Audit: In accordance with the New York State Charter School Act, BCCS shall retain an independent CPA to perform an annual audit of financial statements. The audit shall be a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent annual independent fiscal audit of the school. (see IIIJ4, page 70)

Evaluation of Teaching: The Academic Director evaluates teaching faculty using a four-step process. We plan on using Teachboost¹³² or a similar online program to host our teacher evaluation system.

1. Each year the teachers and their direct supervisor collaborate on crafting individual goals to improve student performance and professional practice.
2. Throughout the year teachers will be regularly engaged in a cycle of observation and feedback with their direct supervisor that addresses their individual goals as well as their performance against the rubric for their comprehensive evaluation. These cycles will occur

¹³² Teachboost is used by major urban districts and charter school organizations of all sizes. Mr. Brink-Washington, our proposed Executive Director was an early pioneer of its use at Brooklyn Prospect in 2011. Teachboost, "streamlines the observation and coaching process, incorporates a school's rubrics, forms, templates, allows educators to set professional goals, build a portfolio of evidence, and create an action plan, adds transparency and encourages dialog among educators, enables progress tracking via reporting and analytics (<http://connect.teachboost.com/kipp-san-antonio-case-study>).

at least monthly, with supervisors visiting classrooms for between 10 minutes to an entire class period, providing written feedback via the online platform Teachboost, and debriefing the observation with the teacher in a face-to-face meeting.

3. A formal mid-year check-in is conducted to mark progress against the established goals and comprehensive rubric.
4. A comprehensive end-of-year evaluation is conducted including self, peer, and supervisor evaluations.¹³³ Our comprehensive evaluation tool for teachers will have established domains, criteria, and performance levels. It draws upon research-based tools like the Danielson Framework, Marshall Teacher Evaluation Rubrics, and the Marzano's Teacher Practice Rubric. Any teacher may be placed on an action plan for improvement based on the results of their evaluation.

Evaluation of the Executive Director: The ED is evaluated annually by the Board of Trustees using a five-step process:

1. Each year the Board and Executive Director collaborate on crafting goals in five major categories, drawing directly on the school's Accountability Plan where applicable: Academic Performance, Financial Management, Academic Program Fidelity, Parent/Teacher/Student Satisfaction, and Fundraising/Community Relations.
2. A specific timeline for the steps in the evaluation is established.
3. A formal fall check-in is conducted to mark progress against the established goals.
4. A formal spring check-in is conducted to mark progress against the established goals.
5. A comprehensive end-of-year evaluation is conducted, including a self-evaluation, board evaluation, and direct-report evaluation.

Evaluations of School-Based Directors: The ED evaluates all other directors in a mid-year and an end of year evaluation. Academic Directors will be evaluated using a tool that draws upon research-based tools like the Marshall Rubric for Administrators, Marzano School Leader Evaluation, and the McREL's Principal Evaluation System. Other directors will be evaluated using tools that draw upon best practices from other high-performing charter schools and industry leaders in corresponding fields.

Evaluation of the Board of Trustees: In parallel to the ED, the Board of Trustees will be evaluated annually using a five-step process:

1. Each year the Board will set collective and individual performance goals, drawing directly on the school's goals and objectives where applicable.
2. A specific timeline for the steps in the evaluation is established by the Officers Group.
3. A formal fall check-in is conducted to mark progress against the established goals.
4. A formal spring check-in is conducted to mark progress against the established goals.
5. A comprehensive end-of-year evaluation is conducted including a self-evaluation, board evaluation, and Executive Director evaluation.¹³⁴

Evaluation of Family and Student Satisfaction: Each year, parents of BCCS students fill out an anonymous and confidential survey that rates the school on mission-critical aspects (e.g., safety, academic program, school leadership). The data generated will be collected, analyzed and used to make adjustments. Parent satisfaction surveys will be available on the school website. Anonymous student surveys are administered semiannually. Teachers receive their results as part of their evaluations.

¹³³ Teachers may also voluntarily submit artifacts to support their performance.

¹³⁴ The board will also be evaluated by NYSED periodically in the form of charter renewals.

Evaluation of Organizational Partnerships: Although none exist currently, each year a meeting will occur to set annual goals for the organizational partnerships that the school maintains. At least once a year, the BOT, ED, and CCD will review the goals, determine the effectiveness of the partnership, and determine if any changes need to be made.

Evaluation of Educational Programs: The ED, AD, and eventually the CCD and SCD will monitor and report to the BOT on the school's progress toward its goals, its curriculum, programs, interventions, and assessments throughout the school year. Academic performance benchmark data reflecting student growth and achievement will be collected throughout the school year. Reports will be made to both the BOT and the faculty and staff on the results of interim data and state assessment results to determine if the school is on track for meeting the school's accountability goals.

IIID4. Improving Instruction, Student Learning and Teacher Performance: BCCS uses its evaluation systems to improve instruction and learning outcomes. Teachers meet twice weekly in grade-level and subject-area teams to review curricula, student work, and classroom data. A specific protocol developed by the AD in collaboration with the faculty is used to analyze interim data for the strengths and weaknesses in student learning, and responsive action plans will be created and implemented (see IID2, page 44).

In order to improve teacher performance, the AD records his or her informal and formal observations of teachers on an electronic platform like Teachboost. This allows data about teaching performance to be tracked, and as trends emerge, the AD(s) tailor individual coaching and group professional development to meet the needs suggested by the data.

IIIE. Professional Development

IIIE1. Professional Development Overview: We are committed to developing successful and impactful teachers and administrators through our professional development program. Whether educators are beginners or seasoned veterans, BCCS professional development helps them improve their professional practices. Our professional development is carried out through 1) our New Teacher Orientation, 2) the Summer Intensive, 3) Annual Development Activities, and 4) Professional Development for School Leaders. In each of these structures BCCS uses best practices for professional development:¹³⁵

- The duration of professional development is significant and ongoing.
- There is support for educators during the implementation stage.
- Initial exposure to a concept is engaged through varied approaches.
- New concepts are modeled, when possible, to help educators understand the practice.
- The content presented is grounded in the educator's discipline or grade-level.

New Teacher Orientation: Teachers new to BCCS report the week before returning teachers so they can be introduced to BCCS core practices and values. Topics for new faculty may include team-building activities, 1:1 meetings for faculty and supervisors, Google for Education, The Together Teacher, BCCS curriculum design, BCCS instructional strategies, BCCS school culture philosophy, BCCS disciplinary system, BCCS teacher evaluation system, and human resources on-boarding activities.

¹³⁵ Gulamhussein, Allison. (2013) *Teaching the Teachers: Effective Professional Development in the Era of High Stakes Accountability*. Center for Public Education.

The Summer Intensive: BCCS returning faculty report to school for the Summer Intensive two weeks before the arrival of students to ensure high-quality preparation. Knowing we will employ a faculty with a range of experience, we strive to ensure our Summer Intensive is well differentiated. In year one the Summer Intensive will be led primarily by the AD, ED, and OD. Subsequently the CCD, SCD and returning teachers will take on more leadership. There may also be times when BCCS brings in outside experts to conduct Summer Intensive sessions. The content of sessions in the Summer Intensive is based on student data and our internal evaluations (see IID2, page 59) and continues to build on past success and address areas of relative weakness in order to better realize the mission of the school. A potential year one schedule might look as follows:

1. *Summer Intensive Week 1 Whole Group:* team-building activities, analyzing incoming student data, and creating data-driven school, grade/department, and individual goals.
 - i. *Sample New Faculty Topics:* subject-specific academic programs/structures such as Wit and Wisdom, Foundations, Eureka Math, History Alive, and/or Science Alive, or Future Problem Solving Institute; targeted intervention programs such as LLI, Wilson Reading System, or Bridges Math Intervention; creating assessment calendars; Teach Like a Champion core skills; scenario-based activities related to student discipline; universal design for learning and principles of differentiated instruction to address the needs of all students; Marilyn Friend’s co-teaching models; ELL SIOP strategies; running effective morning meetings; and our purchasing system.
 - ii. *Sample Returning Faculty Topics:* increasing rigor and relevance within curriculum; increasing quality of curriculum connection to universal themes and elements of depth; improving creative problem-solving tasks within curriculum; improving differentiation within curriculum; leading sessions for new faculty.
2. *Summer Intensive Week 2 Whole Group:* planning student orientation and first day(s) of school; revising curriculum; IEP review; co-teaching meetings; classroom setup; and proactive parent contact.
 - i. *Sample New Faculty Topics:* report cards and grading expectations; additional systems such as homework expectations; print/copy; emergency coverage, etc.

Annual Development Activities: Throughout the school year, BCCS faculty engage in the following forms of professional development:

- *School-wide Development:* The leadership team uses student performance, teacher observation, parent and student survey data, plus any feedback from the BOT to set a focused annual school-wide development agenda for monthly sessions of professional development for the faculty each year.
- *Supervisory Coaching:* Teachers are observed by the AD (and later the CCD), formally and informally, at least 10 times per year. These observations result in timely feedback on strengths and areas for growth, and help inform our mid-year and end-of-year formal evaluations. Teacher observations are also used to help define individual and school-wide goal setting around teaching practice (see IID2, page 59).
- *Weekly Team Meetings:* Two afternoons per week are dedicated to collaborative team meetings. One meeting is a Student Needs Meeting and the other is a Teaching and Curriculum Meeting. We spend these hours working in grade-level teams and subject-area groupings to learn from each other’s successes, brainstorm solutions to challenges, and analyze what works and does not work in each teacher’s pedagogy and curriculum design.

These sessions use the same creative problem-solving process that we teach to students (see IIA6, page 26).

- *Collaboration and Co-planning:* BCCS teachers work as a team to promote success for all students and to close the achievement gaps that exist. General, special education, ENL, and assistant teachers have dedicated co-planning time three afternoons per week to design lessons collaboratively.

Professional Development for School Leaders: Although school leaders may participate in or lead the Summer Intensive and annual development activities, they will have access to professional development that is tailored specifically to them and their unique roles. Each year school-based directors meet with the ED to determine individual goals that are aligned with their spheres of influence and the school's annual goals. External professional development opportunities to further these goals are established with the ED. For example, the AD might attend conferences or webinars put on by the National Association of Elementary School Principals. The Curriculum and Community Director might attend the Creative Problem-Solving Institute put on by the Creative Education Foundation. Reflection on these development activities and progress against these goals are monitored in biweekly 1:1 meetings with the ED.

IIIE2. Ensuring Educators are Prepared to Address the Needs of Students: Our professional development plan helps prepare educators to address the needs of all students, particularly those students identified as at-risk of academic failure or special student populations. Within the Summer Intensive, educators engage in sessions related to analyzing student data to identify gaps in students' skills, principles of differentiated instruction and universal design for learning, ELL SIOF strategies, intervention models and curricula, and reviewing students' IEPs. Throughout the year, educators work together to address the needs of students by regularly co-planning and participating in targeted instructional coaching.

IIIE3. Establishing a Professional Climate and Building Organization Capacity: Our approach to the planning and implementation of professional development allows BCCS to identify and address obstacles to academic, operational, programmatic, financial, or organizational success, so that we can more effectively and efficiently advance our mission. Each summer we welcome new and returning faculty into a fast-paced, high-performing culture that expects expertise, creativity, and collaboration. Our ongoing annual development activities help focus the faculty on our shared goals in our monthly school-wide work, improve individual teacher performance in our coaching and feedback loops, foster collaboration and problem-solving in our weekly team meetings, and encourage cohesiveness of teaching teams in our co-planning sessions. All of these activities are documented and can be referred back to later. Our school-based director team is consistently mentored by our Executive Director. School leaders document and analyze these activities so that our shared experiences can be leveraged across the school community in the future.

IIIE4. Evaluating Professional Development Activities: The ED observes and offers feedback on the professional development sessions delivered by the AD and other directors in biweekly 1:1 meetings. Also, faculty and staff will complete short feedback surveys after each group professional development session. The weekly meetings in grade teams and/or subject areas will be evaluated by the faculty each year for efficiency and helpfulness. School-based directors will offer feedback about their individualized professional development in an annual survey that is reviewed by the ED and the Board of Trustees.

F. Facilities

IIIF1. Proposed Facility & School Location: BCCS proposes a central Buffalo location that is easily accessible to different city neighborhoods, furthering our mission to reflect the diversity of our district. We have been working with real estate and development companies over the past year to identify several sites for BCCS that will meet the needs of our programs. We have done walk-throughs of six potential school sites and of those six, are actively pursuing a property that meets our space needs to run the educational program (see Figure 22). At a minimum, year one requires five classrooms, an area for gym, a cafeteria, office space and bathrooms. We have also projected our space needs over the course of the charter term. Our budget anticipates a cost of \$18/sq. ft. with BCCS also paying utilities, taxes, if any, and maintenance. This allocation is in line with some of the more expensive lease structures for Buffalo charter schools.

The property we are pursuing, 217 East Delavan Ave., is a former Lutheran home, currently owned by Ellicott Development Company. Situated in the Hamlin Park neighborhood, the three-story building is listed at 41,000 square feet, and sits on two-plus acres of land that would provide ample space for parking, the addition of a gymnasium, and outdoor space for a playground. It is located just east of Main St., the dividing line between Buffalo's east and west sides, within a half mile of an expressway. The site is within walking distance of a metro rail stop and Canisius College. Should we finalize a lease at the property, we would be excited to pursue a partnership with appropriate departments at Canisius. The building was last purchased in 2014, and has all the required mechanical systems in place including a working elevator. Additionally the fire suppression (sprinkler system), HVAC, electrical, and plumbing systems are in good condition and would require upgrades that would fit within our budget and timeline. We have met with the owners a number of times regarding the property and discussed 1) our timeline vis-a-vis the SED charter application process, 2) the space requirements of our program, 3) a draft architectural layout of the property, 4) additional construction that would be necessary over the term of the charter, 5) BCCS' anticipated facilities budget for the initial charter term, and 6) the ownership's willingness to prorate a lease to fit the growth of the school.

We have a signed letter of intent from the owner of the property (see Attachment 2B). Should BCCS be authorized to open by the NYSED, we have a proposed lease structure that could be enacted as is, or may be negotiated further to a final state that is agreeable to both parties. Our budget and cash flow reflect the terms of the Letter of Intent from Ellicott Development for the property at 217 East Delavan (see Attachment 9).

The property would require additional renovation to bring the facility into full code compliance. Work to plan facility renovations will commence immediately following the signing of a lease agreement. Renovations would ideally begin in late 2017 or early 2018 so that they could be completed by June 2018 in time for inspection by all relevant parties. Despite the need for renovations, the owners are open to the idea of significant flexibility in monthly lease payments to be more in line with the growth of the school. Reduced lease payments would be incurred in the early years of the lease. If, in the end, the BOT determines 217 Delevan is not the right facility, we are confident that we can source an excellent site for a fair price, based on our work to date.

Type of Space	Quantity					Dimensions (sq. ft.)
	2018-19	2019-20	2020-21	2021-22	2022-23	
Basic Classrooms	5	10	14	19	22	550
Small Group Support Area	2	2	2	4	6	200
Related Services Area	2	2	2	4	4	200
Cafeteria	1	1	1	1	1	2000
Gymnasium	1	1	1	1	1	8000
Library	1	1	1	1	1	1100
Nurse's Office	1	1	1	1	1	200
Reception Area	1	1	1	1	1	300
Teacher Collaborative Space	1	2	2	2	2	550
Shared Admin Offices	1	1	2	2	2	400
Student Bathrooms	2	2	2	4	4	200
Adult Bathrooms	2	2	2	4	4	55

Note: Assumes no classroom sharing.

Figure 22. Space Requirements.

G. Insurance

IIIG1. Insurance Coverage: BCCS maintains insurance coverage pursuant to applicable law, including General and Professional Liability, Property and Property Loss, Student Accident, Directors' and Officers', Worker Compensation, and NYS Disability (see Figure 23). We have met with representatives from Vanner Insurance Agency, an agency that serves a number of area charter schools, and for the purposes of the budget and cash flow section we have used estimates from comparable charter schools.

Policy	Coverage Limit	Cost Estimate
General and Professional Liability	\$1,000,000 per occurrence or \$2,000,000 aggregate	\$7,000
Property and Property Loss	\$200,000	\$2,000
Student Accident	\$25,000	\$800
Directors and Officers	\$1,000,000	\$5000
Worker Compensation		\$17,000
NYS Disability		\$2000 (depends on size and gender)

Figure 23. Insurance.

The OD is responsible for working with a licensed and state-approved insurance company to provide carrier(s) with not less than an A rating for initial policies, and for procuring annual renewals with the School's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration and presented to the ED for review and approval. The Treasurer of the Board participates in this review. Original copies of all insurance policies are maintained at the School and filed into the Insurance binder by fiscal year. Copies of all current insurance are saved electronically when possible on the server, where all leadership can view and access them.

H. Health, Food, and Transportation Services

IIIH1. Health Services: BCCS complies with all health services requirements and expectations, as designated by Education Law §901-914 and §136 of the Commissioner's Regulations. BCCS plans to partner with BPS for a nurse. The nurse is responsible for the dispensing of medication, the treatment of students who are ill, and the treatment of students who are injured. The nurse also oversees the immunization program at the school, and BCCS complies with all requirements pursuant to Public Health Law §2164 and Commissioner's Regulations 10NYCRR§66-1. The nurse, in collaboration with the OD, is responsible for maintaining accurate records and correspondence related to these responsibilities. All student health records are stored securely, in filing cabinets and electronically via a SIS, and are accessible only by authorized personnel, including the nurse, the OD, and the ED.

As part of BCCS's professional development to begin each school year, the nurse leads faculty and staff training in health policies and procedures and first aid. Training includes but is not limited to immunization policies and procedures, cardiopulmonary resuscitation (CPR), and the use of the automated external defibrillator (AED). As required by §917 of the Education Law, BCCS will maintain on-site automated external defibrillators (AED).

All health service forms and materials will be available in any language necessary to best communicate with families. BCCS' procedures will be updated as necessary to comply with changes to state law.

IIIH2. Administration of Medication: The administration of medication during school hours falls into two categories:

1. *Non-self-directed student:* The school nurse may administer medication to a non-self-directed student when a parent or guardian submits a written request from a physician indicating the frequency and dosage of a prescribed medication.

2. *Self-directed student:* Any self-directed student may take medication during school hours if s/he keeps the medication in the nurse's office and her/his parent or guardian submits a written verification from a physician indicating the frequency and dosage of the prescribed medication. The parent or guardian must assume responsibility to have the medication delivered directly to the nurse's office in a properly labeled original container.

Before any medication may be administered to or by any student during school hours, the Board requires

1. The written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication; and
2. The written order of the prescribing physician, which will include the purpose of the medication, the dosage, the time at which, or the special circumstances under which, medication shall be administered, the period for which the medication is prescribed, and the possible side effects of the medication.

IIIH3. Food Services at BCCS: BCCS intends to partner with BPS to provide a healthy breakfast, lunch and afternoon snack to students. BPS provides food and services free of charge, and is entitled to all reimbursement from the federal lunch program, reducing the administrative burden on the school. The OD is responsible for helping families fill out and manage Free or Reduced-Price Lunch forms, and for providing this data to BPS.

BCCS intends to have its own cafeteria with kitchen facilities. In this case, BPS provides all resources needed for food preparation, with BCCS ensuring proper maintenance and cleaning of the kitchen. If, however, the building in which the school is ultimately located does not have a full complement of kitchen facilities, BCCS will work with BPS to ensure that contractual arrangements provide prepackaged food services to students. In this case, prepackaged meals would be delivered daily, heated, and distributed by BPS employees. BCCS will also work to ensure that students with religion-specific or allergy-related food requirements always have an alternative meal available.

BCCS participates in the Federal free and reduced-price breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. Therefore, BCCS adheres to all applicable requirements including but not limited to meal pricing, nutritional value, determination of eligibility, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students and for no prohibited purpose.

IIIH4. Transportation Services at BCCS: As required under Sections 2853(4)(b) and 3635 of Education Law, all students at BCCS are offered transportation services. BCCS will work with the Buffalo Public Schools Transportation Department to provide bus transportation for any BCCS students who require bussing. The OD is responsible for coordinating transportation for all students residing any distance greater than 0.7 miles, but no greater than 15 miles, from the students' identified bus pick-up point to the school. Students residing less than 0.7 miles from the school will walk to and from the school.

Additionally, BCCS will work with BPS to provide transportation for any student who has been identified as residing in temporary housing under the McKinney-Vento Homeless Education Assistance Act or who requires special transportation accommodations as identified on the student's IEP or 504 plan.

The BCCS school calendar includes five school days when Buffalo Public Schools are not in session. On days when BCCS is in session and Buffalo Public Schools are not, BCCS will contract with a transportation vendor directly to provide bussing for students to and from BCCS. The current transportation vendor for Buffalo Public Schools, First Student Transportation, routinely provides bussing to charter schools when Buffalo Public Schools are not in session. BCCS will begin planning for these days in the month of April of the preceding school year and secure pricing directly from the transportation vendor. The finalized school calendar and transportation plan will be provided to the transportation vendor prior to the start of the first day of school. The costs incurred by BCCS are reflected in the operating budget.

III. Family and Community Involvement

III.1. Vision and Strategies for Parent and Guardian Involvement: Student success is a shared responsibility that requires a strong partnership between families and the school.¹³⁶ Throughout a student's enrollment, the school strives to engage families and caregivers in meaningful ways around the learning and development of their student, and around school programming.¹³⁷

One of our responsibilities in this partnership is to eliminate barriers that impede family involvement and to create an environment that is supportive of all families, which requires relationship building between school employees and families. We start building that relationship right away by using an adapted version of the caregiver/teacher home visit project model, which can increase student attendance, increase student achievement, and decrease suspension and expulsion rates.¹³⁸ Either the ED or the AD visits the home of every new student before the start of school. While we prefer to go to the home of each student, we acknowledge that may not be the most comfortable for everyone, and so the meeting can also be held at the school. The initial visit is centered on relationship building and understanding the needs of the student and the family. The only things that the leader introduces about BCCS are the core values and the universal theme for the student's grade level. The leader also gifts the student and family with a small collection of developmentally appropriate books (at a range of reading levels) that reinforce the core values and the universal theme for that year.

The family next meets with the student's homeroom teacher at the beginning of each school year, again with the emphasis on relationship building and qualitative data gathering. This is a time for our teachers to understand more about the family values, what parents' hopes and dreams are for their students, and what the best modes of communication are to keep building the relationship. There is a second meeting between parents and homeroom teacher that takes place near the end of the first semester, this time with the emphasis on academics. With trust established, teachers, students and caregivers are able to set a few meaningful academic goals to work on throughout the rest of the year. We try to set aside enough meeting times to allow access to parents despite different work schedules, but if parents are unable to attend these

¹³⁶ *Engaged Parents, Successful Students*, 2012.

¹³⁷ <http://www.hfrp.org/family-involvement/informing-family-engagement-policy2/principles> (Accessed October 2016)

¹³⁸ Parent-Teacher Home Visit Project: <http://www.pthvp.org/> (Accessed December 2017)

meetings at the school, we will conduct them via video calls or phone calls. Whenever possible, we provide a translator for families whose first language is not English.

During the time between face-to-face visits, BCCS attempts to engage families in two-way communication that is accessible and useful. We ensure that communication takes multiple formats and is respectful of families' linguistic preferences. Each family receives personalized updates on their students' progress at least four times per year in the form of progress reports and report cards. Caregivers can conference with teachers after each official report card period is completed. Additionally, a weekly newsletter from each classroom in the elementary school is sent home with children in hard copy, e-mailed to parents and guardians, and posted to the school's website. In middle school teachers will maintain "teacher pages" that allow electronic access to class updates as well as downloadable course materials. The school also uses phone calls, text messages, social media, and mail to communicate effectively with students' caregivers. In order to facilitate two-way communication, the school will also post active email and phone numbers for every faculty member, so that caregivers can initiate conversations with anyone at the school.

BCCS also encourages families' participation in larger school-hosted events as well as complementary learning activities for their students. The newsletters and calendars feature invitations to an annual curriculum night, classroom share-days, and school events like parent workshops, potlucks, celebrations, etc. Additionally these communications contain notifications about opportunities in the community that would complement students' learning at school. If appropriate, these events will have secure remote access so that parents unable to physically be there can also participate.

Though BCCS implements a proactive program for family engagement to meet students' needs, we must be able to react to specific student issues as they arise. Therefore BCCS has an on-site school counselor who will help meet the school-based social-emotional needs of students and be able to meet with families to refer them to community- or health-based supports in instances that require specific professional intervention.¹³⁹

IIII2. Parents' and Guardians' Roles in Design, Governance, and Administration: BCCS has been designed with the feedback of many parents through our community outreach (see IE1, page 11). BCCS also creates systems that incorporate parents into the school community and decision-making so that their voices continue to be heard as the school matures. BCCS plans an active role for parents in the governance and administration of the school. Three key components of that system are listed below:

1. The school facilitates the development of a Parent Teacher Organization (PTO) to be governed by the parents of the children at the school. The PTO will be free to organize its own governance and committee structure. The PTO will be involved in a variety of activities in the school, including fundraising events, field trips, and school promotion in the community. The school administration will also encourage and facilitate less formal parent-teacher gatherings to inspire a trusting and collaborative school environment.
2. There will always be at least one parent of an active student on the BCCS Board of Trustees. Additionally, a regular item on the Board's agenda will be a report by the PTO President regarding past work on school issues or any new issues that they would like to bring before the board for attention or consideration.

¹³⁹ Adapted from the Center for the Education and Study of Diverse Populations

3. Parents may be called on to be members of standing and/or ad hoc committees of the Board. From time to time, as the BCCS Board or ED requests, the PTO will be asked to participate in, or comprise, advisory or ad hoc committees to study or implement specific policies or actions for the charter school. For example, committees may be formed to study and advise on building expansion or student recruitment activities that would assist the board or administration with how best to proceed on these or other vital issues faced by the charter school.¹⁴⁰

IIII3. Community Involvement in the School: BCCS continues to cultivate relationships with our community. Upon finalization of a location for our facility, we will involve the community by seeking their input through empathy interviews on ways that we can address hyper-local needs and wants. Our Board also will seek to recruit one of its members from the hyper-local community so that there is a consistent community advocate involved in our decision making.

Additionally, our Innovations courses develop students' skills in creative problem-solving so that in the middle school grades they can use those skills to solve real-world problems their communities are facing. Connections to any community organizations needed to assist in the development of these problems and solutions will be led by the Curriculum and Community Director. These may, or may not, develop into more formal partnerships over time.

J. Financial Management

IIII1. Financial Management Needs and Obligations: BCCS follows fiscal procurement policies and practices required in the Procurement Guidelines established by the State Procurement Council pursuant to State Finance Law §161(2)(d) and works to incorporate accepted best practices. BCCS' leadership understands that charter schools are multimillion dollar organizations responsible for the appropriate and effective use of public funds, and it is the obligation of BCCS to maintain the financial viability of the school over the entire charter term.

While the Board of Trustees ultimately has final responsibility for the fiscal oversight and management of the school's revenues and expenditures as well as its fiscal policies and procedures, BCCS will initially contract out to a local accounting firm to fulfill the responsibilities of a Chief Financial Officer (CFO). Firms currently partner with the majority of charter school boards in the Western New York area, and have developed best practices in the sector.

During the length of the partnership, the firm will work closely with the OD and ED of the school. Under the direction of the OD and the ED, and governed by the Board, the firm will prepare the annual budget for the Board's review and approval. The firm will oversee management of BCCS' accounting and finance functions. The OD and the firm will review expenses regularly to ensure that spending remains consistent with the budget and will provide monthly reports to the Board Treasurer and/or the BOT. The Board will ensure that the budget supports the school's mission and educational priorities and that the financial management plan thoroughly accounts for all aspects of the school's operations and expenses in a fiscally responsible manner.

IIII2. Budgeting Process: The pre-opening budget plan, the first-year budget, and the five-year budget were developed with feedback from a local accounting firm that works with charter schools, and uses as many quotes from local vendors as possible. After authorization, the ED and

¹⁴⁰ Formal participation in the Parent Teacher Organization is not required for parents to participate at public meetings, serve on ad hoc committees, or meet with or make recommendations to the BCCS Board and administration.

OD, in conjunction with a firm, will prepare an actual annual operating budget of revenues and expenses for the school. This budget and projection will be reviewed and approved first by the OD, then by the ED, and finally by the School's Board of Trustees. It will be modified as necessary with approval from the Board.

In subsequent years, budgets are created for the program annually. The budgeting process involves key school leadership, including the ED, OD, AD, and CCD. Once the Board approves the budget prior to the start of the new fiscal year, it is uploaded into the accounting software. This budget is then used to run monthly Budget-to-Actual Expense Reports that are shared with the OD and the ED. At the end of the year, key financial statements are produced, including balance sheets, income statements, statements of cash flows, and statements of functional expenses.

IIIJ3. Fiscal Policies and Procedures: The financial policies and procedures of BCCS are designed to safeguard the school's assets, facilitate compliance with applicable law, and produce timely and accurate financial information. In accordance with Generally Accepted Accounting Principles, BCCS, in partnership with the firm, will implement the following policies and procedures, including but not limited to:

- i. *Accounting System:* Our accounting system identifies and records all of the organization's transactions, describes transactions in enough detail to allow classification for reporting, indicates the time period in which transactions occurred in order to record them in the proper accounting period, and integrates with our SIS.
- ii. *Accounting Controls:* Our accounting controls include a separation of duties; restricted access to assets except for authorized personnel; document, processing, and reconciliation controls; and the security of financial data. All BCCS data, including financial data, will be secured and only accessible to BCCS leadership and other designated personnel.
- iii. *Efficient and Effective Accounting Cycle:* Our accounting cycle is regular and built on best practices in the industry.

IIIJ4. Audit Process: In adhering to Generally Accepted Accounting Principles, BCCS, in partnership with a third-party firm, will conduct annual audits comparable to those required of other public schools. The audits will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. The audit will also include a report containing any significant findings in the financial processes of the school. The audit shall be a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent annual independent fiscal audit of the school conducted by a NYS certified public accountant and in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in government auditing standards issued by the Comptroller General of the United States. The audit report will be reviewed by the Treasurer and/or Finance Committee and then will be presented to the full Board. Additionally, BCCS will comply with any requests for audits to be completed by the state comptroller's office.

*Annual Independent Fiscal Audit:*¹⁴¹ The annual independent fiscal audit shall include the independent auditor's report on financial statements, financial statements and notes, as well as any reports on internal control over financial reporting and on compliance. If the school spends \$500,000 or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 will also be completed and filed with

¹⁴¹ The annual audit is not due until November 1st of each year.

the federal government and the State Education Department. The audit shall be submitted to the the Public School Choice Programs Officer of the State Education Department and the Office of Audit Services of the State Education Department.

IIIJ5. Tracking and Protection of Student and Financial Records: Under the guidance and supervision of the firm, the OD is responsible for tracking student enrollment and attendance, Title I eligibility, Special Education, and ENL enrollment as it relates to state and federal entitlements and other grants. The OD develops the processes and procedures for tracking student enrollment and attendance, eligibility for free and reduced-priced lunch (in collaboration with the district), special education and ENL services. The OD tracks the eligibility of each student from the student recruitment phase, during registration, and throughout the school year.¹⁴² The OD is responsible for ensuring that student data and financial records are secure and protected and for tracking all support provided through federal entitlements and other grants.

K. Budget and Cash Flow

IIIK1. Overview of Budget: BCCS' budget reflects the need for personnel, facilities and services to address our mission to prepare students for successful and impactful lives by developing their academic, creative, and collaborative skills. We have also included budgeting for dissolution costs. Below are highlights from these areas. (see Attachment 9):

- I. *Personnel Highlights:*
 - a. An inclusive environment with two teachers in every classroom: an elementary general education teacher or a middle school subject teacher paired with either a special education teacher or an assistant teacher
 - b. An ENL teacher who supports the development of our students who have significant English language learning needs
 - c. A full-time school counselor to assist in the creation of a positive school culture based on our core values, and to work in small groups and individually with students with IEPs and at-risk students
 - d. Art and engineering/design teachers for a co-taught Innovations class, which supports students' critical thinking, creative problem-solving, and ability to collaborate, while offering enrichment in the arts
 - e. A physical education teacher that allows all students to participate in PE every day
 - f. A competitive salary and benefits package that attracts and helps retain top talent
- II. *Service Highlights*
 - a. Food service, transportation,¹⁴³ related services, and nursing services will be in partnership with BPS, at no cost, allowing BCCS to concentrate resources on the academic program
- III. *Facilities Highlights:*
 - a. For the purposes of the budget we have used the numbers associated with the Letter of Intent from Ellicott Development. Located at 217 E. Delavan Ave., the property would allow BCCS to have a significant impact on the Hamlin Park neighborhood, while at the same time drawing students from all over Buffalo with easy access to both Main St. and the Kensington Expressway.

¹⁴² In order to ensure best practice and efficiency in regards to managing these student and financial records and data, the OD will implement a central and comprehensive SIS, such as Power School.

¹⁴³ The budget includes funding for transportation on non-BPS school days.

- b. The estimated figures for utilities and cleaning/maintenance come from our potential financial contractor and a local contract agency respectively.
- IV. *Escrow Account*: The budgeted amount for dissolution is \$25,000 per year during the first three years of operation, for a total of \$75,000 to be held in an escrow account.

IIK2. Fiscal Soundness and Contingency Planning: Wherever possible, BCCS has made evidence-based revenue and expenditure assumptions using either quotes from potential service providers or landlords, or established local charter sector ranges. Generally speaking, the budget is conservative, leaving ample room in years three and beyond for necessary changes or additions, including the possibility of capital projects or changes in personnel. The budget was created with feedback from a local accounting firm. The budget keeps the school out of debt at all times, and in a positive cash flow every month of year one and every year of the term. We understand that this budget will inevitably need to be adjusted as more elements become concrete. We intend to contract with a financial service provider to ensure that our per-pupil and CSP funding is timely and our financial systems and policies are sound. The Board and provider will also determine an operating reserve policy. The result will be a highly reliable and financially sustainable organization. However, should the need for emergency funds to meet potential budget or cash flow challenges arise, BCCS would first examine our procurement practices and vendor relationships to understand if it was a timing issue that could be resolved without any short-term lending. As a further safeguard, we have also engaged area lenders that have a history of working with charter schools. Once approved, we will secure a line of credit that can be used in those situations. That line of credit would reflect an emergency state, and will be accessed only by approval of the Board.

The largest potential threat to BCCS' financial stability is student enrollment. But given the critical need for high-quality schools, the waiting lists for charter schools in the city, our opening strategy of recruiting students that are in Buffalo's "gate" years of kindergarten and grade 5, and the positive feedback we have received from the the community, we do not expect difficulty in maintaining projected enrollment. To be prudent, the school and the financial consulting firm will collaborate to formulate an appropriate contingency plan during the planning period to address this issue. Likely elements of such a plan would include reductions in staffing and portions of the program that would least impact the academic program.

IIIL. Pre-Opening Plan

IIIL1. Pre-Opening Plan: BCCS' pre-opening plan begins January 1, 2018 and continues through school opening in September 2018. The founding group has already done considerable work to ensure timely implementation of the school. This work includes Board Member recruitment, drafting of bylaws, the initial drafting of academic and discipline programs, communicating with the district regarding transportation and food service, and meeting with building developers. Additionally, insurance agencies and health insurance brokers have been contacted for quotes. Continuation of the community outreach plan has been drafted, and its implementation is part of the pre-opening plan. In the table, we summarize key actions, dates by which we plan to complete each action, and individuals or offices responsible for completion of each task.

Buffalo Commons Key Personnel

ED = Executive Director	DO = Director of Operations	BOT = Board of Trustees	CPA = Accounting Firm	Counsel = Legal Counsel
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Task	Responsibility	Start Date	End Date
Obtain insurance for Board of Trustees	BOT	Jan-18	Jan-18
Initial Board Meeting: elect officers, adopt bylaws, finalize board calendar, recommend board members, finalize and submit fiscal policies/procedures, approve job descriptions for and name Executive Director and Director of Operations	BOT, ED	Jan-18	Jan-18
Complete paperwork/applications for and submit IRS Form SS-4 for a Federal Employee Identification Number (EIN), State Unemployment Number, and NYSED for authorization, CSP grant funding, and uniform application	ED	Jan-18	Jan-18
Create and submit Initial Statement	BOT	Jan-18	Within 120 days
Begin process for tax exempt status	BOT, ED	Jan-18	Within 1 year
Secure facility. Submit signed agreement to NYSED liaison within 10 days	BOT, ED	Jan-18	Apr-18
Finalize marketing materials, schedule for community meetings, radio, print, social media advertising	BOT, ED	Jan-18	Ongoing
Contract with an independent, certified CPA, and retain legal counsel	BOT, ED, DO	Jan-18	Feb-18
Finalize and submit Enrollment Policy	BOT, ED	Jan-18	Jan-18
Board Meeting: Status review, student and staff recruitment criteria planning	BOT	Feb-18	Feb-18
Establish temporary office space, purchase office supplies as needed	ED, DO	Feb-18	Feb-18
Update and revise budget and month-to-month cash flow projections for Pre-Opening Year	CPA, ED, DO	Feb-18	Feb-18
Develop teacher recruitment strategy: finalize and post job descriptions, finalize compensation structure, create standard hiring letters, consultant contract, new-hire checklist, resignation/termination checklist	BOT, Counsel, ED	Feb-18	Feb-18
Send transportation, health, and food service requests to Buffalo Public Schools, sign contracts	DO	Feb-18	Apr-18
Submit finalized Student Disciplinary Code, Complaint Policy, and FERPA Policy to NYSED liaison	BOT, ED	Mar-18	Mar-18
Establish vendor accounts for office supplies, and submit W-9 Vendor Registration form and Electronic Funds Transfer (EFT) forms to NYSED liaison	DO	Mar-18	Mar-18
Develop attendance policy and attendance accounting procedure	DO, ED	Mar-18	Mar-18
Board Meeting: approve contract for HR services and approve job descriptions for admin positions	BOT, ED	Mar-18	Mar-18
Board Meeting: approve plan for purchase of curricular materials, PD plans presented to the Board, approve after-school activities and budget	BOT, ED	Apr-18	Apr-18
Submit Facility Completion Schedule, including timeframe for obtaining Certificate of Occupancy	BOT, ED, DO	Apr-18	Apr-18
Develop after-school schedule and program offerings for first year	ED, BOT	Apr-18	Apr-18
Conduct random selection admissions (student lottery), notify accepted students, establish waitlist	ED, DO	Apr-18	Apr-18
Finalize personnel policies and descriptions, begin interviewing and hiring teachers and academic staff (reference checks, background checks, fingerprinting)	ED, BOT	Apr-18	Jul-18
Negotiate copy machine lease, purchase fax machine, obtain phone service and internet service provider	DO	Apr-18	Apr-18
Submit Transportation Service Plan, Food Service Plan, and School Year Calendar to NYSED liaison	DO	Apr-18	Apr-18
Obtain staff benefits, including insurance and retirement plans	BOT, ED	Apr-18	Jun-18
Establish payroll system	BOT, ED, DO	Apr-18	Jun-18
Place orders for academic and curriculum supplies and materials	ED, DO	May-18	May-18
Report student enrollment to Buffalo Public Schools and NYSED for funding beginning July 1	ED, DO	May-18	May-18
Order technology (laptops, desktop computers, hardware, software, and infrastructure) and furniture (storage cupboards, tables, chairs, etc.)	DO	May-18	Jun-18
Begin registering accepted students, begin collecting and organizing pertinent data and information: I.E.P. and ELL determination, health records, F.R.L. eligibility, immunization records, contact information, student I.D., previous school information	DO	May-18	Jun-18
Purchase and implement a student information system (SIS)	DO	May-18	Jun-18
Board Meeting: Status update on start-up activities, report of student enrollment, updated budget, funding, status of hiring academic staff	BOT, ED, DO	Jun-18	Jun-18
Submit performance goals and evaluation systems for school leaders, administrators, and staff	BOT	Jun-18	Jun-18
Receive equipment and supplies, inventory and store; develop office and classroom set-up checklists	DO	Jun-18	Jun-18
Pursue fingerprint-supported criminal background checks for all staff and volunteers, and submit all NYSED-OSPRA clearance forms to NYSED liaison	BOT, ED, DO	Jun-18	Jun-18
Finalize and submit daily schedule to NYSED liaison	BOT, DO	Jun-18	Jun-18
Finalize and submit Complaint/Grievance Policies to NYSED liaison	BOT, ED, DO	Jun-18	Jun-18
Hire/contract out for custodial and cleaning staff	DO	Jun-18	Jun-18
Start Date for all staff: Summer Orientation	All Staff	Jul-18	3 weeks
Submit documentation that facility is ready, including Certificate of Occupancy, fire safety inspection, and floor plan, ensure facility is in compliance with ADA, and submit written assurance to NYSED liaison	ED, DO	Jul-18	Jul-18

Obtain Certificates of Insurance, effective no less than 30 days prior to school opening	BOT, ED, DO	Jul-18	Jul-18
Tours of Buffalo Commons campus for parents and students	ED, DO	Jul-18	Aug-18
Set up library, Innovations labs, classrooms, hallways, faculty lounges, etc.	All Staff	Jul-18	Aug-18
Board Meeting: Status of readiness for school start-up	BOT, ED	Jul-18	Jul-18
Finalize all school plans and procedures: Health Services, Food Services, Transportation Services, Assessment, Ordering, Testing, Building Safety	ED, DO	Jul-18	Aug-18
Request student records from prior districts/transfer schools	ED, DO	Aug-18	ASAP
Submit Title 1 consolidated application to NYSED Office of Title 1 School and Community Services	ED, DO	Aug-18	Aug-18
Ensure appropriate programs, records, and arrangements are available for special population students	ED	Aug-18	Aug-18
Install classroom technology in all classrooms	DO, Vendors	Aug-18	Aug-18
Board Meeting: Authorize food service, nurse, and supplies; report for ED on school start-up	BOT, ED	Aug-18	Aug-18
Ensure facility has adequate signage, include numbering for emergencies, and required labor posters	DO	Aug-18	Aug-18
Finalize locked storage systems for physical student health records (separate from academic records)	DO	Aug-18	Aug-18
Pre-opening visit from NYSED liaison	BOT, ED, DO	Aug-18	Aug-18
Onsite professional development for staff, including orientation for students and families, and student screenings (confirm immunization and health records, I.E.P.s, previous school records, etc.)	All Staff, Nurse, DO	Aug-18	Aug-18
Buffalo Commons opens its door	All Staff	Sep-18	Sep-18

M. Dissolution Plan

IIIM1. Dissolution Overview: Dissolution would be a very disruptive event for our students, parents, and school community. Therefore, any decision on dissolution would be considered with the utmost care. In the event of school closure, BCCS commits to providing as smooth a transition for students, parents, and school community as possible. Further, BCCS commits to faithfully carrying out school closing procedures as set forth by the State Education Department of New York and in compliance with Education Law §§219 and 220. These procedures include but are not limited to the elements below.

Transition Team: Upon notice of a vote to close the school by the Board of Regents (BOR), the Board of Trustees (BOT) and the administration of BCCS will form a transition team to lead all school closure “Action Items” as prescribed in the Closing Procedures Guide and Checklist for New York State Charter Schools Authorized by the BOR. This team will consist of SED-appointed staff, the Chair of the BOT, the ED, the OD, and a parent representative from the PTO. The Transition Team will develop a Closure Plan which will be sent to the BOT for ratification. Upon adoption of the plan, the members of the Transition Team will designate all tasks to appropriate staff.

Notifications: BCCS will provide written notification to all stakeholders of the BOR’s vote to close the school. The information contained in this notification will detail the decision to close the school, a timeline for closure, a helpline to call for information and online resources for all families and staff. BCCS stakeholders include students, parents, faculty, partnering organizations and community members.

- i. **Parents:** Within five business days of the BOR vote to close, BCCS will notify all families, in writing, of the decision to close the school. This letter will provide a school closure timeline and include a school phone number for parents to call for information. Additionally, a school meeting will be scheduled to convey important closure information to all students and families. In order to provide the best educational choices for students, and in keeping with best practice, BCCS will host a “Local Schools Night” to bring together representatives from other local schools to provide information for BCCS students and parents as to what other educational programs are available to them. A list of these schools and openings by grade level will be provided.

- ii. *Faculty:* Within five business days of the BOR vote to close, the Board of Trustees and Administration of BCCS will notify all faculty of the decision to close the school. Information will be distributed to all staff on the timeline for closure, transition plan for students and faculty, employee benefits and compensation and contact information for questions. The expectation will be conveyed that uninterrupted instruction will continue until closure commences.

Closure Reserve Funds: As required by the NYSED, BCCS will allocate \$25,000 per year for the first three years of its initial charter, totaling \$75,000, to be held in a separate bank account for the purposes of dissolution funds. These reserve funds will be used for legal, financial, or other expenses related to the dissolution of the school. When notified of closure, BCCS will transfer these funds from the escrow account as prescribed by the NYSED Charter School Office.

Financials: Upon notification of closure, BCCS' Executive Director will begin a full audit of liquid and fixed assets. The school will contact, in writing, all creditors and vendors to inform them of the school closure and the closure of accounts, as well as to settle all outstanding debts. The school will furnish copies of all financials and report on the school financial position within 30 days of the closure notice. The school will provide monthly financial updates to SED.

Inventory and Distribution of Assets: Within 45 days of the Notice of Closure, BCCS will contract with a third party assessor to inventory. The inventory includes all fixed assets, their location and fair market value. Copies of all reports will be provided to NYSED. Consistent with the timeline outlined in the Closure Plan, BCCS Board of Trustees will vote to disperse all fixed and liquid assets to either BPS or to a charter school within the City of Buffalo limits.

Transfer of Student Records: Within 30 days of the last day of instruction and in compliance with Section 2851(2)(t) of the New York State Charter Schools Act, BCCS will

- a. Ensure all enrolled student records are complete and copied. Create a list detailing each student record and destination the record was sent to.
- b. Send copies of student records to schools requesting them for student enrollment.
- c. Contact the families of enrolled students to communicate that records have been transferred, and provide copies of student records to the parents/guardians.
- d. Transfer all student records that remain to the home district. Documentation will be provided to SED.
- e. Transfer all final records and reports. The ED- or BOT-appointed designee is responsible for the final submission of all required documentation to SED.

Attachment 1: Buffalo Commons Admission Policy

As stipulated in our mission statement, Buffalo Commons Charter School seeks to reflect the diversity of Buffalo. Our anti-discrimination criteria, admissions procedure, and community outreach programs are designed to maximize the potential for a student body representing the diversity of the Buffalo City School District.

Admissions Criteria: In accordance with Buffalo Commons Charter School's commitment to diversity and as delineated by federal, state and local law, Buffalo Commons Charter School is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. Additionally, admission to Buffalo Commons Charter School shall not be limited on the basis of a student's intellectual ability, measures of achievement or aptitude, athletic ability, or disability.

Any child who is qualified under the laws of New York State for admission to a public school is qualified for admission to Buffalo Commons Charter School. The school shall enroll each eligible student who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process, allowing that enrollment preference will be given to pupils returning to the charter school in the second or any subsequent year of operation, and siblings of pupils already enrolled in the charter school, and pupils residing in Buffalo City School District.

Application and Enrollment Procedures and Schedule: In the interest of reaching families of diverse backgrounds and minimizing the barriers to entry, the application procedure for Buffalo Commons Charter School will be made as simple and accessible as possible. The application itself will require only information that is absolutely necessary, and it will be available in Spanish and English, as well as additional languages on a case-by-case basis. Charter school staff will be available and will actively seek to assist any students or families in the application process. Additionally, the charter school staff will work with admitted and matriculated families to prepare them for and help them meet the social and academic expectations of the school community.

Admissions Schedule

- **January 1** – Applications for admission to Buffalo Commons Charter School will be made available via the school website and through various community outreach efforts. In addition, letters of intent to renew enrollment the following year will be distributed to current students.
- **January through March** – Outreach efforts will continue with active recruitment of applicants from diverse neighborhoods, public elementary schools, community groups, and faith-based organizations. Charter school staff will be available to offer assistance to any families requiring it, and will make concerted efforts to follow up with interested families.

- **April 1** – Final deadline for submission of applications from new applicants and signed letters of intent to re-enroll due from current students.
- **First Week of April** – Applications will be collated and, if necessary, a random lottery for each grade level will be scheduled for the first available date. The lottery will be open to the public. It will be conducted to ensure preference for currently enrolled students, siblings of currently enrolled students, and residents of Buffalo Community School District, in that order. After all seats have been filled, a waiting list will be created for each grade level, placing students in preferential order. The lottery will be executed according to the requirements and standards outlined in Education Law subdivision 2854(2). BCCS intends to comply with any common lottery date but reserves the right to pick an alternative lottery date during the first two weeks of April.
- **Mid-April** – Guardians of accepted students will be notified, and necessary enrollment materials will be mailed to accepted students and their families. Students who have been placed on the waiting list or who have not been accepted will also be notified.
- **Mid-May** – Letters of intent to matriculate will be due from accepted students. A concerted effort will be made by Buffalo Commons to contact and consult with any family who has not submitted a letter of intent by the deadline before going to the waiting lists.
- **Mid-June through September** – The charter school will contact students admitted off the waiting lists. A concerted effort will be made by the charter school to contact and consult with any family admitted off the waiting list.

Enrollment Preference: Enrollment is open to all students in grades K-8 according to our growth model. The school will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or the school building. The school will give priority to students enrolled and admitted in the prior year, siblings of students already enrolled, children of faculty and staff, and students residing in Buffalo City School District, in that order.

Lottery Process: If the number of applicants for a grade level exceeds the number of seats available, the school will hold a random selection lottery within two weeks of the close of open enrollment. The random selection drawing shall be run by a neutral third party, shall be open to the public, videotaped, webcast, and the school will notify all applicants of the time and place. Names will be drawn until all available grade level seats have been filled. Any remaining names will be drawn to establish waiting list priority to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who filed applications after the close of open enrollment. All post-deadline applicants will be added in the order in which they are received.

All applicants still on the waiting list must submit an application for the following school year. Once students are admitted they will remain eligible to be admitted at the school for

successive years without having to re-enter the selection process. They must, however, enroll for the subsequent year.

Lottery Procedures

Step One: **Current students** who complete a re-enrollment form are automatically re-enrolled to the next grade.

Step Two: The **grades levels** are randomly drawn to determine which grade shall be drawn first.

Step Three: **Siblings** of currently enrolled students are automatically enrolled if spaces are available. If a grade has more sibling applicants than openings, sibling applicants are randomly drawn.

Step Four: **New applicants** are drawn completely for each grade in the order determined in Step Two, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled.

Step Five: After all spaces are filled, the drawing continues to determine the order of the waiting list.

Voluntary Withdrawal from the Charter School: Buffalo Commons Charter School is a school of choice and it is critical that all students and their parents examine the school closely before deciding to enroll. We hope that the process involved in applying to the school's lottery for admission will provide parents and guardians with the information they need to make a good choice. However, we realize there may be circumstances in which a parent or guardian wishes to transfer their child to a different school. In these instances, charter school personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the charter school, and seek solutions to any problems within the Buffalo Commons Charter School community. This initial meeting will serve both to help staff remedy any problem and to receive direct feedback from families who are opting for alternatives other than Buffalo Commons. Such feedback could form the basis for an alteration in school practices. If the parent or guardian still wishes to transfer their child to another school, staff at Buffalo Commons will make every reasonable effort to help the student find a school that better serves the family's desires. The charter school will ensure the timely transfer of any necessary school records to the student's new school.

Backfill Policy: Buffalo Commons understands that there will be times when enrolled students withdraw from the school either during the school year or at the end of the school year. The school will backfill vacated seats up through the end of the first semester (approximately February 1st) after which time it reserves the right to not accept any new students until the following academic year. This policy protects the academic progress and reporting structures in place at the school, as well as gives new students ample time to make a full transition into the established school culture. When a seat is open to be backfilled, the school will notify parents of children who are on the waitlist in the order they are listed. If a person on the waitlist is no longer interested, the next name on the list will be selected.

Transient Students Policy: Transient students (students with documentation demonstrating that they were not residents of New York State at the time of the lottery closing date), may qualify to be added to the top of the wait list if they satisfy one of the following conditions:

- Qualify as an English Language Learner
- The student's immediate family has moved due to assignment as a member of the United States Armed Forces

Such advancement on the waitlist will be allowed for up to 10% of the students per grade and will be given on a first come first serve basis and subject to available seats.

In practice, families will notify the school either in person, phone or walk-in of their desire to attend the school after the April lottery deadline. Families will be asked if they have recently moved from out of state and can provide documentation of their move—citizenship and immigration status are not relevant. If the family responds in the affirmative, they will be asked if they can satisfy one of the 3 above categories. If no previous documentation is available, an appropriate assessment can be given to verify ELL status of a student. Standard documents for Military and Free/Reduced will satisfy these categories. If the family meets the criteria, the student will be offered the next available seat ahead of all other students on the waitlist for the grade.

Table 2: Buffalo Commons Public Outreach Information

Date	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/10 /2015	Community leaders	Met with community leaders and charter advocates Steve Polowitz and Amy Friedman to introduce the school idea and learn more about the charter landscape in Buffalo	Spot Coffee Elmwood Buffalo, NY	<ul style="list-style-type: none"> • Our project was characterized as being “far ahead of the curve” when it comes to new Buffalo charter schools 	<ul style="list-style-type: none"> • Made appointments with many of the community leaders 	Two (2) community leaders
01/25 /2016	Community leader(s)	Met with the head of the District Parent Coordinating Council (DPCC) to introduce the school idea, understand the role of the DPCC, and make connections with other community leaders	Sam Radford’s DPCC Office, Buffalo, NY	<ul style="list-style-type: none"> • There is a great interest in more Community School models • There is deep frustration and dissatisfaction amongst parents of Buffalo district school students • Mr. Radford believes there is more room for new charters 	<ul style="list-style-type: none"> • Agreed to meet again when the school concept is further along • In the meantime, will connect with a number of Mr. Radford’s recommended community leader connections 	One (1) community leader
3/06/ 2016	Local educators	Focus groups with local educators	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> • Mission was verbose and somewhat unclear 	<ul style="list-style-type: none"> • Revised mission statement to more accurately reflect the ideas of the school 	
03/22 /2016	Local (and prospective) parents	Focus group with local parents hearing their wants and needs, and introducing our proposed school model for feedback	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> • Strong support of the mission • Wondering how to get involved at this point • Want to make sure that the social/emotional needs of students are systematically addressed through dedicated personnel 	<ul style="list-style-type: none"> • The leadership will consider putting a full-time social worker in the budget for operational year one 	Three (3) prospective parents
	2017 Board of	Regents New Charter School	Application			

4/03/ 2016	Local educators	Focus group with local educators around draft of school schedule	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> • There is interest in a block schedule at the middle school level that would allow for deeper investigations • There is interest in an alternative yearly schedule that would have week-long “project periods” interspersed between more traditional trimesters 	<ul style="list-style-type: none"> • Block scheduling was researched by the leadership, and found to provide slight gains in achievement in some studies. Other studies showed no difference between block scheduling and more traditional schedules – we will tentatively adopt a block schedule for grades 5-8 	Six (6) local educators
04/19 /2016	Financial expert, community leader	Met with an M&T vice president in order to introduce the school, better understand the finances of charters, and make connections with other community leaders	The Saturn Club Buffalo, NY	<ul style="list-style-type: none"> • Strong support for the mission • Interest in helping our team better understand the financial and operational needs of new charter schools 	<ul style="list-style-type: none"> • We agreed to set up a meet and greet for the school leadership and local financial professionals 	One (1) community leader
04/26 /2016	Community leader(s)	Met with the executive director of the Teach for America local chapter to introduce the school idea, understand the role of TFA in the city	Teach for America Buffalo, NY	<ul style="list-style-type: none"> • The ED was supportive of the mission for the proposed school • It is unclear, with a diverse student body, whether any formal partnership could be pursued 	<ul style="list-style-type: none"> • We agreed to stay in touch and help one another in whatever ways appropriate 	One (1) community leader
05/01 /2016	Local educators	Focus group with local educators around revised school schedule	159 Baynes St., Buffalo	<ul style="list-style-type: none"> • Strong support for the middle school block schedule, and for the accompanying teacher schedule that was presented • The elementary school schedule was thought to lack sufficient time in specific English and Math skill instruction 	<ul style="list-style-type: none"> • The elementary schedule was revised to include more time for targeted English and Math skill instruction 	Six (6) local educators

05/10 /2016	Community leaders, higher education leaders	Met with the Dean of Canisius College education department and Director of The School of Community Partnerships to introduce the school, understand the role Canisius in local teacher preparation, and discuss the possibility of a more formal connection	Canisius College 2001 Main St., Buffalo, NY	<ul style="list-style-type: none"> • Very positive overall regarding mission and vision of the school • High level of interest in a more formal partnership regarding resident teachers later in the life of the school 	<ul style="list-style-type: none"> • Agreed to stay connected as we continue in the process 	Two (2) Canisius education departmen t leaders
05/20 /2016	Local (and prospective) parents	Focus group with local parents hearing their wants and needs, and introducing our proposed school model for feedback	7 Windsor Ave., Buffalo NY	<ul style="list-style-type: none"> • Mixed feelings about the charter school movement in general • Great support for the mission and vision of the school, though some questions about how to ensure academic rigor with such a diverse range of student abilities 	<ul style="list-style-type: none"> • Realized the need to inform audiences about what charter schools are, who they serve, and how they operate compared to traditional district schools • Need to more clearly articulate how our supports will help all students meet the demands of a rigorous academic program 	Five (5) local parents
05/31 /2016	Community leader(s)	Met with business development manager at Invest Buffalo/Niagara to introduce the school, understand the broader economic landscape of Buffalo, and make connections with other community leaders	Perks Café 448 Elmwood Ave., Buffalo, NY	<ul style="list-style-type: none"> • Strong support of the mission and vision • Great need for improved K-12 sector in order to draw successful businesses and employees to the area, and specifically into the city limits 	<ul style="list-style-type: none"> • Agreed to stay connected as we move forward in the process of application 	One (1) communit y leader
06/05 /2016 and 07/16 /2016	Local educators	Focus group with local educators around curriculum and instruction frameworks	159 Baynes St., Buffalo	<ul style="list-style-type: none"> • These local educators wanted a framework for teaching that would be mission-aligned, standards-driven, and research-based but allow for autonomy 	<ul style="list-style-type: none"> • The school leadership determined that we would avoid “canned” curricula, in favor of an internally developed framework for instruction based 	Three (3) local educators

					on the most successful programs and/or strategies	
07/19 /2016	Local (and prospective) parents	Focus group with local parents hearing their wants and needs, and introducing our proposed school model for feedback	159 Baynes St., Buffalo NY	<ul style="list-style-type: none"> • Strong support for the mission and vision of the school • Emphasis on the importance of excellent leadership 	<ul style="list-style-type: none"> • Continue to help the community get to know our school leader by planning outreach events where families can interact directly with him 	Three (3) local parents
07/25 /2016	Legal expert, community leader	Met with an associate in education law at Harris Beach LLP to introduce the school project, and understand more about legal representation for charter schools	Harris Beach @ Larkin Square 745 Seneca St., Buffalo, NY	<ul style="list-style-type: none"> • Supported the mission • Explained Harris Beach's presence in the local education sector with districts and charters • Advised our leadership that they would explore the possibility of pro bono services, but a more likely avenue of work together would be delayed payment for services 	<ul style="list-style-type: none"> • Will follow up with Harris Beach to find out about pro bono services and/or after talking with a greater number of legal experts 	One (1) legal expert
07/26 /2016	Community leader(s)	Met with the executive director of the Buffalo Center for Arts and Technology to introduce the school idea, understand the larger education and non-profit landscape, and make connections with other community leaders	BCAT 1221 Main St., Buffalo, NY	<ul style="list-style-type: none"> • Strong support for the mission and vision of the school • Desire to see more school options that are of a high quality and connect students to their passions and their communities • Special interest in parent involvement that goes beyond the typical outreach efforts 	<ul style="list-style-type: none"> • Agreed to continue to meet, informally, to get feedback on the school materials 	One (1) community leader
07/28 /2016	Elected officials	Met with the Buffalo city comptroller to introduce the school idea, understand the larger education and non-profit landscape, and make connections with	City Hall 65 Niagara Square, Buffalo, NY	<ul style="list-style-type: none"> • Support for better school options • General support for the mission and vision of the school • Stressed the importance of being in touch with the school board, common council, and other 	<ul style="list-style-type: none"> • Altered our community outreach project plan to address the comptroller's feedback • Made appointments with a few community leaders that were suggested as contacts 	One (1) elected official

		other community leaders		elected officials before beginning community outreach in earnest		
08/06/2016	Community leaders, prospective parents, general public	Soft launch of initial website	Online	<ul style="list-style-type: none"> • Need more pictures of students • Need to be clearer about what the asks of the consumer are 	<ul style="list-style-type: none"> • Addressed these issues in revisions 	See below
08/12/2016	Community leader	Met with the executive director of the International Institute to introduce the school idea, understand the larger landscape of immigrant and refugee populations in Buffalo, and make connections with other community leaders	Sweet_Nes s 7 220 Grant St., Buffalo, NY	<ul style="list-style-type: none"> • Strong support of the vision and mission of the school • Desire to see some level of specific and special support for students that are new to the country • Provided a number of contacts to follow up with 	<ul style="list-style-type: none"> • Made appointments with recommended contacts 	One (1) community leader
08/23/2016	Financial expert, community leader	Met with an M&T vice president of business and professional banking in order to introduce the school, better understand the finances of charters, and make connections with other community leaders	Tipico Coffee Buffalo, NY	<ul style="list-style-type: none"> • Strong support for the mission of the school • Interest in helping our team better understand the financial and operational needs of new charter schools 	<ul style="list-style-type: none"> • We agreed to continue informally meeting in order to draft and revise the initial budget and cash flow • Made appointments with some of the community leaders that we discussed 	One (1) community leader
08/30/2016	Charter school sector leader(s)	Met with the managing director of the Northeast Charter School Network to introduce the school and understand the organization's role in the local landscape	Hampton Inn Hotel Buffalo, NY	<ul style="list-style-type: none"> • Strong support of the mission and vision of the school • A desire to see more concrete description of the school in the letter of intent 	<ul style="list-style-type: none"> • Revised the letter of intent to be more balanced between philosophy and concrete details 	One (1) charter sector leader

9/11/2016	Local educators	Focus group with local educators around potential name change for the school	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> The group was split as far as whether or not to change the name from “Perspectives Academy Charter School” to something else Some felt that the name was vague and somewhat inaccessible Others felt that it really matches what we are trying to create 	<ul style="list-style-type: none"> We will seek additional input from others in the community about the name of the school 	Six (6) local educators
9/27/2016	Real estate developers, community leaders	Met with McGuire Development to introduce BCCS, source properties, and discuss their business model for helping charter schools with facilities	McGuire Development Buffalo	<ul style="list-style-type: none"> McGuire can source a number of properties, both former schools, and sites that would require adaptation for school use The McGuire team believes that the near east side might be a good place to locate the school 	<ul style="list-style-type: none"> Set follow-up meeting Agreed to have McGuire introduce BCCS leadership to a number of other developers and properties 	Three (3) McGuire team members (current and former)
9/27/2016	Real estate experts, community leaders	Met with CBRE Managing Director and team to introduce the school, source properties, and discuss their business model for helping schools with facilities	CBRE Buffalo	<ul style="list-style-type: none"> CBRE thinks that there are facilities to be looked at along the Main St. corridor They are especially interested in a potential mixed-use match 	<ul style="list-style-type: none"> Set up appointments through CBRE for leadership to meet a number of landlords and see a number of properties 	Three (3) CBRE team members
10/12/2016	Real estate experts, community leaders	Met with Plaza Group representative to introduce the school, gather information about Plaza Group’s business, and tour a potential school site	Potential School Site Ellicott District Buffalo, NY	<ul style="list-style-type: none"> Plaza Group feels that the Ellicott district property is ideal given the needs of the school and the fact that the building’s last usage was also for a charter school 	<ul style="list-style-type: none"> The property has limited parking, outside space, and no possibilities for expansion; at this point we’ll table these negotiations 	Two (2) CBRE and Plaza Group team
10/12/2016	Real estate developers, community	Met with CEO of Tri-Main building to introduce the school, gather information	Tri-Main Building 2495 Main	<ul style="list-style-type: none"> Tri-Main is interested in the project, but wants to wait until we are further along in the 	<ul style="list-style-type: none"> We will reach out again should we reach the next phase of the application process 	

	leaders	about Tri-Main's business	St., Buffalo, NY	application process		
10/17 /2016	Law expert, community leader	Met with partner at Barclay Damon LLP to introduce school project, understand more about charter school representation, and make connections to other community leaders	Spot Coffee 225 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> • Strong support of the mission and vision of the school • Desire to connect our leadership with a number of young, talented Barclay Damon professionals as potential board members 	<ul style="list-style-type: none"> • Agreed to do a meet and greet event at Barclay Damon on a date TBD 	One (1) communit y leader
10/18 /2016	Community leaders	Met with CEO and Vice President of Community Impact of the Community Foundation of Greater Buffalo to introduce the school, understand the role of the foundation in the non-profit and education landscape	CFGB Larkin at Exchange 726 Exchange St., Buffalo, NY	<ul style="list-style-type: none"> • Many of their efforts in education are currently bundled in the Say Yes support program • The leadership was very positive about the mission and vision that we shared • The CEO offered to connect us with a board support venture that the foundation has helped move forward – Charity Strong 	<ul style="list-style-type: none"> • We will definitely locate the school within the Buffalo City School District so that our students can benefit from the offerings of Say Yes • We have created an online account with Charity Strong as a way to support the growth and development of our board of trustees now and in the future 	Two (2) communit y leaders
10/20 /2016	Real estate developers, community leaders	Met with Cedarland Development CEO and team to introduce the school idea, gather information about Cedarland's business, and tour a potential school site.	Potential School Site Fillmore Disctrict Buffalo, NY	<ul style="list-style-type: none"> • Cedarland has a number of projects working on the east side of Buffalo • They were excited by the mission and vision of BCCS and would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> • The site is a former commercial property that has been vacant for a number of years and would provide a largely blank slate to build a school into • BCCS asked to see potential plans for a 50,000 sq. ft. portion of the building 	Three (3) Cedarland and McGuire team members
10/21 /2016	Community leader, maker space expert	Met with the executive director and various artists of the Foundry to introduce the school, gather information about the	The Foundry 298 Northampt on St.,	<ul style="list-style-type: none"> • Strong support for the mission and vision of the school • A lot of excitement about the potential for artist entrepreneurs working out of the Foundry to 	<ul style="list-style-type: none"> • Keep the foundry abreast of our progress • Check in about a more formal partnership further along in the process 	Four (4) communit y leaders

		youth programming at the Foundry, and tour the Foundry's facilities	Buffalo, NY	work with our students in their Innovations class projects		
10/24 /2016	Real estate developers, community leaders	Met with Catholic Charities CEO to introduce the school, gather information about Catholic Charities real estate, and tour a potential school site.	Potential School Site Fillmore District, Buffalo, NY	<ul style="list-style-type: none"> • Catholic Charities has a nearly move-in-ready property on the east side • They were excited by the mission and vision of BCCS and would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> • The site is a former school, so it has many desired amenities • BCCS determined that between a smaller than ideal square footage, and an inability to significantly expand, we would table the deal for the time being asked to see potential plans for what a 50,000 sq. ft. portion of the building might look like 	Two (2) Catholic Charities and McGuire team members
10/27 /2016	Regent Collins	Sent letters introducing the school project and requesting a meeting.	Email	<ul style="list-style-type: none"> • None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again 	One (1) education official
10/27 /2016	Mayor, Superintendent, Board and Council Members	Sent letters introducing the school and requesting a meeting.	Post	<ul style="list-style-type: none"> • Received response from three Common Council Members (Rivera, Feraletto, Wingo) 	<ul style="list-style-type: none"> • Scheduled face-to-face meetings with each of those council members 	Twenty (20) city officials
10/27 /2016	Buffalo Assembly-people and Senators	Sent letters introducing the school and requesting a meeting.	Post	<ul style="list-style-type: none"> • Received response from 1 elected official (Kennedy) 	<ul style="list-style-type: none"> • Scheduled face-to-face meeting with Senator Kennedy's office 	Three (3) state officials
11/04 /2016	Mayor, Superintendent, Board and Council Members	Sent follow-up emails to the BPS Superintendent, School Board Members, Buffalo City Mayor, and Common Council Members introducing the school and requesting a time to meet.	E-Mail	<ul style="list-style-type: none"> • None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again at next phase of the process 	Twenty (20) city officials

11/04 /2016	Buffalo Assembly- people and Senators	Sent follow-up emails introducing the school and requesting a time to meet.	E-Mail	<ul style="list-style-type: none"> • None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again at next phase of the process 	Two (2) state officials
11/06 /2016	Local educators	Focus group with local educators around building a culture of excellent character and discipline systems to support that culture	159 Baynes St., Buffalo	<ul style="list-style-type: none"> • Educators love the name “Buffalo Commons” • Culture with high expectations, student empowerment, & strong relationships b/t adults & students • Disciplinary system with clear boundaries and consequences, instructive in nature as opposed to punitive 	<ul style="list-style-type: none"> • We will likely adopt the name “Buffalo Commons” • Leadership will draft a disciplinary system includes elements of the Responsive Classroom approach and/or the Restorative Justice approach 	
11/08 /2016	Real estate developers, community leaders	Follow-up meeting with McGuire development team	McGuire Developme nt 560 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> • McGuire set up a number of walk-throughs of potential school sites • The McGuire team was unsure whether the school sites we’ve seen so far would effectively draw students from all over the city as per our mission 	<ul style="list-style-type: none"> • Buffalo Commons’ leadership asked McGuire to concentrate on properties centrally located enough to draw a student body from all over the district 	Three (3) McGuire team members (current and former)
11/16 /2016	Regent Collins	Follow-up email introducing the school and requesting a meeting.	Email	<ul style="list-style-type: none"> • None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again by phone 	One (1) education official
11/18 /2016	Council- member	Met with Joel Feroletto, Common Councilmember to introduce BCCS, understand the Councilmember’s view on charter schools, and discuss the Delaware District	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> • Mr. Feroletto was generally positive about the school project • He was unsure about the level of interest for a new charter school within the Delaware District 	<ul style="list-style-type: none"> • Plan specific outreach/recruitm- ent events in the Delaware District • Keep the council-member updated on the progress of the school 	One (1) councilme- mber

11/18 /2016	Council- member	Met with David Rivera, Common Councilmember to introduce BCCS, understand the Councilmember's view on charter schools, and discuss the Niagara district	Sweet_ness 7 Café 220 Grant St., Buffalo	<ul style="list-style-type: none"> • Mr. Rivera was positive in all regards and pledged to offer a letter of support when appropriate. 	<ul style="list-style-type: none"> • Will request letter of support when appropriate 	One (1) councilme- mber
11/20 /2016	Real estate developers, community leaders	Met with Ellicott Development Vice President to introduce Buffalo Commons, gather information about Ellicott's business, and tour a potential school site.	Potential School Site Masten District, Buffalo, NY	<ul style="list-style-type: none"> • Ellicott has a number buildings that might be of interest • At this site they need to check the fit of the program as well as the financial feasibility • Excited by the BCCS mission & would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> • BCCS asked to see potential plans for what a renovation of the building might look like 	Four (4) Ellicott and McGuire team members
11/22 /2016	Community leader	Met with 43 North Communications Director to introduce BCCS, learn more about 43 North's youth programming, and determine how we might work together in the future	43 North 640 Ellicott St., Buffalo, NY	<ul style="list-style-type: none"> • 43 North runs a startup for schools program that BCCS would be welcome to participate in 	<ul style="list-style-type: none"> • We will stay connected moving forward, and when BCCS has a student body enrolled we'll figure out how to get them involved with 43 North 	One (1) communit y leader
11/29 /2016	Community leader, maker space expert	Met with the education director of the Foundry to introduce the school, gather additional information about the youth programming at the Foundry	The Foundry 298 Northampt on St., Buffalo, NY	<ul style="list-style-type: none"> • Strong support for the mission and vision of the school • A lot of excitement about the potential for artist entrepreneurs working out of the Foundry to work with our students in their Innovations class projects 	<ul style="list-style-type: none"> • Agreed to try and map our Innovations class curricula to some of the areas of expertise that the Foundry has, as a first step in what could be a long term partnership 	One (1) communit y leader
11/30 /2016	Elected Official	Met with Councilmember Ulysses Wingo's legislative assistant to introduce BCCS,	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> • Strong support for the overall mission • Interest in potential location in Masten district 	<ul style="list-style-type: none"> • Scheduled a follow-up meeting with the Councilmember 	One (1) assistant to the councilme

		understand the Councilmember's role as Chair of the education committee, and discuss Masten district as a potential location for BCCS				-mber
12/03 /2016	Prospective Families	Hosted a meet/greet at a community member's home to introduce team, current vision, and to solicit feedback on school plan	163 Taunton Pl., Buffalo	<ul style="list-style-type: none"> • Strong support for design-based learning class • Need to be located within reasonable distance of highways 	<ul style="list-style-type: none"> • Added feedback to ideal facility profile 	6 parents with students between the ages of 2 and 6.
12/04 /2016	Local educators	Focus group with local educators around parent outreach activities	159 Baynes St., Buffalo	<ul style="list-style-type: none"> • Educators loved the idea of using a mission-aligned, design style activity to jumpstart a discussion amongst parents moving forward • The survey was too long 	<ul style="list-style-type: none"> • Revised the survey to be more succinct 	Six (6) local educators
12/07 /2016	Prospective Families	Hosted a meet/greet at a community center to introduce team, current vision, and to solicit feedback on school plan	Jewish Community Center – Holland Building Delaware Ave., Buffalo	<ul style="list-style-type: none"> • Strong support for design-based learning class • Strong support for advanced coursework 	<ul style="list-style-type: none"> • Cemented the idea we'd had to offer a flexible skill instruction band for all students in the middle school schedule that would allow for deeper learning, and potential access to accredited advanced coursework (i.e. Regents courses and tests) • Due to strong positive response, agreed to offer another session in coming months 	Six (6) parents with students between the ages of 2 and 4
12/07 /2016	Elected Official	Met with members of Senator Tim Kennedy's team in order to introduce BCCS, understand the	Sen. Kennedy Office 2239 South	<ul style="list-style-type: none"> • The Senator is supportive of public district schools, though he is not against charter schools categorically 	<ul style="list-style-type: none"> • Agreed to keep the Senator's office updated on our progress 	Two (2) assistants to the Senator

		Senator's position on charter schools, and discuss South Buffalo as a potential location for BCCS	Park Ave., Buffalo	<ul style="list-style-type: none"> • South Buffalo Charter School exhibits a strong influence in the portion of the city represented by the Senator 		
12/07 /2016	Area Regent	Met via teleconference with Regent Collins to introduce Buffalo Commons, better understand the charter landscape in Buffalo, and understand her educational vision for the area	Phone	<ul style="list-style-type: none"> • The Regent was interested in our project, and agreed that Buffalo was in need of excellent schools for all students • She recommended that we reach out to the SED charter office to make sure that Buffalo is able to support further growth of new charter schools • If the charter office was positive about the prospect of new charters in Buffalo, the Regent expressed interest in learning more about BCCS as a potential option for Buffalo area students 	<ul style="list-style-type: none"> • Our leadership followed up with the charter school office at SED, and found that they were supportive of applications for new schools from the Buffalo area • We reached back out to the Regent in hopes of following up on her willingness to learn more about Buffalo Commons 	One (1) Regent
12/08 /2016	Buffalo News, Buffalo Rising, The Challenger, Karibu News, Buffalo Rocket, Public Magazine, WBFO	Launched press release and event listing campaign with local media outlets	Print, Online, Radio	<ul style="list-style-type: none"> • Interview with WBFO that was not picked up for release 	<ul style="list-style-type: none"> • Continue outreach • Expand number of outlets 	Approx. 145,000 daily readers and listeners (with at least 138,00 distinct users)

12/09 /2016	Subscribers to the email list	Launched BCCS Newsletter to update subscribers on happenings and progress	Email	<ul style="list-style-type: none"> • Very positive reactions to the five campaigns that we have sent out so far 	<ul style="list-style-type: none"> • Continue this outreach on a bi-weekly basis 	To date, 150 subscribers
12/10 /2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	North Park Library 975 Hertel Ave. Buffalo	<ul style="list-style-type: none"> • Strong support for design-based learning class • Need for afterschool • Need for translation of school materials 	<ul style="list-style-type: none"> • Added Google Translator widget to website • Will begin to offer flyers, etc. in multiple languages 	Five (5) community members
12/12 /2016	Afterschool administrator, maker space expert	Met with Program Director at Engineering for Kids Buffalo to introduce BCCS, understand Engineering for Kids as a potential afterschool component, and maker spaces in education more broadly	Tipico Coffee Buffalo, NY	<ul style="list-style-type: none"> • Directed us toward Invention Convention as a solid framework for creative problem-solving in schools • Recommended finding a structured creativity program for the Innovations class 	<ul style="list-style-type: none"> • Agreed to continue to work together to plan the Innovations curriculum, especially for the elementary age range 	One (1) afterschool administrator
12/14 /2016	Elected Official	Met with Councilmember Ulysses Wingo to introduce BCCS, understand the Councilmember's role as Chair of the education committee, and discuss Masten district as a potential location for BCCS	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> • Strong support for the overall mission • Interest in potential location in Masten district 	<ul style="list-style-type: none"> • Agreed to keep the councilmember abreast of our progress • Seek more public support during next phase 	Two (2) team members from the councilmember's office
12/14 /2016	Elected Official	Met with the Buffalo city comptroller to follow up on meeting from the summer	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> • Stressed the importance of connecting with the current Regent, Dr. Collins • Positive reaction to our positive forward movement over the past 	<ul style="list-style-type: none"> • Validated our thinking about making sure to understand the Regent's viewpoint and seek her substantive feedback on our proposal 	One (1) elected official

				months		
12/17 /2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Crane Library 633 Elmwood Ave. Buffalo	<ul style="list-style-type: none"> • Strong support for more school options in general 	<ul style="list-style-type: none"> • Due to strong positive response, agreed to offer another session in coming months 	Eighteen (18) community members
12/20 /2016	Community leader, higher-ed leader	Met with the JUSTICE Project (JP) administrator from Canisius College to introduce BCCS, learn more about the JP, and determine if there is a chance of working more closely together	Tipico Coffee 128 Fargo Ave., Buffalo, NY	<ul style="list-style-type: none"> • Strong support of school's mission and vision • Interest in having Canisius undergraduate education majors fulfill some service or credit hours through mentorship of BCCS students in Innovations class 	<ul style="list-style-type: none"> • Agreed to follow-up about potential partnership at next phase of application 	One (1) community leader
12/22 /2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Dudley Library 2010 South Park Ave. Buffalo	<ul style="list-style-type: none"> • Desire for specialized programming for children on the autism spectrum • Desire for bussing • Desire for school to be active in the hyper-local community 	<ul style="list-style-type: none"> • Due to strong positive response, agreed to offer another session in coming months • Validation of the plan for bussing • Validation of the assumption that community members would want the school to play a meaningful role in its geographic community 	Ten (10) community members
12/27 /2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Porter Library 280 Porter Ave. Buffalo	<ul style="list-style-type: none"> • Strong support for design-based learning • Some community members felt unclear about how the school would help students make "meaningful connections" with 	<ul style="list-style-type: none"> • Revised elements of the application to more clearly describe the relationship between the school and the community at large 	Five (5) community members

				the community.		
12/29 /2016	Real estate experts, community Leaders	Follow-up meeting with Ellicott Development Vice President	295 Main St., Buffalo	<ul style="list-style-type: none"> • Ellicott Development believes that the site in the Masten district will fit the program of BCCS 	<ul style="list-style-type: none"> • BCCS will furnish Ellicott with further materials • Ellicott will determine the financial feasibility of the project 	Two (2) from Ellicott and McGuire
01/03 /17	Family involvement experts, community leaders	Met with the leadership of EPIC to introduce BC, understand more about family involvement with at-risk populations, and determine in what ways we might work together in the future	EPIC Office 1000 Main St. Buffalo, NY	<ul style="list-style-type: none"> • Family involvement efforts should be differentiated for different groups of parents – EPIC could be helpful in sharing that framework and assisting in the creation and/or delivery of accompanying professional development 	<ul style="list-style-type: none"> • 	Three (3) members of EPIC’s leadership team
01/12 /2017	Local (and prospective) parents	Focus group with local parents	159 Baynes St., Buffalo	<ul style="list-style-type: none"> • Strong support for the mission and vision of the program 	<ul style="list-style-type: none"> • Validated much of the work that we’ve done 	Three (3) local parents
1/14/ 2017	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Riverside Library 820 Tonawanda St., Buffalo	<ul style="list-style-type: none"> • Strong support for design-based learning • Desire to leverage that kind of learning into career-readiness • Interest in a gifted and talented style program that is not Olmsted (PS 64) 	<ul style="list-style-type: none"> • Due to strong positive response, agreed to offer another session in coming months • In response to career-readiness we’ll look to design the Innovations class so that it exposes students to some of the Buffalo Area’s best CTE disciplines • The desire for a gifted and talented approach fits well with the proposed Innovations class 	Fifteen (15) community members

01/15/2016	Local educators	Focus group with local educators around drafts of curriculum descriptions for the application	159 Baynes St., Buffalo	<ul style="list-style-type: none"> • Educators were very positive about the middle school portions • Wanted greater clarity about the elementary portions 	<ul style="list-style-type: none"> • Revised elementary portions accordingly 	Six (6) local educators
01/21/2017	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Frank E. Merriweather Library 1243 Jefferson Ave, Buffalo	<ul style="list-style-type: none"> • Strong support for design-based learning • Desire to leverage that kind of learning into career-readiness • Parents articulated need for afterschool, sports, and enrichment opportunities 	<ul style="list-style-type: none"> • Validated the idea to design Innovations in a way that maps well to local CTE high school programs • We have begun to outreach to afterschool providers in order to find a potential partner 	Seven (7) community members
1/28/2017	Interested community members, prospective families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	East Clinton Library 1929 Clinton St., Buffalo	<ul style="list-style-type: none"> • Very supportive of the whole-child approach • Some confusion about the “personal reflection” • Strong support of Innovations • Strong desire to see the program expand to offer high school 	<ul style="list-style-type: none"> • Revisit how we are framing the personal reflection time 	Seven (7) community members
1/31/2017	Prospective families	Hosted a meet/greet at a community member’s home to introduce team, current vision, and to solicit feedback on school plan	Sun Restaurant Williamsville, NY	<ul style="list-style-type: none"> • Strong support for the Innovations class • Strong desire to see the program expand to offer high school • Desire for a focus on character education 	<ul style="list-style-type: none"> • Find ways to more clearly emphasize our school-wide character values 	Five (5) prospective parents
02/02/2017	Real estate experts, community leaders	Met via teleconference with the executive director of the Richardson-Olmsted Complex Restoration (ROCR) to introduce BCCS, better understand phase two of the redevelopment of the	Phone	<ul style="list-style-type: none"> • Strong mission alignment between BCCS and the ROCR • They would like to do a walk-through of a couple potential sites on the campus later in the month 	<ul style="list-style-type: none"> • Followed up with the ROCR executive director to schedule the walk-through 	Three (3) community leaders

		complex, and determine if there could be a potential match for facility				
02/4/ 2017	Interested community members, prospective families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	East Delavan Library Buffalo, NY	<ul style="list-style-type: none"> • Strong support for the mission and vision of BCCS • General desire for more high quality school options 	<ul style="list-style-type: none"> • Continue outreach efforts in this micro-community that feels starved for better options 	Thirteen (13) community members
2/11/ 2017	Prospective families	Hosted a meet/greet at a community member's home to introduce team, current vision, and to solicit feedback on school plan	Buffalo, NY	<ul style="list-style-type: none"> • Strong support of Innovations class • Strong support of vision for community engagement • Desire to see mission streamlined 	<ul style="list-style-type: none"> • Validates much of what the team has done • BCCS leadership will review the mission statement 	Five (5) prospective families
02/23 /2017	BPS Superintendent and School Board Members	Sent emails or letters informing the Superintendent and the school board of our progress on to the second phase, and requesting a meeting	Email/Post	<ul style="list-style-type: none"> • Scheduled a meeting with representatives of the Superintendent's staff, Dr. Mauricio, and Dr. Fitzgerald • No response from the school board members as yet 	<ul style="list-style-type: none"> • Meeting with Superintendent's cabinet scheduled for 3/24/17. • Resolved to reach out again to the school board at next phase of the process 	Ten (10) city officials
02/22 /2017	Refugee Community and Service Providers	Introduced BCCS and distributed literature at an event that brings together Buffalo's refugee population and service providers	Jericho Road Community Center Buffalo, NY	<ul style="list-style-type: none"> • Refugee population is in great need of better school options that take their needs into account • The population feels relegated to a few of Buffalo's public schools • The programs offered at those schools aren't acknowledging student strengths – they are only focused on English language weaknesses • Strong support of BCCS design, and "over the counter" 	<ul style="list-style-type: none"> • Agreed to post updates to the Refugee Roundtable listserv, thereby reaching a more targeted audience electronically • Connected with numerous resettlement agency representatives and will follow up in order to set up opportunities to connect directly with those families 	Approx. 100 community members and leaders

				admissions clause (see admissions policy)		
02/23 /2017	Buffalo Mayor and Common Council Members	Sent follow-up emails introducing the school and requesting a time to meet.	E-Mail/Post	<ul style="list-style-type: none"> • None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again at next phase of the process 	Ten (10) city officials
02/23 /2017	Real estate developers, community leaders	Met with Richardson-Olmsted Complex Representatives and Lead Architects to introduce BCCS, gather information about the ROC, and tour a potential school site.	Potential School Site Delaware District, Buffalo, NY	<ul style="list-style-type: none"> • ROC is in the middle of phase two, and thinks that Building 13 could be a good fit for a charter school • They had a strong positive reaction to BCCS mission, vision and program and would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> • Both parties agreed to exchange the information necessary to move the project to the next step 	Five (5) Ellicott and McGuire team members
03/11 /2017	Prospective Parents and Charter Sector Leaders	Introduced BCCS and distributed literature at a Charter Student Recruitment Fair that brought together prospective parents and charter school representatives from around the city	St. John Baptist Church Family Life Center Buffalo, NY	<ul style="list-style-type: none"> • Strong support for the mission and vision of BCCS from both parents and educators alike • Importance of sibling preference was mentioned by more than one parent 	<ul style="list-style-type: none"> • Validates our work on the school program • Will follow up with individual parents 	Approx. 40 parents and charter sector members
03/15 /2017	Regent Collins	Sent email updating the Regent on our progress and requesting a meeting.	Email	<ul style="list-style-type: none"> • None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again at next phase 	One (1) education official
04/05 /2017	Helene Kramer	Introduced the school, understood the opening experience of Charter School of Inquiry	Phone	<ul style="list-style-type: none"> • Helene spoke about the need to get the school leader right from the beginning • Helene pledged to be of 	<ul style="list-style-type: none"> • Resolved to reach out again at next phase • Differentiate from CSI around problem-solving teaching versus 	One (1) education official

				whatever support possible, especially with some similarities between inquiry and innovations	inquiry, and consider a location somewhat removed from CSI	
04/20/2017	Charter school legal expert	Met to discuss process of choosing legal representation for charter schools	Spot Coffee Elmwood Buffalo, NY	<ul style="list-style-type: none"> • Discussed timeline • Discussed approximate costs 	<ul style="list-style-type: none"> • Resolved to reach out again once charter approval is imminent 	One (1) legal consultant
05/06/2017	Prospective families	Hosted a meet/greet at a community member's home to introduce team, current vision, and to solicit feedback on school plan	Buffalo, NY	<ul style="list-style-type: none"> • Strong support of Innovations class • Questions about whether city students get a preference 	<ul style="list-style-type: none"> • Validates much of what the team has done • Need to clarify message about who is eligible to enroll 	Five (5) prospective families
06/01/2017	Interested Community Members	Began a at least weekly Facebook postings	Online	<ul style="list-style-type: none"> • Increasing reach • Increasing follows and likes 		Approx. 150 people per week
06/03/2017	Prospective families and community members	Co-sponsored a Pop-Up-Park event on Buffalo's eastside. Introduced team, current vision, and solicited feedback	Jesse Clipper Square	<ul style="list-style-type: none"> • Strong support of creative problem-solving • Frustration with lack of school choices • Creative problem solving shouldn't be just for students labeled as gifted and talented 	<ul style="list-style-type: none"> • Validates much of what the team has done 	20 prospective families and community members
06/04/2017	Prospective families and community members	Sponsored a table at WNY Invention Convention. Introduced team, current vision, gave out swag, solicited feedback	Buffalo Museum of Science	<ul style="list-style-type: none"> • Strong support of creative problem-solving in a daily class • Strong support of Main Street corridor as location • Strong support of K-5 opening 	<ul style="list-style-type: none"> • Validates much of what the team has done 	250 prospective families and community members

06/13 - 20/20 17	Prospective families (targeting 5 th grade)	Met with families at Beecher, Masten, Baird and Babcock B&G Clubhouses. Introduced part of the team, described program and took input.	Buffalo, NY	<ul style="list-style-type: none"> • Busing was a big issue • K & 5 opening was a big plus for a number of parents • Generally positive response to more better choices 	<ul style="list-style-type: none"> • Validated much of our work • Follow up with individuals that signed up to stay connected 	50 prospective parents
06/17 /2017	Prospective families and community at large	Sponsored a table at Buffalo's Juneteenth Festival. Introduced team, current vision, gave out swag, solicited feedback.	Martin Luther King Park	<ul style="list-style-type: none"> • K & 5 opening was a big plus for a number of parents • Generally positive response to more better choices 	<ul style="list-style-type: none"> • Validated much of our work • Follow up with individuals that signed up to stay connected 	100s of community members; approx. 40 prospective families
06/24 /2017	Prospective families and community at large	Sponsored a table at Buffalo's Taste of Diversity Festival. Introduced team, current vision, gave out swag, solicited feedback.	Buffalo's Westside (Grant Street)	<ul style="list-style-type: none"> • K & 5 opening was a big plus for a number of parents • Generally positive response to more better choices • Questions about afterschool • Questions about busing 	<ul style="list-style-type: none"> • Validated much of our work • Follow up with individuals that signed up to stay connected • Highlighted need to connect with after school program operator 	100s of community members; approx. 40 prospective families
07/07 /2017	Prospective families and community at large	Co-sponsored a Pop-Up-Park event on Buffalo's west side. Introduced team, current vision, and solicited feedback.	Lafayette and Hoyt Buffalo, NY	<ul style="list-style-type: none"> • Strong support of creative problem-solving • Frustration with lack of school choices 	<ul style="list-style-type: none"> • Validates much of our work 	20 prospective families
07/11 /2017	Babcock B&G Club Executive Director	Met with Kevin Glover, ED of the Babcock B&G Club, to learn about after school programming and potential community partnerships.	Spot Coffee Hertel Buffalo, NY	<ul style="list-style-type: none"> • Gained understanding of school-based B&G Clubs • Discussed potential volunteer roles 	<ul style="list-style-type: none"> • Kevin will consider volunteer opportunities 	1 (one) community leader

07/19 /2017	Prospective families (targeted toward K)	Met with families at the CAO Head Start screening. Introduced team, vision, and solicited feedback.	Drexel 122 Schiller Buffalo, NY	<ul style="list-style-type: none"> • Generally supportive of new school option 	<ul style="list-style-type: none"> • Invited back for their orientation • Follow up with individuals that signed up to stay connected 	20 prospective families
07/22 /2017 and 08/05 /2017	Neighbors of potential school site and community at large	Went door-to-door in the neighborhoods near potential school site. Introduced team, vision, and solicited feedback. Left information for folks who were not home.	Main Street Corridor and Masten District Buffalo, NY	<ul style="list-style-type: none"> • Overwhelmingly positive about a new school nearby 	<ul style="list-style-type: none"> • Validated much of our work • Follow up with individuals that signed up to stay connected 	Approx. 40 convos w/ neighbors & left info for 50 households
07/22 /2017	Community leader	Met with Charley Fisher, candidate for Erie County 2 nd District Legislator, and his staff. Introduced vision, and solicited feedback.	Buffalo, NY	<ul style="list-style-type: none"> • Supportive of charter schools • Supportive of a new school option nearby 	<ul style="list-style-type: none"> • Follow up with other community leaders that Charley recommended 	1 community leader and 2 staff members
07/24 /2017	Community leaders	Met with CAO Head Start site directors. Introduced team, current vision, and solicited feedback.	Buffalo, NY	<ul style="list-style-type: none"> • Provided positive feedback 	<ul style="list-style-type: none"> • We were invited to meet with families during orientation 	3 site directors
07/24 /2017	Prospective families (targeted toward K)	Met with families at the CAO Head Start screening. Introduced team, vision, and solicited feedback.	Buffalo, NY	<ul style="list-style-type: none"> • Generally supportive of new school option 	<ul style="list-style-type: none"> • Invited back for their orientation • Follow up with individuals that signed up to stay connected 	20 prospective families
07/26 /2017	Prospective families and community at large (targeted toward kindergarten)	Met with families at the CAO Head Start screening. Introduced team, current vision, and solicited feedback.	Ferry Academy Buffalo, NY	<ul style="list-style-type: none"> • Generally supportive of new school option 	<ul style="list-style-type: none"> • Follow up with individuals that signed up to stay connected 	10 prospective families

Public Official Outreach Letter (October 2016)

159 Baynes Street
Buffalo, NY 14213

October 27, 2016

Ms. Paulette Woods
Buffalo Public Schools
712 City Hall
Buffalo, NY 14202

Dear Ms. Woods:

My name is Rachel Beerman. My husband, Daniel Brink-Washington, and I, along with our young son, relocated to Buffalo last year from Brooklyn, NY. We are reaching out to you to let you know about a project that we are working on to create a new charter school in Buffalo.

I grew up in Buffalo, NY and attended Buffalo public schools from kindergarten through high school. After pursuing my post secondary education, I returned to Buffalo and taught at Tapestry Charter School for 4 years. From there, I relocated to Brooklyn, NY, where I was a founding faculty member at Brooklyn Prospect Charter School. It was there that Danny and I met, as he was also a founding educator and school leader at Brooklyn Prospect.

Spending 6 years at Brooklyn Prospect, a high performing diverse charter school, was a pivotal experience in both our professional lives. We had the opportunity to participate in the creation of a school that has come to represent the best in what charter education has to offer. Working with exceptional faculty under dedicated and inspirational leaders, we experienced the effect a strong school can have on its community.

While leaving was difficult, we moved to Buffalo in 2015 in order to rejoin family and, inspired by Brooklyn Prospect, to continue our careers as educators while working toward the creation of a new charter school. Danny is currently teaching at Elmwood Village Charter School, Buffalo's highest performing non-selective school, and we have spent the last year learning about Buffalo's educational landscape, building a strong team of educators, and beginning to draft our charter school application for Buffalo Commons Charter School (tentatively titled). Buffalo Commons is committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community. We envision beginning with

Public Official Outreach Letter (October 2016)

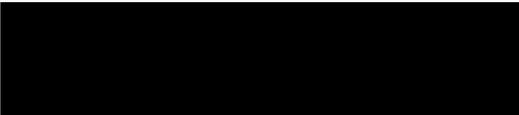
a K-8 school located in the heart of Buffalo that will serve a student body which mirrors the diverse demographics of Buffalo's school district. We believe that every child in Buffalo deserves a world-class education.

We are excited to work closely with members of the community, including district and public officials, to ensure that Buffalo Commons Charter School complements the existing landscape of district and charter schools in the city. Giving Buffalo another high quality school option for families and students is our highest priority. We believe in Buffalo's greatness, and we know that education and equity are essential for promoting our city's renaissance.

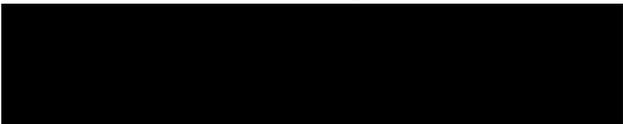
We would be interested in telling you more about the proposed school and getting your feedback. Please let us know if and when you might have time to meet.

Sincerely,

Rachel Beerman



Daniel Brink-Washington





Initial Outreach to Area New York State Regent

mail.com>

Buffalo Teacher Hoping to Open New Charter School 2018: Danny Brink-Washington

1 message

Daniel Brink-Washington

Thu, Oct 27, 2016 at 1:21 PM

To:

Bcc: Rachel Beerman <

Good Afternoon Dr. Collins,

My name is Danny Brink-Washington. We have never met, but I know, as the Regent representing the Buffalo area, you work tirelessly on behalf of our city and our children. Thank you for that service.

I am currently teaching at Elmwood Village Charter School, Buffalo's highest performing non-selective school, and I have spent the last year learning about Buffalo's educational landscape, building a strong team of educators, and beginning to draft our charter school application for Buffalo Commons Charter School (tentatively titled). Buffalo Commons would be committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community. We envision beginning with a K-8 school located in the heart of Buffalo that will serve a student body which mirrors the diverse demographics of Buffalo's school district. We believe that every child in Buffalo deserves a world-class education.

We are excited to work closely with members of the community to ensure that Buffalo Commons Charter School complements the existing landscape of district and charter schools in the city. Giving Buffalo another high quality school option for families and students is our highest priority. We believe in Buffalo's greatness, and we know that education and equity are essential for promoting our city's renaissance.

We would be interested in telling you more about the proposed school and getting your feedback. Please let us know if and when you might have time to meet.

Sincerely,

Danny Brink-Washington

PS: If you are interested in my background, please check out the website of [Brooklyn Prospect](#), the school that I helped found seven years ago. I served as their K-12 Dean of Student Support Services before making the move to Buffalo a year and a half ago.



Buffalo Commons offers a world-class education to a student body that reflects the diversity of our great city.

The future is bright with Buffalo Commons...

- Planned opening Fall 2018
- Located in the heart of Buffalo
- Initially serving grades K and 5
- Offering K-8 by 2022

Stay Connected...

- Subscribe to updates at www.buffalocommonscharter.org
- Connect with us on social media

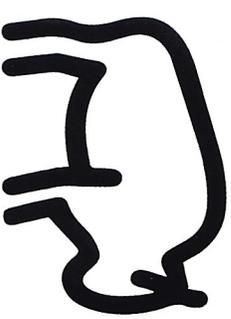


Buffalo Commons
Charter School

Building the future, together.

www.buffalocommonscharter.org

info@buffalocommonscharter.org



Buffalo Commons
Charter School

Building the future, together.

Our Mission

Buffalo Commons prepares

Brochure Sample #1 (December 2016)

open-minded citizens of our democracy. We are committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community.



Each day, students receive individually tailored academic instruction in small groups.



Rigorous Academics

Our students are held to the highest academic standards in all subjects. We use research-based teaching techniques to promote academic achievement.



Excellence in Teaching

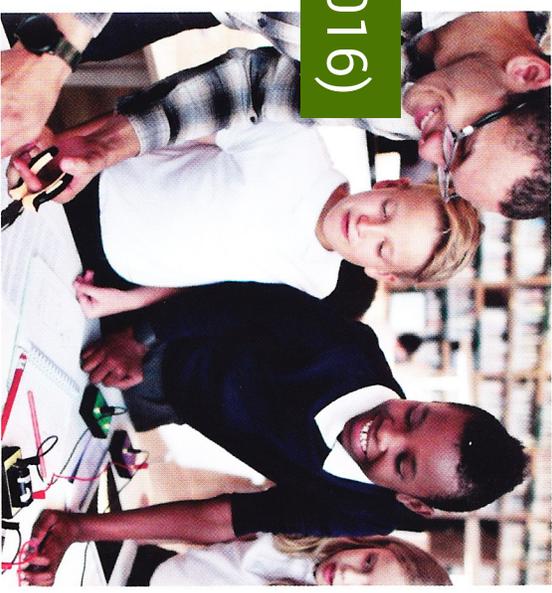
We hire, develop, and retain excellent teachers. Every teacher on our team is devoted to professional growth, collaboration, and accountability.

Our Mission

Buffalo Commons prepares

Brochure Sample #1 (December 2016)

open-minded citizens of our democracy. We are committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community.



Students engage in creative problem-solving every day in our signature Innovations class.



Design-Based Learning

Every day our students use critical thinking and cutting-edge methods for creative problem-solving to take on exciting and important community problems.



A Whole-Child Approach

We want students to be well balanced. Our students spend time each day in physical activity, artistic expression, and personal reflection.



Tailored Instruction

We tailor instruction to each student. Daily small-group instruction ensures that children receive the support and enrichment they deserve.



Family Partnerships

We believe connections between home and school are vital for student success. We work closely with families to support every student's growth.

Community Forum Sample Flyer



BUFFALO COMMONS Charter School

COMMUNITY FORUMS WINTER 2016-17

We want your input!

Buffalo Commons is an innovative proposed charter school that will open in the fall of 2018, initially serving Kindergarten and 5th Grade. We are seeking input from families in every community of Buffalo in order to offer the best possible school for our students.

Join us at any of the public meetings at the Buffalo and Erie County Libraries listed on the right to share your point of view and to offer feedback on our innovative school design. Contact us online to show your support and offer your ideas electronically.

We look forward to connecting with you soon.

DECEMBER 2016

North Park Branch

- December 10, 2016 @ 1:00 pm
- 975 Hertel Ave.

Crane Branch

- December 17, 2016 @ 4:15 pm
- 633 Elmwood Ave.

Dudley Branch

- December 22, 2016 @ 6:30 pm
- 2010 South Park Ave.

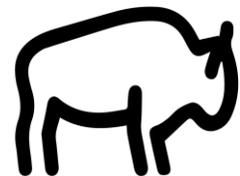
Niagara Branch

- December 27, 2016 @ 5:15 pm
- 280 Porter Ave.

JANUARY 2017

Dates and Times TBD

- Merriweather Branch
- East Delavan Branch
- East Clinton Branch
- Riverside Branch



Buffalo Commons
Charter School

www.buffalocommonscharter.org

info@buffalocommonscharter.org

Community Forum Announcement Sample (January 2017)

Buffalo Commons Update: Saturday Community Forum at Frank E. Merriweather Branch Library

1 message

Buffalo Commons Charter School <info@buffalocommonscharter.org>
Reply-To: Buffalo Commons Charter School <info@buffalocommonscharter.org>
To: Danny [REDACTED] >

Thu, Jan 19, 2017 at 1:13 PM



This Saturday afternoon will be the sixth event in our Winter Community Forum series. We will be at the Frank E. Merriweather Branch Library. We are excited to share the vision for Buffalo Commons with parents and community members from all over our great city. Hope to see you there!

Share Your Opinions: Take Our Quick Survey

Community Forum Announcement Sample (January 2017)



COMMUNITY FORUMS

Winter 2017

We want your input.

Buffalo Commons is an innovative proposed charter school that will open in the fall of 2018, initially serving kindergarten and 5th grade. We are seeking input from families in every community of Buffalo in order to offer the best possible school for our students.

Join us at any of the public meetings at the Buffalo and Erie County Libraries listed below to learn more about our innovative school design and share your ideas.

We look forward to seeing you.

Make Buffalo Commons a Reality: Sign the Petition

Community Forum Announcement Sample (January 2017)

Merriweather
Branch
Library

East Clinton
Branch
Library

East Delavan
Branch
Library

January 21st
@ 4:00 pm

January 28th
@ 12:00 pm

February 4th
@ 11:00 am

[1324 Jefferson Ave.](#)

[1929 Clinton St.](#)

[1187 E. Delavan Ave.](#)



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You are receiving this email because you expressed interest in Buffalo Commons on our website, in person, or at one of our events.

Our mailing address is:

Buffalo Commons Charter School
159 Baynes St.
Buffalo, NY 14213

[Add us to your address book](#)

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#)

MailChimp

 Correspondence with Volunteer Focus Group Leader om>

QQ: How did the event go with your sister, et. al.?

Alexandra Helfer 

Thu, Feb 2, 2017 at 8:48 PM

To: Daniel Brink-Washington  >

Hey Danny,

It went really well. There were 5 women. I did a modified version of the 'build your ideal school' activity- all 5 chose 'critical thinking & problem solving skills' as an attribute they'd want to see in their ideal school. Small class sizes and restorative justice were popular choices too. As for feedback on Buffalo Commons, they *loved* the idea of the Innovations class, although one question was how design-based learning differs from problem-based learning or inquiry learning. When they expressed that it is important to them that their children develop strong interpersonal skills, I was able to point out that the Innovations class is a class where we hope to hone in on just that. They like that we value community connections and said they like when their children actually get out in the community. They also liked our goal of growing into a high school that uses the IB program.

They seemed to want to know more about character education and be assured that the focus wasn't just on grades, but on character development as well, especially in the younger grades. They mentioned they'd like to see older students and younger students working together, perhaps as some sort of buddy system? Two of the women also said they would want to see foreign language in the curriculum, beginning in Kindergarten.

Overall, it went really well and our server at the restaurant actually happened to be a former student of Rachel's who knew all about Buffalo Commons! Her name was Anni, I believe. I have paper copies of the survey results so I'll be sure to input those electronically. Let me know if you need anything else! Also, I wish I could help this Saturday but we will be in Ellicottville. Keep me posted on baby updates and give Rachel my best!

Allie

On Thu, Feb 2, 2017 at 1:03 PM, Daniel Brink-Washington  > wrote:

| Number of people, feedback, etc?

Internal Board Communication Re: Community Outreach

Follow up from 2 B&G Club meetings

Sheri Rodman <[REDACTED]> Fri, Jun 16, 2017 at 9:38 AM
To: Daniel Brink-Washington <[REDACTED]>, "Rachel B." <[REDACTED]>

Hi guys, good morning -

Wanted to shoot you a quick message (that actually turned out quite long, apologies!) with some thoughts and takeaways after my first two community outreach events.

Reach

On Wednesday at the Masten B&G club there were 15 adults in attendance and yesterday in South Buffalo there were 28. Are we keeping track of our reach somewhere? I think these numbers will likely grow much faster than our sign-ups, and may be worth tracking.

Sign-Ups

I was a bit disappointed by the number of actual sign ups. I only got 1 the first night and 3 + the director of the program last night. I think we need to spend some time strategizing about this. Is the goal to get as many people to sign up as possible? I and the message were well received both nights, but many people didn't sign up for a plethora of reasons - their kids aren't the right ages, they are happy with their current school, they are moving, they don't live in the city of Buffalo, etc. The sign ups are at the end of this message.

The Pitch

When we spend time at the retreat talking about the pitch, I think we need to have two different strategies - one for an event where we have a table and people approach us, and one for an event where we speak to a group of people. On Wednesday I simply spent a few minutes talking to the group and answered one question. Yesterday I tried to make it more engaging - asked for a show of hands how many people have a 3 or 4 year old who will go to kindergarten next year, and 8 or 9 year old who have a kid going into 4th this year and 5th next, and how many are in BPS v charters. Then I gave my brief pitch. Then answered many more questions. The second approach seemed to go much better. I also tried to convince them that they should sign up even if the school may not be a good fit for them because they could share the information with a neighbor, cousin, etc. Not sure if this actually enticed anyone.

Questions for the FAQ

Here are some questions I received - we may want to add them to the FAQ sheet.

- Do you plan to have a high school too?
- Will you accept students with IEPs?
- Do you have a location yet?
- Will there be a dress code?
- My kids aren't the right age, should I still sign up?

Location

I was excited to attend the Masten one because I know it's closer to our desired location... But I was really impressed with the diverse group of parents last night in South Buffalo. Of the 28 adults, there were 9 African Americans, 12 white, 6 Latino, and 1 Arab American (is that the right term?) I may be off base, but I wonder if we should reconsider our ideal location.

Following up with Directors

I was pretty impressed with Kevin Glover, the director from the South Buffalo club. He used to be the after school coordinator at Buffalo United. I obviously don't know him well, but think he may be worth trying to have another conversation with to gauge his interest in getting involved with the project - either as a board member or some sort of partner. I was less impressed with Pam from Masten, but it's probably worth following-up with her too to just to thank her again and see if she can recommend anyone who we may want to connect with. If you guys agree, I'm happy to do that follow-up.

Misc. thoughts and questions

- Both meetings had a sign-in system for the parents in attendance. I was wondering if it would've been appropriate for us to put ours out next to the official one with a little sign that says "sign up for more information about a new charter school in Buffalo!" or something like that. What do you think? Not sure if that would have yielded more sign ups.
- Want to note that the Coca Cola Bottling Company of Buffalo and General Mills sponsored projects at the clubs. We should make a list somewhere of potential sponsors for a BC project - like building a gym :)

Sheri

Sharocca Cilst
Bernice Colon
Linda Masluh -
Latasha Smith
Kevin Glover -



Internal Board Communication Re: Community Outreach



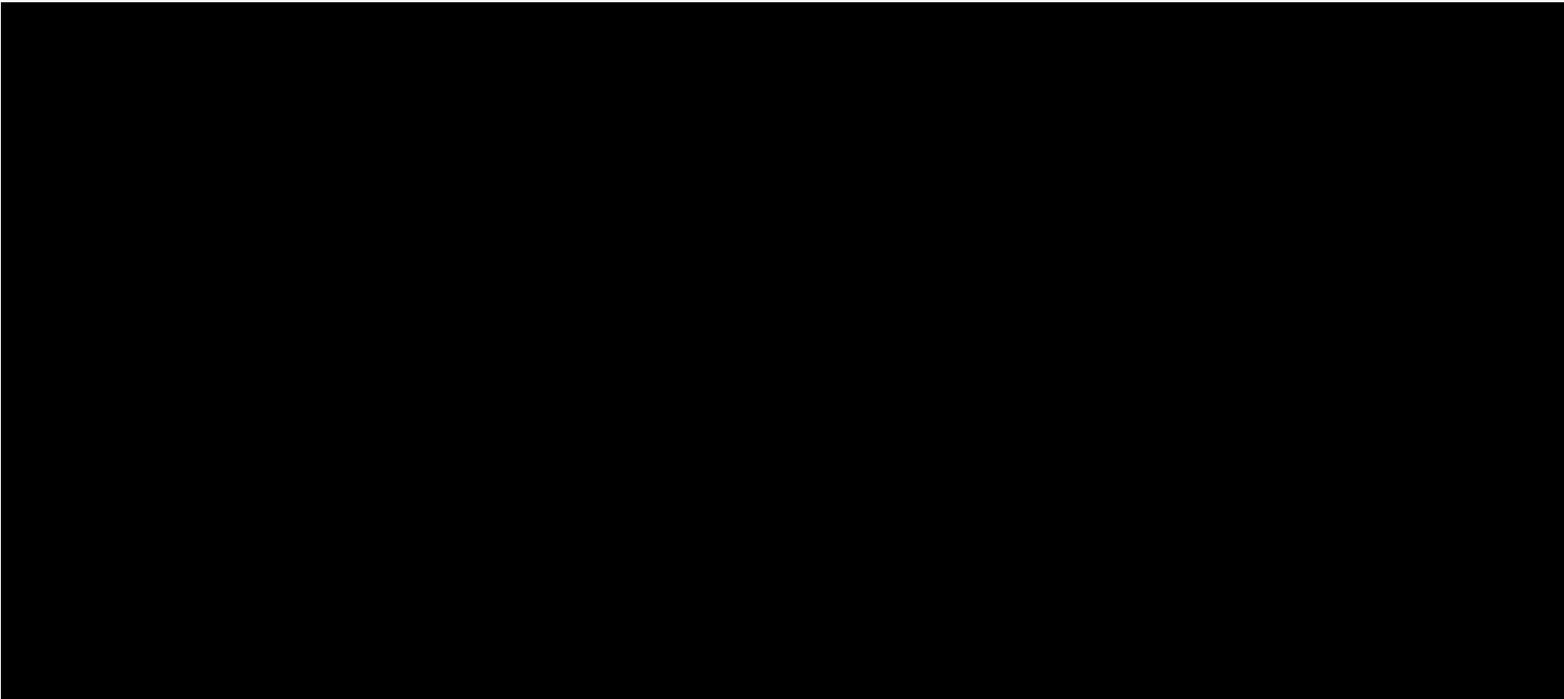
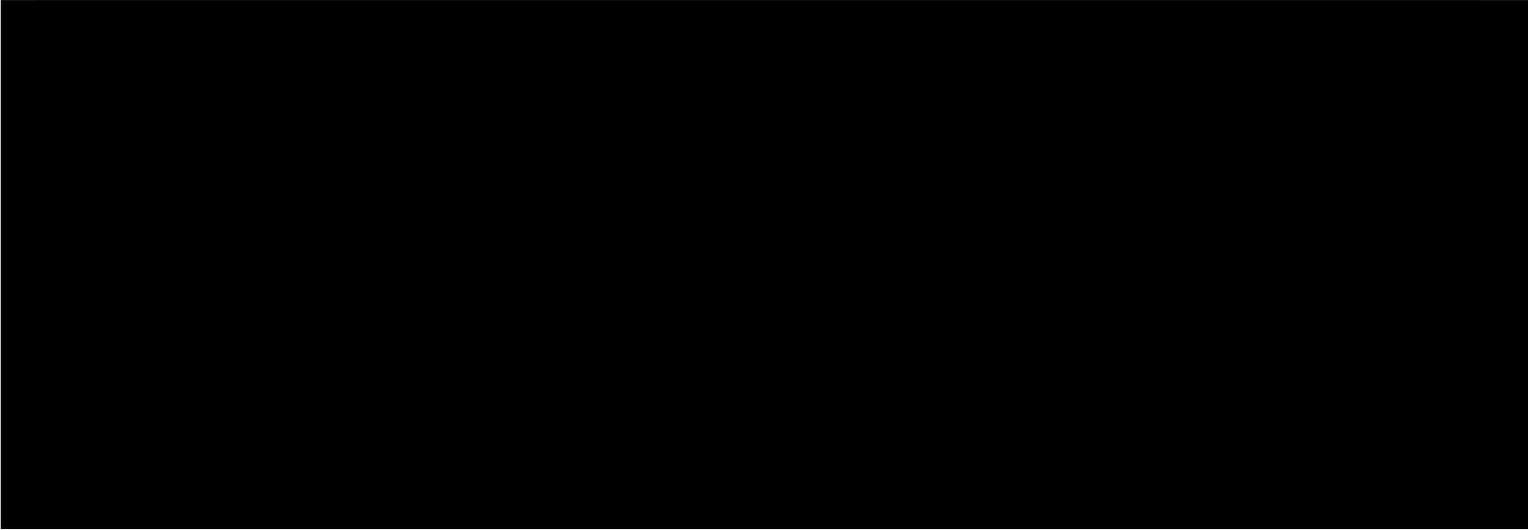
Gm

Sample Community Contact and Response

gmail.com>

Introduction

6 messages



Facebook Sample #1



Buffalo Commons Charter School added 3 new photos.

June 3 at 5:53pm · 🌐

Had a great time today helping give kids a chance to be creative and think critically at Jesse Clipper Square. Thanks, Pop-Up-Park and American Legion!



👍 Like

💬 Comment

Facebook Sample #2



Buffalo Commons Charter School added 4 new photos
— at [Buffalo Museum of Science](#).

June 4 at 10:36am · Buffalo · [🌐](#)

Big props to all the young inventors that showcased their creative problem solving at Invention Convention this morning! Buffalo Commons was proud to co-sponsor this awesome annual event.



[👍 Like](#) [💬 Comment](#)

Facebook Sample #3



Buffalo Commons Charter School added 3 new photos.

June 24 at 5:28pm · 🌐

Taste of Diversity was fantastic today! We were thrilled to be out celebrating Buffalo's rich and varied cultures!



👍 Like

💬 Comment





Buffalo Commons offers a world-class education to a student body that reflects the diversity of our great city.

The future is bright with Buffalo Commons.

- Planned opening Fall 2018
- Located in the heart of Buffalo
- Initially serving grades K and 5
- Offering K-8 by 2022

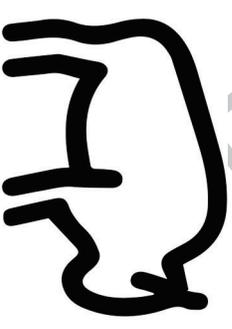


Buffalo Commons
Charter School

Building the future, together.

www.buffalocommonscharter.org

info@buffalocommonscharter.org



Buffalo Commons
Charter School

Building the future, together.

Our Mission

Buffalo Commons prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.



Each day, students receive individually tailored academic instruction in small groups.



Students engage in creative problem-solving every day in our signature Innovations class.

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Our students are held to the highest academic standards in all subjects. We use research-based teaching techniques to promote academic achievement.



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Every day our students use critical thinking and cutting-edge methods for creative problem-solving to take on exciting and important community problems.



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We want students to be well balanced. Our



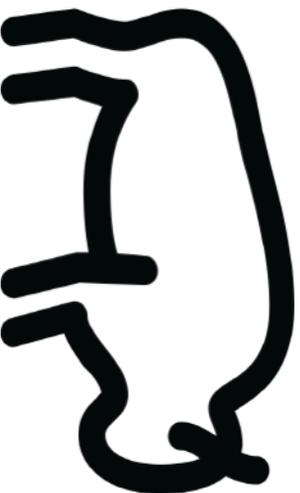
Family Partnerships

We believe connections between home and school are vital for student success. We work closely with families to support every student's growth.



Neighborhood Walk Half Sheet Flyers

Opening Fall 2018
Grades K & 5



Buffalo Commons

Charter School

www.buffalocommonscharter.org

Building the future, together.

Buffalo Commons Charter School prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Opening Fall 2018
Grades K & 5



Buffalo Commons

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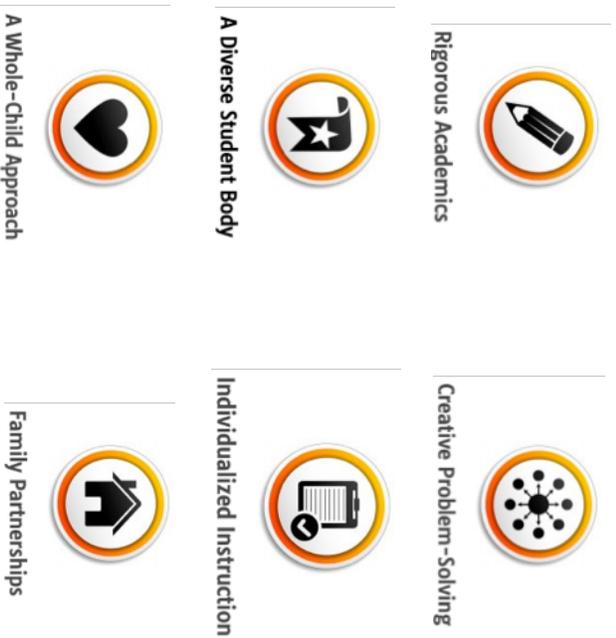
Buffalo Commons Charter School prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Who? When? Where?

We will serve students in kindergarten and Grade 5 in the fall of 2018. After that, we will add a grade each year until we serve students in grades K-8. We will be centrally located along Buffalo's Main St. corridor with busing available from day one.

Our Approach

BCCS combines rigorous and engaging academics with creative problem-solving opportunities in a supportive and well-rounded environment. We are committed to:



Stay Connected

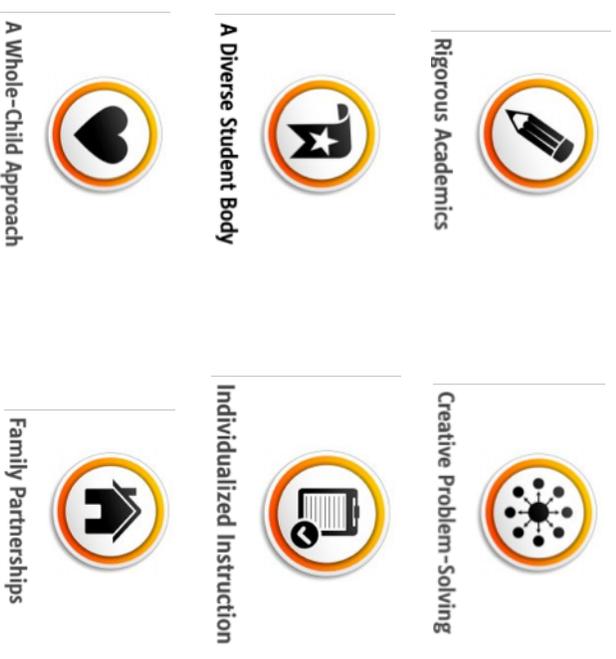
Go to our website, www.buffalocommonscharter.org, and sign up for email updates so you stay connected!

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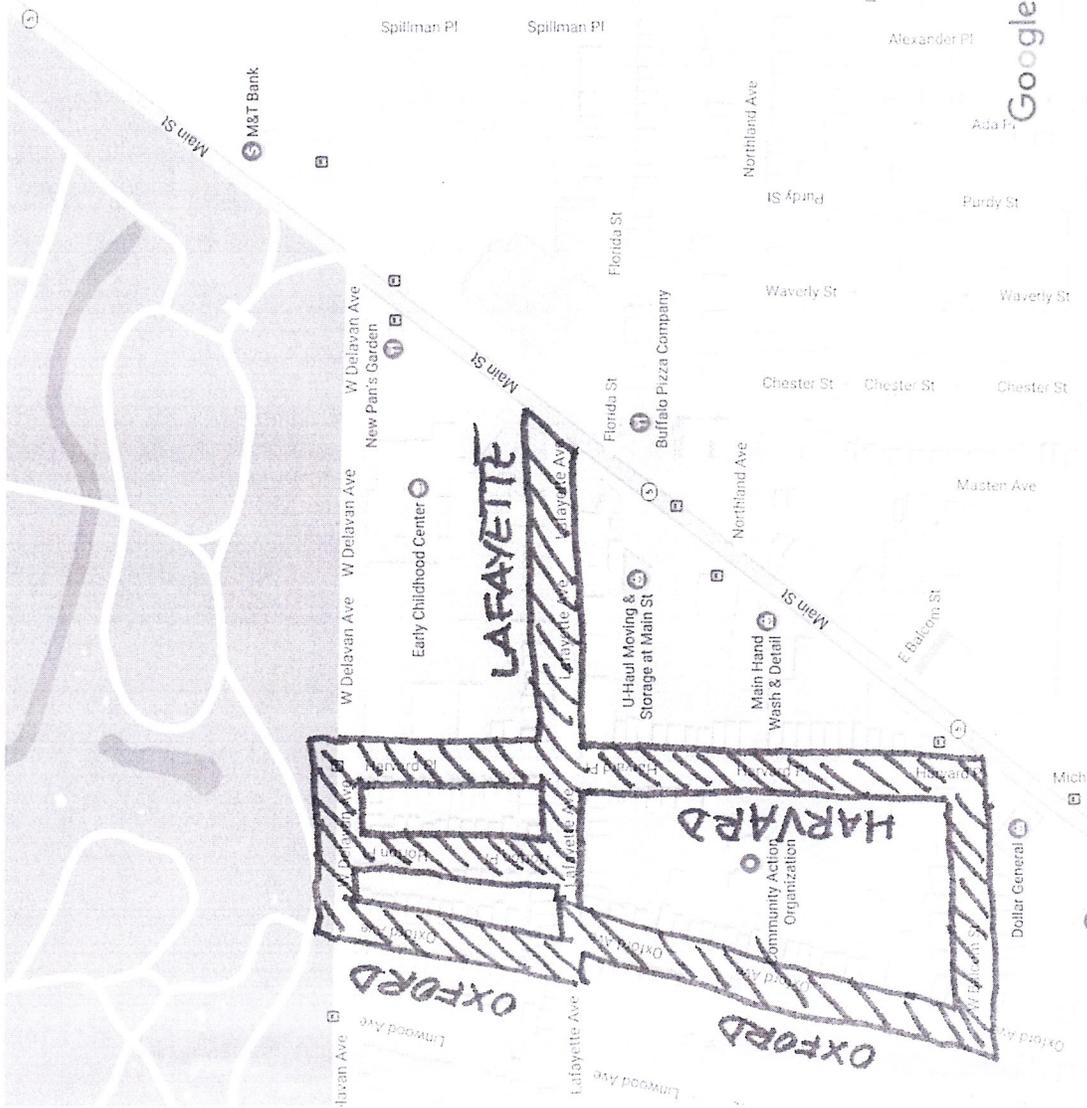


Stay Connected

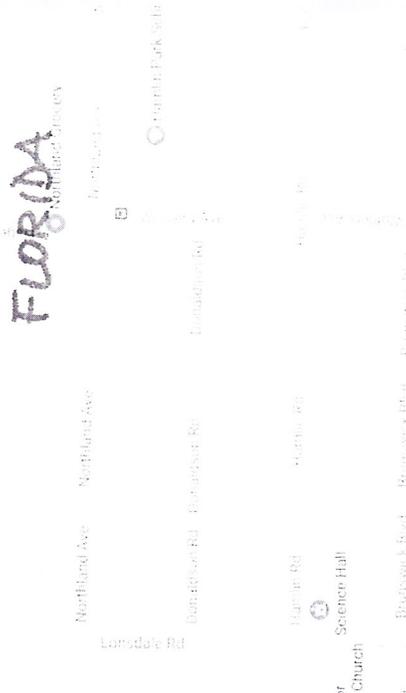
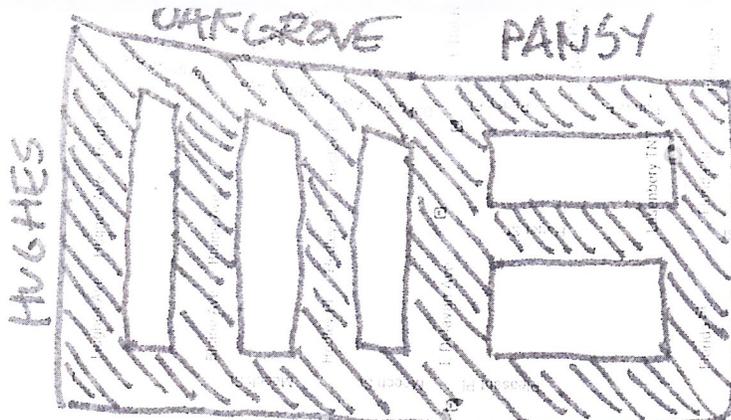
Go to our website, www.buffalocommonscharter.org, and sign up for email updates so you stay connected!

Neighborhood Walk Half Sheet Flyers

Google Maps BCCS Neighborhood Walks 7/22/2017



Sample Neighborhood Walk Map



Community Survey Analytics

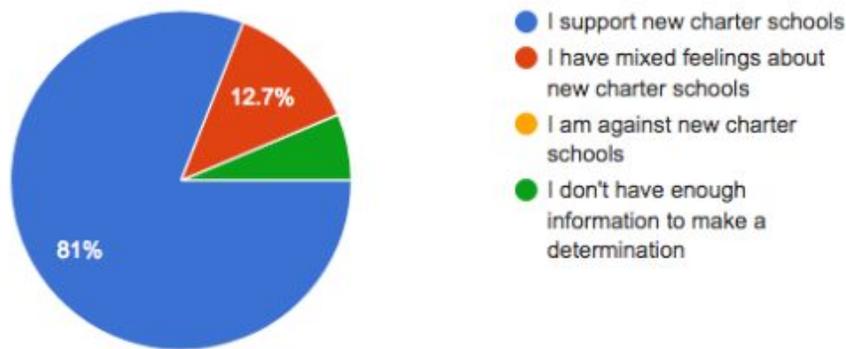
Buffalo Commons Charter School Community Survey

63 responses

[Publish analytics](#)

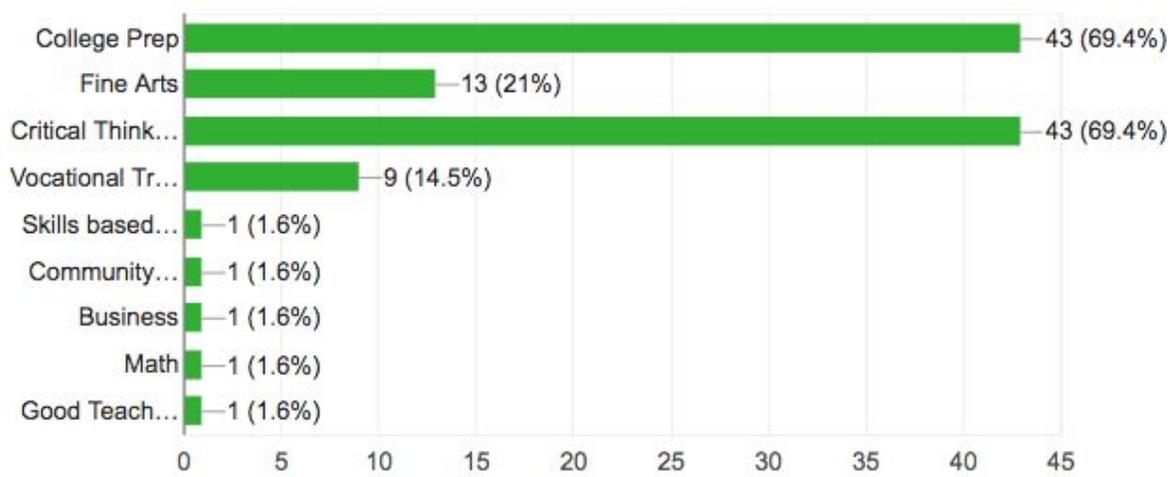
To what extent do you support new charter schools in Buffalo?

63 responses



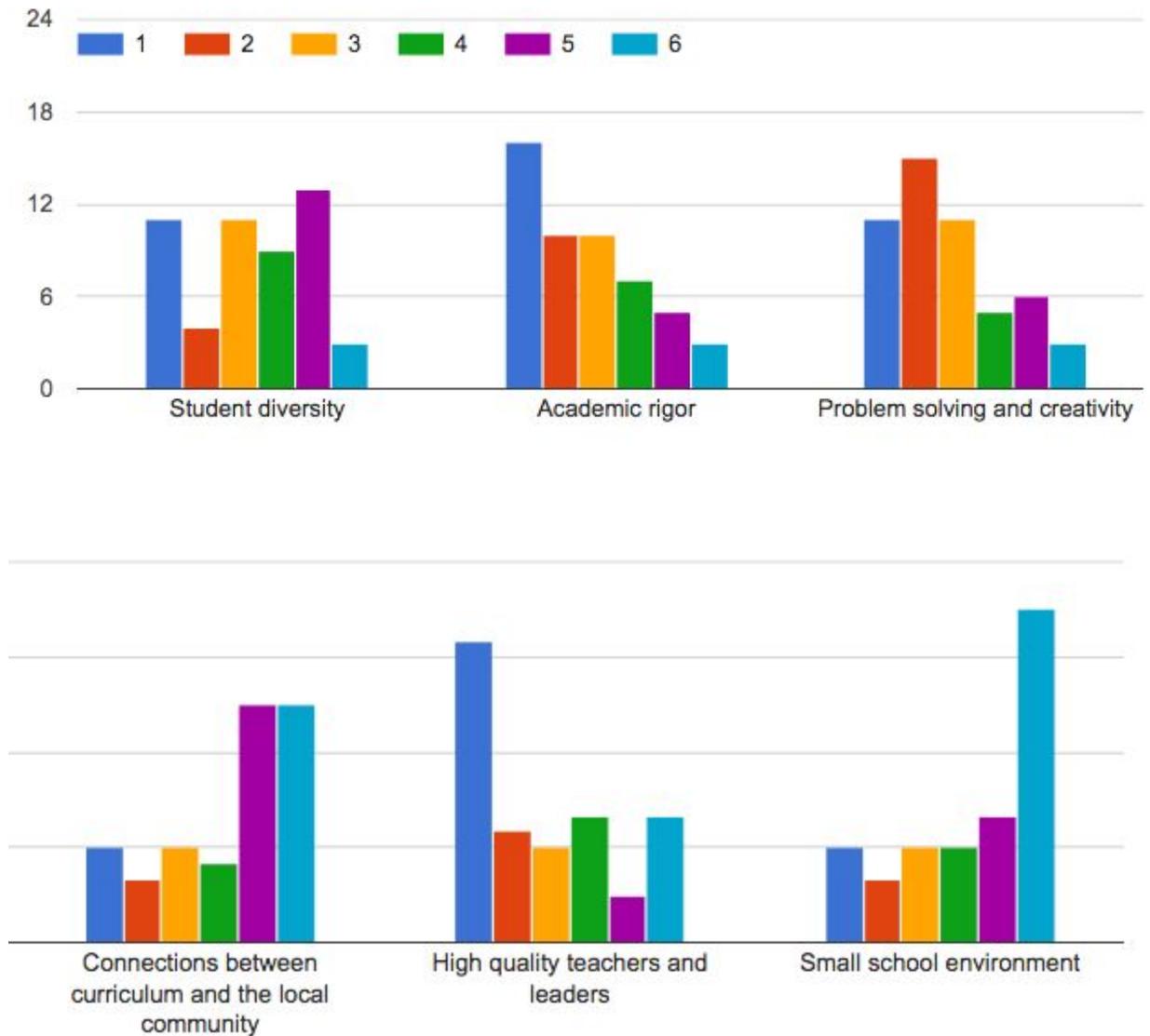
What kind of special school programs do you want to see more of in Buffalo? (check up to 2 boxes)

62 responses



Community Survey Analytics

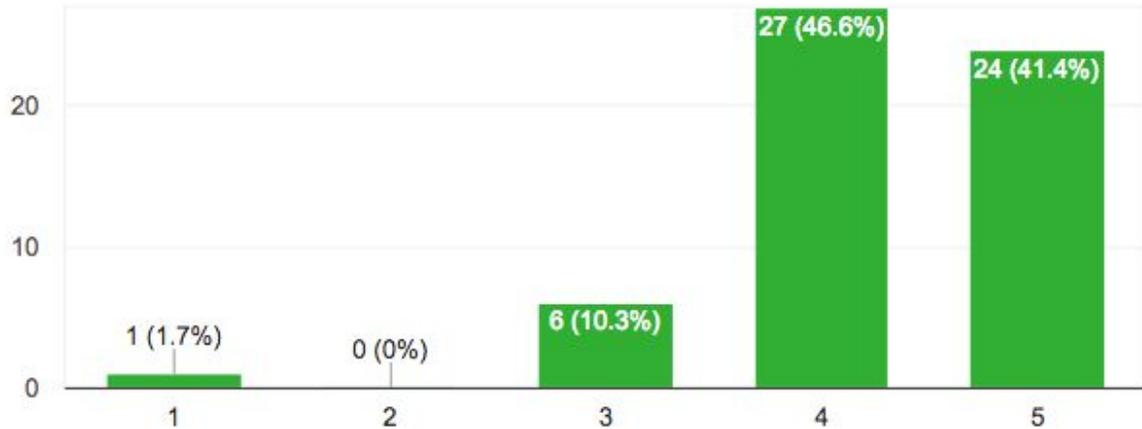
Rank each of the following school values in order of importance. One (1) being the most important and six (6) being the least important.



Community Survey Analytics

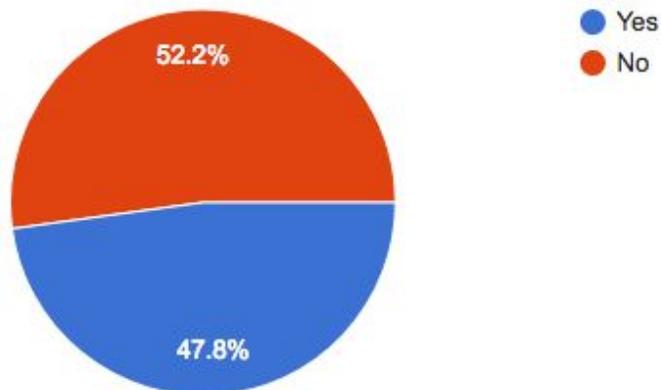
How likely would you be to recommend Buffalo Commons to a parent or enroll your own child there?

58 responses



Do you have school age children in the Buffalo area?

46 responses



Letter of Support

To: Commissioner MaryEllen Elia

Re: Letter of Support for Buffalo Commons Charter School Application

Cc: David Frank

Dear Commissioner Elia,

I write with enthusiasm in support of the Buffalo Commons Charter Applications led by Daniel Brink-Washington and Rachel Beerman.

I am confident Buffalo Commons will further the education interests of Buffalo's student population for three reasons:

1. Strength of the leadership
2. Strength of the school design
3. Need for racially and economically integrated schools

Daniel and Rachel are both founding members of the Brooklyn Prospect Charter School team and are superb educators, highly qualified to start a school in New York state. They are the perfect pairing of strong community history and education leadership needed when starting a school. Daniel is a person of color and truly outstanding education leader. Before they left for Buffalo, we were grooming Daniel to lead a school. Rachel is a Buffalo native with deep roots in the community they hope to serve. In addition, they have the specific founding experience necessary to make Buffalo Commons a success.

I have been personally mentoring Daniel since he began his planning, and he possesses the vision and persistence to succeed with a start-up school. Rachel started her teaching career at Tapestry charter school, and her history expeditions are still some of the best Social Studies lessons that I have witnessed in my 25 years as a professional educator.

Daniel and Rachel have been pounding the pavement for the past year in order to fully understand the needs and wants of the Buffalo community. Buffalo Commons students will collaborate with one another in order to address real world problems that we face. Their program will ensure that every student has strong language arts and math skills, keeping them on track to be college ready. I am confident that Buffalo Commons will succeed in raising student performance to a college ready bar.

Finally, Buffalo is critically in need of more integrated schools. As a co-founder of the National Coalition of Diverse Charter Schools, school choice can be an excellent tool for integrating public schools. Both Daniel and Rachel have a deep commitment to diversity, and Buffalo Commons will attract students from wide-range of socioeconomic and racial backgrounds.

Assuming they receive a charter, I will continue to serve as a leadership mentor to Daniel as well as utilize all of Brooklyn Prospect's technical expertise to support the school.

Respectfully,



Daniel Kikuji Rubenstein
Founder and Executive Director
Brooklyn Prospect Charter School

Letter of Support

Danielle M. Bruno

March 10, 2017

Mr. Daniel Brink-Washington, Lead Applicant
Buffalo Commons Charter School
Buffalo, NY 14213

Dear Daniel:

I write this letter in support of your application for the proposed Buffalo Commons Charter School, planned to open in September 2018 in Buffalo, New York. As a fellow school leader, I recognize the need for more high performing, diverse schools that provide opportunities for students in Buffalo to acquire the knowledge and skills that will set them on a path to excel in life. As your current supervisor and colleague, I am confident that you will lead your school team towards successful outcomes, and that Buffalo Commons Charter School will contribute in an exceptionally positive manner to the educational landscape of Buffalo.

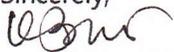
Drawing on 25 years of experience in the field of education, I can attest to the strength and pledge my support of your vision and mission, particularly with respect to the following attributes:

- A commitment to recruiting and enrolling a diverse student body that mirrors the demographics of the city of Buffalo, and a commitment to increasing intercultural competence
- Engaging and rigorous curriculum and instruction
- Critical thinking and problem solving through the *Design Thinking* approach
- Opportunities for community-based civic engagement
- Development of a rich and engaging organizational culture that attracts and retains highly effective teachers and leaders

It is my sincere hope that we will enjoy a long and fruitful collaborative relationship as fellow charter school Directors. I welcome opportunities for us to work in tandem to share our collective practices with respect to systems, practices, curriculum, and professional development for the benefit of our schools and our students.

I am pleased to offer my strong support to Buffalo Commons Charter School. I believe that this institution of learning will enable greater numbers of students from all backgrounds access to an environment that allows them to reach their fullest potential.

Sincerely,



Danielle M. Bruno, Ed.M/M.A.



New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

March 15, 2017

To whom it may concern:

I write this letter in support of the development and approval of the Buffalo Commons Charter School. I met with their proposed school leader, Daniel Brink-Washington, in Fall of 2016 and was impressed by his comprehension of the challenges that children in Buffalo face. I was excited at the prospect of having a school that was actively trying to reduce barriers between students in a traditionally segregated city by committing to host a racially and socio-economically diverse student body. Our organization, The Foundry, partners with multiple youth programs and schools which bring students together from different (and often contrasting) backgrounds and recognize that diversity is especially important in our increasingly polarized country as it allows students a broader perspective and increases understanding and compassion for their peers.

We are most excited by Buffalo Commons' proposed class Innovations, a daily, design-based interdisciplinary course that will allow each student to develop superior critical thinking and creative problem-solving skills. The Foundry's focus is on providing opportunities for applied learning and to allow students to work on solving real-world problems that affect our community, so we are excited to find that the proposed charter school is equally committed to connecting students with real-world problems. We find this method of instruction helps students engage in a way where theoretical problems do not.

If approved, we look forward to working with the planning team at Buffalo Commons on curriculum that would allow students access to multiple career exploration opportunities. At our facility, we have 35 businesses in various trades with which the students can engage as well as fully equipped makerspaces (woodshop, metalshop, advanced manufacturing, textiles, etc) where the students can learn about design and building in a hands-on capacity. We are pleased to offer support for Buffalo Commons Charter School.

Sincerely,

Megan McNally
Executive Director, The Foundry



Letter of Support

Subject: Buffalo Commons Charter School

To Whom it May Concern

As the Executive Director of Western New York Invention Convention, I'm writing this letter in support of the exciting new endeavor that is Buffalo Commons Charter School. Of particular interest to me, as Executive Director of the board at WNYIC, is the emphasis that BCCS is putting on its *Innovations* class.

The mission of WNYIC is "To promote creative thinking and encourage scientific problem-solving for students in grades K-8". We provide teachers and students with guidance and tools for creative thinking that helps them as they research and craft their inventions for their school-based Invention Convention and culminates with them representing their school in the region-wide annual Western New York Invention Convention.

The emphasis the BCCS *Innovations* class puts on effectively embedding the skills of creativity, critical thinking, collaboration, and communication as outlined by the Partnership for 21st Century Skills directly lines up with our broader mission.

We see remarkable innovation shown when students pair their creativity skills with Science, Technology, Art, Engineering, and Math (STEAM) as they develop solutions to challenges that they've encountered in their daily lives. The interdisciplinary nature of the *Innovations* course as well as the overarching school objective of making instructional connections with the community through structured fieldwork in the Buffalo area also speaks to the emphasis on understanding community and solving challenges in their everyday lives.

I hope when Buffalo Commons Charter School becomes a reality, that Western New York Invention Convention will be able to work closely with the teachers, students, and parents in furthering creative thinking as a way to make valuable changes in the community and beyond.

Thank you for your time & consideration!

Sincerely,

Merry Constantino
Executive Director
WNY Invention Convention

WNY Invention Convention Inc. is a 501(c)(3) Corporation

***Thank you for
recognizing the
value of our
programs!***

Letter of Support

March 13, 2017

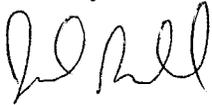
To whom it may concern:

I am writing as a city of Buffalo resident to express my support for the Buffalo Commons Charter School. This school is of particular interest to me because one of the possible locations is in my immediate neighborhood at the former Niagara Lutheran Home on East Delavan Avenue.

I believe the six core commitments of the Buffalo Commons Charter School offer a solid foundation upon which a successful school can be built. Their commitments to student achievement and excellence in teaching directly address some of the main concerns within the Buffalo school system. Small group and individual instruction in math and literacy skills will help the students by allowing them to learn these crucial skills at their own pace with support and guidance. The Innovations program can help the youth build critical thinking skills and problem-solving skills that will help them become leaders in the future. Finally, the intent to build connections with the community can help to bring the curriculum to life for students while promoting civic engagement.

I support the Buffalo Commons Charter School and suggest that it be authorized by the New York State Department of Education.

Sincerely,



Joel Russell





March 15, 2017

New York State Education Department
80 Washington Avenue
Board of Regents, Room 110 EB
Albany, NY 12234

Dear Members of the Board of Regents:

On behalf of the National Coalition of Diverse Charter Schools (the Coalition), I am pleased to write in support of the application of the Buffalo Commons Charter School.

The Coalition is a national organization devoted to the creation and expansion of high quality, racially and economically diverse public charter schools. Our growing membership includes over 100 schools in 14 states and the District of Columbia. The schools are popular with parents and have long waiting lists. Many more diverse charter schools are needed to meet parent demand and to mitigate the deleterious impact of concentrated poverty and racial isolation in Buffalo and other highly segregated communities. If approved, Buffalo Commons would be only the 3rd diverse charter school in Buffalo.

We commend the founders of Buffalo Commons for recognizing the many cognitive, social and economic benefits to children and society of integrated schools. They have developed a solid plan to open a school that will be “diverse by design” from the outset. We know that to achieve diversity through voluntary parent choice, it is critical that schools develop a multi-pronged approach to recruitment, academics, school culture, and support services that will reach and appeal to a wide range of parents. Buffalo Commons has devised thoughtful and concrete plans to address all these needs, including those of English language learners and students with disabilities.

In conclusion, I urge you to support giving more families the option to choose diversity by approving the pending application of Buffalo Commons Charter School. The Coalition wholeheartedly supports the application and we look forward to working with school leaders to improve educational opportunities for Buffalo’s students. Thank you for your consideration.

Respectfully submitted,

Dianne M. Piché
Executive Director
dpicheATdiversecharters.org
www.diversecharters.org

Letter of Support



INTERNATIONAL CENTER *for*
STUDIES *in* CREATIVITY

BUFFALO STATE • The State University of New York

August 5, 2017

New York State Education Department
89 Washington Avenue^[SEP]
Board of Regents, Room 110 EB^[SEP]
Albany, New York 12234

To whom it may concern:

I strongly support of the development and approval of the Buffalo Commons Charter School. As a former Buffalo Public School teacher and a graduate faculty member of the International Center for Studies in Creativity at Buffalo State, the importance of focusing on the needs of a 21st century education is critical.

Students must be able to problem solve “on their feet” in the fast-paced ever changing world of tomorrow as a result of their K-12 experiences or they are not adequately prepared. We need students who are highly knowledgeable, think deeply about important concepts, collaboratively work to bring new thinking to life when old ways of operating are no longer sufficient, and are open to the possibilities that present themselves as they mature into productive citizens. In other words, students that-as the mission of the Buffalo Commons Charter School articulates- can “develop their academic, creative and collaborative skills.”

Buffalo has a rich history of diverse people bringing innovation, invention and creativity forward to contribute to society. The International Center for Studies in Creativity was founded

more than 50 years ago based on the legacy of Alex Osborn, a Buffalonian who coined the term 'brainstorming' and as a partner in the advertising agency BBD & O, focused on bringing a more creative trend to education. Longitudinal research and over a half century of practice on creativity education and applying creative problem solving provides compelling evidence of the importance of creativity, creative thinking and problem solving in education. Yet these are areas that are rarely deliberately fostered systemically in schools. What a perfect addition to the landscape this school can be where students work on real world problems that affect their neighborhoods and connect with community partners who share that entrepreneurial spirit.

If approved, a strong creativity curricular component to the charter school is an area of development I look forward to collaboratively contributing to with my creativity colleagues. I am pleased to offer support for Buffalo Commons Charter School.

Sincerely,

Sincerely,



Dr. Susan Keller-Mathers
Associate Professor, International Center for Studies in Creativity
Curriculum Chair, Creativity Studies Department &
Interim Director, International Graduate Programs for Educators

Letter of Support

Potential Facility LOI



ELLICOTT SQUARE BUILDING
295 MAIN STREET, SUITE 210
BUFFALO, NY 14203-2219

TEL: 716.854.0060
FAX: 716.852.2829
EllicottDevelopment.com

March 13, 2017

Michelle Mazzone and Tim Moriarty
McGuire Development Company
560 Delaware Avenue, Ste. 300
Buffalo, New York 14202

Re: Buffalo Commons Charter School – 217 E. Delavan Avenue, Buffalo, NY

Dear Michelle and Tim:

This letter sets forth the parties' intentions with regard to the redevelopment and lease of the former Niagara Lutheran Church Home at 217 E. Delavan Avenue, Buffalo, New York (the "Property") to Buffalo Commons Charter School ("Buffalo Commons"). The Project will be developed in phases in accordance with the program requirements and the plans and specifications approved by the parties. The first phase of the Project will include the following:

Type of Space	Quantity	Size	Total Space
Basic Classrooms	5	550	2,750 sf
Related Services Area	2	200	400 sf
Cafeteria	1	2,000	2,000 sf
Gymnasium	1	8,000	8,000 sf
Nurses Office	1	200	200 sf
Reception Area	1	300	300 sf
Teacher's Collaborative Space	1	550	550 sf
Shared Administrative Offices	1	400	400 sf
Student Bathrooms	2	200	400 sf
Adult Bathrooms	2	55	110 sf
			15,110 sf

It is anticipated that the first phase can be accommodated on the first floor and the lower level of the Building with the gymnasium in a new pre-engineered building to be constructed on the parking lot behind the Building as shown on the Conceptual Site Plan. Subsequent phases will be accommodated on the remaining floors of the Building and through one or more limited additions to the Building.

Potential Facility LOI

The first phase of the Project will also include improvements to the parking lot and outdoor play areas and landscaping.

In order to allow Buffalo Commons to avoid having to pay real estate taxes on the Property and allow us to finance the cost of improvements to the Project, the transaction will be structured as a sale followed by a series of leaseback transactions. We have successfully employed this structure in a number of other charter school projects, including Health Science Charter School, Tapestry Charter School and West Buffalo Charter School.

Under the proposed structure, Buffalo Commons will acquire the Property from 217 Delavan Group, LLC (the "Developer"). The purchase price will be equal to \$800,000 and will be payable in the form of a purchase money note and mortgage (Erie County Bar Association Form). The purchase money note and mortgage will be payable in sixty (60) monthly payments of principal and interest equal to \$7,416.10 each, and a balloon payment of \$624,676.34 at the end of five (5) years. The principal and interest payments are based on an annual interest rate of 7.5%, compounded monthly, and an amortization period of 15 years. The purchase money note and mortgage as well as Buffalo Commons' fee title to the Property may be subordinated to any construction and/or permanent financing placed on the Project by the Developer.

Immediately following the purchase of the Property, Buffalo Commons will lease the Property back to the Developer pursuant to a long-term lease with an annual rental of \$1.00 each year.

In order to secure the financing for the improvements to the Project, Buffalo Commons will re-lease the Property and the improvements from the Developer pursuant to a long-term lease with the Developer. The terms of this lease will be as follows:

Lease Term: 20 years with the right to renew for three additional terms of 10 years each upon 180 days written notice.

Annual Rent: \$275,000 for the first five (5) years with an increase of 10% every five (5) years thereafter during the term of the lease.

Adjustment to the Annual Rent: The above rental is based on an estimated cost (including hard and soft costs) of \$1.9 million for the first phase of the Project. In the event the actual cost of this phase of the Project exceeds \$1.9 million, the rent will be adjusted based on the actual cost of this phase of the Project, amortized over the initial term of the lease at an interest rate equal to the prime rate, plus 3.75%, compounded monthly.

Subsequent Phases: The annual rent for each subsequent phase of the Project will be based on the actual cost of such phase of the Project, amortized over the

Potential Facility LOI

remaining term of the lease at an interest rate equal to the prime rate, plus 3.75%, compounded monthly.

Expenses: The lease will be an absolute triple net lease; Buffalo Commons will be responsible for all costs and expenses related to the operation and maintenance of the Property, including roof and structure.

Grants and Contributions: The parties recognize that Buffalo Commons may apply for and receive various grants for the school. In order to allow Buffalo Commons to take advantage of these grants, the Developer will adjust the annual rent for any contributions made by Buffalo Commons to the cost of the Project. The adjustment will be based on the amortization rates set forth above.

Buy-Out: Buffalo Commons will have the right to buy-out the lease at any time after the 5th year for an amount equal to: (a) \$500,000, plus (b) the outstanding debt on the Property.

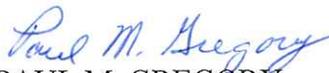
Buffalo Commons will use its best faith efforts to apply for and obtain a charter from the New York State Department of Education. The Developer will reasonably cooperate with Buffalo Commons in connection with such application, including providing plans and specifications for the Project, a construction budget for the Project, and such other materials and information as may be reasonably necessary for such application.

The Developer will use its best faith efforts to deliver the first phase of the Project ready for occupancy at least forty-five (45) days prior to the start of the 2018 school year.

This letter represents the parties' intentions to work together to redevelop the Property as a charter school. It is not, and does not, constitute a binding agreement and neither party shall be bound by its terms or obligated to continue to negotiate with the other.

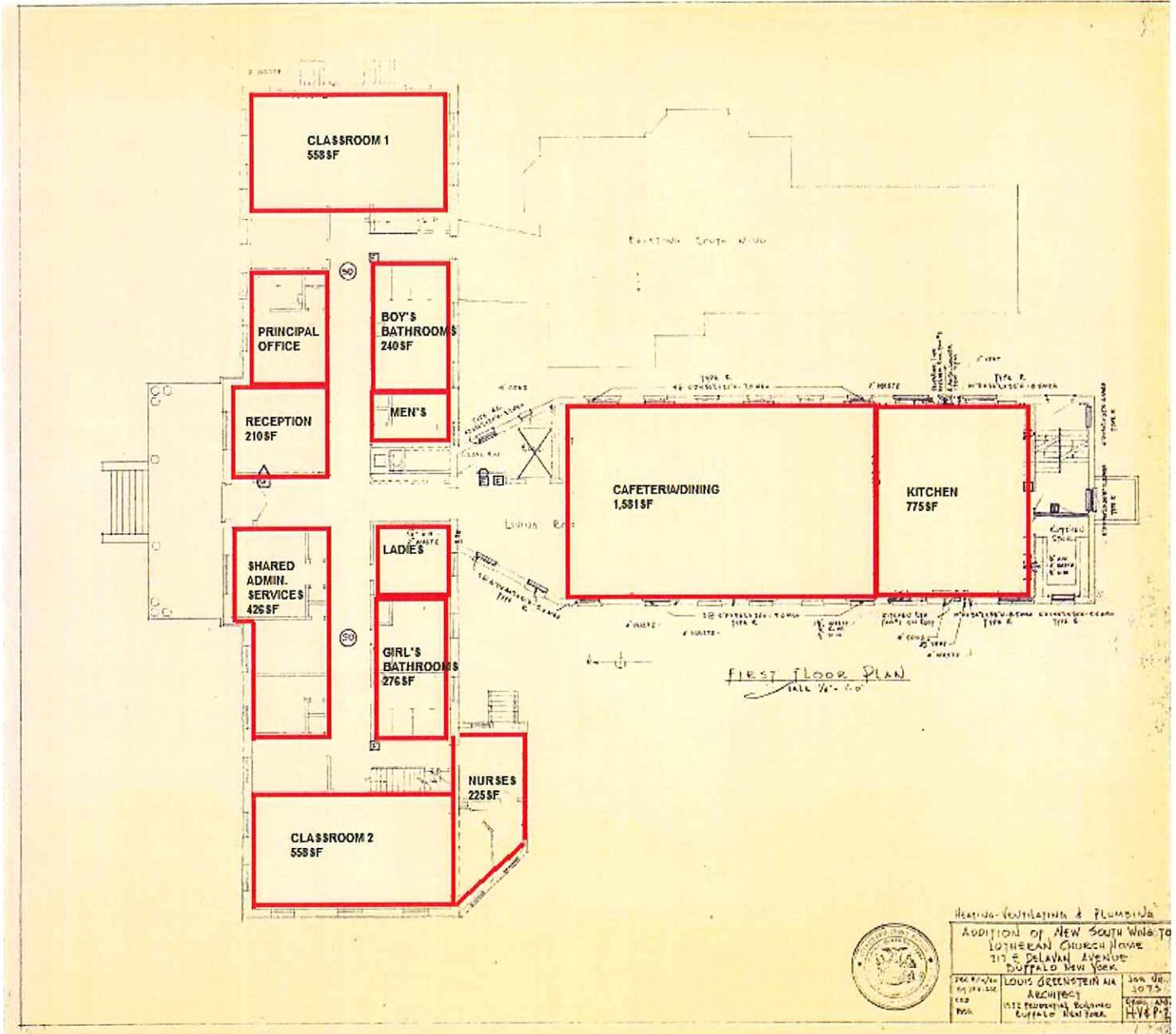
We look forward to working with you and Buffalo Commons on this Project. If you have any questions or require any additional information, please contact us.

Very truly yours;
ELLCOTT DEVELOPMENT COMPANY


PAUL M. GREGORY
Vice President

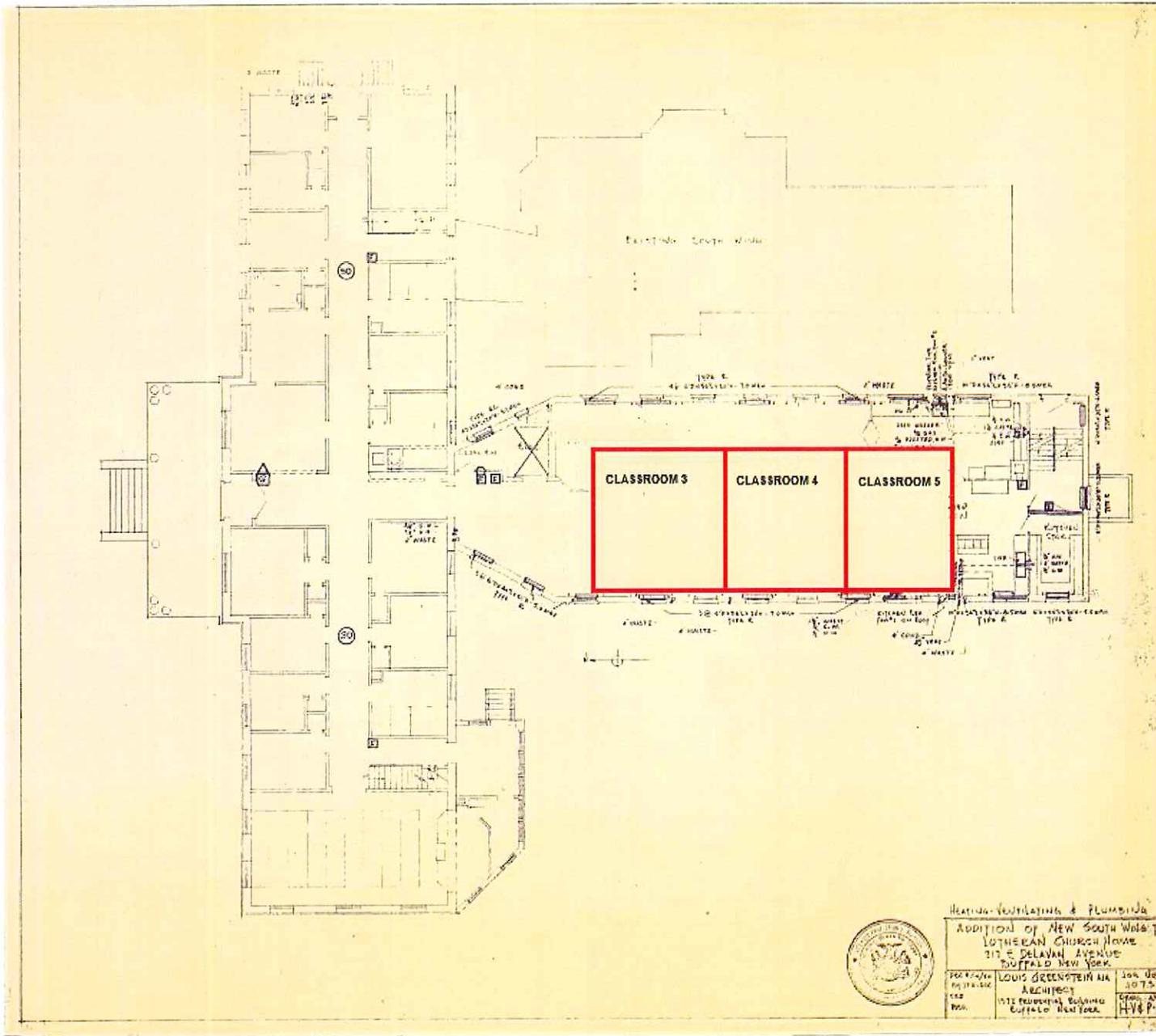
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PHASE 1 CONCEPTUAL PLAN FIRST FLOOR



Potential Facility LOI

PHASE 1 CONCEPTUAL PLAN LOWER LEVEL



Attachment 3: Buffalo Commons Promotion/Exit and Retention Policy

Promotional and Exit Standards

Students in the general education program are expected to meet the skill and/or content benchmarks at their grade level (K-8) in English, Math, Social Studies, Science and Innovations as measured holistically by classroom grades, work portfolios, and interim and statewide exams (when applicable), all of which are tied to the New York State Learning Standards. Students with IEPs, and those in the process of evaluation for such services, may be promoted based on individualized promotion criteria, in addition to the indicators stated above.

Retention Policy

At BCCS we do not anticipate grade retention to be a common occurrence as our clear and concrete RtI system described above will alert faculty and parents early on if a child is struggling to make adequate progress, allowing us to intervene appropriately. Should such interventions prove repeatedly unsuccessful, Buffalo Commons' school leader will contact families no later than February 1st to make them aware of the significant level of concern, and a face-to-face meeting will be scheduled to both discuss the student's academic progress and create an action plan. This meeting will likely include the parent, teaching team, any interventionists involved, and the school leader. Should the academic goals of the action plan be unmet by the time agreed upon, the school leader will contact the parent in order to gain permission to administer Light's Retention Scale as a final data point to collect before a final Promotional Meeting takes place. Light's retention scale is a criterion-referenced assessment tool developed by H. Wayne Light that measures 19 different aspects of a child's life that have been shown to predict the likelihood of success should a student be retained. At the Promotional Meeting that follows, the child's promotion from grade-to-grade will be based on a range of indicators, including the results of the Light's Retention Scale, and whether students have met specific, grade-level benchmarks in English Language Arts, Math, Social Studies and Science. The school understands that students may meet those benchmarks in a variety of ways, and so a range of indicators will be used to make the determination of academic performance. These sources may include formative and summative assessment data, anecdotal observations and notes, attendance record, standardized test data, RtI data, and examples of student work (portfolios).

While Buffalo Commons understands that this process is lengthy, we insist upon it, because the decision to retain a student is a serious one. The wrong decision can negatively impact students significantly, even potentially increasing their likelihood of dropout of school prior to the completion of high school.¹

¹ National Center for Education Statistics. *The condition of education: Grade retention*. Washington, DC. (2006)

Attachment 4A: Buffalo Commons Student Sample Schedules

Sample Elementary School Student (Kindergarten)

Day	7:45	8 - 9 AM	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12 - 1 PM	1 - 2 PM	2 - 3 PM				
Monday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	HUM Stations (60)	Recess (30)	MTG (15)
Tuesday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	HUM Stations (60)	Recess (30)	MTG (15)
Wednesday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	Structured Stations (60)	Recess (30)	MTG (15)
Thursday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	SCI Stations (60)	Recess (30)	MTG (15)
Friday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	SCI Stations (60)	Recess (30)	MTG (15)

Notes	
Open Choice	Open Choice Stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.
Morning Meeting	Morning meeting is based on the Responsive Classroom model and includes a greeting, a group activity, personal share, and a message that describes what will happen that day.
ELA Block	Unit Study blocks include whole group lessons, stations work, and elements of content-related structured play.
Math Block	
SS Block	
SCI Block	
Daily Skills Block	Targeted small group instruction in Literacy and Math.
Structured Stations	Structured stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.
Afternoon Meeting	Afternoon meeting includes a quiet time, a group reflection, and a group affirmation. Students are dismissed from their afternoon meeting.

Sample Middle School Student (5th Grade)

	Time	Mon	Tues	Wed	Thurs	Fri
All Students	7:45 - 8:00	Homeroom (same instructor as period 1)				
	Time	Mon	Tues	Wed	Thurs	Fri
5A	8:00-8:50	ELA 5A	ELA 5A	ELA 5A	ELA 5A	ELA 5A
	8:53-9:43	Math 5A	Math 5A	Math 5A	Math 5A	Math 5A
	9:46-11:26	SCI 5A	SS 5A	SCI 5A	SS 5A	SCI 5A SS 5A
	11:29-12:09	Lunch/Recess				
	12:12-1:02	PE 5A	PE 5A	PE 5A	PE 5A	PE 5A
	1:05-1:55	Innovations 5A	Innovations 5A	Innovations 5A	Innovations 5A	Innovations 5A
	1:58-2:28	Daily Skills Block 1				
	2:31-3:01	Daily Skills Block 2				
	Time	Mon	Tues	Wed	Thurs	Fri
5B	7:45 - 8:00	Homeroom (same instructor as period 1)				
	8:00-8:50	Math 5B	Math 5B	Math 5B	Math 5B	Math 5B
	8:53-9:43	ELA 5B	ELA 5B	ELA 5B	ELA 5B	ELA 5B
	9:46-11:26	SS 5B	SCI 5B	SS 5B	SCI 5B	SS 5B SCI 5B
	11:29-12:09	Lunch/Recess				
	12:12-1:02	Innovations 5B	Innovations 5B	Innovations 5B	Innovations 5B	Innovations 5B
	1:05-1:55	PE	PE	PE	PE	PE
	1:58-2:28	Daily Skills Block 1				
2:31-3:01	Daily Skills Block 2					

Attachment 4B: Buffalo Commons Teacher Sample Schedules

Sample Elementary Teacher Schedule (Kindergarten)

Kindergarten Teacher													
Day	7:45	8 - 9 AM	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12 - 1 PM	1 - 2 PM	2 - 3 PM	3 - 4 PM				
Monday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	HUM Stations (60)	Recess (30)	MTG (15)	Student Needs Meeting (60)
Tuesday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	HUM Stations (60)	Recess (30)	MTG (15)	Academic Planning Meeting (60)
Wednesday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	Structured Stations (60)	Recess (30)	MTG (15)	Planning (60)
Thursday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	SCI Stations (60)	Recess (30)	MTG (15)	Planning (60)
Friday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	SCI Stations (60)	Recess (30)	MTG (15)	Planning (60)
Notes													
Open Choice	Open Choice Stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.												
Morning Meeting	Morning meeting is based on the Responsive Classroom model and includes a greeting, a group activity, personal share, and a message that describes what will happen that day.												
ELA Block	Unit Study blocks include whole group lessons, stations work, and elements of content-related structured play.												
Math Block													
SS Block													
SCI Block	Structured stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.												
Structured Stations (60)													
Afternoon Meeting	Afternoon meeting includes a quiet time, a group reflection, and a group affirmation. Students are dismissed from their afternoon meeting.												

Sample Middle School Teacher Schedules (5th Grade)

5th Grade ELA/SS Teacher					
Time	Mon	Tues	Wed	Thurs	Fri
7:45-8:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:00-8:50	ELA 5A	ELA 5A	ELA 5A	ELA 5A	ELA 5A
8:53-9:43	ELA 5B	ELA 5B	ELA 5B	ELA 5B	ELA 5B
9:46-11:26	SS 5B	SS 5A	SS 5B	SS 5A	SS 5B
					SS 5A
11:29-12:09	Lunch	Lunch	Lunch	Lunch	Lunch
12:12-1:02	Planning	Planning	Planning	Planning	Planning
1:05-1:55	Planning	Planning	Planning	Planning	Planning
1:58-2:28	Daily Skills Block 1				
2:31-3:01	Daily Skills Block 2				
3:01-4:00	Student Needs Meeting	Academic Planning Meeting	Planning	Planning	Planning
Grade 5 Math/Sci Teacher					
Time	Mon	Tues	Wed	Thurs	Fri
7:45-8:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:00-8:50	Math 5B	Math 5B	Math 5B	Math 5B	Math 5B
8:53-9:43	Math 5A	Math 5A	Math 5A	Math 5A	Math 5A
9:46-11:26	SCI 5A	SCI 5B	SCI 5A	SCI 5B	SCI 5A
					SCI 5B
11:29-12:09	Lunch	Lunch	Lunch	Lunch	Lunch
12:12-1:02	Planning	Planning	Planning	Planning	Planning
1:05-1:55	Planning	Planning	Planning	Planning	Planning
1:58-2:28	Daily Skills Block 1				
2:31-3:01	Daily Skills Block 2				
3:01-4:00	Student Needs Meeting	Academic Planning Meeting	Planning	Planning	Planning

Attachment 4C: Buffalo Commons School Calendar 2018-19

First Day of instruction: Tuesday, September 4, 2018

Last Day of instruction: Friday, June 28, 2019

Month	Days of School	Holidays	Total Number of Instructional Days
September, 2018	Sept. 4-7 Sept. 10-14 Sept. 17-21 Sept. 24-28	Labor Day	19
October, 2018	Oct. 1-5 Oct. 9-12 Oct. 15-19 Oct. 22-26 Oct. 29-31	Indigenous People's Day*	22
November, 2018	Nov. 1-2 Nov. 5-9 Nov. 13-16 Nov. 19-21 Nov. 26-30	Veteran's Day* Thanksgiving Recess	19
December, 2018	Dec. 3-7 Dec. 10-14 Dec. 17-21	Christmas Eve through the end of the month	15
January, 2019	Jan. 2-4 Jan. 7-11 Jan. 14-18 Jan. 22-25 Jan. 28-31	New Year's Day Martin Luther King	21
February, 2019	Feb. 1 Feb. 4-8 Feb. 11-15 Feb. 25-28	*Winter Recess	15
March, 2019	Mar. 1 Mar. 4-8 Mar. 11-15 Mar. 18-22 Mar. 25-29	None	21
April, 2019	Apr. 1-5 Apr. 8-12 Apr. 23-26 Apr. 29-30	Spring Recess	18
May, 2019	May 1-3	Memorial Day	21

	May 6-10 May 13-17 May 20-24 May 28-31		
June, 2019	June 3-7 June 10-14 June 17-21	None	15
Total Instructional Days 2018-19			186

* Potential Professional Development Days (3 Total for 2018-19)

Buffalo Commons Charter School's calendar is largely aligned with the Buffalo public school calendar, though we are in session for extra time each day as well as an extra 5 days per year. In 2018-19 we anticipate offering approximately 186 instructional days. Teachers will report for work from August 15, 2018 to June 26th, 2019.

Attachment 4D: BCCS Discipline Policy

Buffalo Commons Charter School (BCCS) Core Beliefs Regarding Discipline:

1. Students perform best in a warm, orderly, and consistent classroom.
2. Building positive relationships is foundational to a positive school learning environment.
3. Proactive discipline supports a positive learning environment. All community members have a responsibility to help prevent problems before they arise.
4. Consequences help students correct inappropriate behaviors and assume responsibility for their actions.
5. Bribery and predetermined rewards undermine the development of an internal sense of responsibility.
6. All students can demonstrate appropriate behavior; therefore, the code of conduct is applied universally. No matter where students go on or around campus, the behavioral expectations are the same.

The Dignity for All Students Act At BCCS: BCCS and Board of Trustees (BOT) are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All Students Act" ("DASA") the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes taunting or intimidation in all their myriad forms.

Students' Rights at BCCS: No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, BCCS reserves the right to discipline students, consistent with our Discipline Policy, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of school students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of school students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator: The Executive Director (ED) designates a staff member each school year as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating: Personnel at all levels are responsible for reporting student harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the ED. A staff member who witnesses harassment or who receives a report of harassment shall inform the ED. The ED or his/her designee shall promptly investigate

the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other officials designated by the School. BCCS prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment.

Leveled Disciplinary Infractions at BCCS: BCCS discipline protocols and consequences are designed so that students are aware of what is expected of them at all times. BCCS will take appropriate disciplinary action when a student's actions or inactions violate the School's Discipline Policy or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.

School-related disciplinary offenses may also include misconduct outside the school, such as social media, that reasonably could affect the school or learning environment. Administrators will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the infraction and the circumstances which led to the infraction;
- The student's previous disciplinary record
- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- The student's attitude; and other relevant factors

School related disciplinary offenses are based on the following graduated levels of infractions with the most serious listed first.

Level One - Zero-Tolerance Infractions (Handled by an Administrator Only):

Zero-tolerance infractions are those that are immediately and consistently addressed by administrators, including Academic Director or School Culture Director. Zero-tolerance does not refer to immediate suspension, expulsion, or other predetermined consequence. The six types of zero-tolerance infractions are:

- Bullying/Harassment including violations of the DASA policy
- Sexual harassment
- Substance abuse (including possession)
- Firearms and weapons
- Engaging in physically aggressive behavior
- Engaging in threatening, dangerous, or violent behavior that is gang related

Consequences for Level One offenses include, but are not limited to:

- Parent Notification
- Detention (middle school)
- Restorative justice circle

- Referral to Academic Director or School Culture Director
- Suspension or Expulsion
- Referral to law enforcement agency

Level Two - Major Infractions: Level Two infractions include serious acts of misconduct.

Examples include, but are not limited to:

- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process
- Cutting classes
- Leaving class or school premises without permission of school personnel
- Violating the Computer Use Policy (e.g., use of the internet for non-educational purposes, security/privacy violations)
- Shoving, pushing, or similar physical confrontational behavior towards students or school personnel (e.g. pushing past faculty or staff)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Taking or knowingly possessing property belonging to another without authorization (e.g. theft)
- Non-violent or non-threatening behavior that relates to gang affiliations
- Acts of coercion, persuading somebody else to do something via threats or force
- Instigating or inciting violence, injury or harm to another or others
- Engaging in a pattern of persistent Level 3 behavior in the same school year

Range of Disciplinary Responses for Level 2 Infractions include, but are not limited to:

- Parent notification
- Office referral
- In-School Disciplinary Action (e.g., detention, exclusion from extracurricular activities, or restorative justice)
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to BOT with recommendation for long-term suspension or expulsion
- Referral to law enforcement agency

Level Three – Minor Infractions: Level three infractions include acts of misconduct that interfere with orderly classroom procedures, school functions, or a student’s own learning process. Examples include, but are not limited to:

- Excessive tardiness
- Failing to be in one’s assigned place on school premises
- Falsifying a parent/guardian signature or email
- Using abusive language/inappropriate language/profanity
- Engaging in insubordination
- Disrespectful and disruptive behavior causing the continuation of the class to be impossible
- Lying to, giving false information to, and/or misleading school personnel

Consequences for Level Three Infractions: When students fail to abide by the standards set forth by the BCCS Code of Conduct, our response is immediate, appropriate, instructive, and consistent. Consequences fall under three broad categories:

- Parent notification

- Office referral
- In-School Disciplinary Action (e.g., classroom-based behavior management, detention, exclusion from extracurricular activities, or restorative justice)
- In-School Suspension or Out-of-School Suspension for an aggregate of Level Three Infractions

In-School Disciplinary Action at BCCS: There are a number of strategies and practices that we use to help create a structured learning environment in which learning can thrive, including classroom-based behavior management, detention, behavioral contracts, restorative justice circles and loss of school privileges.

Classroom-Based Behavior Management: The following strategies are used in our classrooms:

- *Redirection:* a chance for students to re-direct themselves
- *Take a Break:* an opportunity for a quick conversation around the problem behavior with guidance on how the student can change
- *Fix it Plan:* a break outside of the class in the adjacent classroom. These are reported by the teacher and documented for the establishment of patterns
- *Team Meeting:* The student conferences with the teacher and/or an administrator. Parental contact is made, and a plan for reentry is crafted.

Middle School Detention: Detentions are held regularly after school in the middle school. Detention may be assigned for any of the following reasons:

- Excessive lateness
- Failing to be in one's assigned place on school premises
- School uniform violations
- Cutting class
- Disturbing or interrupting a class where one does not belong

Behavioral Contract: School staff may design written agreements with students subject to punishment under this policy to identify target behaviors, define expectations, and describe consequences.

Restorative Justice: A student may be given opportunities through our Restorative Justice Program to "give back" to our school community. This program asks students to repair whatever harm was caused by their actions. For instance if they ruptured trust with a teacher, restorative justice might pair students with staff members to assist with various tasks around the school. If a student negatively impacts the school community through actions like minor vandalism or disrespect towards another student or teacher, school officials may assign a restorative justice project to a student either before school, after school, or during recess.

Loss of School Privileges: After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the Academic Director or School Culture Director or teacher involved.

Suspension at BCCS: There are three possible disciplinary measures within the suspension category: short term suspension, long term suspension, or expulsion

- *Short Term Suspension:* A student who commits an act which school officials reasonably conclude warrants a short-term suspension, including any of the Level One or Level Two

infractions listed above, or an aggregate of Level Three infractions, shall be subject minimally to a short term suspension, unless the Academic Director or School Culture Director determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. A short-term suspension refers to the removal of a student from BCCS for disciplinary reasons for a period of fewer than ten (10) days. Such a student also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities, as appropriate. Below are the procedures and due process for short term suspensions:

- The school Academic Director or School Culture Director may impose a short term suspension and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short term suspension or other, less serious discipline, the school Academic Director or School Culture Director or his/her designee shall inform the student of the charges against him or her and, if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.
- In the event of the imposition of a short-term suspension, the student will be notified if it is to be served in school or out of school. The Academic Director or School Culture Director also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, e-mail, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whomever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).
- ***Long Term Suspension and Expulsion:*** A student who commits an act which school officials reasonably conclude warrants a short-term suspension, including any of the Level One or Level Two infractions listed above, or an aggregate of Level Three infractions, shall be subject minimally to a long term suspension, unless the Academic Director or School Culture Director determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate. In addition, a student who commits any of the acts which would ordinarily result in a short-term suspension, may instead be subject to a long-term suspension at the discretion of the ED, Academic Director or School Culture Director. A long-term suspension refers to the removal of a student from BCCS for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from BCCS for disciplinary reasons. Expulsion is the final level of correction. Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable case law, will be:

- The student shall be removed from the class or the school, as needed.
- The student shall be informed of the charges and the evidence; where applicable, the student will have the opportunity to explain their side of events.
- The ED shall promptly notify a parent or guardian of the student.
- The ED shall provide written notice to the student and his or her parent(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her parents/guardians shall provide a description of the incident or incidents and shall indicate that a formal disciplinary hearing will be held on the matter which may result in a long-term suspension (or expulsion).
- The school will set a date for the hearing. The student and his or her parent(s)/guardian(s) will be notified in writing of the charges and a description of the circumstances that gave rise to the hearing, as well as the date, time and place of the hearing, and their rights to counsel, presentation of evidence, and a recording of the proceeding.
- The school will attempt to reach the family by phone call to discuss the hearing. In advance of the hearing, statements and a witness list will be provided to the Student's family/counsel. In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student's family/counsel. If necessary, records will be redacted in accordance with FERPA.
- The BOT, or their designee, shall serve as a panel of hearing officers and preside over the hearing. Within four school days of the hearing, the BOT will issue a written decision to the student, the parent/guardian. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, despite appropriate notice the hearing shall take place regardless, and the BOT shall make a decision based on information at hand.

- *Appeals and/or Complaints:* Appeals are heard by members of the BCCS BOT upon the following grounds:

1. Facts are in dispute (e.g., the student did not do what the school is alleging);
2. Process was inappropriate, the school faculty or administration did not follow reasonable process and/or the policies and procedures set out by the student handbook. This must be a material breach; and/or
3. Consequence is not appropriate for the infraction; the punishment is not in alignment with the discipline policy outlined in the student handbook.

A request for an appeal must be received by the school's board chair within two weeks of BOT's written decision. Upon receipt of such a request, an appeal panel comprised of no less than three trustees who were not involved in the hearing will hear the appeal within 30 business days. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the hearing. In rendering its decision, the panel may consult the transcript of the hearing and any evidence submitted in connection with it. The panel will provide a written ruling within five school days. For matters alleging a violation of law or of the School's charter agreement, submissions of complaints may be made to the school's authorizer and/or the State Department of Education.

- *Additional Suspension Periods/Expulsion:* In the event of the imposition of a long-term suspension, the Academic Director or School Culture Director may also recommend the

imposition of an additional suspension period or expulsion of the suspended student, based on the circumstances of the incident and the student's disciplinary record. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, the hearing shall take place regardless, and the BOT shall make a decision based on information at hand.

- *Provision of Services During Suspension Period:* In accordance with applicable law, BCCS will ensure that alternative educational services are provided to a student who has been suspended to help that student progress in the school's general curriculum. Alternative instruction shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student's home, a contracted facility (e.g., in the school district of location), or a suspension room at the school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): aides or trained volunteers, individuals within a contracted facility, a tutor hired for this purpose.

Suspension Policy for Students in Special Education:¹ Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

- Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines. Students with an accommodation plan under Section 504 of the Rehabilitation Act of 1973 will be disciplined in accordance with that plan (29 U.S.C. §§ 794 and 705(20)).
- Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE of the student's district of residence shall be notified immediately of any suspension from classes, and the school shall work with the CSE to arrange appropriate alternate instruction.
- If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.
- If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such a student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational

¹ A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 CFR §300.527(b)) that a disability exists prior to the behavior which is the subject of the disciplinary action shall be disciplined in accordance with these provisions.

placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement.

- In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

Provision of Special Services During Removal: For those students removed for a period less than ten days, BCCS shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. BCCS also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and tutoring.

During any removal for drug or weapon offenses, services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. BCCS will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement but where the behavior has been found by the CSE to not be a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Disciplinary Action and CSE Meetings: Meetings of the CSE of the student's district of residence to either develop a behavioral intervention plan or, if the student has one, to review such plan, are required when: (1) the student is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, BCCS will work with the CSE of the student's district of residence to review the student's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process for Students with IEPs: If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the connection between the

student's disability and the behavior subject to the disciplinary action.

If, upon review by the CSE, it is determined that the student's behavior was not a manifestation of his or her disability then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

Search and Seizure at BCCS: A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.



Table 1a: Applicant Group Additions and Deletions

Last updated: 08/17/2017

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? Yes

Changes to Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Rachel Beerman 		Rachel has over 10 years of experience in education as a teacher and teacher leader in charter schools in Buffalo and Brooklyn and as a curriculum developer.	Contractor/Employee: Candidate for Curriculum and Community Consultant (year 1) and Director (year 2)	N/A	Added
2	Matthew Pitarresi 	Citibank Global Markets	Matthew has spent years working in financial software and operations as well as teaching English learners in Buffalo.	Employee: Candidate for Operations Director	N/A	Added
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New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

Neither Rachel nor Matthew was a member of another applicant group.

BY-LAWS OF BUFFALO COMMONS CHARTER SCHOOL, INCORPORATED

ARTICLE I

Purpose of Buffalo Commons Charter School

1. Mission. The Mission of Buffalo Commons Charter School (the “Charter”) prepares prepares a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Buffalo Commons Charter School will be organized and operated to further this mission through: rigorous and engaging curriculum; co-taught classroom environments; individualized and small group instruction each day; creative problem-solving in special Innovations classes; cross-age mentorships; and a diverse student body

2. Governance. Buffalo Commons Charter School shall be governed solely by a Board of Trustees. The Board of Trustees shall operate according to these By-Laws and the Conflict of Interest Policy.

ARTICLE II

Board of Trustees

1. General. The affairs of this Charter School shall be managed by its Board of Trustees (the “Board”).

2. Number. The number of Trustee of the Charter shall, from time to time, be the number fixed by resolution of the sole member, which shall be not less than three (3) or more than thirteen (13)

3. Minimum Qualifications. Each Trustee shall be at least eighteen (18) years of age. At least one trustee must be a parent or guardian whose child or children are currently enrolled in the Charter. Should the child graduate or no longer be enrolled in the school, the parent or guardian Trustee may be removed subject to removal.

4. Election and Term of Office. The Board of the charter shall elect the Board of Trustees by a three-quarters majority of the Board. Trustees shall serve for no more than six (6) years as a Trustee. A Trustee may select the length of his or her term, which shall be no less than one (1) year and no greater than three (3) years. Such announcement of term length must be made prior to election to the Board of Trustees. All term limits will begin starting in August 2017. All time spent serving on the Board of Trustee prior to August 2017 will not be counted towards Trustee term limits. All Trustee term lengths are subject to modification pursuant to Schedule A attached to these By-Laws.

5. Resignation. Any Trustee may resign at any time by giving written notice of such resignation to the Board of Trustees.

6. Removal. Any Trustee may be removed for cause as determined by a majority of the Board of Trustees of the Charter. Any Trustee may be removed by three-quarters of the Board at any time with or without cause. Any Trustee subject to a

vote of removal shall be given two weeks prior notice of such vote and an opportunity to be heard at the next Board meeting.

7. Vacancies. At any board meeting, the Board may elect to fill any vacancy occurring in the Board by reason of death, resignation, removal, refusal to serve, or otherwise.

8. Compensation. Members of the Board shall not receive any compensation for their service as Trustees, but the Board may, by resolution, authorize reimbursement of expenses incurred in the performance of their duties. Nothing herein shall preclude a Trustee from serving the Charter School in any other capacity and receiving compensation for such services.

9. Voting. All Trustees shall be counted as one vote. Under no circumstance shall a Trustee be counted as more than one vote.

10. Committees of the Board. The Board may create Committees should the need arise. The Board shall adopt any Committee by a majority vote of the Board. The Committee may include any person deemed fit for the purpose of the Committee. A Committee may be adopted for any purpose deemed appropriate by the Board. All Committees must make regular reports to the Board. The Board may dissolve any Committee by a majority vote of the Board.

ARTICLE III

Meetings of the Board

1. Regular Meetings. The Board shall hold regular meetings with such frequency as from time to time by the Board. At a minimum, the Board shall meet at least ten (10) times a year and at least four (4) weeks apart from a previous meeting pursuant to New York Open Meetings Law.

2. Special Meetings. Special meetings of the Board may be called by the Chair and such call shall be issued whenever requested in writing by any two of its Trustees. Special Meetings are not subject to the notice requirements below. Special Meeting may be called with 24 hours notice; no Trustee must confirm the meeting; and the Special Meeting shall follow quorum rules as described below.

3. Notice of Meetings. The Board shall give Seven (7) days notice of all meetings. Notices of such meeting shall be in writing and be delivered personally by first class mail, or notices of such meeting shall be delivered electronically to the electronic mail address of the Trustee on file with the Charter. A three-quarters majority of Trustees must confirm the receipt of such electronic notice to the Chair to allow the Regular Meeting to progress. When notice is given by first class mail, notice shall be deemed given on the date of mailing. No notice need be given to any Trustee who submits a signed waiver of notice before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

4. Quorum. At all meetings of the Board, a majority of the total Trustees then in office shall constitute a quorum for the transaction of business, provided, however, that in no event shall less than one-third of the entire number of Trustees

constitute a quorum. When a quorum is once present to organize the meeting, the quorum must remain for the entirety of the meeting. Physical presence by Trustee is not required for a quorum: a Trustee may use video or telephone conferencing services, excluding electronic mail or text messaging services, to constitute presence; however, half of the quorum must be physically present at the meeting. There shall be no voting by proxy.

5. Adjournment if No Quorum. If less than a quorum is present for any duly noticed meeting of the Board, a majority of the Trustees present may adjourn the meeting. The majority of present Trustees must reschedule the adjourned meeting within thirty days of adjournment. No notice need be given for adjournment of such meeting described in this section but notice must be given for the rescheduled meeting. No adjourned meeting shall constitute a “previous meeting” for purpose of Section 1 of this Article.

6. Voting of Trustees. The vote of the majority of the Trustees at a meeting which is quorum is present shall be the act of the Board, unless the vote of a greater number is required by these By-Laws.

7. Action by Board Without a Meeting. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all the members of the Board or Committee consent in writing, including electronic mail but not text messaging services, to the adoption of a resolution authorizing the action. All Trustees must confirm notification of consent to such action; written consent may serve as confirmation of notification.

8. Conference Video and Telephone. As noted in Section 5 of this Article, any one or more members, so long as it does not constitute a half of the quorum, may participate in a meeting of the Board or committee by means of a video conference or telephone conference or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time, but not electronic mail or text messaging services. Participation by such acceptable means shall constitute presence in person at a meeting.

9. Minutes. The Secretary of the Charter shall take minutes of the meeting. Following the conclusion of each meeting the secretary shall distribute the minutes by electronic mail. The minutes must be adopted by the board at the following meeting.

10. Public Accessibility. The Board meetings may provide a reasonable amount of time at each Board meeting for public input. All Board meetings may be attended by the public. However, the Board may excuse public attendees during any discussion as the Board determines.

ARTICLE IV

Officers

1. Designation. The Board of Trustees, by a three-quarters majority, shall elect a Chair, Vice-Chair, Secretary, and Treasurer, and by resolution, may elect such officers as the Board of Trustees may determine. Elected Trustees shall be known as Officers of the Board of Trustees

2. Election and Term of Office. Officers shall serve staggered terms as described in Schedule A attached to the end of these By-Laws. A Trustee may run for any position(s) the Trustee wishes and any number of times. Any Officer must still comply with the Trustee term limits described in Article II, Section 4. Should the Trustee Term limits conflict with the Officer Term limits, the Trustee may still run for any position, but the Trustee must resign any elected position at the expiration of the Trustee's term. Any potential expiration during elected term shall be disclosed prior to voting.

3. Resignation. Any Officer may resign at any time by giving written notice of such resignation to the Board of Trustees.

4. Removal. Any Officer may be removed from his or her position for cause as determined by a majority of the Board of Trustees of the Charter. Any Officer may be removed by three-quarters of the Board at any time without cause. Any Trustee subject to a vote of removal shall be given two weeks prior notice of such vote and an opportunity to be heard at the next Board meeting.

5. Vacancies. At any board meeting, the Board may elect to fill any vacancy occurring in an Office by reason of death, resignation, removal, refusal to serve, expiration of term or otherwise.

6. Compensation. Officers shall not receive any compensation for his or her service as an Officers, but the Board may, by resolution, authorize reimbursement of expenses incurred in the performance of his or her duties. Nothing herein shall preclude an Officer from serving the Charter in any other capacity and receiving compensation for such services.

7. Officers.

a. Chair. The Board Chair shall be responsible for the overall functioning of the Board: facilitate board meetings, oversee work of the committees, act as a liaison with the Executive Trustee of the Charter to develop Board agendas and Charter goals, responsibility for the overall functioning of the board. The Board Chair shall faithfully execute all other duties necessary and proper to carrying out the purpose of the Charter and pertaining to the office.

b. Vice-Chair. In the absence of the Chair, the Vice-Chair shall faithfully execute all of the duties pertaining to the office of the Chair and all other duties necessary and proper to carrying out the purpose of the Charter; and shall perform such duties as the Board and the Chair may from time to time prescribe.

c. Secretary. The Secretary shall keep a record of the proceedings of all meetings of the Board (minutes); and shall have custody of the records and papers of the Charter not otherwise provided for; shall act as the legal liaison with the State Education Department; shall assist in any legal compliance necessary to fulfill Charter mission and continue operations; and shall perform other duties customarily performed by the Secretary of a Charter.

d. Treasurer. The Treasurer shall oversee all matters related to Charter finances, property, and budget; shall receive all monies of the Charter and deposit the same in such bank of banks as directed by the Board of Trustees; shall collect all contributions and keep an accurate account of all receipts and

disbursements; shall present a detailed report of the accounts of the Charter when directed by the Board; shall pay out all funds by order of the Board; and shall perform the duties customarily performed by the Treasurer of a Charter.

ARTICLE V

Indemnification of Trustees and Officers

1. Indemnification. The Charter shall indemnify to the broadest and maximum extent permitted by the New York Not-for-Profit Charter law, as the same exists on the date of the adoption of this Article or to the greater extent permitted by any amendment of that law (the intent being, to provide the greatest of those indemnification rights permitted by that Law at any time from the time of that act or omission through the final disposition of the action) any person made or threatened to be made a party to any action or proceeding, whether civil, criminal, administrative, or investigative, including an action by or in the right of any other Charter, partnership, joint venture, trust, employee benefit plan or other enterprise which any Trustee or officer of the Charter served in any capacity at the request of the Charter, by reason of the fact that such person is or was a Trustee or officer of the Charter, or that such person is or was serving such other enterprise at the request of the Charter; provided, however, that the Charter shall provide indemnification in connection with any such action or proceeding initiated by an Indemnitee only if such action or proceeding authority was authorized by the Board of Trustees.

2. Advances. Expenses incurred by an Indemnitee in defending an action or proceeding, shall be paid by the Charter in advance of the final disposition of such action or proceeding upon receipt of an undertaking by or on behalf of an Indemnitee to repay the expenses so advanced by the Charter to the extent they exceed the indemnification to which the Indemnitee is entitled. Unless otherwise required by law, such Indemnitee shall not be required, as a condition of obtaining advancement of expenses hereunder, to show that the Indemnitee has met the applicable standard of conduct provided by the law for indemnification in connection with such action or proceeding.

3. Inurement. The rights of indemnification and advancement of expenses provided for in this Article shall inure to the benefit of the Indemnitee's legal representatives, heirs, and distributes.

4. Insurance. The Board of Trustees of the Charter may, in its discretion, authorize the Charter to purchase and maintain insurance to indemnify itself for any obligation, which it incurs as a result of the indemnification of any Indemnitee or to indemnify any Indemnitee to the fullest extent permitted by law.

5. Interpretation. To the extent permitted under applicable law, the rights of indemnification and advancement of expenses provide in this Article: (a) shall be available with respect to events occurring prior to adaptation of this Article; (b) shall continue to exist after any rescission or amendment; (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding, or at the sole discretion of the Indemnitee (or, if applicable, at

the sole discretion of the heirs, distributes, or legal representatives of such Indemnitee seeking such rights), on the basis of applicable law in effect at the time such rights are claimed; and (d) shall be in the nature of the contract rights that may be enforced in any court of competent jurisdiction as if the Charter and the Indemnitee were parties to a separate written agreement.

6. Other Rights. The rights of indemnification and advancement of expenses provided in this Article shall not be deemed exclusive of any other rights to which any Indemnitee or other person may now or hereafter be otherwise entitled, whether contained in the Certificate of Incorporation, these By-Laws, a resolution of the Board of Trustees, or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and advancement of expenses provided in this Article shall not be deemed exclusive of any right, pursuant to statute or otherwise, of any Indemnitee or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Charter or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

7. Severability. If this Article or any part hereof shall be held unenforceable in any respect by court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and the remainder of the Article shall remain fully enforceable.

ARTICLE VI

Offices

1. Office. The office of the Charter shall be the school building(s) located within the City of Buffalo, County of Erie, State of New York.

ARTICLE VII

Miscellaneous

1. Fiscal Year. The fiscal year of the Charter shall begin on the first day of July and terminate on the last day of June in each calendar year.

2. Seal. The seal of the Charter shall be in the form a circle and shall bear the name of the Charter and the year of the incorporation.

ARTICLE VIII

Amendments

These By-Laws may be amended, repealed, or altered in whole or in part by the sole member, or by majority vote of the Board of Trustees of the Charter at any regular or special meeting of the Board.

SCHEDULE A

Board of Trustees - Terms

<u>Trustee Name</u>	<u>Trustee Position</u>	<u>Trustee Term</u>	<u>Officer Term</u>
Sheri Rodman	Chair	1 – 6 years	3 years
Alexa Schindel	Vice-Chair	1 – 6 years	1 year
Lisa Kulka	Treasurer	1 – 6 years	2 years
Ari Goldberg	Secretary	1 – 6 years	3 years
Melissa Leopard	Trustee	1 – 6 years	N/A
Miriam Kelley	Trustee	1 – 6 years	N/A
Cherish Davis	Trustee	1 – 6 years	N/A
Michael Mohr	Trustee	1 – 6 years	N/A
Vacant	Parent - Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A

Attachment 5C: Code of Ethics and Conflict of Interest Policy

Buffalo Commons Code of Ethics

1. Code of Ethics Purpose

The Buffalo Commons Charter School (BCCS) Board of Trustees (the “Board”) adopts this Code of Ethics in furtherance of the BCCS Mission:

Buffalo Commons prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

2. Application of Code of Ethics

This Code applies to all persons employed, volunteering, or working on behalf of or with BCCS, which is inclusive of, but not limited to: Trustees, employees, teachers, independent contractors, and volunteers.

3. Expectations

- a. All applicable persons must make good faith efforts to further the BCCS mission in all actions taken with BCCS in mind.
- b. All applicable persons must act as a fiduciary to BCCS. The applicable person owes a duty of loyalty and duty of trust to BCCS that prevents any self-dealing, or action adverse to the interests of BCCS, or entrance into any situations that would impair the independence of judgment in the exercise of duties.
 - i. Any Trustee shall reference the Conflict of Interest policy for resolution.
 - ii. Any other applicable person shall work to avoid any situations that undermine duties owed to BCCS or resolve them in good faith if unavoidable.
- c. All applicable persons must take generally accepted community standards into account when making any decisions or participating in any activity concerning BCCS.
- d. All applicable persons should take the BCCS Mission, their fiduciary duties, and generally accepted community standards into consideration when acting outside of their scope as an applicable person (as defined in section 2).
 - i. Any activity participated in by an applicable person may reflect in negative or positive ways on BCCS.
- e. Failure to abide by this Code of Ethics may result in disciplinary action or thorough review of the relationship between BCCS and the applicable person.
- f. All applicable person must report in writing to the secretary of the Board of Trustees if a conflict or potential conflict with these duties, as described in this code of ethics exists.

Buffalo Commons Conflict of Interest Policy

1. Policy Statement

It is the policy of Buffalo Commons Charter School (BCCS) that any Board of Trustees Members, Staff, or Committee Member having a financial interest or whose immediate family member has a financial interest in BCCS transactions, normal operations, or other activities, must disclose his or her interests and abstain from any deliberations or voting in matters which impact, or may appear to a reasonable stakeholder in observance of BCCS activities to impact, him, her, or related parties financially, professionally, or personally.

This policy is designed to provide BCCS with a procedure, which, if observed, may determine that a transaction may be treated as valid and binding even though a Trustee, Staff, or Committee member has or may appear to have a conflict of interest with respect to the transaction.

This policy is intended to comply with the procedure prescribed in New York State Not-for-Profit Corporation Law Section 715 and 715-a governing conflicts of interest of nonprofit corporations. In the event there is an inconsistency between the requirements and procedures prescribed herein and those in New York State Not-for-Profit Corporation Law Section 715 and 715-a, the statutes shall control.

2. Policy Interpretation and Implementation

a. Members of BCCS Board of Trustees, Staff, or Committee Member must:

- i. Complete an annual disclosure statement made in good faith;
 - ii. List to the best of their knowledge any Conflict of Interest situations in which they or their relatives, as defined below, may be involved which could now or in the future lead to a conflict of interest with BCCS;
 1. "Relatives" are considered to include a person's spouse, domestic partner as defined in section 2994-A of the New York Public Health Law, child (whether natural or adopted), spouse of a child (whether natural or adopted), sibling, or a person's' spouse's siblings or parents (in-laws).
 - iii. Disclose any financial interest or employment relation of any such relative with any supplier of goods or services to BCCS;
 - iv. Disclose any financial interest or any fiduciary (e.g. board membership) relationship or employment relationship of any such relative with any party participating in a contract or transaction with BCCS; or
 - v. Disclose financial interest, fiduciary relationship, or employment relationship of any such relative with any party which competes, directly, or indirectly, with BCCS in any activity in which BCCS is engaged.
- b. Trustees, Staff, and Committee Members must agree to perform the following:**
- i. Remain a fiduciary to BCCS and act in good faith in voting upon any matter involving the business activities of BCCS;
 - ii. Protect confidential information as relates to activities of BCCS;

- iii. Notify the Chair of the Board and Executive Director of any circumstances that may appear to others to be a potential conflict of interest regardless of whether the circumstances actually create a conflict of interest;
 - 1. Such disclosure shall be made as soon as the possible Conflict of Interest is known.
- iv. Notify the Chair of the Board and the Executive Director of any activities of relatives, which may appear to others to be a conflict of interest situation;
 - 1. The Chair shall report the disclosure of any potential conflicts of interest involving Trustees, Staff or Committee Members not present at a meeting, and the disclosure shall be reflected in the minutes of the meeting.
- v. Refrain from any deliberations or voting on any transaction or other matter, in which the member has or may be perceived to have a conflict of interest;
 - 1. A person with the possible conflict of interest may not be counted in the quorum for any vote on the conflicted matter.
- vi. Report promptly to the Chair of the Board and to the Executive Director any future situation in which a possible conflict of interest may arise;
- vii. Refrain from accepting gifts, entertainment, or other favors under circumstances which may appear to influence the individual's performance of his or her duties;
- viii. Refrain from using information obtained as a Trustee, Staff, or Committee Member for the profit or advantage of the Trustee, Staff, or Committee Member or any business with which the person or a relative is associated.

Buffalo Commons Charter School shall adopt and comply with a Conflict of Interest Policy as set forth in the attached document entitled:

CONFLICT OF INTEREST POLICY

PART 1 – PURPOSE

ARTICLE I

- 1. The purpose of this conflict of interest policy is to ensure that the Trustees, Key Employees, and Committee Members of Buffalo Commons Charter School (“BCCS”) act in the Charter School’s best interests and comply with applicable requirements, including, but not limited to: the requirements set forth in this Conflict of Interest Policy (“Policy”), the requirements of New York Nonprofit Corporation Law, and the goals of BCCS to strongly adhere to the highest standards of legal and ethical conduct in its business and educational practices in order to protect BCCS's interest when considering entering into a transaction or arrangement that might benefit the private interests of:
 - a. A Trustee (as defined in section 701 of the Not-for Profit Corporation Law and referred in that section as Directors);
 - b. Key Employee (as defined in section 713 of the Not-for-Profit Corporation Law, including without limitation, the Executive Director, and respective staff and any

- position defined on the BCCS Organization Chart attached hereto as Schedule B);
- c. A member of a committee that has assumed powers delegated to it by the Board of Trustees (Committee Member); or
 - d. A relative of any person described in items (a) through (c).
 - i. For purposes of this policy, a “relative” is considered to include a person's spouse, domestic partner as defined in section 2994-A of the New York Public Health Law, child (whether natural or adopted), spouse of a child (whether natural or adopted), sibling, or a person’s siblings by law through marriage, or parents by law through marriage.
2. This policy supplements, but does not supersede or replace any applicable state and federal laws governing conflicts of interest in nonprofit or charitable or educational corporations and entities.
3. The best interests of BCCS are to be a school that:
- a. prepares students to lead successful and impactful lives; and
 - b. develops students’ academic, creative, and collaborative skills
- Further interests of BCCS are made pursuant to Article I Section 1 of the By-Laws or any policy set forth by the Executive Director of BCCS.

PART 2 –DEFINING CONFLICT OF INTEREST

ARTICLE II

1. Conflict of Interest.

- a. A conflict of interest undermines the ability of any Trustee, Key Employee, or Committee Member of BCCS to discharge the duties of their respective positions (1) in good faith; (2) with a degree of diligence, care, and skill that an ordinarily prudent person would exercise in similar circumstances in like positions; (3) to comply with applicable requirements, described in Part I; and (4) to act in the corporation’s best interests described in Part I and in Article I Section 1 of the By-Laws of the BCCS.
- b. A conflict of interest may arise through a Related Party Transaction, and it is the duty of the conflicted Trustee, Key Employee, or Committee Member to immediately disclose the conflict in a manner pursuant to Part 3, Article III of this Policy.
 - i. A conflict of interest may exist or could reasonably exist when, for example, any BCCS Trustee, Key Employee, or Committee Member has entered or will enter into a transaction, in his or her capacity as part of BCCS, with a related party or family member, or the Trustee, Key Employee, or Committee Member has gained a financial interest in an entity that shares a similar purpose to BCCS or offers services BCCS may use.
- c. Each Trustee, Corporate Employee, or Committee Member is expected to avoid any action or involvement, which would constitute the circumstances described in paragraph (a) of this section, and make a disclosure pursuant to Part III of this Policy if such conflict or possible conflict occurs.
- d. The Executive Director must exercise extreme care and caution to avoid any circumstances or possible circumstances described in paragraph (a) of this section, and make an immediate disclosure pursuant to Part III of this Policy if such conflict

or possible conflict or remotely possible conflict occurs.

2. Related Party.

- a.** A person who may be considered a Related Party of BCCS under this Policy includes:
 - i.** Any Trustee, Key Employee, or Committee Member becomes a Related Party when he or she has a direct or indirect financial interest, as defined below, or he or she has a relative, as defined below, who possess a financial interest;
 - ii.** Relatives of any BCCS Trustee, Corporate Employee, or Committee Member;
 - iii.** Any entity in which a person has a 25% or greater ownership or beneficial interest or, in the cases of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
 - iv.** Founders of BCCS;
 - v.** Substantial Contributors to the BCCS within the current fiscal year or the past five fiscal years;
 - vi.** Persons owning a controlling interest—through votes or values—in BCCS;
 - vii.** Any non-stock entity controlled by one or more Trustees, Key Employees, or Committee Members.
- b.** Any Trustee, Key Employee, or Committee Member that becomes a Related Party must immediately disclose the circumstances creating a conflict of interest or potential conflict to the Board of Trustees or Committee Member pursuant to Part 3, Article III, Section 1 of this Policy.

3. Financial Interest.

A Trustee, Key Employee, or Committee Member; relative; or related party, possess a financial interest when that party has or will have:

- a.** An economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement;
- b.** An ownership or investment interest in any entity with which BCCS has entered into or is negotiating a transaction or arrangement;
- c.** A compensation arrangement with BCCS or with any entity or individual with which BCCS has entered into or is negotiating a transaction or arrangement; or
- d.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which BCCS has entered into or is negotiating a transaction or arrangement.
 - i.** Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.
 - ii.** The making of a gift or donation to BCCS is not a Contract or Transaction in relation to this policy.

4. Relative.

- a.** A Relative that may cause a conflict or constitute a related party, defined below, for purposes of this policy is a person's spouse, domestic partner as defined in section 2994-A of the New York Public Health Law, child (whether natural or adopted), spouse of a child (whether natural or adopted), sibling, or a person's siblings by law through marriage, or parents by law through marriage. This definition of Relative

contained in this Policy supersedes all other definitions contained herein or in the By-Laws of BCCS.

5. Related Party Transaction.

- a. A Related Party Transaction occurs when any transaction, agreement, or any other agreement with BCCS in which a related party has a financial interest and such a transaction will substantially benefit the Related Party.
- b. Any Related Party Transaction will be considered a Conflict of Interest for Purposes of this Policy.

6. Board of Trustees Parent or Guardian Member.

Should the Board of Trustees contain a trustee that is also a parent or guardian of a student currently attending BCCS, such a familial or legal relationship will not be considered a conflict of interest pursuant to this policy.

PART 3 – PROCEDURES

ARTICLE III

1. Duty to Disclose.

- a. In connection with any actual or possible conflicts of interest or any scenario described in Part 2, Article II, Section 1, a related party must disclose the existence and nature of his or her financial interest or related party transaction to the Board of Trustees or Committee Members immediately upon becoming aware of the actual or possible conflict of interest.
- b. Any related party must describe the conflict disclose the existence and nature of his or her financial interest or related party transaction with reference to the terms and scenario described in Part 2, Article II, Section 1 and Part 2, Article II generally.

2. Determining Whether a Conflict of Interest Exists.

- a. After disclosure of the conflict or potential conflict, the related party shall leave the meeting of the Board of Trustees or Committee meeting (if otherwise entitled to be present thereat) while the conflict is discussed and voted upon. The remaining Trustees or Committee Members shall decide if a conflict of interest exists.
- b. The remaining Trustees or Committee Members may request that the related party present information as background or answer questions at a Trustee or Committee meeting prior to the commencement of deliberations or voting relation thereto, which the related party must not be present for.

3. Procedures for Addressing the Conflict of Interest.

- a. The Chair of the Board of Trustees shall, if appropriate, appoint a non-related party or committee to investigate alternatives to the proposed transaction or arrangement.
- b. After exercising due diligence, the Board of Trustees shall determine whether BCCS can obtain a more advantageous transaction or arrangement with reasonable efforts

from a person or entity that would not give rise to a conflict of interest.

- c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in BCCS's best interest and for its own benefit and whether the transaction is fair and reasonable to BCCS and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.
- d. The Board must approve the transaction by not less than a majority vote of the board members present at the meeting.
- e. The Board must document—in writing—the basis for the board or committee's approval, including its consideration of any alternative transactions as well as any information pursuant to Article IV of this Part.
 - i. The Board may also consider including any pertinent information on the matter.

4. Violations of the Conflict of Interest Policy.

If the Board of Trustees has reasonable cause to believe that a Trustee, Corporate Employee, or Committee Member has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

ARTICLE IV: RECORD OF PROCEEDINGS

The minutes of Board of Trustees meetings, and all meetings of Committees with Board of Trustees-delegated powers, shall contain specific information regarding disclosures of financial interest and the consideration and disposition of matters related thereto.

1. Information Concerning Related Parties.

Meetings shall include reporting on:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest;
- b. The nature of the Financial Interest or Related Party Transaction;
- c. Any action taken to determine whether a conflict of interest was present; and
- d. Decisions by the Board of Trustees or committees investigating whether a conflict of interest in fact existed.

2. Information Concerning the Consideration and Resolution of Disclosed Interests.

Meeting minutes shall reflect:

- a. The names of the persons who are present for discussions and votes relating to the transaction or arrangement;
- b. The content of the discussion, including any alternatives to the proposed transaction or arrangement; and
- c. A record of any votes taken in connection therewith.

Meeting minutes may contain a copy of the conflict of interest disclosure made by the related party.

3. The person(s) with the possible conflict of interest may not be counted in the quorum for any vote on the conflicted matter, and the person(s) must leave the room or area during the vote, but the person(s) may provide further background to the Board. The Board must approve the transaction by not less than a majority vote of the board members present at the meeting.

ARTICLE V: COMPENSATION COMMITTEES

1. Vote of Committee Members Receiving Compensation.

A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from BCCS for services is precluded from participating in any deliberations or voting on matters pertaining to that member's specific compensation.

ARTICLE VI: CERTIFICATIONS AND STATEMENTS

1. Annual Statement.

- a. Each Trustee, Corporate Employee, or Committee Member shall annually, on a date fixed by the Board of Trustees, complete, sign, and date a statement in the form attached hereto as Schedule A. Completion of such annual form certifies that such person is and has been in compliance with this Conflict of Interest Policy.
 - i. The Executive Director shall submit the form biannually, with the first statement due on the date fixed by the Board and the second date six months from the fixed date.
 - ii. Prior to the initial election of any Director, and biannually thereafter, such Director shall complete, sign and submit to the BCCS pursuant to this Article III, Section 1, a written statement identifying, to the best of the Director's knowledge, any entity of which such Director is an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or employee and with which BCCS has a relationship, and any transaction in which the BCCS is a participant and in which the Director might have a conflicting interest.
- b. Completion of the annual statement, or biannual statement in the case of the Executive Director, does not excuse any immediate disclosure of any conflict or possible conflict of interest that should arise.

2. Certification of Receipt.

Each Trustee, Corporate Employee, or Committee Member shall certify in writing that he or she has:

- a. Received a copy of this Conflict of Interest Policy;
- b. Read and understands this Conflict of Interest Policy; and
- c. Is in compliance with this Conflict of Interest Policy.

3. Certification of Charitable Mission.

Each Trustee, Corporate Employee, or Committee Member shall certify in writing that he or she:

- a. Understands that BCCS is a charitable organization;
- b. Understands the mission of BCCS as described in the By-Laws Title & Purpose and this Policy in Part 1, Article I, Section 3; and
- c. In order to maintain its federal tax exemption BCCS must engage in activities which accomplish one or more of its tax-exempt purposes.

4. Distribution of Policy Statement and Certification.

The Chair of the Board of Trustees shall cause each Trustee, Corporate Employee, or Committee Member to:

- a. Receive a copy of this Conflict of Interest Policy within 5 days of the date the Trustee, Corporate Employee, or Committee Member is elected or appointed;
 - b. Within 30 days after receipt of the policy the Trustee, Corporate Employee, or Committee Member, a Certification, in the form attached hereto as Schedule A, shall be signed by the Trustee, Corporate Employee, or Committee Member; and
 - c. Within 30 days the completed, signed, and dated, form is returned to the Chair of the Board of Trustees at the office of BCCS.
5. New Trustees are eligible to vote on actions of the Corporation after completing and returning their signed disclosure statement.

ARTICLE VII: PERIODIC REVIEWS

To ensure that BCCS operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax or charter with the New York State Education Department, periodic reviews shall be conducted. The reviews shall be conducted by the Board or an appointed committee or an independent third-party. Such internal review will be completed at-will of the Board and without warning.

1. Compensation Arrangements.

The periodic reviews shall include, without limitation, information to the effect that compensation arrangements and benefits have been examined and are reasonable and the result of arm's-length bargaining.

2. Agreements with Employees.

The periodic reviews shall include, without limitation, information regarding whether agreements with employees further the BCCS's charitable purposes and do not result in inurement or impermissible private benefit.

3. Permissible Review Activity.

BCCS reserves the right to review any potentially related transaction or conflict of interest, without limitation, that the Board deems reviewable.

ARTICLE VIII: CONFIDENTIAL AND INSIDE INFORMATION

1. Confidential Information.

- a.** Business information that has not been made public (e.g., insider information) shall not be released by a Trustee, Corporate Employee, or Committee Member to private individuals, organizations, or government bodies unless demanded by legal process such as a subpoena or court order. A Trustee, Corporate Employee, or Committee Member shall not use confidential information obtained in the course of the execution of official duties for the purpose of advancing any private interest or otherwise for personal gain.
- b.** All disclosures of conflicts and annual or biannual statements shall remain confidential unless attached to publicly made meeting minutes. The Board shall use caution to protect any sensitive information of the related party through redaction or Board discretion. For purposes of confidentiality, certain disclosure provisions may be suspended by a three-fourths vote of all Board members voting on conflict of issue.

2. Survival of Confidentiality Requirement.

After resignation or termination, whether voluntary or involuntary, a Trustee, Director, Key Employee, or Committee Member, shall continue to keep secret and retain in strictest confidence, all Corporate confidential information. Nothing contained in this paragraph, however, shall be deemed to prevent the Trustee, Director, Key Employee, Committee Member, or Department Manager, from gainfully utilizing his or her general knowledge, intellect, experience, and skills after separation from BCCS.

ARTICLE X: USE OF CORPORATE FUNDS

Any Trustee, Director, Key Employee, Committee Member or Department Manager is forbidden to use, directly or indirectly, Corporate funds and assets in a manner contrary to the best interest of BCCS, or for any unlawful purpose, or to accomplish any unlawful goal. Such a use constitutes grounds for immediate dismissal from such person's position, and may result in legal action. BCCS also prohibits the establishment or maintenance of undisclosed or unrecorded funds and assets as the same are considered prima facie evidence of a conflict of interest and possible breach of fiduciary duty.

ARTICLE XI: USE OF OUTSIDE ADVISORS

In conducting the periodic reviews provided for in Article V, BCCS may, but need not, retain outside advisors. If outsider advisors are retained, their retention shall be consistent with the Board of Trustees' responsibility for ensuring that periodic reviews are conducted. The Board of Trustees shall take such measures, as it deems appropriate to ensure that the requests of outside advisors are privileged and confidential.

Attachment 8A: Buffalo Commons Hiring, Personnel Policies and Procedures

Procedures for Hiring and Dismissing School Personnel: The Board of Trustees of Buffalo Commons Charter School (BCCS) has the authority to hire and dismiss faculty and staff. Using the job qualifications and duties outlined here as guidelines, BCCS shall recruit and hire faculty and staff in a manner consistent with the school mission, and in accordance with equal opportunity employment guidelines. In the interest of fulfilling BCCS' goal of building a diverse and professional learning community, recruiting and hiring will be of paramount importance. BCCS will endeavor to recruit, hire and develop talented educators with diverse backgrounds who demonstrate a commitment to professionalism and collaboration and who model lifelong learning.

BCCS will actively recruit teachers and administrators through advertisements on our website, in local newspapers and community newsletters, and at local educational organizations, colleges, and universities. Additionally, Buffalo Commons will make use of job fairs, internet resources and informal community networks. Every effort will be made to choose the most qualified candidates who demonstrate commitment to working collaboratively and engaging in continuous reflection and professional growth. In order to maintain a professional community, a faculty committee on hiring will be formed in order to sort resumes and participate in hiring interviews.

All job advertisements, including those on Buffalo Commons' website, will contain the following language:

"BCCS is an equal opportunity employer and does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, marital or familial status, national origin, alienage or citizenship or disability."

Where space is at a premium, the charter school will instead use the initials "EOE" which stands for Equal Opportunity Employer. All hiring at BCCS will be in compliance with all anti-discrimination regulations and with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9.

Applications from all qualified candidates will be considered. Applicant screening, interviewing, and selection will comply with all employment non-discrimination laws and policies. For each candidate considered for employment, the Executive Director, or direct supervisor, will conduct a criminal background check, solicit a professional conduct report from the candidate's previous employer, and obtain a minimum of three professional references. Appropriately certified teachers will be hired in compliance with the Charter Schools Act.

Faculty and staff offered a position at BCCS will be given a letter of appointment, confirming the employee's start date and hire rate. The letter will also outline in-service training dates, and explain the terms and details of benefits provided. The purpose of the letter of appointment is to define and clarify circumstances under which employment will occur.

Employment at BCCS is "at-will" and may be terminated by the employee or the school, without further obligation, at any time.

General Qualifications and Responsibilities for Teachers and Administrators : We hire professionals whose experiences and attitudes show them to be engaged, principled, courageous, and caring and who are highly skilled. To this end, BCCS will empower teachers to achieve their highest performance through ongoing professional development and collaborative decision making. For this reason, demonstrated excellence in teaching, especially in urban schools, and a commitment to continual reflection, learning, and professional growth are the fundamental qualifications for employment at Buffalo Commons. Additionally, highly qualified candidates for employment will have all or most of the following credentials:

- A degree or degrees in the subject matter
- An advanced degree in education and/or subject matter
- Certification in the subject matter
- Demonstrated previous success in the classroom
- Demonstrated engagement in continuous professional development
- Engaged in contributing to professional organizations
- Demonstrated commitment to and ability to succeed in the responsibilities of BCCS faculty as outlined here and other sections of this document

BCCS will employ faculty members who have demonstrated a high level of individual competency and a commitment to the teaching profession. Faculty aspiring to teach at BCCS can demonstrate individual competence through documentation of significant improvement in student test scores, unedited video tapes of full length classes, evaluations from supervisors, and responses to video scenarios of class demonstration classes. Commitment to the profession can be indicated by continued professional development, participation in professional organizations, participation in academic or school life above and beyond contractual requirements. For example, a teacher may tutor students after school without compensation or run a drama program. BCCS is interested in hiring individuals who are committed to student achievement regardless of their circumstances. The following outlines the primary responsibilities of all faculty and staff members at BCCS:

- Work collaboratively with colleagues including special education instructor(s) and English as a Second Language instructor(s)
- Reflect upon one's teaching and work conscientiously to improve one's own and one's colleagues' performance
- Enhance student performance and learning in subject matter
- Form supportive, nurturing and appropriate relationships with students
- Fulfill the appropriate professional role
- Fully engage in continuous reflective professional development.

Non-Certified Teachers: To determine appropriate experience, training and skills of non-certified teachers, BCCS will define the values and professional qualities that the school expects of its teachers and that best respond to the needs of the student population and the school community. Staff members will be involved in the interview and selection process. BCCS believes in and is committed to the principles of equal opportunity and Affirmative Action. It is the policy of BCCS to affirmatively recruit and select employees in accordance with the requirements of the job.

Sample Job Descriptions On the pages that follow are sample job descriptions for our BCCS employee roles in year one and a draft process for hiring teachers that could be easily modified for other roles.¹

EXECUTIVE DIRECTOR

SUMMARY

The BCCS executive director, working closely with the Board of Trustees and the administrative team, defines the vision and strategy for Buffalo Commons and supports the school's instructional and administrative leaders in implementing this shared vision at every level of the institution.

The executive director acts as the team leader. S/he is responsible for establishing measurable goals and targets across the organization, for ensuring that all directors have the resources they need to reach set targets, and for clearly and regularly evaluating how effectively those goals are met.

Evaluated annual by and reporting directly to the Board of Trustees, the executive director is responsible for keeping the board informed of the school's progress, its financial well-being, the challenges it faces, and for engaging the board in planning for the school's future. Each year the Board and Executive director collaborate on crafting goals in five major categories, drawing directly on the school's Accountability Plan where applicable: Academic Performance, Financial Management, Academic Program Fidelity, Parent/Teacher/Student Satisfaction, and Fundraising/Community Relations. Specific duties of the executive director include, but are not limited to:

MAJOR DUTIES AND RESPONSIBILITIES

Execute:

- *Academic Performance:* Drives the organization to achieve excellent student results and close the achievement gap.
- *Accountability:* Ensuring BCCS meets obligations of its charter, including achieving SED accountability measures.
- *Leadership Management:* Manages and evaluates a small team of leaders charged with ensuring success in the highest priority areas for the organization. Sets a vision for management principles.
- *Promoting a Professional Culture:* Designs and oversees a clear culture, articulating a consistent set of agreed-upon values. Creates organization-wide policies, traditions, activities which support and reinforce those values and builds a culture that fosters them.
- *Strategic Planning:* Works with the Board of Trustees to look to the school's future and engages the leadership team in planning programs and projects that will support the school's mission and vision and ensure institutional sustainability.

¹ Descriptions for year two hires will be submitted to the Board in the summer or fall of 2018, and so on thereafter.

Supervise:

- *Budget/Financial Planning:* Oversees the budget in close collaboration with the Operations Director and any consultants. Ensures that valuable resources are targeted towards the highest priorities.
- *Board Management:* Works with the Chair of the Board to determine what board representation is needed to best serve the school and support its mission. Seeks new trustees who meet those needs and recruits them for Board involvement. Works with the Chair to set board meeting agendas and to keep the Board informed of relevant activities. Utilizes the Board's expertise in strategic decisions for the school.
- *Curriculum:* Oversees and evaluates all aspects of curriculum, with input from administration and faculty. The Director of Academics holds a critical role in keeping the Executive Director informed as to any issues and proposed changes
- *Student Culture:* Designs and oversees a clear culture, articulating a clear and consistent set of agreed-upon values. Creates organization-wide policies, traditions, activities which support and reinforce those values and builds a culture that fosters them. Aligns student culture across campuses.
- *Operations:* Works with the Operations Director to ensure that clear, appropriate systems and procedures are developed and implemented across the organization and ensures strong and efficient operations.
- *Evaluation:* Drives a school-wide evaluation process in which all employees have clear, mission aligned, goals, targets and expectations and are evaluated based on their success in meeting expectations.
- *External relations:* Acts as the primary liaison with BCCS's authorizer, the New State Education Department. Works with the Curriculum and Community Director's relations with local feeder schools, outside agencies and partners from whom BCCS may learn and/or benefit. Ensures that appropriate programming is in place so that maximum benefit is taken of outside resources.
- *Fundraising:* Works with the Board to generate private and public financial support for the school's operations.

QUALIFICATIONS

- Master's or higher degree in a related field, preferably education
- A minimum of 5 years in a school leadership position
- Classroom teaching or other relevant instructional experience
- Significant experience in a public charter school
- Strong educational vision
- Exceptional written, oral, and visual communications skills
- Experience working with school, nonprofit, or other relevant boards of trustees preferred
- Proven experience of financial oversight for an organization with a budget of at least \$1 million preferred

ACADEMIC DIRECTOR

SUMMARY

The Academic Director is a leadership position reporting directly to the Executive Director. The Academic Director is at the helm of setting and actualizing a strategic vision for instructional excellence at Buffalo Commons in a time of significant growth, and serves as one of the primary drivers in meeting our mission, goals and objectives. As the senior academic leader in a highly visible role, the Academic Director has significant responsibility for shaping and implementing a culture of academic achievement teachers and staff throughout our school.

The Academic Director reports to the Executive Director and is evaluated biannually, in a mid-year and an end of year evaluation. The Academic Director will be

- A minimum of 2 years in a school leadership position
- At least 3 years experience in an urban charter school, preferred
- Proven track record of academic success
- Strong educational vision
- Exceptional written, oral, and visual communications skills

OPERATIONS DIRECTOR

SUMMARY

This is a leadership position, reporting directly to the Executive Director, and will serve as the chief operating officer for the network. The Director of Operations (DO) will help shape the strategic vision for Buffalo Commons in a time of significant growth. The DO will participate in the weekly Director’s meeting and creates a quarterly report for the Board of Trustees.

The ideal candidate possesses a passion for, or background in, education. Also, s/he is knowledgeable about the charter movement, has professional experience in operations, and project management or administration experience in a fast-paced environment. S/he is fully dedicated to the mission of Buffalo Commons and committed to keeping the academic and personal success of our students as a core focus, while also striving to grow professionally and support the operational excellence of the school.

The Operations Director reports to the Executive Director and is evaluated biannually, in a mid-year and an end of year evaluation.

MAJOR DUTIES AND RESPONSIBILITIES

Strategic Responsibilities:

- Lead a growing organization’s efforts to constantly improve overall school level operations
- In collaboration with the Executive Director, prepare updates and formal reports to the Board of Trustees on major projects
- Create, implement and ensure organization-wide operational accountability plan, including audit rubric, timelines/deliverables and key performance indicators
- Work closely with the financial consultants to process employee payroll and benefits, and weigh and monitor the impact of operational decisions on the organization’s financial health
- Develop systems for identifying school operational needs and providing strong support resources

Management Responsibilities:

- Oversee and ensure annual and ongoing maintenance of existing facilities, and participate actively in project planning around new and future facilities
- Oversee development and maintenance of centralized standard operating procedures (SOP)
- Oversee charter renewal process

- Ensure excellence in all areas of daily operations, including school calendar, procurement, asset management, school safety, transportation, facilities management, nutrition programs, student information and enrollment, IT, etc.
- Develop standards for school safety and emergency readiness, and maintain proper documentation, updating procedures annually and holding regular drills as required
- Oversee admissions process annually, including the lottery
- Oversee the selection of vendors to be used including competitive bid-solicitation as required, with an eye toward cost efficiency and operational capacity
- Oversee technology, including infrastructure, equipment management, operational and instructional integration, vendor relationships and end-user technical support
- Represent Buffalo Commons as needed to landlords of leased properties in resolving operational matters
- Serve as district liaison for such ancillary services as the depts of Food Service, Health, Nursing and Pupil Transportation

QUALIFICATIONS

- Bachelor’s degree required; master’s degree preferred
- Strong results-orientation
- Ability to adapt in a dynamic, growth environment
- At least 3 years experience in a related role; experience in a charter organization or educational environment ideal
- Ability to collaborate with a wide range of constituents
- Advanced working knowledge of school-based technology is a plus
- Strong organizational and communication skills with close attention to detail
- Previous leadership/team management experience strongly preferred

GENERAL EDUCATION TEACHER²

SUMMARY

Reporting directly to the Academic Director, ideal candidates have demonstrated success with a broad range of students and are looking to be a collaborative member of a highly professional learning community.

As part of a growing organization, teachers will play a vital role in school governance and curriculum development. Teachers at Buffalo Commons create and implement innovative, rigorous and engaging curriculum designed to teach our diverse community of students. They also become leaders within the school community and beyond

² This general description will be used for all subject area teachers and innovations instructors. Slight adjustments may be made at time of publication to tailor the description to the subject area.

MAJOR DUTIES AND RESPONSIBILITIES

General Teaching

- Plan content to incorporate the BCCS way of teaching, and ensure alignment with all standards
- Differentiate instruction for students at all ability levels
- Teach four classes, two small-groups, and a homeroom
- Monitor and report on student's academic progress throughout the year using a variety of measures
- Communicate proactively with students' parents
- Challenge one's own philosophies and methodologies of education to embrace teaching in the universal theme of each grade level, using the depth and complexity concepts
- Work collaboratively with a team in order to create units that demonstrate the interrelatedness of disciplines
- Develop students' collaborative skills by developing creative, applicable lessons that integrate the study of real-world issues and allow students to work together and understand multiple perspectives
- Create opportunities for students to meaningfully participate in the community

JOB QUALIFICATIONS

- Bachelor's degree or higher in a related field, preferably education
- Certification in teaching area strongly preferred
- Classroom teaching or other relevant instructional experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Exceptional written, oral, and visual communications skills

SPECIAL EDUCATION TEACHER

SUMMARY

Reporting directly to the Academic Director, ideal candidates have demonstrated success with a broad range of students classified as having special needs and are looking to be a collaborative member of a highly professional learning community.

As part of a growing organization, Special Education teachers will play a vital role in school governance and curriculum development, especially with modifying the curriculum for students with disabilities. Special Education Teachers at Buffalo Commons, in collaboration with their co-teacher, create and implement innovative, rigorous and engaging curriculum designed to teach our diverse community of students. They also become leaders within the school community and beyond.

MAJOR DUTIES AND RESPONSIBILITIES

Co-Teaching

- Plan content to incorporate the BCCS way of teaching, and ensure alignment with students' IEP goals
- Differentiate instruction for students at all ability levels and scaffold for students with special needs
- Co-Teach four classes and a homeroom, lead two small-groups interventions,
- Challenge one's own philosophies and methodologies of education to embrace teaching in the universal theme of each grade level, using the depth and complexity concepts
- Work collaboratively with a team in order to create units that demonstrate the interrelatedness of disciplines
- Develop students' collaborative skills by developing creative, applicable lessons that integrate the study of real-world issues and allow students to work together and understand multiple perspectives
- Create opportunities for students to participate in the community meaningfully

Case Management

- Modify the general education curriculum for students with disabilities based on a variety of instructional techniques and technologies.
- Confer with parents, administrators, specialists and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by law.

QUALIFICATIONS

- Bachelor's degree or higher in special education
- Certification in special education
- Classroom teaching or other relevant instructional experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Exceptional written, oral, and visual communications skills

ENL TEACHER

SUMMARY

Reporting directly to the Academic Director, ideal candidates have demonstrated success with a broad range of English learner students and are looking to be a collaborative member of a highly professional learning community.

As part of a growing organization, ENL teachers will play a vital role in school governance and curriculum development, especially with modifying the curriculum for English learners. ENL Teachers at Buffalo Commons, in collaboration colleagues, create and implement innovative, rigorous and engaging curriculum designed to teach our

diverse community of students. They also become leaders within the school community and beyond.

MAJOR DUTIES AND RESPONSIBILITIES

Teaching and Leading

- Provide “pull-out” ENL services and integrated language instruction in ELA and other subject areas for EL students.
- Co-plan with general education, special education, and assistant teachers to strengthen the differentiation and scaffolding within their classrooms and subjects and effectively implement the SIOP practices in units and daily lessons.
- Facilitate assessments for ELL students and prepare resulting reports.
- Facilitate professional development for colleagues on best practices for communicating with and teaching students designated as ELL.
- Challenge one's own philosophies and methodologies of education to embrace teaching in the universal theme of each grade level, using the depth and complexity concepts
- Work collaboratively with a team in order to create units that demonstrate the interrelatedness of disciplines
- Develop students’ collaborative skills by developing creative, applicable lessons that integrate the study of real-world issues and allow students to work together and understand multiple perspectives
- Create opportunities for students to participate in the community meaningfully
- Meet with parents to discuss their children’s progress and to determine priorities for their children and their individualized educational needs.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by law.

QUALIFICATIONS

- Bachelor’s degree or higher in ENL education
- Teaching or other relevant instructional experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Exceptional written, oral, and visual communications skills

ASSISTANT TEACHER

SUMMARY

Assistant Teachers are a classroom position reporting directly to the Academic Director. We pair assistants with experienced educators in a co-teaching model that is designed to give them the full experience of leading a classroom. Assistant teachers are mentored by the Academic Director and supported as they embrace all the responsibilities that come with leading a classroom.

MAJOR DUTIES AND RESPONSIBILITIES

General

- Assist in developing and executing curriculum in a co-taught classroom
- Challenge one's own philosophies and methodologies of education to embrace teaching in the universal theme of each grade level, using the depth and complexity concepts
- Assist teams to create units that demonstrate the interrelatedness of disciplines
- Monitor and report on student's academic progress throughout the year using a variety of measures
- Other various duties as needed by the teaching team

QUALIFICATIONS

- Bachelor's degree or higher in a related field, preferably education
- Certification in teaching area strongly preferred
- Classroom teaching or other relevant instructional experience preferred
- Exceptional written, oral, and visual communications skills

SCHOOL COUNSELOR

SUMMARY

Reporting directly to the Academic Director, ideal candidates have demonstrated success with a broad range of students and are looking to be a collaborative member of a highly professional learning community.

As part of a growing organization, the counselor will play a vital role in school governance and development. The counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, personal, and social development for our diverse community students.

MAJOR DUTIES AND RESPONSIBILITIES

- Provides counseling services to all students mandated by IEP
- Provides individual and small group counseling to students with identified concerns and needs
- Aids in the social-emotional development of all students through direct instruction during morning and afternoon homerooms, and/or collaboration with teachers individually
- Collaborates with parents/guardians and educators to assist students with educational planning
- Implements an effective referral and follow-up system
- Create opportunities for students to participate in the community meaningfully
- Adheres to laws, policies, procedures, and ethical standards of the school counseling profession

QUALIFICATIONS

- Bachelor’s degree or higher in a related field, preferably school counseling, psychology or social work
- School counseling or other relevant counseling experience
- Experience in an urban charter school preferred
- Proven track record of success
- Exceptional written, oral, and visual communications skills

Hiring Process for Teacher Applicants (Draft; could be modified for other roles)

Steps	Owner	Activities
1: Develop Scorecard	Hiring Manager (HM) or Executive Director (ED)	A “Scorecard” ³ is customized to include core values, general responsibilities, specific objectives, and particular competencies
2: Application	HM/ED	Applications require the following components: <ul style="list-style-type: none"> ● Cover Letter ● Resume ● 3 References
3: Initial Screening (Phone)	HM/ED	Candidate is contacted and “Screening Interview” ⁴ is conducted over the phone
4: Electronic Task	HM/ED	Applicants are asked to complete one of the following tasks electronically: <ul style="list-style-type: none"> ● Data Set Analysis ● IEP Goal Writing ● Student Writing Feedback ● Collaborative Planning Session ● Lesson Video Critique
5: Reference Check	HM/ED	The “Reference Interview” ⁵ conducted
6: ½ Day School Visit	HM/ED	Candidates that make it to this point come to the school and complete the following activities: <ul style="list-style-type: none"> ● Observe Classrooms ● Teacher Panel ● Demo Lesson ● “Lesson Debrief”⁶ ● “Administrative Interview”⁷

³ Adapted from Smart, Geoff and Randy Street. *Who*. Ballantine Books: New York. 2008.

⁴ Adapted from *Ibid*.

⁵ Adapted from *Ibid*.

⁶ Adapted from Antonetti, John and James Garver. *17,000 Classroom Visits Can’t Be Wrong*. ASCD. 2015

⁷ Adapted from *Ibid*.

7: Offer Extension	HM/ED	Offer is extended to candidate pending additional or final reference checks
8: Candidate Decision	HM/ED	Candidate accepts or denies offer

The Scorecard: As we grow, scorecards will be created for each proposed position. Scorecards are meant to provide goal-based job descriptions that further the school’s mission in a way that expands upon the lists of duties and responsibilities above. Each position’s scorecard will include:

- a. *The Mission:* A brief description of why the school, and specific job exists
- b. *Core Values:* Expectations for all BCCS employees
- c. *Outcomes:* Measurable results that the position is expected to realize
- d. *Competencies:* A list of the most important skills and aptitudes that the role requires

The Screening Interview: The screening interview is meant to eliminate inappropriate candidates as quickly as possible. BCCS will take a structured, and largely standardized, approach to help ensure consistency and improve our ability to discern differences between candidates. The following questions are the core of the screening interview:

1. What are your career goals?
2. What are you really good at professionally?
3. What are you not good at or not interested in doing professionally?
4. Who are your three references? How will they rate your performance on a 1-10 scale when we talk to them? Why would they rate you that way?
5. What appeals to you about our school in particular?

The Reference Interview: The reference interview is meant to provide a check for the things that we are learning throughout the rest of the hiring process activities. BCCS will take a structured, and largely standardized, approach to help ensure consistency and improve our ability to discern differences between candidates. The following questions are the core of the reference interview:

1. In what context did you work with the person?
2. What were the person’s biggest strengths?
3. What were the person’s biggest areas for improvement back then?
4. How would you rate their performance on a 1-10 scale? What about their performance causes you to give that rating?
5. The person mentioned that they struggled with _____ in that job. Can you tell me more about that?

The Lesson Debrief: The lesson debrief is meant to evaluate a candidate’s ability to plan and implement a dynamic lesson with strong pedagogy. It also helps to predict where a candidate would fall within the scope of BCCS teacher evaluation system, and what initial strengths and weaknesses they might bring to the school. BCCS will take a structured, and largely standardized, approach to help ensure consistency and improve our ability to discern differences between candidates. Candidates will be asked to self evaluate their performance according to BCCS’ Classroom Observation Rubric.

The Administrative Interview: The administrative interview is meant to unveil the patterns in a candidate's' career history and gauge their ability to meet the specific objectives outlined on the scorecard. It will help to separate the good candidates from the excellent candidates. BCCS will take a structured, and largely standardized approach to help ensure consistency and improve our ability to discern differences between candidates. The administrative interview is a chronological walk-through of candidates' career followed by an investigation of their ability to meet the specific objectives. Each work (or educational) experience is inspected using the first 5 core questions:

A. *Chronological Employment Walk-Through*

1. What were you hired (selected) to do?
2. What accomplishments are you most proud of?
3. What were some low points during that job?
4. Who were the people that you worked with?
 - a. Who was your boss? How do you spell that? What was it like working with him/her? What do you think they said or will say about working with you?
 - b. How would you rate the team that you worked with on an A, B, C scale? What changes did you suggest or make? In what ways did the team change during the time you were on it?
5. Why did you leave that job?
6. Repeat for each position until all experiences have been discussed.

B. *Specific Objective Investigation*

1. The purpose of the next portion of the interview is to talk about _____ (fill in the blank with a specific outcome or competency, such as the person's experience raising achievement scores, making learning relevant to students' lives, etc.)
2. What are your biggest accomplishments in this area during your career?
3. What are your insights into your biggest mistakes and lessons learned in this area?
4. Repeat for each desired outcome or competency until all have been discussed.

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159 Baynes St.
Buffalo, NY 14213

Daniel Brink-Washington

Objective To better the lives of children, young adults, and their communities through excellence in school leadership, curriculum development, and teaching.

Experience **2015–Present Elmwood Village Charter School Buffalo, NY**
Middle School Social Studies Lead, 8th Grade Coordinator

- Design and deliver dynamic, rigorous and differentiated social studies curricula for students in grades 6-8
- Monitor and report student progress, adjusting instruction as necessary to ensure maximum academic gains for students
- Coordinate high school application process for middle school students and families
- Build collaborative relationships with area district, charter, and private schools in order to propel students into high quality 9-12 matches

2009–2015 Brooklyn Prospect (IB World School) Brooklyn, NY
K-12 Dean of Student Support Services

School Leadership

- Led a team of over 20 teachers, service providers, and coordinators
- Created and revised the organizational structure and systems for a fully inclusive academic program, grades K-1 and 6–11, featuring integrated co-teaching, special education teacher support services, inclusive reading intervention, related services, and a high school transitions program
- Ensured that Brooklyn Prospect met the expectations of SUNY, the NYC CSE, and the IBO for educating students with learning differences
- Led full faculty and departmental professional development on differentiation, students with special needs, interventions for “at-risk” students, and other special education topics
- Authored organization’s policy on educating students classified as ELL
- Provided workshops for parents of students with learning differences to increase community interaction, gain feedback on programming, and help parents find outside resources for their children

Classroom Teaching

- Planned, modified, and executed dynamic and differentiated daily lessons in English, mathematics, science, and humanities for more than 100 junior and senior high school students each year using principles of universal design
- Consistently propelled students with IEPs to academic achievement 3-4 times that of peers citywide
- Worked closely with students and families in an advisory program

2004–2009 **Middle School of the Arts** **Brooklyn, NY**

Founding Special Education Teacher

- Developed tiered daily lessons in core academic subjects
- Wrote and implemented nearly 50 IEPs
- As part of the School Leadership Team, implemented initiatives that significantly increased the number of students making AYP

2007–2009 **The Possibility Project** **New York, NY**

Assistant Artistic Director

- Co-authored and directed several full length musical theater productions in collaboration with teenagers, which premiered Off-Broadway and toured secondary schools and community centers around New York City
- Devised and facilitated workshops on social issues, conflict resolution, and communications, resulting in enhanced cross-cultural competency

2008–2009 **Brooklyn Philharmonic** **Brooklyn, NY**

Teaching Artist/Curriculum Developer

- Created and implemented a year-long curriculum for 200 students, which significantly improved academic performance in core subjects
- Authored curriculum which focused on exploring the unifying social issues that concern and affect teens, with an emphasis on communication skills and the improvement of cross-cultural literacy
- Created modifications of the curriculum for students that were of limited English proficiency, who made up nearly one third of total participants

Education

2004–2009 **City University of NY (CSI)** **New York, NY**

- M.S., Special Education
- New York City Teaching Fellowship Recipient

1999–2003 **New York University** **New York, NY**

- B.F.A., Theater: Acting
- Dr. Martin Luther King, Jr. International Scholarship Recipient
- Semester Abroad in Russia at the Moscow Art Theater
- Honors Thesis in Theater Studies

Additional Information

- Presenter for NYC Special Education Collaborative
- Private consultant for charter schools in Brooklyn
- International study and travel (Europe, South America)
- Personal interests include family, running, soccer, tennis, basketball, cooking, technology, reading, museums

References Available on Request

New York State Education Department

Request for Proposals to Establish Charter S Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2017 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at [State Aid--https://stateaid.nysed.gov/cha](https://stateaid.nysed.gov/cha) Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

Buffalo Commons Charter School

Contact Name: Daniel Brink-Washington

Contact Email:

Contact Phone:

District of Location

Pre-Opening Period January 01, 2018 to June 31, 2018

Operational Year ONE July 01, 2018 to June 30, 2019

Buffalo Commons Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 01, 2018 to June 31, 2018

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	185,000
Total Expenses	184,382
Net Income	618
Actual Student Enrollment	-
Total Paid Student Enrollment	-

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

Buffalo City School District	13,005		2017-18 rate.
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
	-		

Special Education Revenue

Grants

Stimulus

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

185,000 550K CSP grant split over the first 3 years as per the RFP. This amount is flexible however, and so there is an unseen contingency fund for facilities costs before July, or other unforeseen costs.

TOTAL REVENUE

185,000

EXPENSES**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions	
Executive Management	1.00	40,000
Instructional Management	-	-
Deans, Directors & Coordinators	1.00	40,000
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	2.00	80,000

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

Executive Director

Operations Director

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

2.00 80,000

PAYROLL TAXES AND BENEFITS

Payroll Taxes	7,882
Fringe / Employee Benefits	7,200
Retirement / Pension	4,000
TOTAL PAYROLL TAXES AND BENEFITS	19,082

Based on 2016 rates from NYS and insurance estimate.

Group plans for medical, dental and life insurance; this is based on approx. \$600/month for each employee.

Offering a 401K with a 5% employer match on staff contributions.

TOTAL PERSONNEL SERVICE COSTS

2.00 99,082

CONTRACTED SERVICES

Accounting / Audit	-
Legal	6,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	32,600
TOTAL CONTRACTED SERVICES	38,600

Includes 501c3 filing fee - legal work for the 501c3 is promised pro bono. Also earmarked for lease negotiations

Quote from Kirisits and Associates includes accounting, payroll and other back office responsibilities.

Architect/Engineer fee for facility planning.

SCHOOL OPERATIONS

Board Expenses	2,000	Annual board retreat and other development opportunities.
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	3,000	Macbooks for employees.
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,000	Copies, Mailings, Office Supplies.
Staff Development	-	
Staff Recruitment	5,000	Print, radio, webpostings, "swag".
Student Recruitment / Marketing	5,000	Print, radio, webpostings, "swag".
School Meals / Lunch	-	
Travel (Staff)	3,000	ED,OD and board chair will visit Western NY and NYC schools with similar models.
Fundraising	-	
Other	1,500	Books to give to new students during initial home visits. See IIII1.
TOTAL SCHOOL OPERATIONS	20,500	

FACILITY OPERATION & MAINTENANCE

Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	1,200	Co-working space at Design Innovation Garage. Includes Mail Service, Fax and Printer.
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	1,200	

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	Set aside for dissolution - leaves a balance of 50K to be set aside in the next two years.
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TOTAL EXPENSES

184,382

NET INCOME

618

ENROLLMENT - *School Districts Are Linked To Above Entries*

Buffalo City School District	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
TOTAL School District 5 (Enter Name)	-

REVENUE PER PUPIL

-

EXPENSES PER PUPIL

-

Buffalo Commons Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 01, 2018 to June 31, 2018

	January	February	March	April	May	June	TOTAL	July	August
Total Revenue	48,500	28,000	29,000	27,000	27,500	25,000	185,000	-	-
Total Expenses	48,481	27,982	28,982	26,480	27,478	27,479	184,382	-	-
Net Income	19	18	18	520	22	(2,479)	618	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	19	37	55	575	597	-	-	-
Net Income	19	37	55	575	597	(1,882)	618	-	-
	January	February	March	April	May	June	TOTAL	July	August
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue									
Buffalo City School District	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-
Grants									
Stimulus	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-
Grants									
Charter School Program (CSP) Planning & Implementation	48,500	28,000	29,000	27,000	27,500	25,000	185,000	-	-
Other	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	48,500	28,000	29,000	27,000	27,500	25,000	185,000	-	-
LOCAL and OTHER REVENUE									
Contributions and Donations, Fundraising	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	48,500	28,000	29,000	27,000	27,500	25,000	185,000	-	-

EXPENSES
ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of
Positions

Telephone	-	-	-	-	-	-	-	-	-
Technology	3,000	-	-	-	-	-	3,000	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-
Office Expense	166	167	167	166	167	167	1,000	-	-
Staff Development	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	2,500	2,500	-	-	5,000	-	-
Student Recruitment / Marketing	-	2,500	2,500	-	-	-	5,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-
Travel (Staff)	1,500	1,500	-	-	-	-	3,000	-	-
Fundraising	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	1,500	-	1,500	-	-
TOTAL SCHOOL OPERATIONS	4,666	4,167	5,167	2,666	3,667	167	20,500	-	-
FACILITY OPERATION & MAINTENANCE									
Insurance	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	200	200	200	200	200	200	1,200	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	200	200	200	200	200	200	1,200	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	4,167	4,167	4,167	4,166	4,166	4,167	25,000	-	-
TOTAL EXPENSES	48,481	27,982	28,982	26,480	27,478	27,479	184,382	-	-
NET INCOME	19	18	18	520	22	(2,479)	618	-	-
CASH FLOW ADJUSTMENTS									
OPERATING ACTIVITIES									
Add Back Depreciation	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES									
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES									
Line of Credit	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-
NET INCOME	19	18	18	520	22	(2,479)	618	-	-
Beginning Cash Balance	-	19	37	55	575	597	-	-	-
ENDING CASH BALANCE	19	37	55	575	597	(1,882)	618	-	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-
TOTAL REVENUE	1,026,385	573,400	-	-	365,000	1,964,785

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	-	-	-	70,000	70,000
Instructional Management	1.00	-	-	-	60,000	60,000
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	60,000	60,000
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	-	-	-	190,000	190,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	4.00	200,000	-	-	-	200,000
Teachers - SPED	2.00	-	100,000	-	-	100,000
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	2.00	50,000	-	-	-	50,000
Specialty Teachers	4.00	200,000	-	-	-	200,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	-	40,000	-	-	40,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	13.00	450,000	140,000	-	-	590,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	5,000	-	-	5,000
TOTAL NON-INSTRUCTIONAL	-	-	5,000	-	-	5,000
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	450,000	145,000	-	190,000	785,000
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		43,735	13,553	-	-	75,166
Fringe / Employee Benefits		72,000	21,600	-	-	115,200
Retirement / Pension		22,500	7,250	-	-	39,250
TOTAL PAYROLL TAXES AND BENEFITS		138,235	42,403	-	48,978	229,616
TOTAL PERSONNEL SERVICE COSTS	16.00	588,235	187,403	-	238,978	1,014,616
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	45,200	45,200
Legal		-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		8,000	2,000	-	10,000	20,000
TOTAL CONTRACTED SERVICES		8,000	2,000	-	65,200	75,200

SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials	7,200	1,800	-	-	-	9,000
Special Ed Supplies & Materials	-	1,500	-	-	-	1,500
Textbooks / Workbooks	-	-	-	-	-	-
Supplies & Materials other	20,000	15,000	-	-	-	35,000
Equipment / Furniture	36,000	9,000	-	-	-	45,000
Telephone	-	-	-	-	3,000	3,000
Technology	36,000	9,000	-	-	25,000	70,000
Student Testing & Assessment	20,000	5,000	-	-	-	25,000
Field Trips	4,000	1,000	-	-	-	5,000
Transportation (student)	16,000	4,000	-	-	-	20,000
Student Services - other	4,000	1,000	-	-	-	5,000
Office Expense	-	-	-	-	25,000	25,000
Staff Development	-	-	-	-	15,000	15,000
Staff Recruitment	-	-	-	-	5,000	5,000
Student Recruitment / Marketing	-	-	-	-	5,000	5,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	1,200	300	-	-	-	1,500
TOTAL SCHOOL OPERATIONS	144,400	47,600	-	-	80,000	272,000
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	30,000	30,000
Janitorial	-	-	-	-	40,000	40,000
Building and Land Rent / Lease	220,000	55,000	-	-	-	275,000
Repairs & Maintenance	-	-	-	-	20,000	20,000
Equipment / Furniture	-	-	-	-	30,000	30,000
Security	-	-	-	-	6,000	6,000
Utilities	72,000	18,000	-	-	-	90,000
TOTAL FACILITY OPERATION & MAINTENANCE	292,000	73,000	-	-	126,000	491,000
DEPRECIATION & AMORTIZATION	-	-	-	-	1,000	1,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	1,032,635	310,003	-	-	536,178	1,878,816
NET INCOME	(6,250)	263,397	-	-	(171,178)	85,969

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION		
Buffalo City School District	77	20		97
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	77	20	-	97
REVENUE PER PUPIL	13,330	28,670	-	20,256
EXPENSES PER PUPIL	13,411	15,500	-	19,369

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment

Operating reserve builds over time.

See IC1, page 5

Account for the possibility of 3% attrition without backfill. See attachment 1.

Slightly below district averages; uses district percentages for state aid formulas.

Kirisits and Associates advise no to rely on any funding in year one.

Anticipate being a target school at at least 40% students below the poverty line.

Funding from Title 2a, reflects 14% cut for FY2017. Assumes no further cuts.

550K CSP grant split over the first 3 years as per the RFP.

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

Executive Director (see IIIC Table 3)
Academic Director (see IIIC Table 3)

Operations Director (see IIIC Table 3)

Core instruction for all students in Kindergarten and 5th grade (see IIIC Table 3)
SPED instruction in Kindergarten and 5th grade (see IIIC Table 3)
See O103
Assistant teachers support Kindergarten and 5th (see IIIC Table 3)
Includes Art and Engineering teachers for Innovations, PE, and ENL.

Full-time counselor allows for at-risk and family services.

Partnering with BPS
Partnering with BPS
See (M131)

Stipend for SSS Coordinator. See IIB1.

Based on 2016 rates from NYS and insurance estimate.
Group plans for medical, dental and life insurance; this is based on approx.
\$1000/month for each employee.
Offering a 401K with a 5% employer match on staff contributions.

Quote from Kirisits and Associates covering back office duties.
Estimated at approximately .5% of total budget. (National average .38% for
businesses under 10M revenue)

Partnering with BPS
Partnering with BPS
Included in Accounting (O95)

Substitute teachers twice per week on average. Curriculum and Community

Annual board retreat and other development opportunities.

Reflects \$500 per classroom teacher, plus an additional \$5,000 for Innovations

Reflects \$500 per sped professional

See O111

Curriculum and Materials for ELA, Math, Sci, SS, and Tier Two intervention programs

Classroom furniture and necessities.

Small system for approx. \$1000, plus install, plus service.

Internet, SIS, Chromebooks, Faculty Laptops

STAR 360 Licences, ANet, Torrance Tests. See IID1.

4C.

Summer intensive PD, monthly school-wide series, and individual conference

Print, radio, webpostings, "swag". See IC2.

Print, radio, postings, "swag". IIIC5.

Books to give to new students during initial home visits. See IIII1.

Estimate based on other charters.

Assumes 200 days/yr. @ \$20/hr. as quoted by Contract Specialists, Inc.

As per LOI from Ellicott Development.

Minor repairs throughout the year - nothing structural or having to do with roof.

Office furniture, shared equipment.

Security system including video and FOB access, plus monitoring.

Reflects \$1.80 per square foot for utilities, plus \$20K for snow removal.

Assumes no salvage.

Buffalo Commons Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERAT
 July 1, 2018 to June 30, 2019

Total Revenue	294,966	32,501	294,966	32,501	294,966	32,501	294,966	32,500	294,962
Total Expenses	215,431	127,019	158,986	152,484	150,986	148,487	148,486	150,987	155,988
Net Income	79,534	(94,518)	135,980	(119,983)	143,980	(115,986)	146,480	(118,487)	138,974
Cash Flow Adjustments	83	83	84	83	83	84	83	83	84
Beginning Cash Balance	618	80,235	(14,199)	121,864	1,964	146,027	30,125	176,688	58,284
Net Income	80,235	(14,199)	121,864	1,964	146,027	30,125	176,688	58,284	197,341

	July	August	September	October	November	December	January	February	March
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REVENUE * Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column Assumptions'.

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
Buffalo City School District	13,005
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

210,248	-	210,248	-	210,248	-	210,248	-	210,248	210,248
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
210,248	-	210,248	-	210,248	-	210,248	-	210,248	210,248
52,217	-	52,217	-	52,217	-	52,217	-	52,217	52,216
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
262,465	-	262,465	-	262,465	-	262,465	-	262,465	262,464

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	Title I	Title Funding - Other	School Food Service (Free Lunch)
Charter School Program (CSP) Planning & Implementation	Other	Other	

-	-	-	-	-	-	-	-	-	-
1667	1667	1667	1667	1667	1667	1667	1667	1667	1666
417	417	417	417	417	417	417	417	417	416
-	-	-	-	-	-	-	-	-	-
30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,416	30,416
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
32,501	32,501	32,501	32,501	32,501	32,501	32,501	32,501	32,500	32,498

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	Erate Reimbursement	Interest Income, Earnings on Investments,	NYC-DYCD (Department of Youth and Community Developmt.)	Food Service (Income from meals)	Text Book	OTHER
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-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-

TOTAL REVENUE	294,966	32,501	294,966	32,501	294,966	32,501	294,966	32,500	294,962
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions
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Telephone	2,000	-	100	100	100	100	100	100	100
Technology	67,000	-	300	300	300	300	300	300	300
Student Testing & Assessment	-	25,000	-	-	-	-	-	-	-
Field Trips	-	-	500	500	500	500	500	500	500
Transportation (student)	-	-	-	4,000	-	-	-	-	-
Student Services - other	-	-	500	500	500	500	500	500	500
Office Expense	1,500	1,500	2,200	2,200	2,200	2,200	2,200	2,200	2,200
Staff Development	-	3,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Staff Recruitment	-	-	-	-	-	-	-	-	2,500
Student Recruitment / Marketing	-	-	-	-	-	-	-	2,500	2,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	115,500	64,500	15,300	8,800	4,800	4,800	4,800	7,300	9,800
FACILITY OPERATION & MAINTENANCE									
Insurance	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Janitorial	2,000	2,000	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Building and Land Rent / Lease	22916	22916	22916	22916	22917	22917	22917	22917	22917
Repairs & Maintenance	1,667	1,666	1,666	1,666	1,666	1,667	1,667	1,667	1,667
Equipment / Furniture	30,000	-	-	-	-	-	-	-	-
Security	5,000	91	91	91	91	91	91	91	91
Utilities	7500	7500	7500	7500	7500	7500	7500	7500	7500
TOTAL FACILITY OPERATION & MAINTENANCE	71,583	36,673	38,273	38,273	38,274	38,275	38,275	38,275	38,275
DEPRECIATION & AMORTIZATION	83	83	84	83	83	84	83	83	84
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,084
TOTAL EXPENSES	215,431	127,019	158,986	152,484	150,986	148,487	148,486	150,987	155,988
NET INCOME	79,534	(94,518)	135,980	(119,983)	143,980	(115,986)	146,480	(118,487)	138,974
CASH FLOW ADJUSTMENTS									
OPERATING ACTIVITIES									
Add Back Depreciation	83	83	84	83	83	84	83	83	84
Other	-	-	-	-	-	-	-	-	-
Total Operating Activities	83	83	84	83	83	84	83	83	84
INVESTMENT ACTIVITIES									
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES									
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	83	83	84	83	83	84	83	83	84
NET INCOME	79,617	(94,435)	136,064	(119,900)	144,063	(115,902)	146,563	(118,404)	139,058
Beginning Cash Balance	618	80,235	(14,199)	121,864	1,964	146,027	30,125	176,688	58,284
ENDING CASH BALANCE	80,235	(14,199)	121,864	1,964	146,027	30,125	176,688	58,284	197,341

TIONS

32,498	294,962	32,499	1,964,785
152,987	153,988	162,988	1,878,816
(120,489)	140,974	(130,489)	85,969
83	83	84	1,000
197,341	76,935	217,992	618
76,935	217,992	87,587	87,587

April	May	June	TOTAL
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olumn (Column N) on tab '4.) Year Budget &

	210,248		1,261,485
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	210,248	-	1,261,485
	52,216		313,300

-	-	-	-
-	-	-	-
-	-	-	-
-	262,464	-	1,574,785

-	-	-	-
1666	1666	1666	20,000
416	416	416	5,000
-	-	-	-

30,416	30,416	30,417	365,000
-	-	-	-
-	-	-	-
32,498	32,498	32,499	390,000

-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

32,498	294,962	32,499	1,964,785
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5,833	5,833	5,833	70,000
5,000	5,000	5,000	60,000
-	-	-	-
5,000	5,000	5,000	60,000
15,833	15,833	15,833	190,000

20,000	20,000	20,000	200,000
10,000	10,000	10,000	100,000
-	-	-	-
5,000	5,000	5,000	50,000
20,000	20,000	20,000	200,000
-	-	-	-
4,000	4,000	4,000	40,000
59,000	59,000	59,000	590,000

-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
500	500	500	5,000
500	500	500	5,000
75,333	75,333	75,333	785,000

7,218	7,219	7,219	75,166
11,160	11,160	11,160	115,200
3,767	3,767	3,766	39,250
22,145	22,146	22,145	229,616
97,478	97,479	97,478	1,014,616

3,767	3,767	3,767	45,200
-	-	2,500	10,000
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
2,000	2,000	2,000	20,000
5,767	5,767	8,267	75,200

2,000	-	-	2,000
-	-	-	9,000
-	-	-	1,500
-	-	-	-
-	-	-	35,000
-	-	-	45,000

100	100	100	3,000
300	300	300	70,000
-	-	-	25,000
500	500	500	5,000
-	4,000	12,000	20,000
500	500	500	5,000
2,200	2,200	2,200	25,000
1,200	1,200	1,200	15,000
2,500	-	-	5,000
-	-	-	5,000
-	-	-	-
-	-	-	-
-	-	-	-
-	1,500	-	1,500
9,300	10,300	16,800	272,000

2,500	2,500	2,500	30,000
3,600	3,600	3,600	40,000
22917	22917	22917	275,000
1,667	1,667	1,667	20,000
-	-	-	30,000
91	91	91	6,000
7500	7500	7500	90,000
38,275	38,275	38,275	491,000

83	83	84	1,000
2,084	2,084	2,084	25,000

152,987	153,988	162,988	1,878,816
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(120,489)	140,974	(130,489)	85,969
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83	83	84	1,000
-	-	-	-
83	83	84	1,000

-	-	-	-
-	-	-	-
-	-	-	-

-	-	-	-
-	-	-	-
-	-	-	-

83	83	84	1,000
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(120,406)	141,057	(130,405)	86,969
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197,341	76,935	217,992	618
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76,935	217,992	87,587	87,587
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**Buffalo Commons Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

***NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue	1,964,785	3,246,570	4,866,355	6,486,140	7,276,525
Total Expenses	1,878,816	3,121,720	4,391,289	5,510,678	6,087,535
Net Income (Before Cash Flow Adjustments)	85,969	124,850	475,066	975,462	1,188,990
Actual Student Enrollment	100	200	300	400	450
Total Paid Student Enrollment	97	194	291	388	435

	Year 1 2018-19	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue					
	CY Per Pupil Rate				
Buffalo City School District	13,005				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
	1,261,485	2,522,970	3,784,455	5,045,940	5,657,175
Special Education Revenue	313,300	626,600	939,900	1,253,200	1,409,850
Grants					
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,574,785	3,149,570	4,724,355	6,299,140	7,067,025
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	50,000	75,000	100,000	112,500
Title I	20,000	40,000	60,000	80,000	90,000
Title Funding - Other	5,000	5,000	5,000	5,000	5,000
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	365,000			-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	390,000	95,000	140,000	185,000	207,500
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	-	-	-	-	-
Erate Reimbursement	-	2,000	2,000	2,000	2,000
Interest Income, Earnings on Investments,	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-

OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	2,000	2,000	2,000	2,000
TOTAL REVENUE	1,964,785	3,246,570	4,866,355	6,486,140	7,276,525

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions					
Executive Management	1	70,000	90,000	92,700	95,481	98,345
Instructional Management	1.00	60,000	140,000	144,200	148,526	152,982
Deans, Directors & Coordinators	-	-	75,000	141,500	145,745	150,117
CFO / Director of Finance	-	-	-	-	-	60,000
Operation / Business Manager	1.00	60,000	61,800	63,654	65,564	67,531
Administrative Staff	-	-	30,000	30,900	61,827	63,682
TOTAL ADMINISTRATIVE STAFF	3.00	190,000	396,800	472,954	517,143	592,657

INSTRUCTIONAL PERSONNEL COSTS

	No. of Positions					
Teachers - Regular	4	200,000	406,000	618,180	836,725	961,827
Teachers - SPED	2.00	100,000	203,000	309,090	418,363	480,914
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	2.00	50,000	101,500	154,545	209,181	240,457
Specialty Teachers	4.00	200,000	356,000	566,680	733,680	855,691
Aides	-	-	-	-	20,000	40,600
Therapists & Counselors	1.00	40,000	41,200	82,436	84,909	87,456
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	13.00	590,000	1,107,700	1,730,931	2,302,859	2,666,945

NON-INSTRUCTIONAL PERSONNEL COSTS

	No. of Positions					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	5,000	10,000	20,000	20,000	30,000
TOTAL NON-INSTRUCTIONAL	-	5,000	10,000	20,000	20,000	30,000

SUBTOTAL PERSONNEL SERVICE COSTS

16.00	785,000	1,514,500	2,223,885	2,840,002	3,289,602
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	75,166	145,675	213,530	272,596	314,854
Fringe / Employee Benefits	115,200	219,600	316,800	403,200	453,600
Retirement / Pension	39,250	75,725	111,194	142,000	164,480
TOTAL PAYROLL TAXES AND BENEFITS	229,616	441,000	641,524	817,796	932,934

TOTAL PERSONNEL SERVICE COSTS

16.00	1,014,616	1,955,500	2,865,409	3,657,798	4,222,535
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CONTRACTED SERVICES

Accounting / Audit	45,200	55,220	57,880	57,880	10,000
Legal	10,000	20,000	30,000	40,000	45,000
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-

Payroll Services	-	-	-	-	20,000
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	20,000	20,000	30,000	40,000	45,000
TOTAL CONTRACTED SERVICES	75,200	95,220	117,880	137,880	120,000
SCHOOL OPERATIONS					
Board Expenses	2,000	2,000	2,000	2,000	2,000
Classroom / Teaching Supplies & Materials	9,000	18,000	27,000	36,000	40,500
Special Ed Supplies & Materials	1,500	3,000	4,500	6,000	6,750
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	35,000	35,000	35,000	35,000	17,500
Equipment / Furniture	45,000	45,000	45,000	45,000	22,500
Telephone	3,000	6,000	9,000	12,000	15,000
Technology	70,000	40,000	40,000	40,000	20,000
Student Testing & Assessment	25,000	40,000	55,000	70,000	77,500
Field Trips	5,000	10,000	40,000	65,000	67,500
Transportation (student)	20,000	25,000	30,000	35,000	40,000
Student Services - other	5,000	10,000	15,000	20,000	22,500
Office Expense	25,000	50,000	75,000	100,000	112,500
Staff Development	15,000	30,000	45,000	60,000	75,000
Staff Recruitment	5,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing	5,000	5,000	5,000	5,000	5,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	1,500	1,500	1,500	1,500	750
TOTAL SCHOOL OPERATIONS	272,000	325,500	434,000	537,500	530,000
FACILITY OPERATION & MAINTENANCE					
Insurance	30,000	32,000	34,000	36,000	38,000
Janitorial	40,000	66,000	92,000	118,000	118,000
Building and Land Rent / Lease	275,000	425,000	575,000	725,000	725,000
Repairs & Maintenance	20,000	25,000	30,000	35,000	40,000
Equipment / Furniture	30,000	60,000	90,000	120,000	135,000
Security	6,000	-	-	-	-
Utilities	90,000	90,000	90,000	90,000	90,000
TOTAL FACILITY OPERATION & MAINTENANCE	491,000	698,000	911,000	1,124,000	1,146,000
DEPRECIATION & AMORTIZATION	1,000	22,500	38,000	53,500	69,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-
TOTAL EXPENSES	1,878,816	3,121,720	4,391,289	5,510,678	6,087,535
NET INCOME	85,969	124,850	475,066	975,462	1,188,990

ENROLLMENT - *School Districts Are Linked To Above Entries*

Buffalo City School District	100	200	300	400	450
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	100	200	300	400	450

REVENUE PER PUPIL	19,648	16,233	16,221	16,215	16,170
EXPENSES PER PUPIL	18,788	15,609	14,638	13,777	13,528
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	1,000	22,500	38,000	53,500	69,000
Other	-	-	-	-	-
Total Operating Activities	1,000	22,500	38,000	53,500	69,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	1,000	22,500	38,000	53,500	69,000
NET INCOME	86,969	147,350	513,066	1,028,962	1,257,990
Beginning Cash Balance	618	87,587	234,937	748,003	1,776,965
ENDING CASH BALANCE	87,587	234,937	748,003	1,776,965	3,034,955

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment

Operating reserve builds over time.

See IC1, page 5

Account for the possibility of 3% attrition without backfill. See attachment 1.

Assumes no per pupil increase across the term of the charter. See IF2, Figure 2.

Slightly below district averages; uses district percentages for state aid formulas.

Anticipate being a target school at at least 40% students below the poverty line.
Funding from Title 2a, reflects 14% cut for FY2017. Assumes no further cuts.

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year 1.

One Executive Director throughout the charter term; 3% annual increase after year 2.

A second Academic Director added in year two.; 3% annual increase.

In year two a School Culture Director and a part-time Curriculum and Community Director are added; In year 3 the Curriculum and Community Director becomes full-time and an Assistant School Culture Director is added; 3% annual increase.

A Finance Director is added in year five.

One Operations Director throughout the charter term; 3% annual increase.

One Office Manager starting in year 2; a registrar is added in year 4; 3% annual

Regular teachers (elementary general teachers and middle subject area teachers) are added each year up to 18 in year five; 3% annual increase.

SPED teachers are added each year up to nine in year five; 3% annual increase.

Substitute teachers are accounted for under Contracted Services

Assistant Teachers are added each year up to nine in year five; 3% annual increase.

Speciality teachers include ENL, Intervention, Art, Engineering, and Foreign Language; 16 by year five; 3% annual increase.

One school aide is added in year four, and a second in year five; 3% annual increase.

A second counselor is added in year three; 3% annual increase.

Stipends for teacher leaders including SSS Coordinator, and summer school. See IIB1,

Based on 2016 rates from NYS and insurance estimate.

Group plans for medical, dental and life insurance; this is based on approx. \$600/month for each employee.

Offering a 401K with a 5% employer match on staff contributions.

Y1-Y4 Contracted. CFO takes over accounting in year 5. Audit remains.

Estimated at >.5% of revenue. (National average .38% for businesses under 10M

Partnering with BPS

Partnering with BPS

Y1-Y4 covered in accounting (N96). Required in year 5 without full service contract

Substitute teachers increase in general proportion to staff; Curriculum and Community consultant is only for year one.

Annual board retreat and other development opportunities.

Proportional to school growth.

Proportional to school growth.

Reflects grade by grade purchase of foundational curricula and associated materials.

Classroom furniture proportional to school growth.

Growing system to over 20 lines.

Student chromebooks w/ carts, projectors, internet, software/google ed.

STAR 360 Licences, ANet, Torrance Tests. See IID1. Continue to increase number of licences. Cost may shrink with volume.

Includes increased funding for 7th and 8th grade long distance trips

Bussing on 5 days when BPS is not in session @ approx. \$500/bus.

School-based special events.

Proportional to school growth.

Summer Intensive, Monthly school-wide PD. See IIIE.

Print, radio, webpostings, "swag".

Print, radio, webpostings, "swag".

Books to give to new students during initial home visits. See IIII1.

Assumes annual increases in based on space and personnel.

Assumes 200 days/yr. @ \$20/hr. as quoted by Contract Specialists, Inc.

Adds 10,000 square feet of renovated space each year @ \$15/sq. ft.

Assumes slight increase in repairs based on space use.

Reflects proportional personnel and space increases.

Reflects \$1.80 per square foot for utilities, plus \$20K for snow removal.

Technology, Equipment, Furniture. Assumes no salvage value.

\$75000 reached by year three.





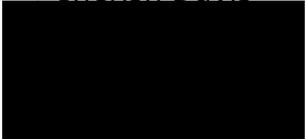
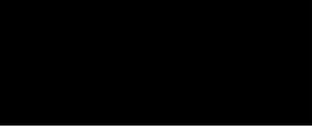
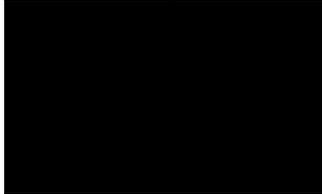
Table 1: Applicant Group Information

Created: 07/03/2017 • Last updated: 07/07/2017

Include minimum 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Sheri Rodman [Redacted]	Director of Data and Operations, America Achieves Educator Voice Fellowship	Non-profit management, teacher recruitment and retention. Helped draft parts of the application.	Trustee	Chair
2	Alexa Schindel [Redacted]	Professor of Education, University at Buffalo	Teacher preparation, curriculum design, assessment Helped draft parts of the application	Trustee	Vice-Chair
3	Lisa Kulka [Redacted]	Associate Director, University at Buffalo Liberty Partnership Programs	Non-profit management and finance, education policy	Trustee	Treasurer
4	Ari Goldberg [Redacted]	Law Clerk, Colucci and Gallaher, P.C.	Real Estate, law Helped source facility sites and build relationships with potential landlords and developers	Trustee	Secretary
			Creativity education,		

5		Professor of Creativity, Buffalo State College	business leadership Helped create the framework for the signature Innovations Class	Trustee	Boarm Member
6	Melissa Leopard 	Director of Physics, Buffalo Museum of Science	Project-based curriculum, makerspace education	Trustee	Board Member
7	Cherish Davis 	Education Manager, Community Action Organization Head Start	Early childhood education	Trustee	Board Member
8	Michael Mohr 	Partner and Lead Consultant, MohrJones, LLC	Corporate finance, non-profit financial advising	Trustee	Board Member
9	Daniel Brink-Washington 	Social Studies Teacher, Elmwood Village Charter School	Educational leadership, instructional coaching, special education, English language learner supports Helped draft the application	Employee	Executive Director
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

Our group applied to open Buffalo Commons Charter School with the New York State Education Department in Round 1 of 2017. We were offered the opportunity to submit a full application, and did so in March 2017. We did not reach the capacity interview stage, but we received feedback from the State Education Department in April 2017 that we have incorporated in our resubmission. In line with the feedback, the most significant changes were made to the mission statement, key design elements, curriculum and instruction, special populations and related services, and management and staffing sections, but the entire application has been updated to increase mission-alignment and cohesion throughout.