
APPLICATION SUMMARY

Charter School Name	College and Career Girls Prep Charter High School
Applicant Name(s)	Marvel Ross Jones, Ph.D., Mrs. Sharon M. Bradley and Constance M. Moss, Ph.D.
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District of Location	Buffalo, New York
Opening Date	July 1, 2014
Proposed Charter Term	Five years
Proposed Management Company or Partners	NA
Projected Enrollment and Grade Span During Charter Term	2014-2015: 9 th = (96) students, 2015-2016: 9 th - (96), 10 th (92) = 188 2016-2017: 9 th -(96), 10 th -(92), 11 th -(88) = 276 and 2017-2018: 9 th -(96) 10 th - (92), 11 th -(88), 12 th -(88) =364
Projected Maximum Enrollment & Grades	364 – 9 th – 12 th
Mission Statement	College and Career Girls Prep Charter High School will provide a rigorous and supportive single gender high school program that equips each female student with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university.

College & Career Girls Prep Charter High School (CCGP) will be a college preparatory high school with the goal of preparing all students for college and careers. The student population will be comprised of female students from across the city of Buffalo.

CCGP will meet the needs of each student by creating a data-driven environment that leverages expectations for high academic performance with relevant developmentally appropriate supports designed for adolescent girls. CCGP will provide intensive academic support for all students through an extended year, longer day, highly qualified staff, four academies focusing on college-level careers, co-teaching in core courses, common planning time, low teacher-student ratios and multi-layered/level intervention services.

The school will institute evidenced-based approaches to address adolescent behaviors; establish a network of community supporters; use student achievement data to regularly establish goals for students, staff and the organization as well as prioritize professional development and evaluate the program including overall school performance.

Results from student assessments will serve as the road map for rigor. CCGP will employ a variety of methods to assess the needs of staff and students. Instructional staff will be engaged in a reflective process designed to identify teaching patterns, target improvement and advancement opportunities as well as inform the development of action plans. An extensive student assessment

system will be comprised of diagnostic, formative and summative assessments. It will provide information about student's academic knowledge, social/emotional status and drive instructional decision-making. Counselor/Case Managers will assess student social/emotional needs through the Student Success Plan program. This plan provides for the identification of key indicators and leads to action planning for each student. Additionally, instructional staff will use College Summit, a program designed to assess and enhance students' awareness about college through various scenarios.

CCGP will meet its' mission by creating an environment that encourages and supports students preparation for college. The curriculum will be based on the New York State Learning and Common Core Standards and designed to expose our female students to careers requiring college degrees. The college preparatory curriculum will be offered in four in-school academies. The academies are: Art/Architecture, Hospitality, Medical and Transportation. CCGP seeks to provide a supportive program while challenging all students to meet and exceed rigorous common core college readiness standards.

The cornerstone of our instructional design will be assigning dually certified teaching staff, with a preference for Special Education certification along with a subject area credential, in core classes. CCGP will invest in an incentive program designed to advance teacher qualifications. Dually certified instructional staff will offer differentiated instruction as part of extended core classes. Co-teaching will be in place in core courses. English courses will last for two hours and other core subjects will be offered for one hour. A Special Education Coordinator and ELL instructor will work with teachers and students. The instructional model maximizes instructional time and places attention on how students are taught, depth of assigned work and content coverage. Extended time in ELA and Fast-track math offerings will be designed to improve students' skills. The extended year includes a summer program for students who are at-risk of academic failure.

A recent Buffalo Public Schools' report revealed that half of all of its' high school students had sex. Additionally, the city of Buffalo records the highest teen pregnancy rate statewide and the highest sexually transmitted disease rate in the region. Therefore, evidence-based programs will be used to support students and families. The Children's Aid Society - Carrera Adolescent Pregnancy Prevention program will be implemented to encourage youth to avoid risky sexual behavior. Counselor/Case Managers and Outreach Assistants will utilize the Hillside Work Scholarship Connection (a dropout prevention program) and Safe Measures (an anti-bullying program). These programs offer methodologies to address student attendance, class participation, homework completion, dropping out, bullying and other risky behavior. Prep Mee, which is geared for females, will be in place and offer support in areas such as; self-discovery, diversity, civic engagement, body image, friendship and what it means to be a girl.

Building strong relationships between all stakeholders will be of paramount importance. At CCGP we will pay close attention to and hold ourselves accountable for the schools' culture as it relates to the overall organization, students, families, staff and the community.

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No limit

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

A. MISSION STATEMENT: College and Career Girls Prep Charter High School will provide a rigorous and supportive single gender high school program that equips each female student with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university. **OBJECTIVE:** The primary objective of College and Career Girls Prep Charter High School is to offer a college preparatory program that inspires a commitment to learning and graduates students who are ready for college. Our programs and support services will allow our students to cultivate leadership qualities and become women of conscience, compassion and action. College and Career Girls Prep Charter High School (CCGP) will materially achieve its objective by specifically addressing the following objectives referenced in **NYS Education Law § 2850(2):**

Improve student learning and achievement. CCGP will create a college going culture with high expectations for all students. The school's staffing structure, instructional model, emphasis on literacy and developmentally relevant procedures as well as intensive school and community-based services will be designed to sustain students' interest and ensure growth, achievement and attainment of college readiness skills as part of the common core standards.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure. While CCGP will be open to female students from the city of Buffalo, the school will recruit underserved populations who may be at-risk of academic failure. To best meet the needs of each student, CCGP will offer an extended year including a summer program for struggling learners, a longer day to ensure the provision of high quality instruction, a staffing structure designed to attain dually certified staff with an emphasis on special education, low teacher-student ratios, differentiated instruction in classrooms where the value of learning and time is consistently demonstrated and intervention services that are designed to promote achievement and provide social/emotional support for all.

Encourage the use of different and innovative teaching methods. At CCGP, the intent is to offer students unique and engaging courses that ensure they see connections with colleges as well as meaningful college-level careers. Teachers will have clearly stated instructional outcomes and employ quality instructional methods that engage students in innovative work, promote learning and advancement. Teachers will use methods that deepen students' learning by paying attention to **how** they are teaching, the **depth** of assigned work and content coverage. Teachers will immerse students in interactive work that builds their knowledge, skills and understandings. Time on task will be maximized, instruction will be offered through differentiated assignments meant to build upon the next and teachers will have expectations that student work demonstrates competencies that are part of the college readiness common core standards. Teachers from various subject areas will plan lessons together. Students will receive two hours of instruction from four fully certified teachers in every English class. Other core courses will be staffed by two fully certified teachers and scheduled for an hour.

Create new professional opportunities for teachers, school administrators and other school personnel. At CCGP, administrators, teachers and other personnel will participate in professional opportunities that combine theory, demonstration, practice and feedback along with mentoring and coaching. CCGP will build an effective support system for professional engagement through an incentivized Leadership Model for teachers and administrators. The Leadership Model will increase capacity, expertise and retention of school personnel.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system. CCGP will be the first single gender charter high school in Buffalo, New York. CCGP will expand choices by offering a small high school setting with intensive support systems geared for female students. The program will be comprehensive and designed to equip all students to be ready for college as well as make healthy choices. CCGP will offer instruction about sex and other risky behaviors at every grade level, unlike what is currently offered in the Buffalo Public Schools (BPS).

Provide school with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results. CCGP will meet the needs of each student by creating a data-driven environment that will inform the decision-making process of the entire organization. This includes the efficacy of the academic program; prioritizing and allocating financial and human resources; attracting, retaining and incentivizing effective teachers and administrative staff; and assessing the Board of Trustees' service as individuals and a group. All stakeholder groups will have an investment in and share the responsibility of meeting or exceeding achievement goals. Strategic planning will include long and short term goals and metrics for: academic subjects for each accountability cohort, high school graduation, college preparation, No Child Left Behind, comparisons to similar schools, unique aspects of our student body, student discipline and parent participation. Additionally, the budget, community involvement, fundraising/development, student and staff recruitment, enrollment and retention along with the facility will all be critical aspects in the strategic planning process.

B. KEY DESIGN ELEMENTS: CCGP will incorporate a number of key elements that promote exceptional schools (Bambrick-Santoyo, 2012).¹ These elements include seven crucial levers that allow for consistent, transformational and replicable growth. CCGP will also implement additional key design elements that will allow the school to meet all objectives associated with the NYS Education Law §2850(2) and uniquely align with our mission. The program will be intentionally designed to meet the needs of female students in the city of Buffalo and to ensure that all realize academic success, stability, and are prepared to attain college-level careers.

High Academic Performance: CCGP will be accountable, as outlined in NYS Education Law § 2850(2), for meeting measurable student achievement results. The Board of Trustees will direct the Executive Director (ED) to implement a strategic plan that includes fiscal support for the college preparatory program as well as intensive academic and social-emotional services to ensure all students take and pass appropriate Regents exams and complete required high school credits. Our rigorous college preparatory curriculum will be based on New York State's Common Core College Readiness Standards. CCGP will develop college readiness curriculum using a process created by the New Jersey Institute of Technology (NJIT). NJIT created the only high school level preservation arts/architecture curriculum, which has been successfully used at the Williamsburg High School of Architecture and Design in Brooklyn, NY. **Enrollment Priorities:** CCGP will enroll female students starting at 9th grade. CCGP will be the first single-gender charter high school in Buffalo, NY. Research "reveals women graduates of single-sex

¹ The seven levers detailed in Paul Bambrick-Santoyo's, *Leverage Leadership* (CA: Jossey-Bass, 2012) include data-driven environments, observation & feedback, planning, professional development, managing & developing an instructional leadership team and student & staff culture.

high schools, as compared to their coeducational counterparts, exhibit higher: academic engagement, SAT scores, academic self-confidence, higher confidence in mathematical and computer skills, greater interest in graduate school, greater interest in engineering careers, stronger predisposition towards co-curricular engagement and greater political engagement.”² CCGP will have an effective recruitment and retention process as well as targeted support services designed to reduce attrition and meet emerging needs of our students. **Data-Driven Environments:** CCGP will implement a data-driven instructional model to increase learning.³ All work will be based on and guided by continuous assessment of each student and staff member in relation to rigorous standards and the school’s mission. Systems will be in place to use student achievement data to monitor student academic progress, teacher and program effectiveness as well as inform the establishment of budgetary priorities. In addition, to academic assessments, each student will participate in a process designed to assess other factors that impact achievement. The result will entail the development and monitoring of a graduation plan and possibly an action plan. CCGP will differentiate support of instructional staff as well by implementing the Pathwise Framework Induction and Mentoring Program. Researchers associated with Educational Testing Services found that “teachers who were involved in the Pathwise Induction and Mentoring Program, which includes the Beginning Teacher Support Program, had 3-4 percentile points rise in student achievement including students with disabilities, English language learners, and those living at or below the poverty level.”⁴ CCGP will use data to recognize effective staff and provide a system of support and pay incentives, which have been shown to help to curb teacher turnover.⁵ As part of a Leadership Model, highly effective staff will receive incentives and will be assigned to provide differentiated support to identified colleagues. Additionally, the budget will provide incentives for effective instructional staff members to pursue dual teaching certificates. The Board and school leaders will use student achievement data and survey results (from students, staff and parents) to determine if goals in the strategic plan were achieved and identify future priorities. **Calendar:** CCGP will offer an extended calendar year. When combining the number of days during the formal instructional calendar with the summer program, the total length of the school year is 214 (see Attachment 3a). The school year will provide for 189 days of formal instruction with 25 additional days during the summer for students who are academically at-risk. Research suggests, “extending school time can be an effective way to support student learning, particularly for students most at

² Linda Sax, *Women Graduates of Single-Sex and Coeducational High School: Differences in their Characteristics and the Transition to College*, www.gsels.ucla.edu/sudikoff (2009).

³ Paul Bambrick-Santoyo, *Driven by Data: A Practical Guide to Improve Instruction*, (CA:Jossey-Bass,2012), 21.

⁴ Connie Sims, “Addressing the Minority Achievement Gap Through Successful Mentoring and Induction,” Teaching and Learning Conference, 28, June 2005.

⁵ Kelsey Sheehy, “Training, Pay Incentives Help Curb High School Teachers Turnover, *US News*, 19 Nov. 2012, <http://www.usnews.com/education/high-school-notes/2012/11/19/training-pay-incentives-help-curb-high-school-teacher-turnover> (accessed 2 Dec 2012)

risk of school failure when considerations are made for how time is used.”⁶ **School Day:** The school day will be extended. CCGP will start and end later than the public high schools in the city (see II.B.). Research has shown that a later start for high school students can contribute to improving attendance and performance.⁷ **Highly Qualified Instructional Staff:** CCGP will invest in advancing teachers’ qualifications to ensure each classroom practitioner possesses the skill-set to prepare and advance all students for college. The strategic plan will set goals and metrics for the hiring of highly qualified staff. The Board will prioritize recruitment and hiring of teachers who will be able to engage high school students in rigorous, college-preparatory course work while being passionate about connecting with each student. The Board will design fiscal plans that provide higher teacher salaries, as compared with the Buffalo Public School System,⁸ with an emphasis on attracting teachers with dual certification. Teachers with certificates in special education and one subject area will receive hiring preference and higher salaries. An incentive program will be designed to support effective teachers’ efforts at acquiring preferred certifications in order to ensure the provision of a supportive instructional environment and increase learning opportunities for all students. **Planning and Instructional Delivery:** Teachers will consistently plan and deliver quality instruction that is based on the Common Core College Readiness Standards. Teachers will receive support from school leaders to engage in planning that is discipline specific as well as across disciplines. Lessons will be planned so that students will have ample time to practice and deepen their understandings, ensure learning is related to desired instructional outcomes and set high goals while providing appropriate interventions to support attainment of high standards. Instruction will be planned to reach a wide spectrum of learners who need more than the typical high school model. Teachers will actively engage students in rigorous coursework through the use of multiple stations and various tasks that promote learning rather than allowing students to be passive recipients. The instructional environment will strike a balance between teacher and student inputs. David Coleman indicated, “the work of teaching is difficult, we must get to a point where we let the instructional material promote and motivate students to do the work. We must engage students in extensive practice.”⁹ Teachers will employ strategies associated with an instructional organizer thereby maximizing the use of time as well as **how** to use that time effectively. When teachers plan they will give consideration to **how** they will teach as well as the depth and coverage of content. Lisa Quay found that, “in order to meet the challenges of implementing a rigorous college prep curriculum schools and teachers must pay attention to providing greater student supports especially for low-ability students.” The findings reveal the need for more attention to how students are taught, and to the quality and depth of assigned work, as well as to the content of what students are taught. Furthermore, a greater focus should be placed on bolstering students’ academic engagement

⁶ Erika A. Patall, Harris Cooper, & Ashley B. Allen, “Extending the School Day or School Year, A Systematic Review of Research (1985 – 2009),” *Review of Educational Research* 80, no. 3 (2010), 401-436.

⁷ Kyla Wahlstrom, “Changing Times: Findings From the First Longitudinal Study of Later High School Start Times,” *NASSP Bulletin* 86, no. 633 (2002), 3-21.

⁸ Buffalo Public Schools, Human Resources – Salary & Retirement Information, <http://www.buffaloschools.org/hr.cfm?subpage=1560>

⁹ David Coleman, webinar during meeting of New York State Education Department, Albany, New York, April 2011.

(e.g., study skills, classroom participation, regular classroom attendance and homework completion).”¹⁰ **Managing and developing an Instructional Leadership Team, Professional Development and Observation and Feedback:** CCGP will establish consistent procedures to support and monitor the implementation of a high quality college preparatory instructional program. During the planning year the ED will train the Instructional Manager (IM) and Data/Curriculum Coordinator (DCC) in the core levers to achieve results as outlined in the strategic plan. During the summer, CCGP will have twenty-five half-day and ten full-day professional development sessions. During the formal school year, CCGP will offer twelve and one-half days of professional development (see Attachment 3b). The IM will be responsible for supervising and evaluating teachers. A comprehensive evaluation system that is consistent with elements found in Education Law § 3012 relating to the Annual Professional Performance Review (APPR) will be in place (see III D). The IM will also use *Enhancing Professional Practice: A Framework for Teaching*, *Teacher Evaluation to Enhance Professional Practice* and the *Pathwise Framework Observation Program*.¹¹ The Carolyn Downey, Walk-Through Process will compliment the formal system by “creating a culture of high work performance for the entire school.”¹² While the IM will provide instructional leadership and give evaluative feedback to teachers, a collegial mentoring/coaching model known as the Leadership Model, will also be established. CCGP will intentionally design the Leadership Model to advance and celebrate experts of teaching and learning; build the capacity of all classroom instructors through customized support and enhance efforts to retain highly effective teachers. **Support Services:** Based on the performance of students in BPS we expect that a significant percent will start the school year with challenges in the area of English language arts. A review of BPS total high school cohort data between the school years of 2002-03 and 2010-11, with a four (4) year outcome by gender, reveals the percent of female students dropping out of schools fluctuated between 24 and 29 percent.¹³ During the 2010-11 and 2009-10 school years, the BPS district school report card shows respectively, that more than 46% and 44% of fifth grade female students as well as more than 51% and 51% of fourth grade female students scored between levels one and two on the English Language Arts state assessment.¹⁴ CCGP will be designed to meet the learning needs and raise students’ achievement levels with a special emphasis on

¹⁰ Lisa Quay, “Higher Standards for All: Implications of the Common Core for Equity in Education,” *Research Brief, Civil Rights Research Roundtable on Education Informing Change*, April 2010, www.warreninstitute.org (accessed 9 Nov. 2012).

¹¹ *Enhancing Professional Practice: A Framework for Teaching*, (Virginia: ASCD, 2007) by Charlotte Danielson focuses on teaching skills, *Teacher Evaluation to Enhance Professional Practice*, (Virginia: ASCD and New Jersey: ETS, 2000) by Charlotte Danielson and Thomas L. McGreal provides a blueprint for evaluation and the *Pathwise Framework Observation Program*, (NJ: ETS, 2004) is based on Charlotte Danielson’s *Enhancing Professional Practice*.

¹² Carolyn Downey offers insight as to how *The Three-Minute Classroom Walk-Through* (California: Corwin Press, 2004) redefines the professional relationship of classroom supervisory practice, changes the language of discourse, provides contextual framework that links curricular and larger organizational purposes and gives procedures for capturing data to establish trends and patterns about teacher instructional practices.

¹³ <http://www.p12.nysed.gov/irs.press.html>

¹⁴ <https://reportcards.nysed.gov/files/2010-11/AOR-2011-140600010000.pdf>

underserved student populations. CCGP will be a small learning environment that promotes active engagement of female students in rigorous work while employing ways to strengthen and maintain connections between teachers, students, their families and the broader community. Sara Rimm-Kaufman detailed evidence of how “positive teacher-student relationships draw students into the process of learning and promote their desire to learn (given that the content material of the class is engaging and age appropriate).”¹⁵ Counselors/Case Managers (Counselor/CM) and Outreach Assistants will collaborate with instructional staff and will strike a balance between supporting students’ academic and social/emotional needs through case management. Staff will utilize evidence-based programs to address adolescent behaviors. Programs include the Hillside Work Scholarship Connection (a dropout prevention program),¹⁶ Safe Measures (an anti-bullying program),¹⁷ Prep Mee and the Carrera Adolescent Pregnancy Prevention program.¹⁸ **Enriching Program:** Enrichment programs will be offered including College Summit, Advance Placement, other college-credit bearing courses and a sports program. CCGP will offer dance, computer technology, women studies and academy courses. Sports will include field hockey, rowing, fencing, squash, ice-skating and cheerleading. **Organizational Structure and Capacity:** The organizational structure is designed to maximize support for students, teachers and administrators. The ED will report to the Board of Trustees and will be directed by the Board to oversee the school as a whole. An IM and Business/ Operations Manager (BOM) will report to the ED. A DCC will report to the IM. **Culture:** Building a college going culture for staff and student will be achieved through consistent practice, a strong set of core values including placing a high value on learning time, building good habits and moral responsibility while attending to details and the needs of our staff. Our staff will support students on a daily basis by rewarding them for positive actions, recognizing them for helping each other, cultivating aspirations about college and college level careers, meeting their individual needs and serving as mentors.

C. ENROLLMENT, RECRUITMENT AND RETENTION:

Projected Enrollment Table Over the Charter Term

Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-19
9 th	14 - 15	96	96	96	96	96
10 th	15 - 16		92	92	92	92
11 th	16 - 17			88	88	88
12 th	17 - 18				88	88
Totals		96	188	276	364	364

Enrollment Rationale and Growth Strategy: Most high schools in BPS enroll a significantly larger number of students and a review of data over the past five years reveals a steady increase of female dropouts.¹⁹ The enrollment rationale at CCGP is predicated on the goal to successfully equip each female student with the requisite knowledge and commitment to graduate high school

¹⁵ Sara Rimm-Kaufman, *Improving Students’ Relationships with Teachers to Provide Essential Support for Learning*, <http://eus.sagepub.com/content/41/1/104.abstract> (October 2011).

¹⁶ <http://www.hillside.com/hwsc.aspx>

¹⁷ <http://www.msanh.com>

¹⁸ <http://stopteenpregnancy.childrensaidsociety.org>

¹⁹ <http://www.p12.nysed.gov/irs.press.html>

and pursue a post-secondary degree. CCGP will be a small learning community, designed to create a college going culture that supports students' preparedness for college. CCGP will begin with 9th grade and add one grade level to ultimately include 9th through 12th grades. CCGP will have low teacher-student ratios in order to provide a personalized atmosphere and develop relationships with students and their families. The enrollment plan will result in an increase in learning opportunities for all students, with an emphasis on those who are at risk of academic failure. Starting in 9th grade, English classes will have one fully certified teacher for every eight students and in the remaining core classes the teacher-student ratio will be one-to-sixteen. Each year CCGP will put steps in place for students, who by their senior year, will have grown academically and excelled within the school's culture. Therefore, CCGP will enroll female students exclusively at the ninth grade. CCGP has established a base enrollment of 84 students in ninth grade and while CCGP will use a variety of procedures to retain and support all students, the school projects student attrition may range from 15% to 5%. Therefore the growth plan is designed to manage student attrition in a manner similar to one used by the Uncommon Schools. For each cohort, CCGP will over-enroll in ninth grade by 15%, with the expectation that the attrition rate will decrease to 10% in tenth grade and finally stabilizing at 5% in 11th and 12th grades. This growth strategy will provide for sufficient staff and revenue enabling CCGP to offer an achievement focused and nurturing college readiness program. A collective bargaining waiver will not be needed since we will not enroll more than 250 students during the first two years.

Evidence that Enrollment will meet Targets Established by the Board of Regents:

	FRPL		ELL		SWD	
	Buffalo Target	CCGP Projected	Buffalo Target	CCGP Projected	Buffalo Target	CCGP Proj.
Year 1 (96 total)	(87.6%)	77 st. (81.0%)	(15.0%)	9 st. (10.0%)	(20.6%)	14 st. (14.7%)
Year 2 (188 total)	(86.8%)	155 st (82.2%)	(12.8%)	17 st (9.3%)	(19.3%)	28 st (15.1%)
Year 3 (276 total)	(85.5%)	225 st (81.7%)	(11.5%)	24 st (8.7%)	(18.2%)	40 st (14.7%)
Year 4 (364 total)	(83.0%)	289 st (79.5%)	(10.4%)	29 st (8.0%)	(17.5%)	53 st 14.5%
Year 5 (364 total)	(83.0%)	289 st (79.5%)	(10.4%)	29 st (8.0%)	(17.5%)	53 st (14.5%)

Through our extensive recruitment plan that includes a special emphasis on recruiting and serving students from impoverished backgrounds, special education and English language learners, CCGP will meet or exceed enrollment and retention targets as compared to BPS.

Recruitment: Recruitment efforts will include widely publicizing the application and lottery process. Informational material will highlight CCGP's academic program, specialized staffing structure, and multi-layered intervention services. During all recruitment efforts female students

residing in Buffalo, who will be entering 9th grade in the 2014-2015 school year, will be apprised of their eligibility to apply. While CCGP will recruit female students from across the city of Buffalo, a plan will also be in place to reach specific student populations. General recruitment methods will be implemented through: 1) A citywide marketing campaign beginning in the spring of 2014 as a result of being selected as one of two marketing projects for a Principles and Techniques in Advertising course offered at the State University of New York at Buffalo. 2) Posting information electronically as well as on the local public media bulletin board. 3) Distributing announcements that promote attendance at community meetings wherein the upcoming application process will be discussed. 4) Posting flyers at supermarkets, churches, community centers and apartment complexes. 5) Advertising in various local newspapers and billboards including application information. 6) Meetings at schools and community agencies to distribute applications. 7) Distributing applications at local organizations in surrounding neighborhoods. Recruitment of FRPL students will involve: 1) Posting recruitment material with public assistance providers and food banks. 2) Including recruitment material in mailings from the Department of Social Services. 3) Establishing recruitment zones by targeting and prioritizing specific zip codes that are high poverty areas as depicted in Zip Data Maps.²⁰ 4) Engaging volunteers to canvass and distribute recruitment announcements to households in impoverished neighborhoods (especially zip codes 14203, 14215, 14201, 14212). 5) Posting flyers at supermarkets, churches, community centers, apartment complexes and organizations serving populations who may live at or below the poverty line. Recruitment of ELL students will involve: 1) Producing recruitment and application materials in multiple languages. 2) Targeting communities where English is not the primary language. 3) Involving individuals who speak other languages especially when canvassing the Westside of Buffalo, which has a significant number of residents for whom English is not the primary language. 4) Engaging volunteers to work throughout the city disbursing announcements promoting attendance at informational meetings and availability of applications. 5) Making translation services available during meetings. 6) Cultivating relationships with ELL Coordinators of all charter and public schools with middle level grades. 7) Cultivating a relationship with the International Institute that serves immigrants. 8) Advertising in local newspapers, including non-English newspapers. 9) Posting flyers at supermarkets, churches, community centers, apartment complexes and organizations serving those for whom English is not the primary language. Recruitment of SWD students will involve: 1) Posting flyers at organizations serving the disabled. 2) Cultivating relationships with special education coordinators of all charter and public schools with middle level grades. 3) Meeting with the Committee on Special Education for Buffalo Public Schools to inform them about CCGP as well as provide recruitment material and applications. Recruitment of students whose families may be less informed about available options will involve: 1) Attending various cultural celebrations such as the Juneteenth, Hispanic, Italian and Greek Festivals, Allentown Festival and Taste of Buffalo before the upcoming school year to get the word out. 2) Setting up recruitment zones in specific zip codes where families that may be less informed reside.

Retention: During discussions with charter and public school leaders, students, parents and members of the community we learned that the biggest drivers of student attrition include: students' struggling to meet academic expectations, misperceptions about behavioral

²⁰ www.zipdatamaps.com

expectations and concerns about opportunities for extra curricular activities. In response, CCGP will establish procedures to address each area of concern and ensure students remain enrolled. It is essential that all students feel they will be successful therefore key elements will be built into the academically rigorous college preparatory program to promote achievement. The Board anticipates that students will need academic, social and emotional support and is committed to providing funds for personnel and programs to meet student needs. Establishing a positive school culture will begin in July, when all incoming students and families meet with Counselor/CM to start relationship building, become exposed to the college-going atmosphere and initiate the development of graduation plans. Personnel will be proactive and work collaboratively to immediately address any behavior that put students' learning at risk. As part of our proactive approach, we anticipate that there will be a need to have adults in positions to offer emotional and social support to our high school female students. CCGP will have two full-time Counselor/CMs and Outreach Assts. as well as one full-time Nurse. These adults will provide intensive support and monitor students' progress toward meeting goals in graduation plan, be observant for alerts of risky behavior, collaborate to develop and implement customized action plans, serve as student advocates and work closely with instructional staff to strengthen student/family relationships. The role of parents, extended family members and grandparents is viewed as being critical in helping students maintain their enrollment. CCGP will institute a number of measures to increase connections with families. To retain students who are eligible for FRPL, we will take steps to do whatever is needed to insure parents are informed about the program. We will hold informational sessions at the start of each year and provide assistance to all families to make certain all forms are understood and completed correctly. Satisfaction surveys of all students and families will be conducted on a regular basis. The governing board and school leaders will use the results to inform the strategic planning process. CCGP will implement an instructional program designed to provide intense support of a diverse learning community. All classes will be designed to meet the needs of students with disabilities. This will include mainstreaming students with disabilities into courses with teachers who possess subject area and special education certification. Full-time Special Ed. and ELL personnel will offer services to students and monitor their progress. On a daily basis all students will participate in an Advisory period with Outreach Assts. and teachers to promote a sense of community. CCGP will implement the Dignity for All Students Act and students will proactively engage in the discipline review board as well as become leaders in the Safe Measures program. To excite students about the opportunity to attend CCGP we will offer a variety of engaging, co-curricular activities such as Advance Placement and other college credit bearing courses. Dance, cheerleading, ice-skating and paid internships will be made available. CCGP will collaborate with Buffalo Seminary to offer field hockey, rowing, fencing and squash.

Family and Community Support

Demonstrating a Demand for CCGP: Members of the Board conducted public outreach through focus groups and surveys. Throughout this time a diverse group of stakeholders have been engaged in conversations to gain a deeper understanding of the interest in and need for an all female high school as well as to learn how CCGP might best address the need (see I E). Stakeholders included: students; parents of eligible students; families; elected officials; representatives of cultural institutions, higher education and corporations; members of community organizations; and school leaders. Over this period of time, public outreach took place at churches, community centers, libraries, businesses, social service agencies, after school programs, colleges and universities as well as at middle schools. Hundreds of signatures have

been received in support of CCGP. All groups have expressed that there is a definite need for CCGP and that the plans are very timely. Community outreach will continue. To this point, CCGP has not encountered any opposition. **Reaching and Maintaining Adequate Enrollment:** During various community events and meetings over the past two years we have collected signatures from parents and students who will be eligible to enroll at CCGP. Those parents and students have expressed interest in receiving applications for the 2014-2015 school year. Comments from various stakeholders, including parents of eligible students, can be found in Attachment 2. CCGP will distribute applications through the recruitment efforts previously described in order to ensure adequate enrollment and allow for full accessibility. Students and families will have an opportunity to fill out an application for the lottery and submit each during informational meetings or at designated locations listed on the form. Details of the enrollment policy and procedures, including the random lottery, are in Attachment 1.

D. COMMUNITY TO BE SERVED: CCGP intends to locate in the city of Buffalo, New York. During community outreach meetings parents, students and community members have reiterated that the school should be located in the city in order to fill the need for an academically strong and gender sensitive high school. **Traditional High Schools in the Buffalo Public School District:** Currently, there are fifteen traditional co-educational schools in the district with 9th – 12th grades. More than half (8) of the high schools screen students through an admission process. During the 2010-11 school year, five of those schools were in good standing and enrolled a total of 385 female students. Three of the remaining high schools with admission criteria are shown in the following chart with an *. Those schools did not make satisfactory progress toward the goal of proficiency for all students. In the district, seven high schools did not have admission procedures and had accountability status ranging from advanced restructuring (AR) through comprehensive improvement (CI). Those schools enrolled 857 female students. The district also enrolled students in special programs or in the alternative academy, which had a dropout rate of 100% for female students. As depicted in the following chart, a significant portion of female students is not being served well by their current high schools. Upon review of data from the New York State District and School Report Cards it is evident that academic underperformance persists across high schools.²¹ The total cohort and dropout rate, with a four-year outcome, was derived from the Public School District Total Cohort Graduation Rate and Enrollment Outcome Summary, 2010-11 School Year.²²

District/ School	2007 Female Cohort- 4yr.outcome	Avg. Attendance Rate	%Scoring at Level 4		Grad Rate	Dropout Rate	Target groups making AYP	AYP Status under NCLB
Buffalo District	1352	87%	Eng. 18%	Math 7%	55%	24.3%	None	No AYP
Bennett	124	78%	3%	0%	53%	37.1%	None	RA
Burgard*	50	74%	15%	2%	51%	40%	<30	RA
East	92	80%	8%	0%	54%	39.1%	None	CI
Grover	58	72%	7%	0%	34%	63.8%	None	RA

²¹ The New York State District and School Report Card, Accountability and Overview Report, 2010-11.

²² www.p12.nysed.gov/.../June11 2012-schoolenrollmentoutcomes and diplomas.pdf

Cl.								
Lafayette	84	76%	4%	1%	31%	40.5%	None	RA
McKinley*	138	80%	9%	0%	75%	15.9%	None	CI
Perf. Arts*	96	89%	10%	5%	75%	8.3%	Eng., Math	CI
Riverside	97	74%	5%	0%	40%	41.2%	None	RA
South Pk	118	77%	7%	3%	53%	28%	None	RA

Many who attended community meetings expressed the view that given the lack of achievement in BPS, the current system is not equipped to provide success in high school and foster a college going culture for all students. The demand for quality high schools is greater than the supply. CCGP will be beneficial to families and students in Buffalo by filling a gap in services that is otherwise going unaddressed. **Charter High School Options for Students in the City of Buffalo:** CCGP will expand the options currently available for students heading to high school. There are six charter schools that enroll high school students. Two of the schools have a k – 12th grade configuration. A review of 2010-11 data from New York State Report Cards reveals these charter schools enrolled a total of 184 female students.²³

School	2007 Female Cohort	Avg. Attend.	%Scoring at Level 4		Grad. Rate	Dropout Rate	Making AYP	AYP Status
Buffalo Sci.Ac.	30	93%	Eng. 23%	Math 0%	84%	3.3%	All	Good
CSAT	53	93%	30%	11%	100%	0%	All	GS
Health Science	-	-	-	-	-	-	Eng. & Math	-
Oracle	39	87%	13%	3%	<30	20.5%	All	GS
Tapestry	37	94%	16%	3%	93%	5.4%	Eng. & Grad.	GS
WNY Mritme	25	89%	8%	0%	69%	20%	Eng. & Math	GS

These numbers suggest we will not affect enrollment in the charter schools listed above and that there will be sufficient numbers of female students who will be eligible to enroll in CCGP.

Non-Public High Schools in the City of Buffalo: There are three all female non-public 9th - 12th grade high school including: Nardin, Buffalo Seminary and Holy Angels. Each is tuition-based with admission testing and each accepts students from across the city and suburbs. There is no admission preference for student residents of the city of Buffalo. **Proposed Population CCGP Would Serve:** CCGP will serve grades 9 through 12 in Buffalo, which is the second largest city in the state of New York. Using data from the U.S. Census Bureau American Community Survey (2009)²⁴, Buffalo, is one of the poorest amongst US cities with populations of more than 250,000. An estimated 28.7-29.9% lived below the poverty line. Included in that percent were 41.8% female head of households (with no husband present), 51.5% included children under 18 and 55.3% had children less than 5 years of age. 73% of female grandparents

²³ The New York State School Report Card, Accountability and Overview Report, 2010-11.

²⁴ U. S. Census Bureau, 2005-2009 American Community Survey,

<http://factfinder.census.gov/servlet/ADPTable>.

were responsible for their grandchildren under 18 years of age. The census further revealed twenty percent (20%) of people, twenty-five years and over who lived in Buffalo were dropouts; not enrolled in school and had not finished high school. An October 2011 survey, created by the CDC and published by BPS, revealed 15% of middle school students reported being sexually active with almost half reporting they had more than three partners and did not use condoms. More than half of high school students reported having sex, which is 20% higher than the state average.²⁵ Pregnancy among teenagers is increasing in specific zip codes and is concentrated in areas where female-headed households and poverty predominate. Zip codes with the highest teen pregnancy and poverty levels include: 14203, 14215, 14201 and 14212.²⁶ When comparing zip codes, the teen pregnancy rate in 14203 reveals more than 4 out of 5 were from single-parent households. Many female students who are heading to BPS high school and those currently attending perceive they face limited prospects of success, which contributes to self-destructive behaviors. The chart below provides the percent of female students in grades 3 – 8, who scored proficient on 2010-11 state assessments in ELA and mathematics in BPS. Of special note are the results of 5th grade female students as reported in the New York State School Report Card.²⁷ The 5th graders will be the incoming 9th graders enrolling at CCGP in 2014-15. A review of the data demonstrates the lack of success by BPS in early through middle grades.

Grade	ELA	Made AYP	Math	Made AYP
3 rd	30%	None	27%	None
4 th	32%	None	37%	None
5 th	28%	None	31%	None
6 th	39%	None	33%	None
7 th	29%	None	33%	None
8 th	27%	None	29%	None

Significant roadblocks such as poverty, dropping out as well as getting pregnant impact and impede academic success of female students. All data, demonstrates that students and families in the city of Buffalo would benefit from additional, high quality schooling options. Persistently low performance, by BPS, in the early years of school and continuing low performance in 8th grade and high school suggests a clear need for schooling options that are designed to enhance learning opportunities for all students. CCGP will offer expanded learning experiences for all with an emphasis on students who are at-risk of academic failure. Extensive social/emotional support will be provided as well. **Rationale for Selecting the Community and Capacity to Serve:** The Board selected the location of Buffalo, New York given their keen awareness of the need for a high quality, reliable high school to address the statistics previously cited. The Board is committed to enhancing high school options as well as offering an educational program that uses innovative methods as compared to offerings from BPS. The Board will establish a comprehensive program in a small, supportive setting focused on preparing female students for college while simultaneously dedicating resources that are specifically designed to support their

²⁵ WKBW News, *High Sex Rate at Buffalo Public Schools*, <http://www.wkbw.com/video/High-Sex-at-Buffalo-Public-Schools> (accessed 21, Sept. 2012).

²⁶ NYSDOH 2006-2007 County/Zip Code Perinatal data Profile.

²⁷ The New York State District Report Card, *Accountability and Overview Report*, 2010-11.

social/ emotional needs (see I B). Board members live or work in the city of Buffalo and possess the combined skills that will ensure CCGP meets its mission and establishes a successful high school that prepares students for college. Board members bring a unique set of skills including; previous school board membership, public and charter school experience, higher education, social work, finance, architecture, medical, hospitality, aeronautics and community involvement (see III B).

E. PUBLIC OUTREACH: In 2010 a core group of educators and community members met at the headquarters of the Buffalo Prenatal-Perinatal Network CAPC Project to formulate plans about submitting a proposal for a much-needed high school for females. The initial group of core supporters grew over the next few years as did the number of community members reached. The list of community outreach efforts, found below, describe the means used to inform stakeholders about CCGP. **Informing the Community:** The founding board has informed members of the community about the proposed charter high school. The means by which the information was shared included submissions to: the Buffalo News (the local daily newspaper); ArtVoice, the Criterion, and BlackWNY (weekly papers); YNN Television, the Buffalo Community Billboard and WBFO/Am 970; New Covenant UCC Bulletin; Elmwood Village Charter School Parent E-mail; True Bethel E-Newsletter, St. John's Baptist Church Bulletin; and Flyers at Pratt Willard Community Center, First Presbyterian Church (on Westside), Harbour Pointe Association and Our Savior Lutheran Church. All notices included information about the intent to submit a proposal for and the establishment of CCGP. Additionally, notices provided information about upcoming public meetings wherein further details would be provided and comments solicited. All community stakeholders were provided reasonable notice. Notices included information about the school's intended location (which will be a private space), the target student population, grades to be served and a description of the educational program (see Attachment 2). **Meetings:** Since 2010 meetings have been held with a diverse group of stakeholders. During meetings dated agendas, handouts and comment forms were distributed. Agendas and handouts also provided information about where the school will be located, target population, grades and the program. Participating stakeholders were informed of the need for comments. Material included directions regarding how participants could provide comments including an e-mail address for further contact (see Attachment 2). Presenters requested that audience members share the e-mail address with those who were unable to attend, in order that they might request future meetings as well as provide comments. Outreach included: 1) Open public meetings at: True Bethel, Our Savior Lutheran Church, St. John's Baptist Church, Pratt Willard Center, East Delevan & Clinton Branch Libraries, the Frank Merriweather Library, First Presbyterian Church and New Covenant UCC. 2) Presentations to local education officials, including the interim superintendent and Board of Education members of the Buffalo Public Schools. 3) Presentations to principals, Boards members, parents & founders of charter schools. 4) Engagement of members of the Buffalo Parent Coordinating Council. 5) Presentations to elected officials at the City of Buffalo Common Council, Erie County Legislature and State Senate. 6) Outreach to local CBO's, not-for profits and religious organizations. 7) Grassroots outreach included hosting tables at community events, distributing handouts and collecting hundreds of signatures of support along with comment sheets. 8) Presentations to representatives of colleges and universities. 9) Meetings held with CEO's & Board of Directors of local & national corporations. **On-going Engagement of Community Stakeholders:** Outreach will continue and will focus on developing enthusiasm in the community as well as a pool of student applicants. Efforts will

include: 1) Holding informational meetings for families and community members at local venues especially those that serve impoverished families, families for whom English is not the primary language and those with students who are disabled. 2) Holding meetings with guidance counselors from middle schools throughout the city to emphasize the need to partner with them to recruit students with disabilities, ELL and those eligible for free and reduced meals. 3) Holding meetings at the International Institute and Hispanics United to expand awareness of CCGP among English language learners. 4) Constructing a website, in multiple languages, to provide information about CCGP, the application process and status. 5) Continuing to send flyers out with education mailings from the Dept. of Social Services. 6) Engagement of representatives from businesses/corporations and universities in the local benchmark identification process.

Response to Community Input: Among the comments and suggestions we received many included strong support for CCGP being an all female high school. The community agrees that a well designed high school that is strong academically and also designed to support and meet specific needs of the young female student, is timely and greatly desired. See Attachment 2 for evidence of solicitation of community input and how comments were responded to and addressed. **Informing Students and Providing Equal Opportunity to Attend CCGP:** Upon authorization, CCGP will announcing the approval and the application process by securing advertisements in local newspapers and other media venues. CCGP will continue to use volunteers in citywide recruitment zones to inform students and families about the school. A public lottery will be held to ensure all will have an equal opportunity to attend CCGP.

F. PROGRAMMATIC AND FISCAL IMPACT:

Projected Programmatic Impact: The programs that are offered at most of the high schools in BPS are traditional, large and co-educational. While students do participate in many programs, graduate and successfully enroll in college that is not the case for a significant percentage of female students. When compared to BPS, CCGP will be designed to build a college going culture in a small, single gender high school. The program will be designed to increase the likelihood of academic success and matriculation into college. These unique design elements include: a data-driven instructional model²⁸, college readiness curriculum, a later start, multiple teachers that plan and teach together, differentiated and intensive student engagement, case management and support services (at every grade level) designed to address female adolescent behaviors as well as collaborations with parents and the community at-large all leading to the fulfillment of graduation plans. We seek to have a positive impact in the city of Buffalo by providing a quality option for all students with special emphasis on those members of at-risk groups such as low-income, special education and English language learners. On March 28, 2012 the Buffalo Board of Education held a public hearing regarding College and Career Girls Prep Charter High School in the city of Buffalo and the response was favorable. During a meeting, on January 31, 2012, the Interim Superintendent of Buffalo Public Schools indicated that she was all for offering families choices. CCGP will open the opportunity for school leaders and personnel from the district as well as other charter schools to share in professional development, participate during scheduled walk through days to capture data about instructional practices and join in on panel discussions and conferences hosted by CCGP. Currently, programs at charter high schools offer traditional starting times similar to BPS high schools and are co-educational. Data presented in the section entitled, **Charter High School Option for Students in the City of**

²⁸ Bambrick-Santoyo, *Driven by Data: A Practical Guide to Improve Instruction*.

Buffalo, suggests CCGP will not affect enrollment in charter high schools. The non-public high schools include grades nine through twelve and offer single gender learning environments. The non-public schools have traditional starting times, staffing structures and instructional delivery models with no preference for targeted student populations. **Projected Fiscal Impact:** The most current Fiscal Accountability Supplement attached to the 2010-2011 NYS District Report Card lists the proposed 2009-2010 school budget for Buffalo Public Schools was \$548,304,969.²⁹ An annual increase of 3% was assumed for each year starting with 2010-11 and thereafter. The number of students in the first year (2014-15) of the charter will be 96 students and the fiscal impact on the Buffalo Public School District will only be 0.002% of the district's budget. In Year 5 (2018-19) and thereafter, we expect the maximum enrollment of 364 students will have a fiscal impact of 0.007% on the district's budget. After student enrollment levels off at Year 5, the fiscal impact on the host district decreases annually.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) ³⁰ (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2014–2015	96	\$12,005	\$1,152,480	\$196,197	\$1,348,677	\$635,635,734	0.002%
2015–2016	188	\$12,005	\$2,256,940	\$382,186	\$2,639,126	\$654,704,806	0.004%
2016 – 2017	276	\$12,005	\$3,313,380	\$561,748	\$3,875,128	\$674,345,950	0.005%
2017–2018	364	\$12,005	\$4,369,820	\$744,270	\$5,114,090	\$715,413,617	0.007%
2018–2019	364	\$12,005	\$4,369,820	\$744,270	\$5,114,090	\$736,8876,025	0.007%
2019–2020	364	\$12,005	\$4,369,820	\$744,270	\$5,114,090	\$736,876,025	0.006%

The fiscal impact of CCGP on non-public schools will be minimal. Of the three all female non-public high schools in the city all are tuition-based and entrance exams are part of the admissions

²⁹ The New York State District Report Card, *Fiscal Supplement*, 2010-11.

³⁰ Column E contains other district revenue including; special education, Title I and IDEA.

process. We expect that demand for admittance into CCGP will come from a significant percentage of low-income families that will not have the means for tuition-based schools.

II. EDUCATIONAL PLAN

A. ACHIEVEMENT GOALS: *Academic Subject Measures - Absolute Measure:* Each year, 75% of students in the high school Accountability Cohort (AC) will score at least 65 on the NYS Regents exam by the completion of their fourth year in the cohort. This measure applies to all four major subjects: English language arts, mathematics, science and social studies. For English language arts, students must pass the English Regents exam and for mathematics, one of the Regents mathematic exams. In science, students are expected to pass at least one of the state's science Regents exams in Living Environment, Earth Science, Chemistry, or Physics. In social studies, students are expected to pass both the US History and Global History Regent exams. AC examines all students four years after they entered the 9th grade. Students have until the end of the summer of their fourth year to pass the respective Regents exams. *Absolute Measure:* Each year, 75% of students in the high school AC who scored at Level 1 or 2 on their NYS 8th grade tests will score at least 65 on the NYS Regents exam by the completion of their fourth year in the cohort. This measure applies only to English language arts and mathematics. *Absolute Measure:* Each year, the Performance Index (PI) of students completing their fourth year in the AC will meet the AMO set forth in the state' NCLB accountability system. This measure applies only to English language arts and mathematics. The PI for Regents exams is scored on a scale from 0 to 100: 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4. The PI is the sum of the percent of students in an AC at Levels 2, 3 and 4 plus the percent at Levels 3 and 4. *Comparative Measure:* Each year, the percent of students, in the high school AC who have passed the Regents exam during the previous four year with a score of 65 or above will exceed that of the comparable cohort of all students from BPS in English language arts and mathematic. *Growth Measure:* Each year, the group of students in their second year of the high school AC who have taken a norm-referenced test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE. This applies to the Terra Nova to show growth in reading and mathematics in lower grades and progress towards graduation. *Graduation Measures - Absolute Measure:* Each year, 75% of students in each Graduation Cohort (GC) will pass their core academic subjects by the end of August and be promoted to the next grade. Again, core academic subjects are English language arts, mathematics, science and social studies. *Absolute Measure:* Each year, 75% students in the high school GC will score at least 65 in at least three different NYS Regents exams required for graduation by the completion of their second year in the cohort. After two years, students will have passed exams in three of the following areas: English, mathematics, science, US History or Global History. Students have until the end of the summer of their second year to pass the Regents. *Absolute Measure:* Each year, 75% of students in the high school GC will graduate after the completion of their fourth year in the cohort. The GC examines students who entered the 9th grade four years prior, spent at least five months enrolled in the school, and earned a high school diploma on or before August 31st of their senior year. Students are expected to pass five Regents exams, one each in English, mathematics, science, US History and Global History in order to earn a high school diploma. *Absolute Measure:* Each year, 95% of students in the GC will graduate after the completion of their fifth year in the cohort. *College Prep Measure-* Each year, the average performance of students in the 10th grade will exceed the state average on the

PSAT tests in Critical Reading and mathematics. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or the ACT test in reading and mathematics. The SAT and ACT serve as an indicator of a student's preparation to succeed in college. For students who take the exams multiple times, the highest score may be used in calculating the 12th grade average. ***NCLB Goal and Measure - Absolute Measure:*** Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year. CCGP will make AYP. ***At-risk Student Population Measures - Absolute Measures:*** All SWD will attain 90% or greater of their annual IEP goals by annual reviews. ***Absolute Measure:*** 90% of ELL will advance on the NYSESLAT Exams. Additionally, the Board of Trustees will use NYSED's Charter School Performance Framework to inform the strategic planning and monitoring process.

B. SCHOOL SCHEDULE AND CALENDAR: CCGP will have an extended day and year (see Attachments 3a & b). The schedule and calendar exceeds the daily number of hours as well as the annual number of school days required by Education Law 2852(2)(n). **Sample Weekly Student Schedule:** CCGP will open at 8:00 a.m. to accommodate those students who wish to arrive early. The formal instructional day for students will begin later than most traditional high schools (see Attachment 3a for ninth and eleventh grade). A later start has been shown to improve teenage students' attendance to school, attentiveness in class and fewer episodes of depression.³¹ Ninth grade students will begin at 9:30 a.m. and eleventh graders will start at 9:15 with an Advisory/Breakfast period that lasts for twenty minutes. During Advisory students can join in a light breakfast while engaging in a range of College Summit³² readiness activities which are designed to help them make a smooth transition to high school, make positive choices to ensure college success and monitor completion of college forms. There will be thirty-two ninth grade students assigned to each period. Ninth graders will be scheduled for one two-hour period dedicated to English language arts, four one-hour periods mainly for other core courses with an additional forty-five minute period. Starting in eleventh grade there will be twenty-four students in each period. Eleventh grade students will have English language arts for one-and-one-half hours with seven forty-five minutes for remaining core and elective courses. All classes will be heterogeneous. During core classes, students will be placed into four to five same ability groups in order to receive intensive, differentiated instruction in co-teaching settings. During extended instructional periods, students will be involved in active learning at various stations, not lectured to, but immersed in work designed to build their knowledge, skills and understandings in order to meet college readiness common core standards. Students will receive academic intervention/support from their subject-area teachers during core courses, Fast track math and/or enrichment periods. Ninth grade students will be scheduled for seminar courses. On a quarterly basis, each seminar course will expose students to an academy on a rotating basis every ten-weeks and result in students accumulating a half of a credit each year. By the time students reach eleventh grade, they will have completed two seminar courses, accruing one full sequence credit towards graduation. Eleventh grade students will be scheduled for the academy they select at the end of tenth grade. Upper grade level students' schedules will include specific course work related to an academy and other electives in order to fulfill the remaining requirement of two and a half

³¹ Wahlstrom, "Changing Times: Findings From the First Longitudinal Study of Later High School Start Times."

³² www.collegesummit.org

credits for sequence courses. Starting in eleventh grade students will be scheduled for a full year of Spanish and Health will be scheduled during the first semester with dance being offered starting in the second semester. As part of the scheduled Hillside Work Scholarship Program (HS) period, all students will be paired with an Outreach Assistant who will serve as a mentor as well as a collaborator with the Counselor/CM to ensure students meet goals in graduation plans and action plans as required. Students from all grade levels will be scheduled to participate with the Dean of Students in the Safe Measures (SM) program, which is a student-led collaborative action research process designed to prevent bullying. All students will also be scheduled to participate in the Carrera Adolescent Pregnancy Prevention Program³³ that has a track record of successfully helping young people avoid becoming parents during the second decade of their lives. Starting in the second semester of ninth grade, students will be involved in the Prep Mee program as directed by the Dean of Students and lead by consultants. Paid internships begin in 11th grade as part of the Hillside Program. All schedules include time for students to move from class to class between each two-hour block of time. **Health & Fitness Activities:** Students will be scheduled for physical education each year for a half credit to meet the requirement of 2 units for graduation. Starting with the first set of eleventh graders, the physical education teachers will offer physical education and health during one semester and physical education and dance during the next semester. CCGP will partner with Buffalo Seminary (a private female high school) to establish extra-curricular activities such as field hockey, rowing, fencing and squash. **Sample Weekly Teacher Schedule:** A ninth grade teacher will be expected to report by 9:05 a.m. with a typical day ending at 5:23 p.m. On a weekly basis all teachers will be assigned for 6 hours not including lunch (30 minutes), individual planning time (45 minutes) and two common planning periods (45 minutes). Ninth grade core subject area teachers will have 32 students for each period and will be supported by co-teachers. To start the day, teachers who are scheduled for the twenty-minute advisory session, will offer students breakfast while they complete various activities related to college readiness. During this time, teachers will use the College Summit program, which they will receive training on during the summer and throughout the year. Teachers will take students through a number of ninth grade Roadmap activities, use prompts from Clean Slate³⁴ to promote a smooth transition to high school and help students envision high school as a launch pad to college and career success. As outlined in the student schedule (see Attachment 3a) during the second block of two hours, students will be scheduled for a ten-minute in-class break time. During break time, assigned teachers will provide healthy snacks, brain-breaks and coordinate restroom time then proceed with instruction. In accordance with our mission and primary objective, the schedule provides for extended amounts of instructional time wherein teachers implement differentiated lessons that are designed to prepare students for rigorous college coursework. During core courses, teachers will either be assigned as lead or co-teacher(s). The lead teacher, with the same subject-area certification as the second co-teacher, will serve in a mentor capacity. Lead teachers will be responsible for lesson plans and will collaborate with the co-teacher, who has similar certification, to develop and implement plans using a co-teaching model.³⁵ Teachers from other disciplines and elective courses will be scheduled to provide instructional support in core classes. Teachers will implement a college

³³ <http://stopteenpregnancy.childrensaidsociety.org>

³⁴ www.collegesummit.org

³⁵ Marilyn Friend, "The Co-teaching Partnership," *Educational Leadership* 65, no. 5 (2007).

preparatory curriculum by paying attention to and providing greater student supports especially for low-ability students. Lisa Quay revealed the need for more attention to be given to how teachers are teaching, the attributes of the type of work being assigned and what students are being taught.³⁶ Teachers will focus their attention on the content as well as how they teach it and provide multiple opportunities for students to deepen their understandings through intensive practice at teacher-led stations. To ensure continuity in terms of content coverage and how work is presented, all core subject-area teachers will provide academic intervention and/or enrichment to their students as part of the period or during an additional class. All teachers will have individual and common planning time scheduled in order to plan and coordinate well thought-out lessons. Teachers will also be scheduled for an after school curriculum/data meeting once a week. During these weekly after school meetings, teachers and school leaders will engage in ongoing analysis of student assessment data, and teachers will be accountable for making appropriate modifications to lesson plans as well as following action steps determined during the meeting. During specific weeks in the summer as well as throughout the school year, teachers will be scheduled to participate in a variety of professional development offerings including how to co-teach, participate in and develop common plans and offer instruction that deepens students' learning (see III E). Additionally, teachers and support staff will be scheduled to receive training on a variety of special programs including the Hillside Work Scholarship Connection³⁷ (HS) including the use of the Teen Outreach curriculum, Safe Measures³⁸ (SM), Prep Mee and the Carrera Adolescent Pregnancy Prevention Program³⁹ in order to ensure fidelity to and complete understanding of these special programs. The Nurse will offer Carrera (as noted in Attachment 3a), Outreach Assts. will use the Teen Outreach Curriculum in their work as mentors and the Dean will lead the Hillside Program, Safe Measures and Prep Mee. **Summer Programs:** In order to prepare students for challenging high school coursework a five-week summer program will be scheduled for students (excluding the days for assessment). During the first week of July, all students will participate in an in-take/assessment process in order to identify students' needs and achievement. Students will be scheduled to report to take assessments during three alternating sessions on one of two days during the first week in July. Staff members, from the planning year, will be assigned to lead the in-take/assessment procedure. During the weeks of July 7th through August 8th 2014, CCGP will offer to students who demonstrate the need for academic support, an intensive English and mathematics program (estimate 60 students). The summer program will last for four hours and thirteen minutes. Starting in July 2015 and thereafter, the summer program will continue to be designed to improve students' academic skills in non-credit bearing work as well as prepare those who are scheduled to retake Regents Exams in August. A five-week Hillside Employment Training Academy will also begin. After the first summer session, staff assignments to the summer program will be rotated by the administration in order to mitigate any possible affects of teacher burnout. **Proposed First Year Calendar:** The proposed first year calendar reflects a commitment to enhancing and extending learning time. CCGP will establish a calendar that includes instructional time during the summer. The summer program

³⁶ Quay, "Higher Standards for All: Implications of the Common Core for Equity in Education."

³⁷ <http://www.hillside.com/hwsc.aspx>

³⁸ <http://www.msanh.com>

³⁹ <http://stopteenpregnancy.childrensaidsociety.org>

will be in place from July 7th through August 8th and designed to support students as well as address the potential impact of summer learning loss.⁴⁰ The calendar (see Attachment 3b) contains 189 instructional days during the formal year with an additional twenty-five days during the summer dedicated to student instruction for a total of 214 days. Twenty-five half-days of professional development will be offered from July 7th through to August 8th 2014. All staff will be required to report for ten full days of staff development starting August 11, 2014. During the school year the calendar provides for an additional twelve and one-half days of professional development. The formal school year will be organized into two semesters. The first semester will begin on August 25, 2014. First quarter grades will close on October 31, 2014 with student academic reports being sent home on November 3, 2014. Second quarter marks begin on November 3, 2014 and close on January 30, 2015 (depending on regent exams) and marks will be sent home on February 2, 2015. The second semester begins on February 2, 2015 and lasts through June 12, 2015. The third quarter begins on February 2, 2015 with grades closing on April 10, 2015 and sent home by April 13, 2015. The final quarter begins on April 13, 2015 and ends on June 12, 2015 with reports being sent home on June 26, 2015. Snow days are built into the school calendar.

C. CURRICULUM AND INSTRUCTION - Curriculum Development Process: BPS is struggling to maintain a significant percentage of female students and have them graduate high school in four years. This may be, in part, due to the lack of student interest in the content that is offered. Students will be more apt to engage in study of coursework that they have an interest in and consider relevant. Members of the Board conducted focus groups with female students from across the BPS System and captured information in terms of content and course work they desire to study. Analysis of data resulted in the establishment of four academies: art/architecture (preservation arts), hospitality (travel/business/hotel management), medical (environmental toxicology/pharmacology) and transportation (aeronautics). This information served as the driver in building a rigorous and relevant college readiness curriculum based on NYS Learning and Common Core Standards that align with the NYS Testing Program. CCGP subscribes to designing courses as well as assessments, backward from standards and their particular demands (representing the broader core achievement targets) as described by Grant Wiggins. Curriculum will be designed to continuously improve student performance and will be organized to move toward known performance goals with a back and forth movement between means and ends.⁴¹ Curriculum at CCGP will focus on performance that shows evidence of understanding. The curriculum will include aspects of feedback wherein teachers and school leaders will monitor certain indicators to determine whether student progress is on or off course. As educational researcher and writing teacher, Peter Elbow sums up, the benefits in teaching toward known competencies embodied in performance tasks causes more material to be effectively learned by all learners.⁴² In terms of the curriculum development process at CCGP, the ultimate goal is to

⁴⁰ <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

⁴¹ Grant Wiggins, *Educative Assessment, Designing Assessments to Inform and Improve Student Performance* (California: Jossey-Bass, 1998), 205-206.

⁴² Peter Elbow, *Trying to Teach While Thinking About the End* (New York: Oxford University Press, 1986), 109.

develop curricula similar to work conducted by the New Jersey Institute of Technology/Center for Architecture & Building Science Research. The New Jersey Institute of Science and Technology (NJIT) created the only high school preservation arts curriculum, which is currently offered at the Williamsburg High School of Architecture and Design (WHSAD) in Brooklyn, NY. The standards-based preservation arts curriculum is highly effective⁴³ and interdisciplinary, incorporating more than architecture and design. It also includes conservation science, history, photography, engineering, urban planning, law and politics. The goal of the Preservation Arts and Technology program is to provide students with a meaningful educational experience that is geared toward future professional experiences such as architecture, law, city planning and conservation. The Preservation Arts sequence of study includes all four years of high school academic subjects based on NYS Learning and Common Core Standards, two years of Preservation Arts classes in 9th and 10th grades, selective participation in the Preservation Arts and Technology Internships Program and in 11th and 12th grades a Preservation Arts and Technology Career and Technical education program offered for five days a week. This interdisciplinary approach to secondary education is the first in the United States to view academic subjects through the lens of historic preservation. It does this by focusing on a specific historic structure or artifact through which to study the elements of its creation, preservation and interpretation. These structures, objects, artifacts or places serve as the “benchmark” for the study of all aspects of a particular period and place. Using this model, teachers work together using a common architecture theme as an expression of the period under study through which they can integrate their respective disciplines. Teaching academic subjects areas using a preservation-based methodology requires one to recognize the interdisciplinary nature and application of the subject that is being taught. This methodology of teaching, demonstrates how each area relates in its application as composite with other academic areas toward the appreciation, valuation and preservation of a “benchmark.” CCGP has been granted access to the high school preservation arts curriculum.⁴⁴ The curriculum development process, from NJIT, will serve as a model for curriculum development and course offerings in all subject areas, seminars and academies at CCGP. CCGP intends to offer coursework that is designed to strengthen student skills in order to meet NYS Learning & Common Core Standards, pass Regent exams and attain required credits toward graduation We project that the intensive instructional support designed for students in core subjects in 9th and 10th grades will be successful and that all students will meet and/or exceed expectations in a variety of courses as they advance to upper grades. The following information is based on the NYSED’s Summary of Diploma Requirements,⁵⁰ and provides a listing of credit-bearing courses we plan to offer in core subject areas in grades 9 through 12. The course sequence will provide students the opportunity to earn college credit through Advanced Placement and/or courses offered by a local college (Bryant & Stratton). Depending on the initial assessment of students we may add Pre-Algebra for students who need additional support in the area of math. **Social Studies/ History:** 9th (American History), 10th (Global Studies I), 11th (Global Studies II), 12th (Participation in Gov. &

⁴³ The New York State Report Card, *Accountability and Overview Report*, 2010-11.

⁴⁴ Kate Ottavino, conversation regarding Preservation Arts High School Curriculum, 20 August 2012.

⁵⁰ New York State Education, *Summary of Diploma Requirements*, <http://www.p12.nysed.gov/ciai/gradreq/2011gradreqdetails.html>

Economics). AP US History, Gov. & Politics and World History. **English Language Arts:** 9th (English I), 10th (English II), 11th (English III) 12th (English IV). AP English Language & Composition, Research & Writing for college credit. **Mathematics:** 9th (Pre-Algebra or Integrated Algebra), 10th (Integrated Algebra or Geometry), 11th & 12th (Geometry, Algebra II/Trig., Pre-Calculus). AP Calculus and Calculus for college credit. **Science:** 9th (Earth Science), 10th (Living Environment), 11th (Chemistry), 12th (Physics). AP Environmental Science, Biology and Chemistry. We will offer Regents exams including: 9th (US History/Gov., Integrated Algebra and Earth Science), 10th (Integrated Algebra, Geometry and Living Environment), 11th & 12th (American History Global History/Geo., Comprehensive English, Geometry, Algebra II/Trig., Chemistry & Physics). At the beginning of the 2014 pre-opening period, the ED will bring members of the governing board (who possess expertise in an academy) together with representatives of NJIT and a curriculum specialist, the IM and DCC to identify relevant “benchmarks” for inclusion in the 9th grade curriculum. To expedite the selection process, CCGP will consider “benchmarks” that are included in the WHSAD Preservation Arts Curriculum and readily compare to sites and landmarks in the Western New York region. Once the “benchmarks” are identified representatives from NJIT, a curriculum specialist and CCGP personnel will integrate core standards and historical subject matter into an expression of study in multiple disciplines. The work will result in the development of curriculum for each 9th grade core subject that will establish, with specificity, standards (desired results) and measures (evidence of results) then add instructional implications such as: what will be taught, how to teach it and in what order to teach it. This involves framing and choosing content knowledge and skills in reference to complex performances that embody curricular standards. The curriculum template will include: topics or domains, unit titles, a summary of each unit followed by information on standards, assessments, knowledge (content standards), work and sequence, that will lead to the teaching chronology (lesson plan). Each unit will specify the assessments (tasks, prompts and quizzes) and have specific rubrics. Course specific curriculum templates will include categories as displayed below:

Subject Area	Course	Grade(s)	Timeframe
Topics/Domains	Unit Title	Unit Summary	
Content Standards	Performance Standards	Overarching Essential Questions	Unit-Specific Questions
Performance Tasks & Projects	Prompts		

Curriculum work will focus on questions such as: What knowledge will equip and enable students to do worthy work by the end of courses? and How should we design the work to enable us to equip students with apt knowledge and skills while addressing questions, topics and text we care about? In this way, students will encounter content as helpful means to known and overarching performance ends. Curricular strategies will involve organizing all work and chronology around essential questions and standards that inform as well as justify the choice of the content. Additionally, focusing inquiry toward final tasks and performance obligations will clarify curricular priorities. We will approach the use of essential questions, as the framework for the design of instruction and assessment. Essential questions will meet the following standards: go to the heart of a discipline; have no one obvious right answer; be higher order in Bloom’s sense- (involve matters of analysis, synthesis and evaluative judgment); recur, be raised naturally rather than asked throughout one’s learning; be framed to provoke and sustain students interest;

and link to other essential questions. Essential questions will go through a development phase and then become part of the Topic Modules for use with lesson plans and assessments based on NYS Learning and Common Core Standards. Assessments will be aligned to the NYS Testing Program, designed to meet standards and include criteria as well as rubrics that point to and describe a specific and desirable level of exemplary performance. Assessments will be composed of different types of work/evidence such as; responses to exit slips, tasks, prompts, tests and quizzes. The goal of this approach is to base important decisions about students competence, promotion and graduation on a collection of credible work that is representative of that student's performance with key knowledge and skills in the most important intellectual performance genres.⁴⁵ Core courses will cross subject-area lines therefore the curriculum will be designed to allow students to perceive and understand the relationship of parts to a whole. First, as part of the curriculum development process, subject specific pacing guides will be developed and based on NYS Learning and Common Core Standards similar to the following for Integrated Algebra:

Week	Month	CCRS-Domain	Unit Title	Total No. of Days	Type(s) of Assessment
1-4	8/25-9/19	Seeing Structure in Expressions	I -Variable & Expression & Number Theory	12	Prompts
5-11	9/22-11/07	Reasoning - Equations & Inequalities	II - Solving Equations	12	Prompts & Tasks

Subject specific curriculum pacing guides will lead to the creation of cross curriculum pacing guides built around and through the lens of significant “benchmarks.” Our process of developing cross curriculum will use “benchmarks” to teach NYS Learning and Common Core Standards curriculum in Social Studies/History, English, Science, Mathematics and sequence courses similar to how the WHSAD Preservation Arts Curriculum. For example, Central Park is a 9th grade “benchmark” at WHSAD. The Olmsted Parks System in Buffalo is comparable to Central Park. If selected the Olmsted Parks System may be reflected in a cross curriculum guide as:

Week	American History	English	Int. Alg.	Earth Sci.	Benchmark
5-11	Unit II: Constitutional Foundations for the US Democratic Republic Std.1- Key Idea 3- Slavery in America & the Abolitionist Movement (Transcendentalists: Literature, Architecture	Unit II: RL.9.4, W.9.2, SL9.5, L.9.2 A National Literature (1800-1855) The Transcendentalists: Frederick Law Olmsted Ralph Waldo Emerson	Unit II: Solving Equations A.REI.5,6,7	II. Mapping the Earth's Surface Standard 4 – PI 3.1 Rocks: Intro. Rocks Classifying Rocks Rocks: Igneous, Sedimentary,	Olmsted Parks System

⁴⁵ Wiggins, *Educative Assessment, Designing Assessments to Inform and Improve Student Performance*, 194-197.

	Picturesque Movement)	Henry David Thoreau		Metamorphic The Rock Cycle	
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Development of cross curriculum pacing guides will take into consideration the amount of minutes each course will meet. Guides will be designed to include coverage of standards within the extended school year calendar with approximately 38 to 39 weeks of work. This will provide some leeway for going further with topical ideas, re-teaching and other factors. The inclusion of “benchmark” descriptions, web-based links, topic modules, selected readings (literature, informational texts and reports) and other materials will mirror that of WHSAD. Once the entire curriculum is complete, student’s course of study will include all four years of NYS CC standards-based interdisciplinary high school college readiness academic subjects, two years of introductory/ seminar classes in 9th and 10th grades and starting in 11th grade participation in an internship program like the Preservation Arts and Technology Internship Program at WHSAD as well as specific 11th and 12th grades academy as selected by each student. During the summer professional development sessions, teacher will be engaged in work related to curriculum for each discipline and measures. Teachers from all disciplines will be supported in understanding their roles in teaching standards by focusing on what will be taught, how to teach it and in what order to teach it as well as engaging in discussions designed to uncover any gaps in coverage and intentional overlap. Through this discovery process teachers will become aware of intentional connections across the disciplines. This process is intended to lead teachers to use these resources to develop their teaching chronology (lesson plan). School leaders, a curriculum specialist and NJIT representatives will continue the process of identifying additional “benchmarks” as part of the work for the next grade level standards-based curriculum. After the first two years of operation, school leaders will lead the curriculum development process.

Proposed Core Content Curriculum: One of the hallmarks of the NYS Common Core Standards is the specification of content that all students must study in order to be college and career ready. **Social Studies/History:** Social Studies/History curriculum will be designed to help students understand their roots, see connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.⁴⁶ Through the Social Studies/History curriculum students will develop their understandings of representative democracy and our nation’s civic culture; be immersed in investigations of issues and themes from multiple perspectives and make global connections; become knowledgeable and skilled to function as informed and economically literate citizens in our society and in the world; and participate as responsible citizens by actively engaging in community service programs or out-of-school internships, and in-class, in-school activities that involve analysis of public issues. Similar to the WHSAD, we will offer American History (History of the United States and New York) starting in 9th grade. Members of CCGP’s Board are encouraged that a focus on significant “benchmarks” in the local region and United States will bring relevancy and promote interest amongst students. The Global History and Geography (Global Studies) curriculum will be offered over two years and will provide students the opportunity to explore what is happening in various regions and civilizations at various times.

⁴⁶ New York State Education Department, *Learning Standards and Core Curriculum*, <http://www.p12.nysed.gov/ciai/socst/srsg.html> (accessed 9 Dec. 2012).

The curriculum for 12th grade social studies will focus on two major areas: Participation in Government and Economics. **English Language Arts:** In English, students will read and respond to literary criticism; write essays that range from comparing works to being analytical as well as creative; investigate philosophical and literary questions; develop an understanding of forms through the use of poetry; closely study major literary works to enhance understandings of historical and cultural context as well as prominent themes. Students will be provided opportunities to analyze historical and informational text, discuss questions about similarities and differences of specific period pieces and make connections with history, art and other subjects. Essays, speeches and research papers will include literary analysis, integration of multiple sources and perspectives and expressive delivery. The 9th grade English course will consist of an overview of literature across major forms and genres (short story, novel, poetry, drama, epic poetry and literary nonfiction). By the end of 9th grade, students will be prepared to focus on literary study: world literature in 10th, American literature in 11th and European literature in 12th.⁴⁷ **Mathematics:** CCGP is committed to providing support so that all students end their high school careers having experienced high-quality mathematical courses, deepen their understandings of college and career ready math standards and be prepared for college level math courses. A fundamental purpose of high school mathematics is to formalize and extend the mathematics that students learned in the middle grades. NYS Common Core Mathematical Standards apply in each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.⁴⁸ **Science:** Science courses will provide students with opportunities to meet NYS science learning standards using exemplary science curriculum programs emphasizing an inquiry-centered approach to learning science.⁴⁹ The science curriculum will be designed for students to understand and analyze scientific phenomena, engage in scientific inquiry and use laboratory and technological equipment to solve problems. If NYS adopts the Next Generation Science Standards, CCGP will ensure appropriate inclusion. **Seminar and Academy Courses:** Seminar courses will be offered on a ten-week cycle in 9th & 10th grades for a half of credit each year, toward the three and one-half sequence requirement. Quarterly coverage will correspond to the four academies including: art/architecture, hospitality, medical and transportation designed to expose students to college level professions. In Art/Architecture, the preservation arts seminar will provide students with the visual literacy, vocabulary, survey and study skills necessary to understand the philosophy and practice of historic preservation. During the Hospitality seminar students will be introduced to the growing field of tourism, commerce, service and promotion/marketing. Environmental Toxicology, which

⁴⁷ New York State Education Department, P-12 Common Core Learning Standards for English Language Arts & Literacy, http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf and *Common Core Curriculum Maps in English Language Arts – Grades 9 – 12* (CA: Jossey-Bass, 2012).

⁴⁸ New York State Education Department, *P-12 Common Core Learning Standards for Mathematics*, http://www.p12.nysed.gov/cial/common_core_standards/pdfdocs/nysp12cclsmath.pdf

⁴⁹ New York State Education Department, *Learning Standards and Core Curriculum*, <http://www.p12.nysed.gov/ciai/mst/sci/lis.html> (accessed 9 Dec. 2012).

will be offered as part of the Medical seminar, will expose students to the study of the harmful effects of various chemicals, biological and physical agents found in the environment and how they affect biological systems including human and animals. Additionally, in Pharmacology, students will learn the mechanisms by which chemical agents interact with biological systems. The Transportation seminar will expose students to piloting, airport management, airplane systems (GPS), airplane design, flight planning, air-traffic control and aircraft mechanics. At the end of tenth grade, students will select an in-depth two-year program in a specific academy. The Art/Architecture academy will focus on Preservation Arts with a goal to inspire and qualify students to go into higher education in historic preservation as well as other related professions. The Hospitality academy will provide students with a foundation in business and communication skills along with specialized training in hospitality operations. In the Medical academy, students will develop an understanding of how environmental contaminants pose risk to human health and the environment as well as the mechanisms by which drugs are beneficial to treat human diseases. Knowledge will be expanded through research of potential interactions of drugs and environmental toxins with biological systems. Students in the transportation academy will study the field of aeronautics. This academy will have a concentration in math and science and will equip students with an academic background that prepares them to successfully enroll in college with a concentration on the science, art, theory and practice of designing, building and operating aircraft. **Electives:** Electives will begin to be offered starting in 11th grade including: Spanish, Health, Dance, Computers, Women's Studies, AP and other college courses. **Instruction: Maximizing Instructional Time** - An instructional organizer will provide the framework so that instructional time will be maximized and students will be actively engaged and focused in the learning process. During the first 20 -23 days, lead and co-teachers use an instructional organizer to introduce differentiated instruction. To start, the lead teacher will explain, model and use visuals aides to explain rules for structured group time for approximately 15 minutes at the start of each lesson. Co-teachers will assist throughout all phases. Students will be chosen to model rules while remaining students observe and later engage in station work along with discussions about how work proceeded. Lead teachers will introduce Direct Instruction stations as well as the concepts of "Must Do" and "May Do" activities, select groups of students to quickly practice and thereafter debrief with the whole class. To illustrate the point we will use English as an example, similar procedures will be followed to introduce Writing, Speaking & Listening and Language stations. Students will know all rules, teachers' expectations as well as how to work independently. Next the lead teacher will explicitly emphasize the "No Interruption" concept for all Direct Instruction stations. **Planning Instruction:** Grant Wiggins suggests the curriculum templates serve as an intelligent tool in design. At CCGP we will use the template to focus the curriculum development process on results and assessments that lead to teachers creating lesson plans and activities derived from (performance and content) standards from the NYS Learning and Common Core Standards as well as the enabling knowledge and proficiency required for the tasks – not from the textbook's table of contents.⁵⁰ Lessons will be derived from complex tasks and ideas to be mastered along with the overarching questions and standards that anchor the overall design and each unit. Participation in professional development during the summer and school year will equip teachers to create and organize effective lessons around key questions and

⁵⁰ Wiggins, *Educative Assessment, Designing Assessments to Inform and Improve Student Performance*, 231 - 232.

performance goals. During the year, a formal planning system will be in place where teachers will be scheduled, on a daily basis, for individual planning time (see Attachment 3a). There will be at least two 9th & 10th grade teachers with discipline specific certification in each core class. The lead teacher will be held responsible for lesson plan development and will be expected to collaborate with the second co-teacher, who possesses subject-area certification similar to the lead teacher. Core subject-area teachers will have three sections of the same class daily providing for the use of one daily lesson plan for each. Math will be the exception with one additional plan being needed for the Fast track period. Lesson plans will be turned into the IM and DCC as assigned. The administrators will provide written comments as well as suggestions and the two subject-area teachers will collaborate to make revisions. As school personnel increase and with the implementation of the Leadership Model (see Attachment 8a) the formal planning system will be revised to include additional Leadership Model (LM) personnel in collegial review of lesson plans and offering feedback. Teachers will use their knowledge of the standards and units, as represented in their subject specific pacing guides, to inform the discussion during weekly common planning time with other grade level subject-area teachers, the IM and DCC.⁵¹ The Special Education Coordinator and ELL teacher will attend common planning time as well. These meetings will result in a review of the “benchmark” as well as agreement about the topic, unit, overarching-essential and unit-specific questions and objectives of lessons for upcoming weeks. **Implementing Instruction:** Based on a review of BPS student achievement on NYS English Language Arts and math assessments, as depicted in section - **Proposed Population CCGP Would Serve**,⁵² we anticipate many incoming 9th grade students will require extensive academic support. To meet the needs of our students we will offer intensive support in English and Mathematics during a summer program and as part of the extended formal school year. To support the preparation of students for challenging high school coursework, the IM and DCC will use student assessment results on the NWEA (MAP)⁵³ to identify and assign students to the summer program. The summer program will focus on strengthening their skills in English and Mathematics. Two English teachers will provide direct instruction in reading and writing using the Reading Taxonomy by Doug Lemov⁵⁴ to engage students in relevant literature and texts to build their reading comprehension. Teachers of English will use resources such as: Holt McDougall, Skill Pointer⁵⁵ and Learning on Demand⁵⁶ to strengthen reading and language usage

⁵¹ Bambrick-Santoyo, *Leverage Leadership* (CA: Jossey-Bass, 2012), 126 provides examples of effective weekly and daily lesson planning by conducting face-to-face meetings to guide lesson planning.

⁵² The New York State District Report Card, *Accountability and Overview Report*.

⁵³ <http://www.nwea.org/products-services/assessments/help-all-kids-learn>

⁵⁴ www.slideshare.net/GNOCommunityInfo/doug-lemov-handouts

⁵⁵ Skill Pointer, from NWEA, provides teachers with information that pinpoints students' skill gaps, it supports individualized and differentiated instruction by mapping out a course of specific topics to work on to get each student at grade level, it works on the web to support individualized learning and uses vertical mapping and ongoing assessments to uncover the prerequisites skills students may be missing.

<http://www.nwea.org/search/node/skill%20pointer>

⁵⁶ Learning on Demand, a tool within Skill Pointer, uses the previously mentioned information to generate an individual learning plan based on vertically adaptive, skills-

and Robert Marzano's Six Step Process for Building Academic Vocabulary.⁵⁷ In a similar manner, two math teachers will offer direct instruction using On Ramp to Algebra from Pearson that uses the classroom Workshop Model,⁵⁸ designed to keep formerly struggling students constantly active and engaged. Students participate in a 15 seconds of structured class animated exercise, then ten minutes of direct instruction, followed by station work ending with closing with sharing strategies. Essentials for Algebra, from SRA⁵⁹ will also be available. It is another intervention program based on NYS CCRS and designed to strengthen foundational skills for Integrated Algebra (or Pre-Algebra). Math teachers will also have Skill Pointer and Success Tracker from Prentice-Hall/Pearson (an assessment and remedial program using video, tutorials, activities, worksheets, games and audio). Students will receive an extra 30 minutes of extra tutoring or special education services and be scheduled to meet with Counselor/CMS to begin graduation plans and counseling. During the formal school year (189 days) college preparatory course work will be offered through the use of multiple stations. The work at each station will focus on similar learning objective that are intended to deepen students' understandings and enhance learning. Teachers will monitor students' progress by including standard-aligned formative assessments in the form of exit slips, guided and independent practice and weekly quizzes during station work and immediately use the results to determine the need for intervention or advancement. Teachers will design multiple opportunities for independent problem solving as they monitor and encourage students' proximal development.⁶⁰ Given the need to intensify student support in English language arts, the governing board has made provisions for four teachers to co-teach in each two-hour ninth and tenth grade English class. For instance, in the area of English, a lead teacher will work with school leaders (at the beginning of the school year and throughout) to use student assessment results to create same ability groups within heterogeneous classrooms in order to provide intensive, differentiated instruction. During instructional time, the lead teacher will introduce reading material (based on CCRS and end-of-year expectations) to the entire group of 32 students while the other three teachers assist students. Next, the lead teacher will proceed by breaking students into pre-assigned groups that rotate to four instructional stations with approximately 8 students for 30 minutes each. English stations will include: direct instruction (reading), writing, speaking/listening, language and/or Fast-track (for academic intervention) or enrichment (for advanced students). The lead English teacher will provide direct reading instruction to each group (including those identified as part of special student populations), as students rotate throughout the two-hour period. In a study conducted by the U.S. Department of Education, direct instruction was found to be most effective when compared to other models.⁶¹ Direct instruction has also been found to be effective with ELL

based assessments that align with the NYS Testing Program and offers tutorials/practice as well as provides real-time reports, <http://www.nwea.org/search/node/skill%20pointer>

⁵⁷ R. Marzano, *Building Background Knowledge For Academic Achievement: Research On What Works In Schools*, (VA, ASCD, 2004).

⁵⁸ Pearson Education, *On Ramp to Algebra*, 2012, <http://www.pearsonschool.com>

⁵⁹ McGraw Education, *Essentials for Algebra*,

<https://www.mheonline.com/program/view/2/16/225/0076197174>

⁶⁰ S. A. Mcleod, "Zone of Proximal Development - Scaffolding," *Simply Psychology*, 2010, <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>

⁶¹ M. Koziuff, L. LaNunziata, J. Cowardin, and F. Besselliu. "Direct Instruction: Its contribution

students and teachers will incorporate Specifically Designed Academic Instruction in English (SDAIE) that has been successful with ELL populations and emphasizes direct instruction in content material and vocabulary as well as modeling, guided practice, practice and application and independent practice.⁶² While all students will work to meet the same standard, the path to that standard will vary according to prior knowledge and needs. Lessons will be differentiated for advanced, average and struggling students similar to those found in the Common Core Curriculum Maps – English Language Arts.⁶³ Teachers will continue to use guided reading as defined in the Reading Taxonomy. Material will include literary works and informational texts that have stood the test of time as well as culturally meaningful and contemporary titles. The second, fully certified co-teacher of English will facilitate work at the writing station where technology will be a critical resource. The remaining two teachers will assist at a speaking/listening station and the alternating language and Fast-track/enrichment stations. Station work will include the use of visual aids, manipulatives and structured peer interactions. The Special Ed. Coordinator and ELL teacher will support teachers, offer in-class as well as other services to students as required. Similar to English, all core ninth grade subject-area teachers will have students assigned to the same ability groupings based on assessment results. The two fully certified math co-teachers would have one-hour classes. Co-teaching will alternate from one teach/one observe to one teach/one assist depending on content and student performance.⁶⁴ Math teachers will use PowerAlgebra.com along with Algebra material by Prentice Hall/Pearson. These teachers will also provide intensive support beyond the classroom during Fast-track math classes and where appropriate, continue with intervention material from the summer. Math teachers will have students grouped according to ability in each Fast-track math section. The remaining 9th grade core subjects will follow similar procedures as in the math course except will alternate academic intervention/enrichment during forty-five minutes periods. All stations will include assignments that students “Must Do” and “May Do” activities as well as exit slips (assessments). “May Do” activities become homework assignments for those who do not finish during core periods. In addition to material that ties into significant “benchmarks” and what has already been mentioned, teachers will be provided resources aligned to NYS Learning and CCS including Holt McDougal in English and social studies, Pearson/ Prentice Hall for mathematics and science. Write Source from Houghton Mifflin Harcourt will be available and includes complete coverage of CCS for writing, listening and speaking, and language standards. Core subject-area teachers will implement instruction based on cross curriculum pacing guides that identify subject-area units and intentionally reference content and skills that build on one another. As noted in *How to Use the Common Core Curriculum Maps*, efforts will be made to ensure standards that fit together are grouped in units in a coherent and logical manner.⁶⁵

to High School Achievement,” *The High School Journal* 87, no. 2 (2000), 54-71.

⁶² J. Echevarria, M. Vogt, and D. Short. *The SIOP Model for Teaching Mathematics to English Learners*. (MA: Pearson, 2010).

⁶³ *Common Core Curriculum Maps in English Language Arts – Grades 9 – 12* (CA: Jossey-Bass, 2012).

⁶⁴ Friend, “The Co-teaching Partnership,” *Educational Leadership* 65, no. 5 (2007).

⁶⁵ *Common Core Curriculum Maps in English Language Arts – Grades 9 – 12* (CA: Jossey-Bass, 2012).

Subject-area teachers will design and offer lessons that align with units. The following chart depicts how English content (offered during weeks 5-11) will be presented at each station by using a “benchmark” thorough which to view the subject. The lead English teacher, with support from the English co-teacher, will design lessons and assignments that correspond to an overarching essential question and unit-specific questions. Assignments will be differentiated to cognitively engage all groups in rigorous instruction.

English 9	Benchmark	Unit II. A National Literature (1800-1855)	(1) Essential Question (2) Unit Specific Questions
RL. 9.4, W.9.2, SL.9.5, L.9.2	Olmsted Parks System (Designer- Frederick Law Olmsted and author of “A Journey in the Slave States-1856”	The Transcendentalists: Frederick Law Olmsted and Henry Wadsworth Longfellow	(1) How does poetry reveal what we might not otherwise recognize? (2) What does the poem mean? What do the words mean? Which words evoke emotion? Are there other meanings?
<p>Station: Direct Instruction (Reading) “Must Do”- Introduction- Teacher will talk about Henry Wadsworth Longfellow, (a friend of F. L. Olmsted, both had views and wrote about slavery). Teacher will set the tone of a puzzle to be solved and a situation that will be revealed gradually by reading Longfellow’s poem- “The Witnesses.”</p> <p>The teacher and students will reread</p>	<p>Station: Writing “Must Do” - Students will reread the poem and through guided practice begin to annotate by underlining words that evoke some type of emotion. During guided practice, students take notes. Next the teacher and students will discuss explication. The teacher will model by underlining a few words and describing their meanings, as well as what emotions and images are evoked. Then students, take turns explicating the poem by choosing other</p>	<p>Station: Speaking & Listening-interactive use of computers: “Must Do”- Students will use LibriVox to listen to a recording of the poem and view a reading on You Tube to enhance their understandings and interests.</p> <p>Exit Slip (assessment)- All students will list at least three things that impressed them about the poem. Next day, discuss in groups.</p>	<p>Station: Language “Must Do”- Students will demonstrate a command of standard English when writing, by marking all semicolons (and perhaps conjunctive adverbs) and discuss why Longfellow used them in the way he did in the poem.</p> <p>Exit Slip (assessment)- All students will give the purpose of semicolons and conjunctive adverbs.</p>

<p>the poem. Students will be lead to discuss- What do they notice? Who is speaking? What are the circumstances? “May Do”</p> <p>Differentiation: Advanced- Research what inspired Longfellow to write “The Witnesses” and present as an online poster incorporating literary devices. Average- Research what inspired Longfellow to write “The Witnesses” and discuss findings in literary terms or elements and present to group. Struggling- Viewing a video recording of the poem, being read by the English co-teacher, students will review and re-watch as needed. Students will use sketches or other nonlinguistic representations to help aid understanding.</p>	<p>words.</p> <p>“May Do” All students will use the teacher’s model and their notes to finish explicating the poem. (Turn in next day). Additional “May Do” Differentiation: Advanced- Use the computer to research other poems with “witnesses” in the title. Write how these poems are similar and different. (Share with the group next day). Average- Use the computer to research other poems with “witnesses” in the title and write how these are similar. (Share with the group). Struggling- Students will use their notes and receive support from the teacher as they explicate the poem based on the teacher’s model. Ultimately at the end of lessons on “The Witnesses” all students will write a paragraph, discussing the poem’s theme and the way in which the poet’s use of poetic devices (revealed from annotations and explicating the poem) illuminates the theme.</p>	<p>“May Do” Differentiation Advanced- Students will write how their impressions from the initial reading of the poem is similar or different as compared to viewing and listening through multi-media. Turn in next day. Average- Student will write how the use of multi-media enhanced their overall appreciation of the poem. Turn in next day. Struggling- Practice reading along with LibrVox to aid fluency and understanding.</p>	<p>“May Do”- All students will make note of any conjunctive adverbs and how they are used in this poem. Turn in.</p> <p>Additional “May Do” Differentiation: Advanced- Students will write their own poem using semicolons and perhaps conjunctive adverbs as well as explain how Longfellow’s poem inspired them to write their own. Turn in next day. Average- Students will discuss in writing under what circumstances they would use semicolons and conjunctive adverbs in their own poetry. Turn in next day. Struggling- Students will write two sentences, one using a semicolon and the other using a conjunctive adverb. Turn in next day.</p>
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During math, history and science teachers will establish direct instruction, writing and exit slip stations. For instance, the Olmsted Park System (a possible benchmark) includes many parks and the direct instruction station in math will involve students solving equations with slope and line. Every aspect of the park system has been carefully created including most fluctuations in grade and direction. Assignments will have students use the Park as a place to study various slopes and assess the intention and success of the designer. At the writing station students responding to prompts such as: What math words did I learn or review today? Teachers will have word walls where Regents-approved subject area language will be displayed and referred to during lessons.⁶⁶

D. ASSESSMENT SYSTEM: CCGP will implement an assessment system that readily provides information about student achievement in order to determine the progress being made towards preparing each female student to be ready for college. Assessments will provide valid and reliable information about which students are at, above and below proficiency; inform the teaching/learning process and discussions about programmatic, personnel and budgetary matters. All assessments will be selected and/or developed based on alignment with the NYS Common Core and Learning Standards, the NYS Assessment System and the timely provision of student achievement results. Information about students' achievement will be routinely presented to the Board and readily accessible to school personnel since it is vital in terms of governing the school, attaining achievement goals and managing the operational program. **Diagnostic Assessment:** Starting in July 2014, the DCC will be assigned by the IM to lead the initial assessment process to establish a baseline, determine students' academic levels and to make recommendations for students who are academically at-risk to be assigned to the summer program. CCGP will utilize the Northwest Evaluation Association (MAP) system. It is a nationally standardized, computerized adaptive assessment in English language arts, reading, mathematics and science (for grades 9th & 10th). It is aligned to the NYS CCS and was selected based on its adaptive structure, critical reliability and validity as well as the timely manner in which data is made available. During the intake/assessment period CCGP will administer the Home Language Survey and when appropriate the LAB-R test. Finally, the Counselor/CM will work with students and parents to develop graduation plans, assess each student's preparedness for high school level work and determine the need for the development of an action plan. During the first week of the summer instructional program, staff will use the Skill Pointer tool from NWEA. Skill Pointer includes brief vertical skill-based assessments that identify missing concepts spiraling up and down subject-area curriculum and standards up to ninth grade. The results will be used to assign students to goal area groups in English language arts and mathematics. Skill Pointer will automatically generate an Individual Learning Plan (ILP) through its Learning on Demand tool. The DCC will meet with the IM and teachers to review assessment results from Skill Pointer as well as customized learning plans, recommended resources, intervention strategies including tutorials and practice activities and then devise a an instructional process and schedule for tracking student development. School leaders will ensure teachers have resources/materials that are mapped to the NYS CCS including: Holt McDougal in English, On Ramp to Algebra from Pearson and Essentials for Algebra, from SRA. At the end of the summer program school leaders and staff will use data to determine students' progress and incorporate information from each ILP into each student's graduation and/or action plan. **Formative Assessments:** During the school year, CCGP will use different types of assessments that are

⁶⁶ <http://www.emsc.nysed.gov/glossary.html>

aligned with NYS Regents exams, Common Core and Learning standards. The various formative measures will include exit slips, tasks, prompts, tests and quizzes during station work. The goal of this approach is to have evidence from a collection of credible work that is representative of each student's performance and competence regarding key knowledge and skills and use that evidence to make important decisions regarding academic intervention and eventually promotion and graduation. Under the guidance of the IM, the DCC will guide teachers' in deepening their understandings of the importance of consistency in grading procedures, how to create valid and reliable assessments and the parameters for scoring rubrics similar to the process from Bambrick-Santoyo. Exam View and Success Tracker systems (from Pearson/Prentice Hall with affiliations with Holt McDougal) will also be available for use. Exam View is for all core subjects. The DCC will guide teachers in their use of Exam View to create numerous versions of customized assessments and worksheets that can be posted online. Success Tracker will also be available as an online assessment system that provides instant analysis of student performance with built-in chapter level assessments. It also offers a multi-format remedial program using video, tutorials, activities, worksheets, games and audio as well as reports that automatically prescribe academic intervention. Teachers and school leaders will meet on a weekly basis and immediately use the results to determine individual student's need for intervention or advancement. The DCC will collect formative assessments results and work with other school leaders to analyze results for each cohort and school as a whole as well as monitor for reliability and validity. **Interim and Summative Assessments:** A variety of interim and summative assessments will be administered. The NWEA MAP will be administered two additional times (winter and spring) to measure student's growth. The NWEA assessment coaches will work with the DCC to deliver on-site training regarding the timely use of aggregate and disaggregate data with a focus on individual student's growth, specific courses, each cohort and all grade level reports that are based on the George Rasch (RIT) scale. The NWEA will be able to provide information that will assist CCGP in monitoring the advancement of each student by one standard deviation, during each administration, thereby catching them up, accelerating growth and supporting students' readiness for college. The DCC will guide teachers as they create unit assessments that define high expectations and align with the Common Core Standards and NYS Regents exams as well as develop their skills at analyzing classroom level data and use data to pinpoint areas in need of improvement. Teachers will also use unit assessments from Success Tracker's online assessments that are associated with core course text to pinpoint problem areas, possible interventions and develop reports. Previously administered NYS assessments will be used to provide an additional set of student achievement data. The DCC will report on results from various assessments at weekly staff meetings. Grade level and individual student achievement by courses will be presented to determine whether patterns are emerging that impeded learning and if interventions are needed. The DCC, IM and teachers will collaborate to develop short-term intervention steps to address findings. After a defined period of time, the DCC will present comparative data to determine if improvement occurred or pinpoint next steps. These assessments will provide school leaders with information about learning gaps, if there is a need for changes to instructional practices or re-teaching and/or the allocation of instructional time. Additionally, results on summative (end-of-year) in-house assessments, Regent exams and other school assessments will be analyzed for reliability and validity. The analysis will further help leaders create budgetary priorities, curricular focus and determine future staff development. **Norm-Referenced Assessments:** At the end of each school year, during exam week, the Terra

Nova Survey from CTB McGraw will be administered. Reading, math, language, science and social studies results can be reviewed in the context of 2011 norms, which offers current achievement comparisons between student groups. Results will be used to determine program effectiveness and implications. **College Placement Assessments:** The Advanced Placement program will followed.

All students with disabilities will take classroom, school-wide and state assessments with an exception being made only when the Individual Education Plan explicitly indicates that such students cannot participate. In these instances, the New York State Alternative Assessment (NYSAA) will be administered. In addition, CCGP will ensure that all students who have test accommodations stipulated on their IEP, receive those accommodations consistently for all assessments. The Board, ED, IM, DCC, teachers, students and parents/guardians will have student performance data from each assessment cycle. The Board will use NWEA & other valid/reliable student level assessments to monitor students' academic progress toward meeting annual achievement goals, to keep informed of student achievement with a focus on special student populations and as part of the evaluation system for administrators and teachers. As part of the accountability process each student and parent/guardian will be continuously involved in a process designed to assess student's needs. At the start of school a Counselor, /CM, student and parent/guardians will collaborate to establish a graduation plan. Each student will frequently meet with their Counselor/CM to review their academic status, participate in reflective dialogue about their assessment results and if needed devise an action plan that will lead to improvement. At the end of each quarter, parent/guardians will receive academic reports for each student that includes results on assessments as well as progress in terms of graduation plans (see II B). Further discussions about students' academic outcomes will take place during school-wide parent conferences (see II B.) and individual meetings will be scheduled as requested. Details regarding measurement and reporting of the educational performance and progress of cohorts of students and the school are addressed in III D. – **Using Data to Evaluate the Education Program as well as Review and Evaluation of the Board and Executive Director.**

Additionally, as stated in III B. – **Roles and Responsibilities of the Board and Its Officers,** student assessment data will be accessible to Board members and during every board meeting, the Board will receive reports on student achievement. The reports will provide valid and reliable information in terms of progress of cohorts, courses, targeted populations and the entire school. **E. PERFORMANCE, PROMOTION AND GRADUATION STANDARDS:** The promotion and graduation standards that follow offer a portrait of students who meet College and Career Ready Standards as presented in the school's mission, program and assessment system as well as the NYS Learning and Common Core Standards and Testing System. In order to be promoted to the next grade level, a student must meet anchor standards as outlined in the NYS Learning and College Common Core Standards as well as pass three core subjects by maintaining a 70% average each school year. All students must meet NYS Regents Diploma requirements to graduate from College & Career Girls Prep Charter High School. Curricular areas and required credits for a Regents diploma that will lead to graduation follow: English (4 credits), Social Studies (4 credits), Math (3 credits*), Science (3 credits*), LOTE/Second Language (1 credit), Art - Dance (1 credit), Health (.50 credit), Physical Education (2 credits), Electives (3.5 credits) for a total of 22.0 credits. *A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Students will attain a score of 65 or above on all required Regents examinations including U.S. History, Earth Science,

Algebra, Comprehensive English and Global History. As students advance through the grades and master the standards they will exhibit with increasing fullness and regularity the following capacities - **ELA Exit/Promotion Standards⁶⁷ include:** Students will be able to demonstrate independence by: 1) Comprehending and evaluating complex text across a range of types or disciplines and construct effective arguments and convey intricate or multifaceted information. 2) Discerning a speaker's key points, request clarification and ask relevant questions. 3) Building on others' ideas, articulate their own ideas and confirm they have been understood. 4) Demonstrating a command of standard English and acquire and use a wide-ranging vocabulary. 5) Being self-directed learners, effectively seeking out and using resources to assist them such as teachers, peers, and print and digital reference material. Students will build strong content knowledge by: 1) Establishing a base of knowledge across a wide range of subject matter by engaging with works of quality and substance as well as becoming proficient in new areas through research and study. 2) Reading purposefully and listening to gain general knowledge and discipline-specific expertise. 3) Refining and sharing their knowledge through writing and speaking. Students will respond to varying demands of audiences, tasks, purpose and disciplines by: 1) Adapting their communication in relation to audience, task, purpose and discipline. 2) Set and adjust purpose for the four strands and show an appreciation for the affect of tone when speaking and how connotations affect meaning. 3) Demonstrating different disciplines call for different types of evidence. Students will comprehend as well as critique by: 1) Being engaged and open-minded readers and listeners. 2) Understanding precisely what an author or speaker is saying and question assumptions and premises as well as assess claims and soundness. Students will demonstrate value for evidence by: 1) Citing specific evidence when interpreting text. Use relevant evidence when supporting their points in writing and speaking as well as constructively evaluate others' use of evidence. Students will use technology and digital media strategically and capably by: 1) Employing technology to enhance the use of the four strands. Tailor online searches to acquire useful information efficiently and integrate it effectively. Students will demonstrate understandings for other perspectives and cultures by: 1) By reading and listening as well as communicating effectively with people of varied backgrounds. 2) Evaluating other points of view critically and constructively. Read classic and contemporary works of literature representative of a variety of periods, cultures and worldviews. **Math Exit/Promotion Standards⁶⁸ include:** Students will be able to demonstrate mathematical proficiency by: 1) Applying mathematical ways of thinking to real world issues and challenges by reasoning mathematically. 2) Developing a depth of understanding and an ability to apply mathematics to novel situations, as college students regularly do. 3) Using mathematics and statistics to analyze empirical situations, fully understand them to make decisions. 4) Using mathematical and statistical methods to model quantities and their relationships in physical, economic, public policy, social and everyday situations. 5) Expanding mathematical models by using technology for varying assumptions, exploring consequences and comparing predictions with data. **Social Studies Exit/Promotion Standards⁶⁹ include:** Students will be able to: 1) Use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments and

⁶⁷http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standard_s_ela.pdf

⁶⁸ <http://www.nylearns.org/module/standards/commoncore.aspx>

⁶⁹ <http://www/p12/nysed.gov/ciai/socst/socstand/home.html>

turning points in the history of the United States and New York. 2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives. 3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -local, national and global including the distribution of people, places and environments over the Earth's surface. 4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. 5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U. S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation. As noted in the General Education & Diploma Requirements Commencement Level (Grades 9 – 12) January 2011 document,⁶⁹ students with disabilities will meet graduation requirements with appropriate accommodations and curricular modifications as determined by their Individual Education Program (IEP). English language learners will meet all graduation requirements with needed accommodations. The Board has provided an extensive system of support to ensure all students attain rigorous college readiness academic standards and address social-emotional factors. CCGP will embed support services to complete the comprehensive nature of our program and strengthen students' investment in completing their education as well as enrolling into college. These services include the breakfast/ advisory period, College Summit, the Hillside Work-Scholarship Connection, Mentoring, Safe Measures, Prep Mee,⁷⁰ Internships and sports.

F. SCHOOL CULTURE AND CLIMATE: As stated in *Leverage Leadership*, if you want a culture of excellence, you build it by repeated practice performed both by students and adults.⁷¹ At CCGP leaders will establish a vision for the work environment; use the vision to help drive the hiring of the right people; commit time and space to building a strong staff community; and engage in in-formal and formal activities (including self-assessments with rubrics) to help members become better acquainted. Just as school leaders will cultivate habits that build a strong staff community; school leaders and staff will establish procedures to build a strong student culture with a focus on college. Students will continually receive the message that nothing is as important or as engaging as learning. At CCGP, procedures, expectations and consequences will be consistently applied throughout the school and classrooms. Students will be actively involved in daily routines that help them to fully engage, feel responsible and rewarded for their actions in maintaining a positive culture. The school will have a dress code in place to preserve the integrity of the learning environment and minimize distractions. CCGP will cover costs of uniforms for families demonstrating need. Teachers and students will establish close ties in small

⁶⁹ <http://www.p12.nysed.gov/ciai/gradreq/2011gradreqdetails.html>

⁷⁰ Adapted by McMillan Empowerment Enterprise Enrichment Program from – Identity, Being A Girl, Body Image, Diversity, Expressing My Individuality, Who Am I, Friendships/Relationships, Wise & Well, My Family & Myself, Paths to the Future and Mother-Daughter Circle.

⁷¹ Bambrick-Santoyo, *Leverage Leadership* (CA: Jossey-Bass, 2012), 164-165.

learning settings and Outreach Assts. will serve as mentors to promote academic success and positive behaviors. The Dean of Students will work with students to establish the SafeMeasure program to enhance respect, reduce violence and prevent bullying. A comprehensive system of support will be in place. In July, a graduation plan will be created and as needed an action plan will be put in place with timelines, in-school intervention procedures and in-school support personnel. Additional communication between the school and families will take place during open houses, parent/teacher meetings and as requested. During the formal school year, all parents will receive written reports on a quarterly basis. Parents will be able to be involved in school matters and may have their concerns addressed through their elected parent representative, who is a member of the governing board. Depending on students' needs, parents will be involved in probation contracts that outline how they can support their student's learning. A code of behavior will require students and adults to engage in behavior that promotes kindness, productivity and safety. We believe as students and adults adhere to this maxim, they will establish necessary conditions to realize our mission (see Attachment 4). Students, parents and staff will complete self-assessments at the end of each semester to gauge satisfaction with the culture and climate.⁷²

G. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES: We anticipate that a significant percentage will be at-risk of academic failure therefore we will establish an environment of high expectations that is complimented by a structured support system. The program at CCGP will offer all students the opportunity to achieve high academic standards regardless of their academic status upon enrollment, special needs or language proficiency. Key design levers will be put in place to establish a responsive environment including; data driven environment with on-going student assessments, graduation and customized action plans, specialized staffing structure, differentiated instruction and extended learning with an intensive literacy program all leveraged along with support personnel who will be expected to meet the emerging needs of students by using evidenced-based prevention/intervention programs. As part of the summer in-take process, all students and parents will be scheduled to meet with a Counselor/CM to develop graduation plans.⁷³ Each student's graduation plan will be designed to ensure the provision of meaningful access to the educational program and help track academic progress throughout student's tenure at CCGP. Each plan will outline credits, Regents examinations and scores required and attained toward high school graduation. During the initial meeting, incoming students' academic records and results on the in-school assessment will be reviewed. Throughout the school year, Counselor/CMs will meet with parents/ guardians to review student's progress toward grade promotion and graduation. **At-Risk Students:** Starting in July 2014, school leaders and staff will review multiple data sources to identify at-risk students with the following factors: challenges on our in-take assessments, poor grades in core subjects during middle school, low attendance rates, reports of disruptive behavior or disengagement in classes and/or a history of failing to be promoted to the next grade (all of which contribute to an

⁷² Bambrick-Santoyo, *Leverage Leadership- Culture Tracker* (CA: Jossey-Bass, 2012 dvd), Chapters 5 & 6.

⁷³ Similar to the New York City Department of Education's graduation requirement card and Planning for Success: Supporting Transitions through High School to College and Career, <http://schools.nyc.gov/RulesPolicies/GraduationRequirements/default.htm>

increased probability of dropping out).⁷⁴ The summer intake process will determine whether academic support is needed as well as whether a customized action plan should be developed. If an action plan is decided on, a Counselor/ CM will begin the process by employing the Student Success Plan,⁷⁵ which is a systematic, counseling and intervention process that has been proven to assist in increasing retention and graduation rates. It involves balancing students' academic and social/emotional needs in a holistic case management approach through the use of journaling, early alerts and individual action plans that align with graduation plans. Action plans will be used to identify and log potential causes and contributing factors affecting overall progress as well as include measurable goals, targeted interventions and time-lines. As the school year continues, Counselor/CMs will use the web-based counseling case management system to monitor attainment of action plan goals and coordinate interventions with Outreach Assts. Using the Hillside Work-scholarship Connection program, Outreach Assts. will serve as mentors to students and provide intensive support for those with action plans. These full-time school-based student advocates will be paired with students who show signs of risk factors. Outreach Assts. will monitor and be responsive to student/family needs helping with housing, making arrangements with parents/guardians for additional transportation to ensure students get to school and coordinating connections with community agencies to intervene with students' health concerns and/or risky behaviors. Counselor/CMs and Outreach Assts. will be critical in that they will collaborate with agencies such as the Buffalo City Mission, the Red Cross, Community Action for Prenatal Care, Western New York Planned Parenthood and the Buffalo Family Court System to connect students and their families to agencies designed to provide supportive services. Weekly meetings will be held wherein school leaders and staff will consider students' assessment results, grades, attendance, discipline records as well as anecdotal reports. Starting with the summer of 2015, and depending on a student's progress: a review will take place, action plans will be updated and work will continue throughout summer months and carryover to each school year. If a student does not respond to multiple targeted interventions the IM will convene a meeting with the DCC, Special Ed. Coordinator and/or ELL teacher and classroom teachers to review data and determine if an intensive case study is warranted. The intensive case study will serve as the framework for the Response to Intervention (RTI) program and will be put in place to determine potential eligibility for IEP status as well as for those who have IEPs or 504 plans. The IM will make the final decisions about student assignments to RTI and will oversee implementation of all interventions. Parent/guardians will be part of the process to develop action plans early on and will be kept informed of progress. When an intensive case study is recommended, CCGP will contact parents/ guardians in order to discuss the possibility of academic failure, the nature of the study and possible services. The RTI process will include: (1) Data Collection- meaningful and relevant information will be gathered to identify areas of concern. School leaders and staff will consider data from various sources such as: academic assessment data from NYS, school-wide and classrooms, courses grades and teacher records;

⁷⁴ Louise Kennelly, Maggie Monrad, *Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions*, 2007,

http://www.betterhighschools.org/docs/nhsc_approachestodropoutprevention.pdf

⁷⁵http://www.studentsuccessplan.org/index.php?option=com_content&view=article&id=47&Itemid=29

Counselor/CMs and Outreach Assts. will capture data by observing in multiple settings and through multiple methods by using anecdotal records, student work samples, and interviews with the student and family members. Problem Analysis: Information will be analyzed to clearly define the discrepancy between a student's current and desired performance. After analysis, observable and measurable goals will be specifically designed and included in each student's action (intervention) plan. (2) Intervention- a course of action will be developed which focuses on modifying aspects of the student's educational setting to create a learning environment to better facilitate success. The level of support will be based on continuous analysis of each student's progress. Depending on each student's response, interventions will be tiered and progressively intense. During differentiated instruction in core courses, all teachers will be aware of and monitor each identified student to ensure the intervention strategies are in place and that they are benefiting from the strategies. For instance during core subject periods, the Special Ed. Coordinator and/or ELL teacher may be assigned to work at specific stations with subject area co-teachers to support a student or they may work one-on-one with the student. During common planning times, teachers will identify who will provide in-class support as well as plan what modifications will be included such as: modified text, materials and assignments. As part of enrichment periods, identified students will receive support from core teachers as well as specialists. Specialists will support students with challenges in terms of decoding, fluency and comprehension by using an intensive intervention program such as the Wilson Reading System. (3) Decision-Making- at the end of a pre-determined period of time, a report on each student's performance will be made to determine overall effectiveness, whether to continue the action (intervention) plan or refer the student to be evaluated for special services. If a student's performance does not show signs of improvement, the IM will convene a meeting with school personnel to discuss findings from the case study. Afterwards, the IM will meet with the ED to share whether a recommendation for referral will be made. If the referral will move forward, IM will contact the student's parents/ guardians to inform them of the decision to recommend a formal evaluation and referral to the local district's Committee for Special Education (CSE) to determine eligibility for special education services. The IM will assign the Special Ed. Coordinator to follow up with the local district's CSE to initiate each student's evaluation. Once an IEP is developed, the Special Ed. Coordinator will work with the local district's CSE to ensure the timely administration of all services included in the IEP. Initial evaluations, re-evaluations and revisions of IEPs are the responsibility of the student's school district of residence. CCGP will provide substitute coverage so that teachers may attend CSE meetings.

Students with Disabilities: CCGP will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability. CCGP will comply with all federal Child Find legislation, which requires the school to have a process for identifying, locating and evaluating students with disabilities. CCGP will undertake a referral process that involves making referrals to the CSE of BPS. All referrals will state the reasons for the referral, include documentation of the general education supports and interventions implemented for the student, the outcome of those interventions and describe the extent of parental contact or involvement prior to the referral. CCGP will act in accordance with all federal laws including IDEA, Section 504 of the Rehabilitation Act and Title II of the ADA by ensuring that students with disabilities will be educated in the least restrictive environment with their non-disabled peers to the maximum extent appropriate and allowed by each student's Individual Education Plan (IEP) prepared by the local district's (CSE). Services will be comparable to those services

provided in other public schools. Depending on the required service, as listed in each student's IEP, we will provide financing for services directly or arrange to have such service(s) provided by the student's school district of residence or by contracting with a qualified third-party provider. CCGP is committed to educating students in an inclusive environment⁷⁶ therefore it is essential that the teaching staff be equipped and knowledgeable in engaging multiple types of learners and meetings diverse learning styles. We will employ efforts designed to place teachers who possess dual certification in core classrooms. This will be accomplished through general recruitment efforts or the school's incentive program. Teachers will be expected to implement differentiated instructional strategies and behavioral interventions that align with each student's individualized learning plan. A Special Ed. Coordinator will provide services to students as well as teachers. The Special Ed. Coordinator will provide pre-planned direct services during in-class station work and/or during supplementary instruction/ enrichment periods in small group or on a one-on-one basis. These services will be designed to address a disabled student's identified areas of deficit and strengthen their skills. The Special Ed. Coordinator will also provide indirect services by collaborating with general education teachers to help them adjust the learning environment and/or pedagogy to meet the needs of disabled students in their classroom. All students with disabilities will participate in assessments as stipulated in II D. To the maximum extent appropriate, students with disabilities will participate in and when applicable receive credit for, non-academic, extra-curricular and ancillary program and activities with all other students and will receive notices concerning school-sponsored programs, activities and services. CCGP will follow all applicable requirements and implement regulations of IDEA and FERPA related to the confidentiality of student records. The Special Ed. Coordinator will train staff in the use of confidential documents that contain personally identifiable information. Every teacher and service provider, of a student with a disability, will have access to the student's IEP. Student IEPs will be kept confidential as required by law and will be maintained by the Special Ed. Coordinator in a place and in manner that limits access to those individuals who are authorized to view such records. The Special Ed. Coordinator will provide access in a designated location. If there is a need to make copies available, each individual teacher and provider will sign an agreement indicating they will not make additional copies and will return the copy. A teacher, who is in possession of a copy of an IEP, will secure the document in a locked file cabinet in his/her classroom. Once a teacher returns the copy to the Special Ed. Coordinator, he/she will sign-off to designate the return of the document. CCGP will comply with parental/guardian requests for access to student records in accordance with FERPA, the New York Freedom of Information Law (FOIL) and CCGP's FOIL policy (to be promulgated pursuant to Public Officers Law 87(1) (b), which requires an acknowledgement of the request and an estimate of the reasonable time it will take to review, record and comply with the request, all within the time frames set forth in Public Officers Law 89. To determine efficacy of the program the ED and IM will review disaggregated data from various assessments including social/emotional reports in order to determine progress of students with disabilities (SWD). A review of minutes from weekly meetings will occur to monitor provision of services and compliance with regulations. Teachers will be surveyed each semester to assess satisfaction with in-class support and training. Surveys (see III I.) and meetings will take place with parents and students to assess satisfaction

⁷⁶ <http://schools.nyc.gov/NR/rdonlyres/C7A58626-6637-42E7-AD00-70440820661D/0/ContinuumofServices.pdf>

with the RTI and special education programming. CCGP will collect longitudinal data throughout students' matriculation, to determine if there is significant variation in the academic achievement of students who were once classified as SWD and non-classified students, as measured by standardized assessments and non-standardized assessments. CCGP will track how many students are declassified and the number of instructional years it takes for declassification to occur. **English Language Learners:** During the summer in-take process, CCGP will identify students eligibility by first administering the Home Language Questionnaire (HLO) to all incoming students. If the home language or student's native language is other than English, the Counselor/CMs will set up an informal interview with the assistance of an interpreter from the International Institute. CCGP will schedule and administer the LAB-R. A student receiving a score below the designated proficient level will be identified as an English language learner (ELL) and eligible for services. Once placed into ELL services, each student's progress will be assessed annually with the NYSESLAT to determine proficiency and the possibility of discontinuing placement. CCGP will use the NYSED standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language*⁷⁷ to guide the establishment of high expectations for ELL students. Classroom teachers will use the SDAIE instructional strategies during all coursework. The ELL teacher will provide pre-planned direct services during in-class station work or as part of the supplementary instruction during enrichment periods in small groups or on a one-on-one basis. These services will be designed to address each ELL student's identified areas of deficit and strengthen their skills. The ELL teacher will also provide indirect services by collaborating with general education teachers by offering training, assisting them in making adjustments to the learning environment and/or pedagogy to meet the needs of their students. Teachers will be surveyed each semester to assess satisfaction with in-class support and training. In order to ensure that the ELL program is achieving the desired results (i.e. students are making progress in the acquisition of the English language and making progress academically), weekly reviews will be in place and quarterly as well as annual evaluations will occur. In order to determine if any programmatic modifications are necessary, the school will evaluate the progress of ELL students in core subjects, on standardized and non-standardized assessments as well as socio-emotional status in terms of attainment of goals in action plans against that of non-ELL students. Twice during the year (See III I.), parents/guardians and ELL students will complete surveys to assess satisfaction with programming and services. CCGP will also track students longitudinally throughout their matriculation for variations in academic achievement of students who were once classified ELL as compared to non-ELL students, as measured by standardized assessments and non-standardized assessments. The school will monitor declassification of ELL students and the period of time it takes for this declassification to occur. **Students Who Are Academically Advanced:** Students will be engaged in differentiated instruction involving in-depth and increasingly high levels of complex coursework. Identified students will engage in advanced station work, advanced Fast-track and enrichment periods. CCGP will offer advanced in-school opportunities such as AP and college courses. While all students at CCGP will have the opportunity to participate in college level courses, students who demonstrate core competencies earlier will be able to participate in a greater number. Program evaluation will be similar to the SWD and ELL programs.

⁷⁷ <http://www.p12.nysed.gov/biling/resource/NLA/CH6.pdf>

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANTS/FOUNDING GROUP CAPACITY:

Name, Role on Founding Group	Current Employment	Relevant Experience/Skills	Proposed Role(s) if any
Dr. Marvel Ross Jones, Lead Applicant	Bryant & Stratton College	College Administrator Former School Board Member- (all girls)	Board- President Presides over Executive Committee
Mrs. Sharon Bradley, Co-Applicant	Consultant with EPIC Retired K-12 Administrator	Educational Eval.Dir. Special Education Teacher, Consultant with EPIC -Parents	Board- Vice President Presides over Student Achievement Committee
Ms. Sonia Burgin, Founding Member	Ingram Micro, Symantec Licensing	Over ten years in account management	Board- Treasurer Finance Committee
Dr. Ramelli Choates, Founding Member	Senior Academic Advisor for Access to College @ SUNY	Student Advisor, Case Manager, social work and grant writing	Board- Secretary Parent/Comm. Inv. & Finance Committees
Dr. Catherine Collins, Founding Member	SUNY Empire State College	Former Buffalo Board of Education Member, Nurse, Women – Health/Incarceration	Board- Finance Committee
Ms. Barbara Davis, Founding Member	Social Worker/Case Manager at Univera Health, Women & Children Hospital	Work with pregnant women, women on Medicaid, homeless, substance abuse issues	Board- Parent/Community Involvement
Dr. Margarita Dubocovich, Founding Member	SUNY @ Buffalo's School of Medicine Dean for Inclusion/Cultural Enhancement	Professor & Chair of Pharmacology & Toxicology	Board- Student Achievement Committee
Mrs. Elnora Grice, Founding Member	Retired HS English Teacher, Former: Interim Director of the Fruit Belt Comm. Charter School, a Principal, Buf. State College Supervisor of Student Tchrs. & GED Tchr.	Certified Admin. and Supervisor, Certified in Reading & English, Formerly- Committee on Persons in Need of Supervision (PINS)	Board- Student Achievement Committee
Ms. Reine Hauser, Founding Member	Executive Director - The Graycliff Conservancy, Inc.	Strategic planning, grant writing, staff & financial management	Board- Student Achievement Committee
Dr. Joyce Hwang, AIA, Founding Member	Professor/Director @ SUNY Architecture & Planning	Architecture focusing on ecological conditions	Board- Student Achievement Committee
Darius Pridgen, Founding Member	Common Council of the City of Buffalo,	Former Buffalo Board of Education Member	Board- Parent/Community

	Senior Pastor of True Bethel Baptist Church	Board, NYS & Federal Advisory Council for Juvenile Justice	Involvement Committee
Dr. Beth Tauke, Founding Member	SUNY @ Buffalo's School of Arch. & Planning	Associate Dean – Academic Affairs Associate Professor	Board- Student Achievement Committee
Mrs. Sylvia Wright, Founding Member	MOOG - aircraft, satellites/missiles, wind energy medical equipment	Manager of Contract Admin.	Board- Student Achievement Committee
Michael V. Wright, AIA, Founding Member	SUNY @ Buffalo Senior Architect	Manager of Project Support	Board- Facility Committee
Parent Representative			Board Member
Dr. Constance M. Moss, Co-applicant	Retired K-12 Admin. Certifications – Special Education, Social Studies, Business & K-12, Staff Developer, Comprehensive District/School Ed. Planning	Former Associate Superintendent for Shared Accountability & Chief Info. Officer, Assistant Supt. for Standards, Research & Assessment, High School Principal, Curriculum Auditor,	Executive Director

Capacity: The proposed board members, as a group, have all of the requisite skills, knowledge, understandings and expertise to govern and meet the mission of a charter high school. Their combined experiences range from previous school board governance, finance, assessment/evaluation, high school and higher education, social work and case management, community involvement, expertise related to each academy and facility management. The Board voted Constance M. Moss, Ph.D. in as the Executive Director (see Attachment 8a for resume). She is uniquely qualified to open, operate and lead a high performing charter high school. Dr. Moss brings extensive knowledge of the Buffalo community, the capacity to achieve the mission and establish a comprehensive high performing all female high school. She retired from the position of Associate Superintendent for Shared Accountability and Chief Information Officer for the Buffalo Public Schools. During that time, Dr. Moss successfully collaborated with NYSED and other governance entities to ensure compliance with applicable statutory and regulatory requirements related to district and school level accountability. Dr. Moss has extensive background in strategic planning, survey development, data management, entitlement programs, curriculum and professional development and has successfully engaged members from diverse stakeholder groups in implementing policies and programs that lead to improved student outcomes. As a former high school administrator she served at three large urban secondary schools. She was the lead administrator at the Center for Young Parents, which was designed to support female high school students' attendance and completion. Since retiring she has been involved in community outreach, served on school inspection visits and supported multiple charter schools as a consultant. Dr. Moss successfully revised and implemented a new instructional model at the King Center Charter School that lead to significant improvement in

ELA results on state assessments. Dr. Moss has experience as a high school teacher in high poverty schools, established a student internship program and has worked with a diverse population of students offering special education services as well as core curricular course work. **Proposal Development:** Upon viewing news reports and researching district as well as high school report cards for the BPS, Constance M. Moss, Ph.D. initiated the development of an application for CCGP. Dr. Moss visited many charter schools including highly successful Uncommon Schools and became inspired to create a similar environment for female students. Members of the Board (Dr. Jones, Mrs. Bradley, Dr. Choates, Dr. Collins, Council Member Darius Pridgen and Mr. Wright) came together and committed their support and involvement. Additional members are professional colleagues and individuals who possess specific skills that will strengthen the board’s capacity to govern. Each of these members were contacted and joined given their concern about the growing problem with female high school completion rates. Members have contributed to the development of the application, participated at public meetings and/or assisted with distribution of materials. Dr. Moss was the primary author with Dr. Ross Jones, Mrs. Bradley and Dr. Choates contributing to the overall design and development of the final application. Each member reviewed and commented on the Letter of Intent and application. Members with specific areas of expertise worked on each academy as well as fiscal and facility matters. Board members were in contact through weekly meetings, e-mails, conference calls and text messages. Each member was involved throughout the development process and contacted at least weekly, either through e-mails, text messages or by telephone. Agendas have included actions on the mission, board member positions, school leadership, strategic planning, targeted groups of students, design/delivering instructional & support programs, hiring personnel that have the right fit,⁷⁸ professional development, facilities and the budget. The New York Charter Schools Assoc. (NYSCA) offered Board training and suggestions concerning the application.

B. BOARD OF TRUSTEES AND GOVERNANCE:

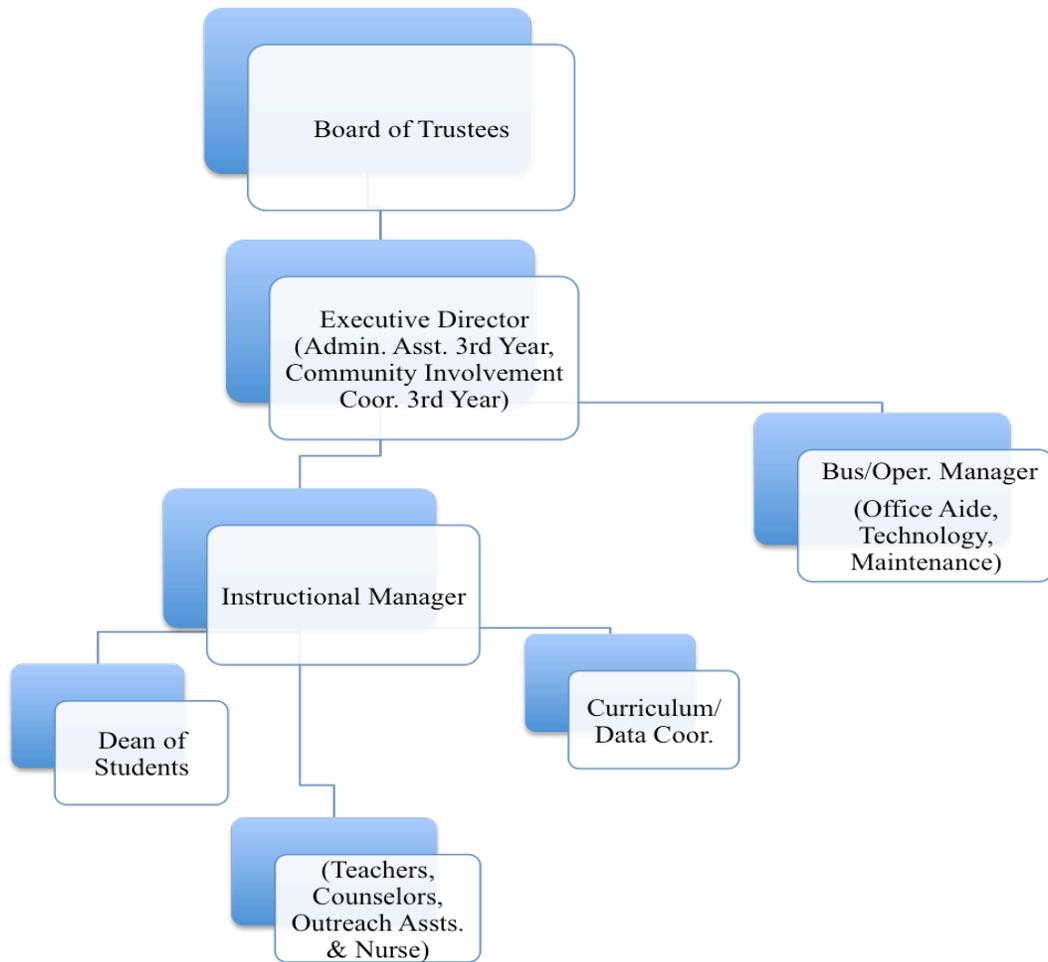
Trustee Name	Voting Y/N	Position on the Board	Length of Initial term
Marvel R. Jones	Yes	President	3
Sharon M. Bradley	Yes	Vice President	1
Sonia Burgin	Yes	Treasurer	2
Ramelli Choates	Yes	Secretary	2
Catherine Collins	Yes	Member	2
Barbara Davis	Yes	Member	2
Margarita L. Dubocovich	Yes	Member	3
Elnora Grice	Yes	Member	1
Reine Hauser	Yes	Member	1
Joyce Hwang	Yes	Member	3
Darius Pridgen	Yes	Member	1
Beth Tauke	Yes	Member	3
Sylvia Wright	Yes	Member	3
Michael Wright	Yes	Member	2
Parent Representative	Yes	Member	1
Constance M, Moss	No	Executive Director	3

⁷⁸ Bambrick-Santoyo, *Leverage Leadership* (CA: Jossey-Bass, 2012), 194.

Administrative Relationship between Trustees and the Board of Regents: The proposed Board of Trustees will maintain the charter agreement with the Board of Regents. All decisions will be based on the approved charter and the Board of Trustees understand prior approval must be granted from the Board of Regents before any decision is made that is contrary to any provision in the charter. The Board will submit to the Board of Regents an annual report, in accordance with Education Law § 2857(2), with academic and fiscal performance. The Board understands during periodic intervals, inspection visits will take place by NYSED staff and possibly external consultants. CCGP will be accountable to the Board of Regents.

Roles and Responsibilities of the Board and Its Officers: The proposed Board of Trustees will be responsible for ensuring that CCGP operates in compliance with its charter and all applicable state and federal laws as well as overseeing progress towards achieving the school's mission of preparing female students for college. Members of the Board will be specifically responsible for: keeping the mission and purpose clearly in focus; selecting, supporting and evaluating the ED; approving fiscal policies as well as providing fiscal and regulatory oversight; engaging in effective strategic planning by providing for an effective budget, engaging in fundraising and oversight of resources; developing policies; evaluating programs and services; overseeing evaluation of personnel; promoting the school's public standing; ensuring legal and ethical integrity; recruiting and orienting new board members; assessing overall board performance; and serving as the final point of accountability in relationship with the Board of Regents as the chartering entity. While the Board will hold the charter agreement from the Board of Regents and understand it is ultimately responsible and accountable for all aspects of governance and policy-making it may charge the ED with implementing specific directives and delegate certain day-to-day decision-making responsibilities. The Board will use a variety of data to drive decision-making. During every board meeting, the Board will receive reports on student achievement, finances and other priorities as scheduled (see Attachment 5b- Article XV). Attachment 5b: By-Laws offer details pertaining to: officer positions, committees and the initial number of Board of Trustees. The By-Laws further provide details regarding the election/appointment of Trustees, procedures for providing public notice of monthly meetings and conducting board meetings. Education Law § 2855 provides that any individual or group may bring a complaint to a charter school's Board of Trustees alleging a violation of any law. The Board will establish policies and procedures by which these complaints can be handled promptly and fairly. The Board will recruit a member from the legal profession (see Attachment 5b). Parents will elect a representative from among parent/guardians of enrolled students to serve as a Board of Trustees and they, along with members of the community, will be welcome to provide comments at all Board meetings. A teacher representative will attend board meetings and be on the agenda (see Attachment 4). The Board will continue to develop governance skills through NYSCA and the High Bar Association (see Attachment 5b). Further explanation of the organizational structure will be provided in III C.

C. MANAGEMENT AND STAFFING: The ED will report to the Board and will put procedures in place to ensure goals in the achievement plan are being met; implement a comprehensive college preparatory instructional model; continuously monitor recruitment and retention of staff and students; manage the budget and related planning; collaborate with a network of supporters, parents, the community at-large and the authorizer; and enhance the fundraising/development of the school. The following organizational chart represents an effective and efficient system for reporting and accountability.



The ED will create a cohesive administrative team and clearly defining roles. The IM and DCC complete the school’s administrative team. The IM will report directly to the ED and will manage all personnel with instructional responsibilities. The DCC reports to the IM and will have data management and curriculum assignments. A Business/ Operations Manager (BOM) will be a non-administrative role and report to the ED. The BOM will focus on fiscal and operational matters. While the ED will be responsible for hiring and discharging all staff, the ED will involve the IM in the process when considering instructional staff. The ED will consider recommendations from the IM. **Staffing for the First Five Years:** When creating the staffing structure, the Board considered female high school students’ dropout data in BPS over the past five years, comments collected as part of our community outreach with various stakeholders and conversations with highly successful leaders of charter schools with similar demographics. As referenced in I C, the Board developed a growth plan that reflects the anticipated enrollment including recruitment and enrollment of targeted student populations. The Board designed a viable staffing plan and budget that provides for an effective program. The staffing chart depicts the necessary administrative, instructional and support staff needed to fulfill the mission, meet goals as outlined in the achievement plan and proactively address anticipated needs of students.

	Number in Position				
	Year 1 2014- 2015	Year 2 2015- 2016	Year 3 2016- 2017	Year 4 2017- 2018	Year 5 2018- 2019

Grade(s) Served:	9	9 & 10	9,10,11	9 - 12	9 - 12
Enrollment:	96	188	276	364	364
Positions					
Executive Director	1.0	1.0	1.0	1.0	1.0
Instructional Manager	1.0	1.0	1.0	1.0	1.0
Data/Curriculum Coordinator	1.0	1.0	1.0	1.0	1.0
English Teachers	2.0	4.0	5.0	6.0	6.0
Math Teachers	2.0	4.0	5.0	6.0	6.0
Social Studies Teachers	2.0	4.0	5.0	6.0	6.0
Science Teachers	2.0	4.0	5.0	6.0	6.0
Seminar/Acad. Teacher(s)	1.0	2.0	4.0	4.0	4.0
Physical Ed/Dance	1.0	1.0	1.5	1.5	1.5
Special Education Teacher	1.0	1.0	1.0	1.0	1.0
ELL Teacher	1.0	1.0	1.0	1.0	1.0
Spanish Teacher			1.0	1.0	1.0
Assistant (Office)	.5	1.0	1.0	1.0	1.0
Business/Operations Manager	.5	1.0	1.0	1.0	1.0
Dean of Students	1.0	1.0	1.0	1.0	1.0
Counselor/Case Managers	2.0	2.0	3.0	3.0	3.0
Outreach Assistants	2.0	2.0	2.5	3.0	3.0
Nurse/Health Coordinator	1.0	1.0	1.0	1.0	1.0
Technology	1.0	1.0	1.0	1.0	1.0
Maintenance	.5	1.0	1.0	1.0	1.0
Instructional Assistant			1.0	1.0	1.0
Administrative Asst.			1.0	1.0	1.0
Comm. Involvement Coor			1.0	1.0	1.0
Assistant Data/Curr. Coor.			1.0	1.0	1.0
Total	23.5	34	47.0	51.5	51.5

Over the course of the charter, the staffing plan and budget provides for multiple teachers being assigned to core subject areas. The staffing structure includes the placement of teachers who possess dual certifications with preferred certification being in Special Education and one subject area. The Board has also created a realistic incentive program to promote/support the acquisition of preferred certification resulting in effective support of general education students (including at-risk and advanced), SWD, ELL and students who are eligible for FRPL (see Attachment 8a). The number of staff increases as the student population increases. The plan projects an increase in the number of instructional staff as well as Counselor/CMs and Outreach Assts. to address anticipated social/emotional issues student will face. Staff placements, base salaries and increases are included in III K. Based on anticipated needs after the third year of operation, the Board will phase-in positions such as an Instructional Assistant, Community Involvement Coordinator (CIC), Assistant DCC and an Administrative Assistant. For instance, the CIC will be added to assist the ED with fundraising, partnerships as well as obtaining sites for student internships. The CIC will manage the student internship program. Attachment 8a includes

information about hiring, personnel policies and procedures; qualifications used in the hiring of teachers, administrators and other employees; recruitment and retention of teachers and details about roles and responsibilities.

C1. CHARTER MANAGEMENT ORGANIZATION: We **do not intend to contract** with a charter management organization.

D. EVALUATION: Programmatic Audit: CCGP shall submit an annual report to the New York State Board of Regents, in accordance with Education law 2857(2). The annual report will include a discussion of the progress made toward the school's achievement goals. The report will include information required by the Commissioner of Education in regulations adopted for this purpose, such as graduation rates, dropout rates, performance of students on standardized tests, total spending per pupil and administrative spending per pupil. Programmatic audits will also include any federal entitlement grants and competitive grants including CSP funds. A copy of the school's financial audit will be included in the annual report. **Using Data to Evaluate the Education Program:** In order to determine whether progress is being made in terms of achieving goals, the Board will have access to all achievement and financial information and will receive reports on student achievement and finance during every Board meeting and other priorities on a routine basis. The Board will designate the ED to continuously monitor student achievement to determine program effectiveness. School leaders will engage in long-term monitoring of results on standards-based, standardized and state assessments. The ED, IM and DCC will form a team that will analyze results between standards-based course specific interim assessments, previously administered Regents, end-of -year and/or current Regents exams for reliability and validity. For example, if results on an interim assessment, previously administered Regents exam and/or an internally developed end-of-year exam do not correlate the next step would involve analyzing for internal consistency and criterion validity. Aggregate and disaggregated student data analysis will guide programmatic recommendations and decisions for resource allocation. Achievement data will also be used to target professional development, curriculum revisions and overall program effectiveness. During the school year, school leaders will meet with instructional staff and other personnel to review students' academic progress on a weekly, quarterly, semester and annual basis in order to monitor and evaluate the effectiveness of the program. On a short-term basis, the team will review student results on standards-based informal assessments such as: exit slips, guided and independent practice and teacher-made tests (that align with NYS regents exams). Achievement will be monitored to inform discussions about instruction, assignments to enrichment/academic intervention periods as well as pinpoint areas where re-teaching is needed. At the end of each semester, the ED will survey teachers to capture feedback about the program and improvement opportunities. Attachment 8a offers the plan and procedures for evaluating teachers, the DCC, IM and ED, which aligns with the State's approach to incorporate student status and growth data in the evaluation and improvement process. The process and timeline for collecting, evaluating and publicizing family and student satisfaction is discussed in the Family and Community Involvement section III I. **Review and Evaluation of the Board and ED:** At CCGP the role of the Board will be to ensure that the academic program is successful, that the school's program and operations are faithful to the terms of the charter, consistent with the mission and that the school is a viable organization. They will approve and incorporate measurable long-term organizational outcomes and annual board and management level goals as part of a strategic planning process. The Board has preliminarily engaged in strategic planning by identifying areas, long-term (three-year) and

annual goals with metrics that will ensure attainment of the school's mission. Annual goals will be in place for: core subjects, NYSED Regents exams, graduation, college, NCLB, advancement of special student populations, parent/community involvement, recruitment and retention, network development and fundraising. Attainment of goals will be monitored in terms of whole school, each grade level, courses and disaggregated/special student populations. For instance, starting with the first year the Board will establish a goal to recruit teachers with dual certification with a preference for one being in special education with the metric being 25% of hired teachers are dually certified in the preferred areas, another goal might be student enrollment and the metric might be 96 students by 5/30 and finally, teacher retention will be a goal and the metric might be 80% of those invited sign & return letters by 5/30. The Board will monitor progress in achieving outcomes and goals, routinely assess and annually conduct a summative evaluation of the quality of the educational program and services. At the end of the year, the Board will conduct a final review of attainment of strategic goals and initiate planning for the next year. Details about the plan for evaluating the effectiveness of the Board is provided in Attachment 5b By-Laws, Article III section 3.1 (a) under Executive Committee. In addition to the Board members evaluation process, survey data from staff and families will be reported on, by the ED, during regularly scheduled Board meetings and summarized for use as part of the strategic planning process. The Board will also evaluate its policies and procedures in terms of the budget by considering sufficient line allocations, plans for cash flow, capacity to meet financial obligations and budgetary projections. The ED will present results from these various data points and the Board will use the information to establish budgetary, personnel and programmatic decisions. During each semester, the Board will assess the ED's progress in meeting achievement goals and other priorities. The first semester review will include student assessment results (aggregate and disaggregated by cohort, courses and special populations) on standards-based interim course specific assessments, previously administered Regents and when appropriate current Regents exams. The process will include a review of progress toward attainment of achievement goals with a focus on tracking enrollment and attendance of special student populations, students who are eligible for free-and-reduced-price lunch and special services. At the end of the year, the Board will conduct a summative evaluation of the ED. It will be based on the three elements of the Education Law §3012-c (including state and standardized assessments) and achievement of additional responsibilities as listed in III C. **Operational Effectiveness and Fiscal Soundness:** The method and timeline to be used to assess the school's operational effectiveness and fiscal soundness are offered in III J.

E. PROFESSIONAL DEVELOPMENT: Professional development will be designed around three core ideas: establishing a team, in a collegial/supportive environment and encouraging/championing the attainment of high academic results. CCGP will support effective development and implementation of the education program as well as meet the needs of administrators and teachers by establishing a high quality professional development and training plan as described in *Leverage Leadership*.⁷⁹ The Living the Learning framework from *Leverage Leadership* will drive professional development and training sessions. The focus will be on: What to teach by following the data, How to Teach: Leading the training effectively through active engagement and How to make it Stick: Holding those accountable by building systems that guarantee PD jumps from paper to practice. Staff training will begin in the summer, during twenty-five half-

⁷⁹ Bambrick-Santoyo, *Leverage Leadership* (CA: Jossey-Bass, 2012), 130 - 131.

days and ten full days. Staff will receive training from the ED, IM, DCC, and external consultants as appropriate. Attention will be given to orienting employees to the mission and culture, the educational program and personnel procedures. Coverage of the academic program will include: NYS Common Core and Learning Standards and Assessments, co-teaching, Special Ed. requirements, SDAIE, APPR and the evaluation system, the Leadership Model (LM), College Summit and eventually Advanced Placement. Additionally, the curriculum development process; NWEA resources; Doug Lemov's Reading Taxonomy; Robert Marzano's Six Step Process for Building Academic Vocabulary; the instructional organizer; online resources that align with materials for courses and academic intervention programs; development of reliable in-house assessments, rubrics and grading procedures; and evidence-based support programs will be covered. In *The Irreplaceables, Understanding the Real Retention Crisis in America's Urban School*⁸⁰ data revealed retention rates for highly effective teachers ranged between 6% to 17% as compared to 6% to 21% for low performing teachers at the end of each year. CCGP will use smart retention strategies that have been documented as helping in the retention of staff including: consistent provision of feedback, development, resources, recognition, responsibility and advancement.⁸¹ As noted in Attachment 8a, in the section entitled Recruiting & Retaining Effective Teachers, CCGP will establish a professional climate that results in purposeful teaching and learning as well as the retention of highly effective instructional staff and a structured support system for those identified as ineffective or developing. CCGP will establish a structure in which staff will collaborate, support and celebrate development. Teachers will collaborate during planning times and will learn from each other. During weekly after school meetings, administrators will provide at least thirty minutes and assign teachers to showcase best practices that they have received recognition for or engage in a demonstration of what they are planning and receive feedback. Weekly meetings will also be when support staff, instructional staff and school leaders meet for data review sessions. Generally, this aspect of the after school meetings will last for an additional hour and will involve the development of teachers' skill at using student data to drive decision-making. These sessions will involve a review of aggregate and disaggregated grade level student achievement data and other information. Data reviews will be in terms of total grade levels, courses and assessments. The review will lead to a discussion of individual student's progress, analysis of potential factors impeding learning, the creation and implementation of an action and monitoring. The LM, as described in Attachment 8a, will build instructional capacity, elevate supportive roles of instructional staff, provide opportunities for sharing best practices and build the overall capacity of the organization. Based on our system of support at CCGP will subscribe to research and establish a reasonable goal of 75% -80% retention of effective teachers over five years.⁸² Details of how teachers will be supported and prepared to address the needs of all students with an emphasis on special student populations are provided in Attachment 8a – under Qualifications and Responsibilities of Teachers as well as The Evaluation Program (Observation & Support). During the school year twelve and one-half days of professional development will entail a combination of topics that involve meeting the

⁸⁰ TNTP reimagine teaching, *The Irreplaceables, Understanding the Real Retention Crisis in America's Urban Schools*, 2012,

http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

⁸¹ TNTP reimagine teaching, *The Irreplaceables*, 16.

⁸² TNTP reimagine teaching, *The Irreplaceables*, 29.

emerging needs of students, staff and strengthening our progression toward attaining goals included in the strategic plan. For instance, data from mid-year staff surveys may identify a safety/disciplinary matter and depending on the issue, will be focused on during after school meetings or professional development days. CCGP will provide intensive support to teachers as described in Attachment 8a under - Intervention. In a study conducted by the University Council for Educational Administration just over 50% of newly hired high school leaders/principals were retained for three years and less than 30% remained for five.⁸³ As soon as the IM and DCC are hired, the ED will begin offering professional development sessions, which will be designed to enhance administrators' skills, support their efforts to meet the school's mission and key design elements as well as lead to retention. The ED will support administrators by committing time to building a cohesive team, cultivating habits that build a strong culture and acclimating administrators to the core levers to achieve results as outlined in the strategic plan.

Administrators will be engaged in the curriculum development process with consultants. The ED will offer training on the APPR (as described in Attachment 8a), Enhancing Professional Practice: A Framework for Teaching, Teacher Evaluation to Enhance Professional Practice, the Pathwise Framework Observation Program and the Walk Through Process. In order to advance the reliability of observation process, the IM will receive intensive training in the use of the observation guide associated with Teacher Evaluation.⁸³ The ED will conduct training sessions using Leverage Leadership material to train administrators in implementing workshops regarding data-driven instruction, planning, professional development as well as Living the Learning Framework and use of culture trackers. Administrators will also receive training on co-teaching, the instructional organizer, data management, support programs including the Leadership Model and College Summit. The ED will support and prepare administrators to address the needs of all students, particularly those in special student populations by enhancing their skills in terms of disaggregating students' achievement results, monitoring those results and collaborating with other staff members to implement action plans to attain desirable student outcomes. Retention of teachers and administrators will be enhanced further through the monetary incentive aspect of the Leadership Model as described in Attachment 8a. The Board will receive High Bar training as described in Attachment 5b, Article III 3.1 including managing meetings, developing agendas and recordkeeping. At the end of the summer session staff will rank the offerings on a 1-10 scale of 1 – 10 to represent their satisfaction with each offering, whether the offering aligned with what they will be held accountable for, how meaningful was each to the day-to-day work they are expected to engage in with students and whether they will be able to execute the practices. At the end of each semester, staff will complete similar surveys that will be designed to gauge satisfaction with the overall program, professional development and training, the school's culture, professional climate as well as solicits suggestions. The ED and other administrators will analyze results from surveys to determine appropriateness as well as future topics. The ED will

⁸³ Ed Fuller and Michelle Young, *Tenure and Retention of Newly Hired Principals*, 2009, http://ucea.org/storage/principal/IB%201_Principal%20Tenure%20and%20Retention%20in%20Texas%20of%20Newly%20Hired%20Principals_10_8_09.pdf

⁸³ Charlotte Danielson & Thomas L. McGreal, *Teacher Evaluation To Enhance Professional Practice* (Virginia: ASCD and New Jersey: ETS, 2000).

review survey results at public meetings. Lastly, the effectiveness of the LM will be based on an analysis of performance evaluations of the Leadership teachers and their assigned colleagues.

F. FACILITIES: CCGP has not secured a building but is actively working to be located in Buffalo. Options include: 1. BPS is planning to return school buildings to the City of Buffalo. Many of these buildings have recently served as “swing” schools during the reconstruction period. With most of the reconstruction completed, staff and students are returning to their permanent facilities. Multiple buildings will be made available. At this point, there is one building in particular that is of interest. The facility was formerly School #86 which is located at 756 St. Lawrence Avenue, Buffalo, NY. Board members have toured the facility, had conversations with members of the Buffalo Board of Education, staff members of the Plant Operations Department and Buffalo City Division of Real Estate. Based on those conversations it is expected that the facility will be returned to the City early in 2014. Once the facility has been returned to the City a RFP process will begin. A private firm, Affinity Realty Partners, is working with CCGP and will formally submit a proposal to purchase the building. CCGP will then lease the facility from Affinity. Affinity members have also toured the building and found that the school is generally in good condition but in need of replacement windows and some masonry work. The facility is a single story building with 32,981 total square feet and is handicap accessible. It sits on 6.5 acres. The building includes fourteen classrooms each with plumbing for possible use as science labs. On average classroom are over 1,000 square feet, two bathrooms are off the hallway (approx. 200 sq. ft. each), student lockers are in hallways and the building is wired for internet. There is a gymnasium (2,275 sq. ft.), stage (653 sq. ft.) administrative/ main offices (ranging between 129-295 sq. ft.), a clinic (290 sq. ft.), teachers’ lounge area (265 sq. ft.), one room for the Dean of Students (295 sq. ft.), a room possibly for small group instruction (179 sq. ft.), a library (1,500 sq. ft.), a cafeteria (1,160 sq. ft.) with a food preparation area (229 sq. ft.) and substantial green and parking space (for future expansion). The current facility will comfortably accommodate the student population (188) for the first two years. In 2014 - 15, the private owners will begin constructing a single-story addition to accommodate the full enrollment of 364 students in 9th -12th grades. In 2016-17 space needs include: twenty-five total classrooms with labs. By 2017-18 eleven more classrooms will be needed. Extra space for Counselors, Outreach Assts. and staff will be included. The estimated lease amount for the first year of operation is \$126,000 per year payable in 12 equal installments. The second year estimate is \$ 252,000 and by the third year, with the new addition, the amount is estimated at \$378,000 both payable annually in 12 equal installments. Utilities and taxes will be included in the monthly lease costs. Option #1 includes:

Item	Year 1	Year 2
Students	96	188
Class Sections	3	6
Average Class Size	32	32
Average Classroom Size	1,000	1,000
# of Classrooms Required	4	8
Classroom Space	4000	8000
Administrative Space (4)	797	797
Dean, Clinic, Lounge, Library	2350	2350
Café/Bathrms/Gym/Storage	5767	5767
Approx. Sq. Ft. Usage	12,914	16,914

Gross Sq. Ft./Student	135	90
Lease Costs (\$/Sq. Ft./Year)	\$10	\$15
Estimated Annual Lease Costs	\$126,000	\$252,000
Lease Costs Per Student	\$1,313	\$1,340

2. A former facility that served as a “satellite” for the BPS Alternative HS is available for rent. Leasing of this space would be on a contingency basis in case the RFP process for the St. Lawrence property and the school’s occupancy timeline do not align. The property at 531 Virginia St. in Buffalo, NY has been toured. The facility would be a temporary location for the first year since the second floor space will not efficiently accommodate more than 96 students. The total square feet are 5600. There is an elevator, space for food storage/distribution, offices, small rooms for group instruction and an area for a clinic. Lease cost would be \$6 per sq. foot.

3. In the event that acquisition of one of the previously mentioned facilities do not occur, we will pursue acquiring other “swing” schools being returned to the City of Buffalo as well as any other school buildings (former charter, parochial or private) that become available. The Board has established a five-year budget that provides for leasing of a former school building in the City of Buffalo and has included reasonable estimates in the budget to support various lease options.

4. The former location of the K-8 grades of Tapestry Charter School is available for lease. It is located at 38 North Street, is handicap accessible and is 33,849 square feet. The lease cost would be \$ 7.70 per sq.ft. Members of the Board have toured the facility with the private owner. This property is available on a five-year lease only. The monthly costs are \$21,725 for a total of \$260,700 (excluding utilities, fire insurance = \$10,140 and taxes = \$39,125 all of which will be prorated). The Board would need to reallocate funds. Upon approval all negotiations will begin.

G. INSURANCE: CCGP will conduct a competitive bidding process on and purchase comprehensive insurance policies. CCGP has received quotes from the Lawley Insurance Company with experience in school insurance. The quote is available upon request. The founding Board has included \$18,000 annually in the budget for requisite insurance coverage. At minimum, the school’s policy will include general liability insurance with \$2 million aggregate coverage and \$1million coverage for each occurrence; umbrella liability insurance with at least \$1million in coverage; Director and Officer insurance with at least \$1 million in coverage; student accident and medical expense insurance with at least \$1 million in coverage; insurance for privately owned vehicles using parking lot with \$500,000 coverage; and property insurance with at least \$250,000 in coverage for school furnishings, equipment, etc.

H. HEALTH, FOOD AND TRANSPORTATION SERVICES: Health: CCGP will provide all health services as required by law. Pursuant to section 912 of the New York State Education Law, the school will hire a nurse to oversee the health services program and to ensure that the school complies withal state health service requirements, including those pertaining to immunization and diagnostic testing. The nurse will be responsible for disbursing medications, treating students who are ill or injured, maintaining first aid resources, training the staff in first aid and CPR as well as maintaining student health records. The nurse will provide training to the staff regarding the blood borne diseases, often called “Right to Know”. Services may also include: physical examinations upon admittance to the school and an annual scoliosis (spinal) screening test for all students up to16 years of age. Additionally, an annual vision and hearing screening will take place for all students. Pursuant to section 905 of the New York State Education Law, the components of vision testing shall include distance acuity, color perception, and near vision. Cumulative student health records shall be held until the student is 27 years old.

Immunization records will be held 10 years after the immunizations were administered. Students' health records will be kept secure, in a locked storage area, with limited access by the nurse and custodian of records. CCGP will ensure that each student has a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. This review will determine if vaccination requirements are met for Diphtheria, Polio, Measles/Mumps/Rubella, Hepatitis B, and Varicella. Before a child can be permitted to enter and attend school, parents/guardians must present documentation that their child has received all required doses of vaccines or has received at least one dose of each of the required vaccines and is in the process of receiving the remainder. Families may waive immunization in accordance with Public Health Law and expectations shall be waived if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health or the parent/guardian hold beliefs, which may include religious beliefs, contrary to such immunization. The school will have as many defibrillators and qualified personnel as required by the New York State Education Department's regulations. **Food:** CCGP will contract with the BPS's Food Service Commissary. The Commissary will prepare the food off site and provide meals (breakfast and lunch). The Commissary is reimbursed directly from the Federal Government for students who are fully eligible for FRPL. Students who either qualify for reduced meal subsidies or do not qualify for subsidies directly pay their portion for their meals to the Commissary. The Commissary provides a staff member to collect applicable payment from students. The staff person also distributes meals. The number of food service staff members is determined by the total enrollment of the school. The Board will make budgetary provisions for food when BPS is not in session and for healthy snacks. **Transportation:** BPS will provide students attending CCGP with transportation services for which they are eligible under 2853(4)(b) and 3635 of NYS Education Law in a similar manner as to other Buffalo public school students. Services will include NFTA bus passes for public transportation and yellow-bus service where applicable. Student with disabilities transportation services will be dictated by their individual education or 504 plans and will be provided in accordance with all applicable State and Federal laws. During public meetings, CCGP will inform all parents/ guardians of the need to request transportation from BPS prior to the April 1st transportation deadline. CCGP will have a non-traditional start time for students as well as a different calendar from BPS. For those days when BPS is not in session, the Board has budgeted for the provision of bus passes for students. Meetings have been held with the Executive Director of the NFTA and we have received assurances that students will be able to receive metro bus passes for transportation to and from school according to CCGP's calendar. In the event that students are ineligible for transportation services parents/guardians will be responsible for providing transportation. Outreach Assts. will work with parent/guardians to devise ways by which students can receive transportation on an as needed basis. Services will be provided only when parents give written permission for such services which could include but are not limited to: transportation to have a licensed staff person disburse medication, picking up absent students and/or taking suspended students to locations designated by the parent.

I. FAMILY AND COMMUNITY INVOLVEMENT: During initial community outreach and focus groups members of the community, parents and students have been involved in the process of developing the application. CCGP requested input and used that feedback to design many aspects of the school including: identifying the four areas that make up the school's academies. CCGP will continue to engage stakeholders in ongoing community outreach events. Many

community leaders have participated in meetings and have committed their ongoing support for the school (see Attachment 2). To further enhance community involvement, at the start of the first year of operation and thereafter, the community will be invited to two open house events. At the beginning of each school year, an open house and reception will be held. The school program will be introduced and attendees will receive surveys that will be collected and results reported on by the ED at public Board meetings and during other school events. At the end of the year, a second open house will be held and a follow-up survey will be administered and reported on at public meetings. The community will have further involvement through each representative Board member who possesses expertise in an academy. These Board members have committed to working with the ED to develop a network of community supporters from each area. The network of supporters will be formalized by the third year of operation to cultivate and provide locations for student internships. The Board will publicize and hold public meetings throughout the school year and the community will be welcome to attend and provide comments. These meetings, in accordance with the school's Open Meeting policy, will be scheduled and made public through various means (see Attachment 5b). CCGP will achieve and maintain parent/guardian involvement early during the first summer session. School personnel will have the responsibility to establish and maintain connections with parent/guardians and family members as part of the supportive services we will have in place for all students. Throughout the year, parents will be involved in three key areas: governance, student achievement and behavior as well as school accountability. With respect to governance, parents of enrolled students will elect a parent to serve as a full voting member of the Board. The school will regularly inform parents of the academic and behavioral progress of their student by sending student academic reports home and any request for follow-up meetings will be welcomed. Results on the NWEA MAP testing and other assessments will be provided to parents. Parents will be informed immediately upon any assignment of detention or violation of the student discipline code. Counselor/CMs and Outreach Assts. will establish relationships with parents/guardians to better enable the school to improve academic achievement and achieve behavioral expectations. Their involvement in weekly meetings will facilitate communication between teachers, students and families as well as monitor students' progress and if warranted collaborate to develop action plans in a timely fashion. Within the context of data and accountability it is important to ensure the school is formally capturing views of parents and students to primarily assess the educational and emotional support systems that are in place but also to guide and influence school governance and policies. Parent and student surveys will be distributed during the previously mentioned open house/parent meetings in September and June. The initial event will be a meet and greet where CCGP will introduce the program and host a reception for parents, students and the community. During the next two parent-teacher meetings, students and parents will be invited to two College Night programs to review the College Summit program and meet with teachers to discuss achievement and behavior (see Attachment 3b). The first survey will focus on the program and satisfaction with an end-of-year survey including additional questions concerning areas in need of improvement in terms of the academic and non-academic program. Surveys will use a scale score of 1-5, so the school can establish quantitative measures of satisfaction and will be categorized according to grades, subjects and administration. The ED will share results during parent-teacher and Board meetings with results being used in annual strategic planning.

J. FINANCIAL MANAGEMENT: The Board will put methods in place to assess operational effectiveness and fiscal soundness in order to ensure proper internal controls and use of the

school's resources. The Board will develop a comprehensive strategic plan that includes financial management to ensure each member and designated staff will uphold their fiduciary responsibilities. The plan will include a timetable for goals and metrics. The Board has established a budget with Charter School Program (CSP) grant funds to support start-up work. The Board will establish a Finance Committee that will work closely with the ED, Bus/Op. Manager (BOM) and outsourced accountants/CFO (Kirisits & Associates, CPAS, PLLC) to monitor finances and report on fiscal matters including a review of actual expenses as compared to the budget at every Finance Committee meeting. The ED and BOM will highlight any projected overruns or cash shortfalls so the Board will take action to resolve the issues in a timely manner. The ED will ultimately be responsible for the protection of financial records, will ensure that a strong system of internal controls exists, that duties are separated (to the extent possible) to limit potential mismanagement of funds and that any internal control weaknesses identified by external auditors are resolved quickly. Payroll and payroll taxes will be the responsibility of the BOM, under the direction of the ED with oversight from Kirisits & Associates, CPAS, PLLC. The BOM will be responsible to process payroll during each payroll cycle and maintain personnel files. The ED, will be responsible for reviewing and signing off on the payroll (showing employees paid each cycle) for accuracy. The BOM will serve as a liaison to the accountants/CFO, which will perform all bookkeeping functions; process A/P invoices; ensure the accuracy of the information; prepare checks, facilitate bank transfers and reconciliations as needed. The ED will approve all vendor invoices for payment and along with the Treasurer (or other authorized Board member) sign all checks. Checks processed for payment will include a copy of the vendor invoice for reference purposes. All check signers are to be trained in order to understand their fiduciary responsibility in serving as an authorized check signatory on the school's bank accounts. A summary of outgoing transfers and disbursements will be sent to the ED and The Treasurer of the Board on a monthly basis as part of the monthly "Treasurer's Report". The outsourced accountants/CFOs (Kirisits & Associates, CPAS, PLLC) will prepare bank reconciliations, which will be reviewed by the Treasurer of the Board on a monthly basis. The ED and BOM will ensure that all school assets are safeguarded and monies deposited into a FDIC-insured financial depository. All original books, records/files are the property of CCGP. The outsourced accountants/CFO (Kirisits & Associates, CPAS, PLLC) will prepare financial statements in accordance with generally accepted accounting principles on a monthly basis. Financial statements will include a comparison of actual results to the budget and will be delivered to the ED and reviewed at Board of Trustees meetings. A narrative that addresses significant financial variances will accompany the financial statements and will be provided to the ED and finance committee. While student achievement and finances will be discussed at every Board meeting, at the end of the first semester the Board will begin an in-depth analysis of data about progress related to achievement goals (aggregated & disaggregated), stakeholder satisfaction and additional Board priorities. The Board will direct the ED to engage in an on-going review of the overall educational program and develop recommendations for the next budget. Management will assess student achievement, various financial indicators and budgeted expenditures regularly to determine which programs have had the greatest to least impact on student achievement and growth. The ED will present findings and budgetary recommendations for review by the Board of Trustees. Management and the Board will evaluate historical financial trends and financial indicators to make decisions about operational methods, to achieve goals and to assist in developing the annual school budget. The Board will develop

and approve an annual budget by May 15th of each year. This will allow the hiring of staff, incorporation of programs for students and other annual expenditures to be undertaken before the next school begins. The ED will be directed to have a student management system in place within five years. The Board will hire an external independent CPA to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement, pursuant to Education Law 2854(1) (c). Additionally, the independent CPA will audit the school's journal entries, payroll and record/receipt filing systems in accordance with auditing standards generally accepted in the US and Government Auditing Standards. The fiscal year will be from July 1 to June 30 and the first annual audit will include the start up period through to the end of the fiscal year. Attachment 8a designates personnel who will manage and be responsible for the protection of student and financial records; recordkeeping and reporting; tracking enrollment, attendance eligibility, and eligibility of special populations.

K. BUDGET AND CASH FLOW: The Board has designed the five-year budget to support the school mission, proportionally increase as the schools' population increases and intentionally phases-in incentives to immerse students and staff in a college going culture. Throughout the initial charter term, the budget conservatively maintains the per-pupil revenue amount of \$12,005 for each year. For the pre-opening and first two years of operation we included start-up funds from the Charter School Program totaling \$625,000 and a \$15,000 donation from Bryant & Stratton College. The pre-opening budget includes \$230,000 of the CSP grant along with the initial donation. Since we intend to vigorously recruit students who are eligible for FRPL, SWD and ELL, we anticipate receiving the additional total of \$125,000 for meeting one or more of the enrollment targets, by the October BEDS reporting date, for underserved student populations. Therefore, in the first year of operation we included the balance of \$270,000 from the CSP grant and \$62,500 after the submission of BEDS data. Finally, during the second year of operation the balance of \$62,500 for underserved student populations was included. Projections for FRPL, SWD and ELL students are based on the NYSED Enrollment Targets calculator. Amounts of revenue for students with disabilities is based on the formula - Approved Operating Expense per Total Aidable Pupil Units multiplied by .828 excess cost ratio times the number of special education students times .9. The remaining per pupil disbursements were provided by administrators from other charter schools including per pupil estimates for IDEA at \$1267 and Title One at \$1466. The ED will be responsible for fundraising and will be expected to aggressively seek private and public funding from foundations and individuals. In the pre-opening period expenditures for independent contractors include the ED, IM, DCC, BOM for initial implementation activities and consultants for curriculum development. Additional expenditures include professional development (PD)/training, school equipment, a data management system and student technology for assessments. In years 4 & 5 PD will be based on staff needs. The Board has developed a realistic management and staffing structure including administrative and instructional staff for general education students (including at-risk and advanced), SWD, ELL and students who are eligible for FRPL (see Staffing Chart III C.). For budgeting purposes, salaries for administrators and teachers were based on the mid to upper range of BPS salary schedules which have been frozen for the last nine years.⁸⁴ The Secondary Principal Class 7 schedule was used for the ED, the Director schedule was used for the IM and

⁸⁴ Buffalo Public Schools, Human Resources – Salary & Retirement Information, <http://www.buffaloschools.org/hr.cfm?subpage=1560>

the salary schedule for BPS Project Administrator/Supervisors was used for the DCC and all includes an annual increase of 3.5%. The BPS teachers' salary schedule was used for teachers CCGP is offering an annual increase of 3.5%. In addition, a salary schedule for various support personnel in Buffalo NY was used for all other positions.⁸⁵ CCGP will provide insurance for medical and dental expenses as well as a 403b retirement plan similar to other charter schools. The budget includes a number of instructional staff being funded through the Americorp program, which covers personnel benefits, payroll taxes and other benefits (see Attachment 9- Tab 6 -Lines #67, 68,71 & 73). In the event Americorp personnel are unavailable in Year 1, as a contingency we will consider using available amounts from net income and request CSP funds (that are listed as part of Year 2) to cover Year 1 operational expenses therefore staff cost will be covered by the school budget. This approach will be in place for each year we project hiring Americorp personnel. Additionally, we may consider adjusting the amount for lead teachers, Leadership Model candidates, highly effective teachers (not in LM) and the number of tuition assistance awards given out for teachers to attain preferred certification (see Attachment 9- Lines #121 & # 122). The budget supports on-going development of Board members through High Bar training. Line items cover phones, insurance, furniture, technology, supplies/materials and the College Summit Program. The budget also provides for bus passes, assistance for student uniforms, translation services, open houses, food/snacks, computers for online assessments and paid internships during Year 3. For Year 1, expenditures for the initial summer program will include hourly costs for staff and professional development (PD) as well as student bus passes, material and assessments. After the first year, the five-week summer program will be for student instruction with staff PD being offered as part of their contracted time in August and during the year. The budget includes incentives for both administrators and teachers being involved in the LM program. The budget includes the proposed lease amounts over the initial charter. The landlord will cover utilities, taxes and maintenance costs (a written estimate is available upon request). In Year 3, the Board has provided for the addition of a CIC to assist with fund- raising and student internships as well as an Instructional Assistant to support the IM, an Assistant DCC and an Administrative Assistant. We will continuously compare the hiring of personnel with preferred certifications with student enrollment data to determine the needed to hire more Special Education teachers to provide in-class support. For Year 1, the Board made assumptions regarding school operations and allocated a percentage to the Special Ed. column using the percent of 14.7% from the NYSED target calculator with the balance being allocated to the regular education column. Once the charter is granted, the external accounting firm (that specializes in charter schools) will develop an accounting system to manage allocations.

L. PRE-OPENING PLAN:

Action	Responsible Party	When
Elect officers, ratify By-Laws, Code of Ethics, form committees & hire ED	Board of Trustees (BOT)	Jan. 2014 - At first Board meeting. ED - Jan 2014.
Obtain insurance, file IRS Forms, get unemployment no.	BOT	Jan. 2014
Adopt policies Fin. & FOIL	BOT	Jan. – August 2014

⁸⁵ <http://www.ihireschooladministrators.com/t-School-Administration-s-New-York-c-Buffalo-salary.html>

Refine strategic plan	BOT	Jan. - Ongoing
Identify areas/ recruit BOTs	BOT	Ongoing
Approve facility, get insurance	BOT	Jan. - March 2014
Develop admission applic. Send to Regents for approval	BOT	Jan. – Feb. 2014
Hire IM, DCC & BOM	ED & BOT	BOM (Jan.2014 part-time)
Conduct administrator training	ED, consultants as appropriate	Jan. – July 2014
Finalize first year budget (adjust by adding Sp. Ed tchrs. based on dual certifications)	ED & BOT	April – June 2014
Pursue public & private funds	ED & BOT	On-going
Apply for Consolidated Title I	ED & (BOM)	July 2013
Implement student recruitment	ED & IM	Jan. – April 2014
Establish bank acct. & 501c3	Bd. Treasurer & ED	Jan. 2014
Finalize employee benefit pkg.	BOT	Jan. – Feb. 2014
Contract for audit/fin. services	Bd. Treasurer & ED	Jan. 2014
Start internal financial control- payroll, billing, disbursements	Bd. Treasurer, ED, BOM, External Service Provider	Jan. 2014
Recruit/hire instructional/other staff. Provide calendar, pers. policy. Select summer staff	ED (IM)	Jan. - June 2014. Background checks/ fingerprinting complete
Setup BOCES contract-SIS	ED	Jan. – June 2014
Acquire furniture, equipment, technology, instruc. materials	ED, IM & BOM	Jan. - June 2014
Conduct student lottery	ED	April 2014
Send acceptance packets re: intake; uniforms; calendar, release forms for records, etc.	ED & IM	April 2014 – On-going
Secure student records (IEPS)	ED, IM, BOM	April 2014 - Ongoing
Give tchrs.class roster/schdles	ED, IM, BOM	June -August 2014, 2014 – 15
Set up summer bus passes	BOM	June 2014
Implement intake/summer prg.	ED, IM, DCC	July –August 2014
See BPS - food and bus passes	BOP	July – August 2014
Do phone & internet accts.	ED	June – July 2014
Set up AED/CPR training	BOM	July – August 2014
Select benchmarks (NJIT)	ED, IM, DCC	Jan. – Feb. 2014
Do backward mapping- Curr. Templates, units, tests/rubrics	ED, IM, DCC (with NJIT & Curriculum Specialist)	Jan. – August 2014
Acquire/create assessments, surveys, data report calendar	BOT, ED, IM, DCC	Jan. - Ongoing
Offer PD i.e., Safety Plan	ED, IM, DCC & consultants	July 2014 – June 2015
Finalize Sp. Ed. policies/ proc. (Contract for related services	ED, IM, Spec. Ed. Coor.	July – August 2014

M. DISSOLUTION PLAN: Details are provided in Attachment 5b – Article XIV.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name - College and Career Girls Prep Charter High School
Proposed School Location (District) - Buffalo, NY

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

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

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this 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 under this subpart; 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.

Signature of Applicants:	<i>Constance M. Nass</i>	<i>Marye / [unclear]</i>	<i>Sharon M. Bradley</i>
Date:	<i>2-28-13</i>	<i>3/1/13</i>	<i>3-4-13</i>
Print/Type Name:	<i>Constance M. Nass</i>	<i>Marye K. Nass-Jones</i>	<i>Sharon M. Bradley</i>

Attachment 1: Admissions Policy and Procedures

College and Career Girls Prep Charter High School shall not discriminate in its admissions against any student based on race, ethnicity, national origin, gender or disability or for any other basis that would be unlawful for a public school. The school shall be open to any female child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable antidiscrimination laws governing public schools, including Title VI of the Civil Rights Act and 2854 (2) of the New York Education Law. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Each year, the school will hold information sessions to inform families and community members about the admission process (translator services will be used). These informational sessions will be held at the school and other community-based locations. The informational sessions will be widely publicized through means such as flyers, billboards, local schools, community organizations, social media, television, print media, local businesses as well as canvassing area neighborhoods. All material will be in multiple languages.

For the most part, students will receive NFTA bus passes. However, all parents will receive notification that they must formally request transportation from the BPS district prior to the April 1st transportation deadline. Families will be encouraged to visit the school to meet the faculty and when operational to visit classes in action and meet currently enrolled students.

The Application

Each year, CCGP will conduct recruitment activities. All recruitment activities and publications will provide information regarding how applications can be obtained and returned. Applications will also be made available during the school's information sessions as well as at an identified facility. Applications will be uniform and available in English and Spanish. Families interested in enrolling students at CCGP are required to submit a completed application form. There are no application fees associated with the filing of an application. There are no tuition charges for attending the school.

Enrollment Period

CCGP will advertise open registration and families, if they chose, will meet with staff and review the expectations of CCGP. Interested families will submit completed applications to CCGP until the established deadline, which is April 1st. CCGP will enroll eligible students who submit a timely application unless the number of applications exceeds allotted spaces.

Procedures for Lottery

In the event that CCGP receives more applications above the total allotted spaces a public lottery will be held. In such cases, students will be accepted from among the applicants by a random

selection process. In the event of a need for a lottery, admission preference shall be granted to applicants in the following manner:

In the School's First Year

- First preference is given to students who reside in Buffalo, New York; and
- Once available spaces are filled (by students whose names were drawn) the remaining applicants are placed on a waiting list in the order in which their names were drawn.

This lottery will be conducted in a transparent and equitable manner. The lottery will be publicized in a manner consistent with the requirements of section one hundred four of the public officers law and will be open to the public. The public lottery process will be audited by a disinterested independent organization. All applicants will be notified of the time and the place of the lottery and will be invited to attend.

In Subsequent Years

- First preference is given to students who attended the school the previous year and are returning to the school;
- Second preference is given to sisters of students enrolled in the school;
- Third preference is given to all students who reside in Buffalo, New York; and
- Once available spaces are filled by: returning students, siblings who are selected for enrollment and those residents whose names are drawn, the remaining applicants are placed on a waiting list in the order in which their names were drawn.

Place of Residence

A student's address is the address at which her parent or current guardian resides. A parent or guardian is defined as:

- Parent, by birth or adoption;
- Step-parent; or
- Legally appointed guardian or foster parent (including a foster agency).

Person in "parental relation"

A person in parental relation refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state. A person may only qualify as a person of parental relation if no other eligible person applies as parent or guardian. Any determination as to who constitutes a person in parental relation must be based on the individual circumstances surrounding guardianship and custodial care of the particular child. This shall include consultation with the Executive Director. A person who may provide temporary care (i.e., babysitter) for a child or children does not qualify as a person in parental relation.

Families are required to provide documentation to serve as proof and verification of the student’s home address. The following documents will be accepted:

ACCEPTED DOCUMENTS	VALID DATE FOR DOCUMENTATION
Drivers license	Not expired
Cable bill	One year from application deadline
Documentation from federal, state, or city agency which states the home address	One year from application deadline
Gas, electric or water bill	One year from application deadline
Deed to house or lease agreement	Any date
Document from a housing authority or Human Resources Administration that includes home address	One year from application deadline
Medical or Insurance card with home address	One year from application deadline

If documentation is not received by CCGP by the application deadline, the student shall not be eligible for preference in the lottery for admission. CCGP reserves the right to request additional documentation to establish proof of residency. In addition, CCGP reserves the right to dismiss any student if false documents were submitted.

As a courtesy, CCGP will add untimely application submissions to the bottom of the waiting list for a given class based on the date and time the completed application is received. Untimely applications received from siblings of students at CCGP will also be added to the bottom of the waiting list based on the date and time the completed application was received; these completed applications will not be added to the beginning of the waiting list.

The waiting list will be used for one month after the start of the school year. The waiting list will be the only official, legal list pending acceptance for the subsequent year, or in the event unexpected attrition occurs.

Monitoring Progress Toward Meeting Targets

In accordance with the Charter Schools Act, CCGP aims to attract a student population that is similar in demographics to that of the Buffalo Public Schools in which the school will be located. Through extensive outreach, CCGP will put forth good faith efforts to attract and retain a comparable or greater enrollment of students who reflect the demographics of students of the Buffalo Public School District, including students with disabilities, English language learners and students who are eligible for the free and reduced price lunch program. CCGP will establish preliminary enrollment targets for that align with targets established by the Board of Regents.

CCGP will develop an application that will contain optional questions concerning membership in a target group. The information will be collected and used by the Executive Director to conduct an analysis of the school's progress toward meeting preliminary enrollment targets, continuously monitor and employ additional recruitment efforts as warranted.

Enrollment and Eligibility

All students who are accepted for enrollment will receive notification by a phone call and letter. The school's enrollment forms must be completed by the date required on the forms to secure provisional enrollment. Students may forfeit their right to enroll if the forms required are not returned by the designated dates. All new students must take the school's baseline standardized tests. Parents/guardians and students are encouraged to attend information sessions and orientations. They will be expected to sign the Enrollment Form and agree to fulfill their obligations to CCGP including adherence to the Code of Conduct.

Existing students will be considered reenrolled for the following school year unless parents notify the school otherwise by the end of the current school year.

Vacancies

Barring an unexpectedly high rate of attrition, CCGP does not plan to accept students after ninth grade. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. CCGP reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill a vacancy, the school will contact the parent or guardian of the next student on the appropriate waiting list.

Reasonable attempts will be made to contact the family or guardians of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. The school will maintain documentation of attempts made to contact parents/guardians of any student who might be removed from the waiting list.

Withdrawal from the School

CCGP is a school of choice. As such, circumstances may arise in which a parent/guardian wishes to transfer their child to a different school. Parents or guardians may withdraw students in writing. Students who miss five or more consecutive days of school without notifying the school are subject to being un-enrolled. A student who attends another school is subject to being un-enrolled from CCGP. The school ensures the timely transfer of any necessary school records to the student's new school.

Attachment 2: Samples of Evidence of Community Outreach

This is a portion of comments, suggestions and responses. Upon request all will be furnished. Members of the Founding Board conducted focus groups with 5th-12th grade female students from across the Buffalo School System and captured information in terms of content and course work they desire to study. Analysis of data from student focus groups revealed students had interests in six primary areas. Those include: art, architecture, business, hospitality/service, environmental and aeronautics. Founding Board members further explored combining some areas with additional focus groups and the info. was used to create four academies: art/architecture (preservation arts), hospitality, medical (environmental toxicology/pharmacology) and transportation (aeronautics). Students also provided invaluable feedback concerning how high schools might become more relevant for students, what types of careers would be of interest and whether they would apply or encourage others to apply to CCGP. **Student comments were:** **CT(10th)-**The school should help girls know there are more opportunities. Since there's a lot of building going on in this area should focus on Architecture and incorporate Arts. **AJ(11th)-** What is going to keep students from wanting to drop out? Need a great sample of course offerings like Medical, Arts and have small class sizes. Provide sex education to prevent teen pregnancy. **AD(9th)-** Suggest healthy lunches and classes to help with stress. Think about opportunities for tourists. **NM(9th)-** Have after school/extra help programs. **DH(11th)-** Include food services. To keep students interested and not drop out should have something fun like food, community outreach and field trips. **AG(5th)-** I like a late start and could teach girls about planes and designing them. **JJ(6th)-** Have sports. Will there be uniforms? **MW(12th)-** Self esteem classes. **In responses to student suggestions the applicants included:** Seminar courses to introduce students to various college level careers with a focus on areas that are growing in our region. The applicants have put an intensive support system including extra help and self-esteem programs in place to keep students from dropping out. Students will want to enroll and remain at CCGP given small classes, the late start, a responsive environment, exciting course offerings they are interested in, sports, healthy food, the exploratory nature of course work including field trips and paid internships in the community **Parent comments were:** **KL-** Keep enrollment under 500 and consider a mentoring/career component. **JW-** Connect with college/universities. **AM-** Hope that program of study will push young urban women beyond what is "typical" roles appealing to the need for a college education. Include local info. in curriculum. **EEF-** Offer summer school for those that need it, a longer school year. **CK & SYC-** Have uniforms/dress code. **BJJ-** Offer etiquette and life skills. **LRM-** Require parent involvement. **KD-** Include community involvement. **AR-** It's a good idea to give girls direction in different career paths. I like the benchmark ideas and focus on college courses. **DC-** Have mentoring. **RM-** Have a strict discipline policy. **PG-** Great concept, I will consider this for my daughter. **CF-** I think this is much-needed program in the city of Buffalo as the options for this type of education are limited or non-existent. **DJB-** I think this is a great idea. I have a daughter who will be eligible to enroll and this is something I would see me wanting her to attend. **KN-** What an excellent opportunity for our young girls for I am raising a girl and would love this school in our community. **MP-** I think this is a great opportunity for our children in the city of Buffalo. I'm going to encourage (strongly) my children to attend this school when they get to high school. **TS-** This is needed very much in our community. It will help our young girls become educated well-rounded women with more opportunities available. **JW-** The school includes good support system for students. **In response to parent suggestions the application includes:** Enrollment of less than 500. The program includes connections with colleges/universities. It will establish a college-going culture

highlighting a broad range of college level careers. A summer program will be established and the school year and day will be longer. There will be a dress code, evidence-based programs dealing with nutrition, body image and etiquette with an emphasis on reducing risky behavior. Mentoring and a community involvement/student internship program will be in place. Our program design elements include community involvement where a parent will serve on the board and Board members (from the community) will use their expertise in each academy. Parental involvement will be in multiple ways and an effective discipline policy will be in place.

Educational Institutions & Charter School Leaders comments included: Doug Lemov discussed drivers of student attrition and over-enrollment to manage enrollment. Principals of two local charter schools with middle level grades offered encouragement for the college-readiness program and the emphasis on providing a full-range of services to meet the particular needs of all students including special ed., counseling, and programs for ELL. BPS Placement Office- Excellent, holistic approach to meet academic, social & medical needs. SUNY @ Buffalo- School of Architecture & Planning- B. Shibley, D. Stratigakos & B. Tauke- We will be able to help with Architecture & Pres. Arts local benchmarks/curricular piece. Locust St. Art program- Need to build in real use of existing community assets on a regular & long-term basis- not just field trips! Daemen College- Recommend content is offered that students will be most likely to encounter in a college setting. Buffalo Arts Studio- Much needed program, having a distinct location would be beneficial. Buffalo State College (Art Conservation Dept.)- A definite need in Buffalo. Buffalo State College (Hospitality & Tourism Dept.)- Very satisfied and the concept is innovative. SUNYAB- UB Career Services- Very interested in preparing women for college level careers. Cornell Cooperative Extension of Erie County- Nutrition Team Coordinator- Very interested in supporting the program. SUNY @ Buffalo- EOC Program- We want to be involved. **In response to suggestions from educators & institutions the application includes:** The aspect of student attrition is addressed in the growth plan through over enrollment. CCGP will offer a college preparatory program that is based on NYS Common Core College Readiness Standards. CCGP will also offer intensive support services for all. CCGP is encouraged at the positive reception and willingness of members of the community to help with benchmark selection and providing support as needed. Seminar and academy curriculum will include existing community assets and students will be involved with these assets on a regular/long-term basis. We are currently working to secure a location. **Public Official comments from: Assembly Member- Assembly District 141, Chairperson of the Erie County Legislator, The City of Buffalo's Common Council Members, Selina Kaye (Senator Mark Grisanti)-** The presence of CCGP will enhance educational opportunities for students and families in Buffalo. Greatly needed. Very thoughtful, in-depth and excellent! **Comments from CBO and Corporate representatives:** Buffalo Niagara International Airport- The school will position young female students to successfully pursue higher education opportunities. International Weather Experience- Very excited about the type of curriculum being offered and it is greatly needed. Suggest contact aerospace firms (MOOG) and engineering departments. MOOG- Will support the school. Watts Architectural & Engineering, PC- In support of the program. Hauptman Woodward SUNY-Dept. of Structural Biology- We will support the school and offer students the opportunity to explore careers in medicine & research in our internship program. Kaleida Health- Very interested in program since a large number of females is in the healthcare industry. Niagara Frontier Transit Authority- We will provide what support we can to the school. Buffalo City Mission (Cornerstone Manor)- Wraparound services are very much needed and will be an excellent component. Key Bank- The program is viable.

Example of Comment Sheet

College & Career Girls Prep Charter High School

Discussion:

Submission of Application

Intended location

Target Population

Proposed grades and enrollment

Mission

Description of academic program

Date:

3/7/13

1) Name Vanessa Anderson

2) Circle - Parent, Community Member, Student or Educator (include grade) Parent Educator

3) Please provide comments about the proposal. (Please continue on back)

Very good presentation. I look forward to seeing this program implemented to better assist the needs of young girls.

4) Please provide any suggestions you have about the proposal. (Please continue on back)

5) Would you want an additional presentation? NO
(If yes, please provide contact info.)

Please return completed form to presenter(s) before leaving the meeting. All comments will be considered for possible inclusion in the final proposal. Please share information about the proposal with those who were unable to attend. Additional comments should be e-mailed to constancemoss@yahoo.com

* Please note: Additional comments can be sent to the New York State Education Dept. - charterschools@mail.nysed.gov
Thank you for your time.

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"The Powerful Voice of the Black People"

THE BUFFALO CRITERION



Sade Banks

A Letter to My Young
Sisters and Brothers
(See Page 2)

In the 88th year of educating, working, building the legendary Buffalo Criterion; WNY's African American Weekly **50¢**

VOL. 88 - No. 6 Websites: www.buffalocriterion.com or www.thebcn.com/criterion SAT, FEBRUARY 16-22, 2013

Group to Submit Application for Female Charter High School to NYSED

An application will be submitted for the first single gender public charter high school in Western New York. As part of the charter application process, founders are required to notify the public. The founders will conduct meetings in order to provide information and receive suggestions.

Public meetings will be held at 6:00 p.m. on Feb. 28th at True Bethel Baptist Church which is located at 907 East Ferry Street, and on March 7th at 6:00 p.m. at St. John's Baptist Church, 184 Goodell Street, Buffalo.

College & Career Girls Prep Charter High School's mission is to provide a rigorous and supportive single gender high school program that equips each female student with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university. College & Career Girls Prep Charter High School (CCGP) will be the first all female public charter high school serving grades

to promote self-sufficiency and cultivate a passion for learning that will stabilize students' economic earning power as well as their commitment to serve as productive contributors to the Western New York community.

College & Career Girls Prep Charter High School will establish academies or theme-based course offerings. The school is proposing to include academies such as: art/architecture, hospitality, medical and transportation. For example, CCGP will be the first in WNY to offer a high school Preservation Arts curriculum in the Art/Architecture academy. In the Transportation academy, students will be offered coursework in aeronautics. Student will be paid to participate in internships.

For more information about plans for the proposed school send inquiries to constancemoss@yahoo.com

TS8.... Tech Savvy!

Featuring fun workshops to inspire girls to pursue careers in science, technology, engineering and math and college prep for high school students.

For 6th to 12th grade girls in Western New York plus their parents, grandparents, teachers, counselors & other interested adults

Saturday, March 16, 2013 8:30 am – 5:00 pm
 SUNY Buffalo North Campus Student Union
 (Shuttle from South Campus Available)

Register Online: <http://www.aauw-nys.org/buffalo/techsavvy.htm>

For more information or a brochure,
 email: aauwts8@cs.com or phone: 559-3037

Register by February 22. Pre-registration is required. \$5 per person. Registration includes materials, book, tote bag, light breakfast and lunch. Students will receive TS8 t-shirt.



One Tech Savvy student will win a new computer!

Presented by the American Association of University Women Buffalo Branch, Inc. The Praxair Foundation provides significant support for Tech Savvy. WTS Inc. and UBS School of Engineering and Applied Sciences are cosponsors of TS8.

Buffalo



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Event information

**PUBLIC MEETINGS REGARDING SUBMISSION OF AN APPLICATION
TO ESTABLISH COLLEGE & CAREER GIRLS PREP CHARTER HIGH
SCHOOL**

[Show Website](#)

Description: PLEASE ATTEND PUBIC MEETINGS

Group to Submit Application for Female Charter High School to
NYSED

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Public meetings will be held at 6:00 p. m. on Feb. 28th at True Bethel Baptist Church which is located at 907 East Ferry Street in Buffalo, 14211 and on March 7th at 6:00 p.m. at St. John's Baptist Church located at 184 Goodell Street in Buffalo, 14204.

College & Career Girls Prep Charter High School's mission is to provide a rigorous and supportive single gender high school program that equips each female student with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university. College & Career Girls Prep Charter High School (CCGP) will be the first all female public charter high school serving grades nine through twelve in the city of Buffalo. CCGP will open in 2014-2015 admitting 96 ninth grade students. At full enrollment, in year five 2017-2018, College & Career Girls Prep will serve 364 students in ninth through twelfth grades.

A special emphasis will be placed on prevention of academic failure and dropping out. The school will implement a multi-layered approach to intervention and support. College & Career Girls Prep's primary focus will be on meeting the needs of students from Buffalo: through the establishment of a small, effective school; provision of comprehensive services through community partnerships; and innovative support systems for students and their families.

High school course offerings will be innovative, designed to stimulate student's interest and excite them about college level careers. A guiding principle of the new charter high school will be a commitment to promote self-sufficiency and cultivate a passion for learning that will stabilize students' economic earning power as well as their commitment to serve as productive contributors to the Western New York Community.

College & Career Girls Prep Charter High School will establish academies or theme-based course offerings. The school is proposing to include academies such as: art/architecture, hospitality, medical and transportation. For example, CCGP will be the first in WNY to offer a high school Preservation Arts curriculum in the Art/Architecture academy. In the Transportation academy, students will be offered coursework in aeronautics. Student will be paid to participate in internships.

For more information about plans for the proposed school send inquiries to
constancemoss@yahoo.com

WBFO Community Billboard

WBFO / AM 970 is proud to provide the online Community Billboard as a public service to nonprofit organizations and our community at no charge. If you are interested in providing event information for this service, please contact us via Community Form.

Arts | Festivals & Fairs | Outdoors | Charities | Workshops | Food | Other

OTHER

College & Career Girls Prep Charter High School

Information Session

St. John's Baptist Church

March 7, 2013

6:00 pm

Please attend an informational meeting about the submission of an application to establish the first all female charter high school in the City of Buffalo. The school will open in 2014 and will offer innovative, relevant and nontraditional courses to students in grades 9-12. Suggestions will be welcome.

<http://news.wbfo.org/>

<http://news.wbfo.org/schedule/week/wbfo>

<http://www.wbfo.org/content/pages/listen>

<http://www.wbfo.org/content/pages/community>

<http://www.wbfo.org/content/pages/events>

<https://www.wnedmembers.org/alleg/WebModuleV862/Donate.aspx?P=NEWSWEB&PAGETYPE=PI>

St. John Baptist Church

*184 Goodell Street
Buffalo, New York 14204*

Come Forth to Worship - Go Forth to Serve

2013 Church Theme:

Stewardship & Healing

1 Corinthians 4:1-2; Psalm 103:2-4

Minister Michael Chapman, Pastor

† **CONDOLENCES** †

Our heartfelt sympathy and prayers to Sister Felicia Ashley on the home going of her sister, Deborah Gail Thompson.

SENIOR CITIZEN FELLOWSHIP

*The meeting will resume **Saturday, March 2, 2013** at 12:00 noon in the Fellowship Hall.*

FOR YOUR INFORMATION

*An informational meeting will be held here on **Thursday, March 7, 2013** at 6:00pm to discuss the submission of an application to establish the first all-female charter high school in Buffalo, NY. If approved by the State of New York Education Department, the proposed "College and Career Girls Prep Charter School" will open in 2014. You are invited to attend the meeting and join in the discussion.*

† **PRAYER & FASTING SHUT-IN** †

*The Early Morning Prayer Ministry will host a shut-in **Friday, March 8, 2013** from 6:00 pm – 12:00 midnight.*

LINE DANCING

*Come exercise, get fit and have fun!!!
Classes are held every **Tuesday and Thursday** at 6:00 pm at the Reverend Dr. Bennett W. Smith, Sr. Family Life Center.*

***"Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are."** John Wooden*

**BOARD OF CHRISTIAN EDUCATION
ST. JOHN BAPTIST CHURCH
MARCH 7, 2013
AGENDA**

- ❖ OPENING PRAYER

- ❖ APPROVAL OF MINUTES

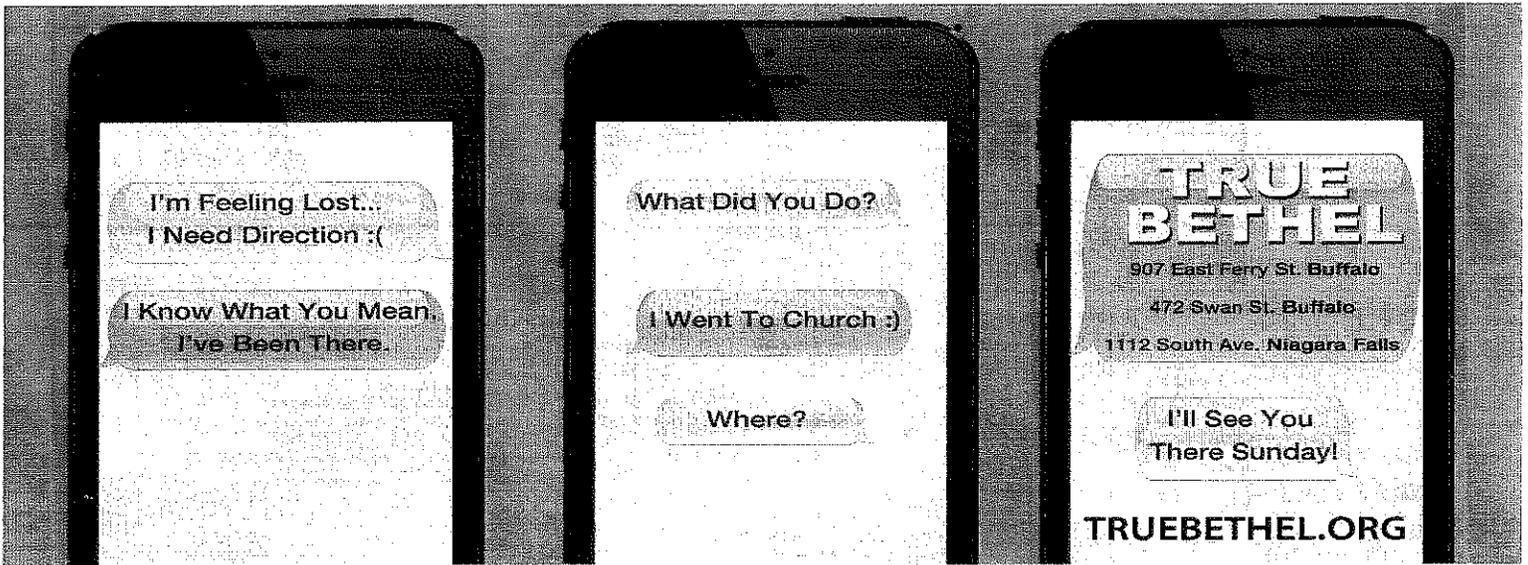
- ❖ CHAIRPERSONS' REPORT

- ❖ COMMITTEE REPORTS
 - BLACK HISTORY MONTH
 - DEDICATION SERVICE
 - SPRING INSTITUTE / TEACHERS & OFFICERS TRAINING
 - GRADUATES RECEPTION
 - SCHOLARSHIP
 - VACATION BIBLE SCHOOL

- ❖ NEW BUSINESS
 - CHARTER SCHOOL FOR GIRLS PRESENTATION
SYLVIA WRIGHT

NEXT MEETING: THURSDAY, APRIL 11, 2013

February 24, 2013
Pastor Darius G. Pridgen-Senior Servant
Pastor Craig D. Pridgen- Niagara Falls Campus



Monday, February 25, 2013

Tuesday, February 26, 2013

12:00AM- 4:00PM FGBC Fellowship Int'l Fast- See Page 3 For Details
6:30AM Prayer Call 712-432-3100 Enter Code # 497968

Wednesday, February 27, 2013

True Bethel Charities Clothes Closet Open 10AM-2PM 275 Kehr St.

Thursday, February 28, 2013

5:15PM-6:00PM Prayer in the Sanctuary
6:00PM-7:00PM Bible Academy
6:15 College & Career Girls Prep Charter School Info Session
7:00PM Bible Revival

Friday, March 1, 2013

12:00PM-1:00PM "Say it Loud" Radio Show (1080 AM WUFO)

Saturday, March 2, 2013

See Page 4 For Ministry Schedule



We Invite You to Join Us

True Bethel Baptist Church Evangelism Ministry Presents: Super Bowl Extravaganza! **Today, Sunday February 24th.** Registration starts at 3:00PM, Games start at 4:00PM. Cost is \$8:00 and includes 2 games and shoes. Join us at the Kenmore Lanes, 1691 Kenmore Ave. Please see any Evangelist for tickets or contact Elder Whitehead at 578-1718. Hope to see you there.

College & Career Girls Prep Charter High School Info Session: **Thursday February 28th 6:15PM at the 907 E Ferry Campus.** The presentation will include a review of the submission process, the intended location, target population, grades /enrollment, the school's mission and a description of the academic program. We desire to have participants offer comments and suggestions during the question and answer period.

True Bethel Come out and Support our Very own **Power of Praise** as they lift Up OUR LORD in Song on the following dates in **2013:**

Sunday, **March 3, 2013** at 3:00PM at DeLaine Waring African Methodist Church 680 Swan St

Friday, **June 14, 2013** at 6:00 pm at True Bethel Baptist Church for the Men in White

Sunday **June 23, 2013** at 4:00 pm at Thankful Baptist Church at 197 Sumner St

Make 2013 The Year Your Health and Wellness Counts! Please join the TBBC Nurses Ministry on **Saturday March 16th** from 9AM- 12PM at the 907 East Ferry campus for our Health & Wellness Event. See any member of the Nurse's Ministry for more info.

The TBBC Marriage Ministry Presents: **The 2nd Annual Pocono's Marriage Ministry Retreat, June 6th-9th.** A \$100 deposit is due by March 20th, 2013. Payments can be made to Sister Sharon Martin at our 907 E Ferry Campus, The Core Desk or Church Office. Please visit covehaven.com for the total package amount and additional information

The **True Bethel Baptist Church Sports Ministry** is seeking Coaches and Volunteers (Male & Female) to assist with our Youth for Basketball, Football, Baseball, Cheerleading and More! Make the choice to make a difference. Contact Herman Cooks at 602-2950 or by email: hermcooks@yahoo.com

The Transportation Ministry is seeking Drivers. Please call 895-8222 Ext 208 or email Minister Boyd at cboyd@truebethel.com

Submit All 2013 Wedding Request As Soon As Possible

Reminder

- ◆ **1st Sunday** – Communion Services (All Locations Beginning of Service)
- ◆ **1st Thursday**-Baptism
- ◆ **2nd Sunday** – Right Hand of Fellowship & Perfect Attendance
- ◆ **3rd Sunday** – Baby Dedications

Forms for Baptism and Baby Dedications may be obtained on our Website: www.truebethel.org or at The Core Desk. For information call the Church Office at 716-895-8222

Save The Date

The Western New York & Vicinity District of the Full Gospel Baptist Church Fellowship will host its annual Leadership Summit **Saturday March 9, 2013** from 9 AM – 1:30 PM located at TBBC 907 East Ferry Campus. Workshops include, Praise & Worship, Women Crying in The Wilderness, Men... The Weaker Vessel????, Do You Have The Heart of Your Pastor, The Priestly Intercessor, Youth and Children sessions and MORE! Our Noon Day Speaker will be Dr. Kim Yancey-James of Newark New Jersey. Registration is only \$10! Registrations will begin being accepted Sunday February 10, 2013. Contact Pastor Craig Pridgen or Brother Joseph Brown in the church office for more info.

March 31, 2013 Join us for the "Easter Sunday Worship Experience" at **Klienhaus Music Hall**, with special guest, Mrs. Ella Robinson and the Vision Quest Orchestra. Also appearing will be none other than BET's Bow Wow! Doors open at 9:00AM and service starts at 10:00AM. Please contact the church office for the opportunity to promote your business or service in the Easter Newsletter.

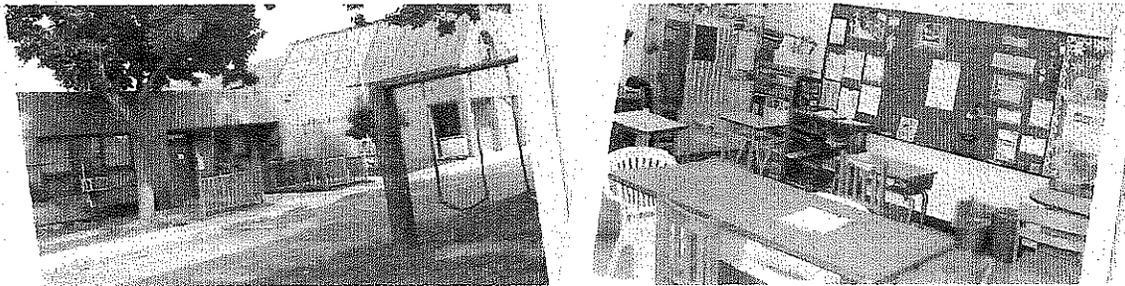
Save the Date, April 13, 2013 1PM-3PM Senior Ministry Presents: "It's A Crown Affair"

Northeast Central Regional Full Gospel Baptist Church Summit April 17th-20th in Cambria Heights NY. Registration approximately: \$20 per Adult/\$10 per youth. Guest Include: Presiding Bishop Paul S Morton, Bishop Albert Jameson, Dr. Kim Yancey James. Please Contact Elder Danetta Reed at 895-8222 Ext 205 for more info.

The Church Store is Open. Come see us for all of your T-Shirts, Engravings, Bibles and Bible Study Tools. Personalized Gift Ideas for the Holiday. Stop by this week, we are open Tuesday-Friday 12PM-7PM & Saturday from 10AM-2PM. We have great Gift Ideas.

As we approach a new phase of worship, we ask that you would keep your children /youth with you as to not to disturb the worship experience of others. Thank You

Join the Discussion on the 1st Female Charter High School
in
WNY

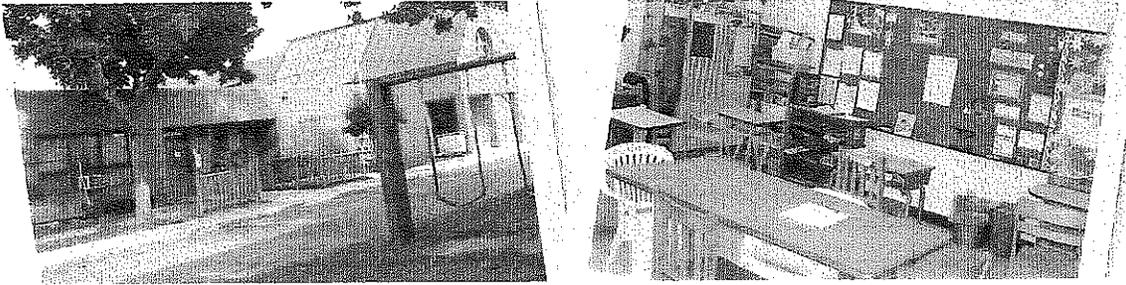


WHEN: June 16, 2012 at 4:00

WHERE: Our Savior Lutheran Church
Brunwicks Ave.
Buffalo, NY 14215

Contact: Dr. Constance M. Moss at
constancemoss@yahoo.com for further information.

Join the Discussion on the 1st Female Charter High School
in
WNY



WHEN: June 17, 2012 at 7:45 and 9:30 a.m.

WHERE: True Bethel
East Ferry Street
Buffalo, NY 14215

Contact: Dr. Constance M. Moss at
constancemoss@yahoo.com for further information.

Buffalo [Change region](#)



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Public Meeting

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PUBLIC MEETING REGARDING RE-SUBMISSION OF AN APPLICATION FOR COLLEGE & CAREER GIRLS PREP CHARTER HIGH SCHOOL

[Show Website](#)

Description: As part of the charter application process, founders are required to notify the public. The founders will conduct meetings in order to provide information as well as seek suggestions and comments about the proposal.

Public meetings will be held at 6:00 p.m. on May 14, 2012 at the East Clinton Branch library located at 1929 Clinton Street. An additional meeting will take place at 1:00 p.m. on June 8, 2012 at the East Delavan Branch library which is located at 1187 East Delavan Avenue.

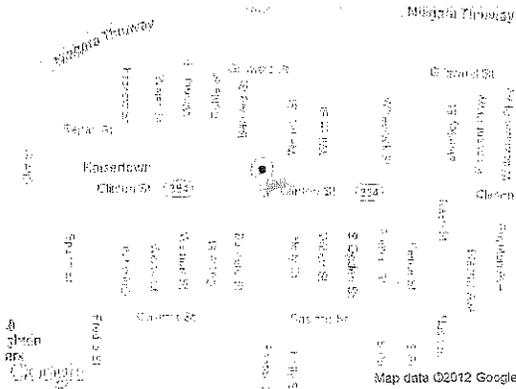
Cost: Free

Dates:

- 5/14/2012 from 06:00 PM to 07:30 PM

EAST CLINTON BRANCH LIBRARY

1929 Clinton Street
716-823-5626 Buffalo, NY



COLLEGE & CAREER GIRLS PREP CHARTER HIGH SCHOOL

4 Harbour Pointe
716-854-4397 Buffalo, NY

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Towards a Better Life

By Eva M. Doyle

Two Great Community Events

This columnist attended two outstanding events recently. The first one was the 35th Annual Family History Dinner. It was held on Friday, May 4, (2012) at the Emerson School of Hospitality, located at 86 West

way to lose weight is through behavior modification. If you diet, remember to get the proper nutrients." Dr. Nicholas also noted that we need better representation from our leaders so that we do what is right for our children.

Dr. Nicholas has been a practicing physician devoted to Obstetrics and Gynecology for the past 30 years. Originally from Buffalo, she earned her medical degree from the Boston University School of Medicine. She presently practices medicine in California.

Congratulations to the Buffalo Chapter of The Links, Inc., for an excellent program.

Armed Forces Day Exhibit At City Hall May 14-18

The Johnetta R. Cole opening program will start at AMVEIS Post No. 24 and 9:00 a.m. to kick off the Ladies Auxiliary will have event. Armed Forces Day is on display an Armed Forces

Author's Book Reading, Signing Set for May 20th

On Sunday, May 20th, at 3:00 p.m., author Tewodros "Teddy" Fekadu will conduct a book reading and signing of his memoir **NO ONE'S SON** at the Frank E. Merrilweather, Jr. Library, 1324 Jefferson Avenue. His



Public Meetings Planned On Charter School Application

Public meetings will be held to have further discussions about an application for College & Career Girls Prep Charter High School. The meetings are being held to provide information as well as seek suggestions and comments.

The public meetings will be held at 6:00 p.m. on Monday, May 14, 2012 at the East Clinton Branch Library located at 1929 Clinton Street.

An additional meeting will be held at 6:00 p.m. on Monday, May 14, 2012 at the East Clinton Branch Library located at 1929 Clinton Street.

The Bottom Line

"Love One Another"

By Elder Evangelist Mother Sara Vickers Hopkins



Get It In Writing, Protect Yourself

Fines Bloom From Planting Flowers When Kimberly Bois found a condo development under

Pierce Keynotes VIVE, Inc.'s 'Freedom Balance' Event

VIVE, Inc. welcomed for the VIVE, Inc.'s "Freedom Balance" event, held the National Labor Relations Board as the keynote speaker

Romaneque architecture. Tour guides will explain the what's, why's and how's of the artistic and construction features of this Buffalo Landmark.

Tours will be given on Saturday, May 19 from 2:00 - 4:00 p.m. (before 4:30 Mass) and on Sunday, May 20 from 12 noon - 2:00 p.m. (after 10:00 Mass). The This event was open to the

Sick & Shut In

Mother Inez Cureton, Mother Christine Smith, Mother Shirley Lott, Mother Ruby Clemons, Mother Shirley Andrew, Mother Pennington, Mother Josephine Pullins, Ruby Clemons, Helen Porter, Lisa Liggans, Deonna Stewart, Shantell Baldon, Leona Daniels, Erica Daniels, Alease Rogers, Christopher Hinson, Grant Crawford Jr., Connie Wright, DeWayne Priester, Wanda Green, Trina Harp, Jimmy Page, Beverly McCutcheon.

Community

PUBLIC MEETING: Proposal to Submit an Application for the First Female Charter High School in WNY Monday, January 9, 2012 @ 6:00 p.m. at New Covenant UCC - 459 Clinton St. Buffalo. Tuesday, January 10, 2012 @ 6:30 p.m. at First Presbyterian Church - One Symphony Circle Buffalo and Tuesday, January 17, 2012 @ 5:30 p.m. at Frank Merriweather Library - 1324 Jefferson Ave. Buffalo. For information contact: constancemoss@yahoo.com

The Family 25 Inc., is having a **FREE MARTIN LUTHER KING DAY BASKETBALL CLINIC** at Canisius College (Main & E. Delevan) on Monday January 16, 2012 from 8:30AM-12:00PM for boys and girls ages 6 - 14. Bring your shirts and sneakers and get ready for a fun filled day of basketball drills, arts and crafts, food, and games. For more info call Maurice 602-1326 or visit our Facebook page The Family 25 Inc.

Job Opportunities

Roswell Park Cancer Institute is looking for a part-time Food Service Worker (posting #2267) Pay is \$12.02 per hour and the shifts vary. Applicant qualifications: High School diploma or GED. Please apply by emailing or mailing your resume and cover letter to employment@rosewillpark.org or Roswell Park Cancer Institute Employment Office. Elm & Carlton Streets. Buffalo, NY 14263.

The **Strauss Group** is looking to hire several more people for Customer Service/Call Center positions. Pay range is from \$11-16. *Please contact Jesse Hawkins 716-631-3200*

365 Day Challenge

This challenge is designed to help you grow closer to God and move you from mundane Bible reading to a "workout" with God. The challenge is also designed to move you into a greater dimension of faith by encouraging you to do a specific action each day of 2012. This is going to be an EXTRAordinary year, God can bless you even when its not the right season-prepare for "out of season blessings." Please pick up you copy of the 365 Day Challenge at the Core Desk or the Church Office.

Youth

The first 200 copies of the Youth prayer book "What To Re: When" is available. You can stop in the Church Store at anytime to purchase your copy.

The Youth will be traveling to Washington, DC April 10th-13th. This is a very fun and educational trip. We will visit ma: historical sites like the Tomb of the Unknown Solider, Arlington National Cemetery, Dr. Martin Luther King Memorial, National Air & Space Museum, Smithsonian Institution and of Course the White House.

Annual Family Fun Day at LaserTron date has been change to **January 13-14, 2012 from 12AM-7AM**. The cost is \$20 and includes Cybersport, Lasertron, game tokens, and food. Children under the age of 12 need to be accompanied by an adult. Tickets are on sale at the Core Desk and Church Store until January 9, 2012.

Youthful First Friday February 3, 2012 from 6:00PM-9:00PM at 907 E Ferry Campus. Cost is \$5. There will be a live DJ. Come for fellowship, food, and fun.

Valentine's Dinner and Dance February 10, 2012 from 6:00PM-9:00PM at Hearthstone Manor 333 Dick Rd, Depew NY. Ages 4-12 cost is \$13. Ages 13 and up cost is \$15. Tick: go on sale January 5, 2012 and can be purchased at the Church Store or the Core Desk.

Attention

The True Bethel Clothing Closet will be closed for the month of December and will reopen in January. Date to be announced.

True Bethel Charities has received a very nice thank you letter from Harbor Health Multi-care Center thanking us for the donations of Clothing. To God be the Glory

The **Women's Ministry** will host a Lace and Pearls Pot Luck luncheon on **January 21, 2012 at 11am**. This fellowship is for all women ages 25 and over. For more information contact Minister Johnson at LJohnson@truebethel.com or stop by the Core desk to sign up

TBBC Bootcamp General Ministry Training will be held on January 10, 2012 from 6:00-8:00PM and January 14, 2012 from 10:00-12:00PM. This training is to equip our members to be "workers in the vineyard" and to do God's will. The training will entail Diversity, Dealing With Difficult People, and many more topics.

TBBC Corporate Fast is every Tuesday from Sunrise to Sunset. Focus on seeking God for true worship, spiritual wisdom/insight, spiritual breakthrough, and spiritual guidance. The type of fast is abstaining from food.



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Subcommittee on
Oversight of Minority and
Women-Owned Business Enterprises

COMMITTEES
Alcoholism and Drug Abuse
Environmental Conservation
Governmental Operations
Health
Higher Education
Insurance

CRYSTAL D. PEOPLES-STOKES
141ST Assembly District
Erie County

March 8, 2013

Mr. Bill Clarke
Director
Charter School Office
NYS Education Department
The Regents of the University of the State of New York
89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke:

I am writing to express my full support for the College & Career Girls Prep Charter High School (CCGP) application. As an advocate of education especially within the City of Buffalo and the 141st District, I have reviewed the proposal by CCGP, and I am excited about their vision.

This multi-faceted approach to educating young women in the City of Buffalo and Western New York is much needed and on-time; that not only addresses their educational needs, but their social and developmental needs as well. The educational outcomes of this charter school are expected to be outstanding because of the community partnerships, comprehensive programming and their leadership. By offering non-traditional, innovative courses and wraparound services, the CCGP aims to cultivate and mold successful, well-rounded students. These young women will be able to affirm their ability to graduate from high school on time and attend a higher education institution of their choice.

I am confident about the future of this proposal in improving achievement, graduation rates and post-secondary success for the students in the City of Buffalo. I am looking forward to your favorable response to the application by the NYS Regents University Office.

In the event that you require any additional information regarding this letter of support, please do not hesitate to contact me.

Sincerely,

Honorable Crystal D. Peoples-Stokes
Member, New York State Assembly
141st District

ERIE COUNTY LEGISLATURE

BETTY JEAN GRANT

*Chair of the Legislature
2nd District Legislator*



☐ 790 E. Delavan Avenue
Buffalo, New York 14215
716/894-0914
FAX: 716/896-1463

☐ 92 Franklin Street, 4th Floor
Buffalo, New York 14202
716/858-8869
FAX: 716/858-8895

February 11, 2013

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

As Chairperson of the Erie County Legislator and Legislator of the 2nd District in Buffalo, New York, I am genuinely concerned and committed to the quality of education students receive in Erie County. It is this concern and commitment that prompted me to enthusiastically submit this letter of support on behalf of College & Career Girls Prep Charter High School (CCGP). College & Career Girls Prep Charter School will be the first single gender charter high school in the Western New York region.

College & Career Girls Prep is deeply committed to improving educational outcomes for female high school students in the city of Buffalo. CCGP will offer comprehensive services to students who have traditionally been underserved.

The presence of College & Career Girls Charter High School will enhance educational opportunities currently available to students and families in Buffalo. CCGP will be designed to ensure students will graduate with the skills necessary to successfully pursue college and careers, and also to realize economic independence and self-sufficiency.

College & Career Girls Prep's primary focus will be on meeting the needs of students from Buffalo through the establishment of a small, effective school which will provide comprehensive services through unique community partnerships and offer nontraditional, innovative and unique course offerings.

Sincerely,

Betty Jean Grant
Chairperson of the Erie County Legislator
2nd District Legislator

CITY OF BUFFALO COMMON COUNCIL

DARIUS G. PRIDGEN
ELLICOTT DISTRICT COUNCIL MEMBER
65 NIAGARA SQUARE, 1408 CITY HALL
BUFFALO, NY 14202-3318
PHONE: (716) 851-4980 • FAX: (716) 851-8576
City of Buffalo Website: www.city-buffalo.com
Ellicott District Website: www.buffaloellicottdistrict.com



COMMITTEE CHAIR
LEGISLATION
COMMITTEES
COMMUNITY DEVELOPMENT
BUDGET, EDUCATION, FINANCE,
CHIEF OF STAFF
VERNEE W. SHAW
LEGISLATIVE AIDE
FELICIA C. WILLIAMS

March 1, 2013

NYS Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern:

As Common Council Member of the Buffalo Ellicott District, I am in support of College & Career Girls Prep Charter High School (CCGP).

The program will service the needs of young women in the City of Buffalo and WNY effectively as a small school establishment.

The College & Career Girls Prep Charter High School will provide comprehensive services through diverse community partnerships by offering nontraditional, innovative courses that will provide students with the necessary skills to graduate and successfully pursue college and careers.

CCGP is committed to making sure the educational outcomes for female high school students improves and offer services to the students who may be underserved.

I am confident about the future of this work in improving achievement, graduation rates and post secondary success for students in the City of Buffalo. I am hopeful for a positive response to the application by the NYS Regents University Office.

Sincerely,

Darius G. Pridgen
Ellicott District Council Member

Ellicott District... A Great Place To Work, Live and Enjoy.



Facebook: Buffalo Ellicott District
Twitter: @Ellicott1410

The Center For Building Knowledge

February 14, 2103

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

We are pleased to submit this letter of support for College & Career Girls Prep Charter High School (CCGP). CCGP will be the first single gender charter high school in the Western New York region.

College & Career Girls Prep is deeply committed to improving educational outcomes for female high school students in the city of Buffalo. CCGP will prepare their students for college and career paths. CCGP will offer comprehensive services to students who have traditionally been underserved.

New Jersey Institute of Technology (NJIT) has enjoyed a long history of involvement in New York State. As the Director of Preservation Technology at the Center for Building Knowledge at NJIT, I will facilitate collaborative efforts with CCGP and offer a range of supportive services including professional development and guidance, advice on benchmarks as well as networking opportunities. Our commitment also includes a willingness to support CCGP in other areas, as mutually agreed upon. All services will be designed to help the school achieve successful student outcomes.

The presence of College & Career Girls Prep Charter High School will enhance educational opportunities currently available to students and families in Buffalo, New York. CCGP will be designed to ensure students will graduate with

the skills necessary to successfully pursue college and careers, but also to realize economic independence and self-sufficiency. College & Career Girls Prep's primary focus will be on meeting the needs of students from Buffalo: through the establishment of a small, effective school; providing comprehensive services through unique community partnerships and offering nontraditional, innovative and unique course offerings.

We are extremely optimistic about the promise this work holds for improving achievement, graduation rates and post-secondary success for Buffalo students.

Sincerely,



Kate Ottavino

Director, Preservation Technology



Date: February 26, 2013

To: Dr. Constance Moss

Fr. Dr. Keith Frome, Co-Founder, College Summit, 1763 Columbia Rd. NW,
Washington, D.C. 20009

Re: College Summit Implementation

Dr. Moss, College Summit is delighted to partner with you and your new charter school for young women in Buffalo.

Our partnership, as we discussed, will consist of the use of our print curricula for 9-12th graders, *Launch* and *Navigator* as well our on-line exploration and measurement tool, *CSNAV*.

We wish you all the best with your charter application.


THE SERVICE COLLABORATIVE
OF WESTERN NEW YORK

February 27, 2013

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

This letter is acknowledging that the AmeriCorps Builds Lives through Education (ABLE) program has spoken with Dr. Constance Moss regarding a possible partnership with the College & Career Girls Prep Charter High School in 2014. ABLE, a program under The Service Collaborative of WNY, mobilizes individuals in national service to revive and strengthen the educational environment by expanding opportunities for today's at-risk youth and by their commitment to help transform America's future - one student, one classroom and one community at a time.

A partnership is contingent on two factors:

1. The ABLE program is funded through the Corporation for National and Community Service from 2013-2016.
2. The College & Career Girls Prep Charter High School goes through the ABLE Request for Proposal process in the spring of 2014 and is accepted. Once partnership announcements are made in July of 2014, ABLE members will begin their year of service at the start of the school year in September.

If you have any additional questions, please contact our offices at 716.418.8500.

Sincerely,

Melissa McGreevy
Director of ABLE
The Service Collaborative of WNY
mmcgreevy@tscwny.org





King Center
Charter School

February 26, 2013

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Street
Albany, New York 12234

To Whom It May Concern:

I enthusiastically and without hesitation submit this letter of support for the proposed College & Career Girls Prep Charter High School (CCGP) in Buffalo, NY.

The King Center Charter School serves 240 students in grades K-6. Our student body comes from throughout the city of Buffalo. We provide an extended school day and an academically enriched curriculum, designed to prepare our students for the rigors of high school and post-secondary education. In addition to our academic offerings, we also provide our children with daily advisory and morning meetings designed to address social-emotional development, particularly teaching children the attributes of grit and perseverance, as well as college knowledge and planning skills.

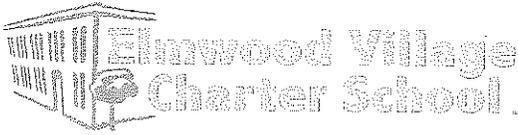
In these ways, we are very much aligned with the goals and techniques of CCGP. We would be thrilled to have such a distinctive high school choice for our female students, especially since it would be the first single gender charter high school in our region. Research and practice have shown that CCGP's plan to establish a small, effective school with comprehensive support services and a system of community partnerships to meet the needs of our community's underserved students and families will prove successful, especially given the proven leadership of its founders.

As a charter school, we are actively involved in the community and desire to enhance our presence to improve educational opportunities for students at all grade levels. We will partner with CCGP to not only help their students graduate with the skills necessary to pursue college and career success, but also to help the students realize a long-term strategy that leads to economic independence and self-sufficiency.

We are extremely excited about the promise this work holds for improving achievement, graduation rates and post-secondary success for Buffalo students. We are hopeful to NYSED's positive response to their proposal.

Sincerely,

Keith W. Frome, Ed.D.
Headmaster
King Center Charter School



February 22, 2013

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern:

I am pleased to submit this letter of support for College & Career Girls Prep Charter High School.

Elmwood Village Charter School serves 300 students in grades K – 8, with our students coming from all over the city of Buffalo. Elmwood Village provides comprehensive learning experiences that enable all students to become well-educated and creative adults who are prepared to play leadership roles in Buffalo and in our global society.

College & Career Girls Prep Charter High School (CCGP) will focus on the needs of high school students in our community. CCGP is deeply committed to improving educational outcomes for female high school students in Buffalo. We are very supportive of the establishment of CCGP as the first single-gender charter high school in the Western New York region.

As a charter school, we are actively involved in the community and desire to enhance our educational opportunities for students at all grade levels. We will collaborate with CCGP to not only see that students graduate with the skills necessary to successfully pursue college and careers, but also to realize a long-term strategy that leads to economic independence and self-sufficiency.

We believe that College & Career Girls Prep's primary focus will be on meeting the needs of students from Buffalo through the establishment of a small, effective school; providing comprehensive services through unique community partnerships; and providing innovative support systems for students, families, staff and school leaders.

College & Career Girls Prep Charter High School is committed to students who have traditionally been underserved.

We are extremely excited about the promise this work holds for improving achievement, graduation rates, and post-secondary success for Buffalo students. We are hopeful that the Board of Regents will give this application full consideration.

Sincerely yours,

John W. Sheffield,
Director



2697 Main Street, Buffalo, NY 14214-1701
Phone 716.831.2200
Fax 716.831.1065
www.plannedparenthood.org
www.ppwny.org

February 13, 2013

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

Planned Parenthood of Western New York is pleased to submit this letter of support for College & Career Girls Prep Charter High School.

We are committed to providing support to College & Career Girls Prep Charter High School and to engaging other area communities to collaborate with the school. Our commitment will involve working with the school to efficiently deliver health and educational services to students and their families. This work will be designed to enhance student stability and connection with CCGP.

We are actively involved in the community and understand well the impact premature pregnancies have on education attainment. We desire to enhance our presence to improve the educational opportunities for students at all grade levels. We will partner with CCGP to not only see that students graduate with skills that ensure their success in college as well as their chosen careers and leads to economic independence and self-sufficiency.

We believe that College & Career Girls Prep's primary focus will be on meeting the needs of students from Buffalo: through the establishment of a small, effective school; providing comprehensive services through unique community partnerships and innovative support systems for students, families, staffs and school leaders.

College & Career Girls Prep Charter High School is committed to students who have traditionally been underserved.

We are extremely excited about the promise this work holds for improving achievement, graduation rates and post-secondary success for Buffalo students. We are hopeful of the New York State Education Department's positive response to the application.

Sincerely,

A handwritten signature in black ink that reads 'Najeyah Sultan'.

Najeyah Sultan
Director of Community Programs



Buffalo Prenatal-Perinatal Network

625 Delaware Avenue, Suite 410, Buffalo, New York 14202
(716) 884-6711 FAX (716) 884-0513 www.bppn.org

March 1, 2013

New York State Education Department
The Regents of the
University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

Buffalo Prenatal Perinatal Network/Community Action for Prenatal Care Project (BPPN/CAPC) is pleased to submit this letter of support for College & Career Girls Prep Charter High School.

We are committed to providing support to College & Career Girls Prep (CCGP) Charter School and to engaging other area communities to collaborate with the school. Our commitment will involve working with the school to efficiently deliver services to students and their families. This work will be designed to enhance student stability and connection with CCGP.

We are actively involved in the community and desire to enhance our presence to improve educational opportunities for students at all grade levels. We will partner with CCGP to not only see that students graduate with skills that ensure their success in college as well as their chosen careers and leads to economic independence and self-sufficiency.

BPPN/CAPC Project believes that College and Career Girls Prep's primary focus will be on meeting the needs of students from Buffalo, especially those who have traditionally been underserved.

We are extremely excited about the promise this work holds for improving achievement, graduation rates and post-secondary success for buffalo students. We are hopeful of New York State Education Department's positive response to the application.

Sincerely,



Ida J. Parker, Program Manager
Buffalo Prenatal-Perinatal Network/CAPC Project

Attachment 3a: Sample Weekly Student Schedule and Sample Weekly Teacher Schedule

SAMPLE 2014 – 2015 9TH GRADE STUDENT WEEKLY SCHEDULE

	Monday	Tuesday	Wed	Thursday	Friday	
9:30-9:50	Bkfst/Adv (in math and science classes) Soc. St. Tchrs. in ELA class	Bkfst/Adv	Bkfst/Adv	Bkfst/Adv	Bkfst/Adv	Duty: PE-5 Office ELA- Plan
9:50-11:50	Section: 1-ELA	Section: 1-ELA	Section: 1-ELA	Section: 1-ELA	Section: 1-ELA	Duty: Soc. St. in ELA
9:50-10:50	Sections: 2-Int. Alg. 3-Erth Sci. (with labs)	Sections: 2-Int. Alg. 3-ES (with labs)	Sections: 2-Int. Alg. 3-ES (with labs)	Sections: 2-Int. Alg. 3-ES (with labs)	Sections: 2-Int. Alg. 3-ES (with labs)	Duty: PE/Sem Tchrs.
10:50-11:50	Sections: 2-Erth Sci 3-Int. Alg.	Sections: 2-ES 3-Int. Alg.	Sections: 2-ES 3-Int. Alg.	Sections: 2-ES 3-Int. Alg.	Sections: 2-ES 3-Int. Alg.	Duty: PE/Sem Tchrs.
11:52-12:02	Break (in next set of classes) Sci.Tchrs in ELA class	Break (in next set of classes)	Break (in next set of classes)	Break (in next set of classes)	Break (in next set of classes)	Duty: Math & Soc.St. ELA Plan
12:02-2:02	Section: 2-ELA	Section: 2-ELA	Section 2-ELA	Section 2-ELA	Section 2-ELA	Duty: Science in ELA
12:02-1:02	Sections: 1-Int. Alg. 3-Amer. History	Sections: 1-Int. Alg. 3-Amer. History	Sections: 1-Int. Alg. 3-Am. History	Sections: 1-Int. Alg. 3-Am. History	Sections: 1-Int. Alg. 3-Am. History	PE/Sem Tchrs. Lunch/ Plan - 11:52- 1:02
1:02-2:02	Sections: 1-Am Hist 1-Seminar	Sections: 1-Am Hist 1-PE	Sections: 1-Am Hist 1-Fstk Math	Sections: 1-Am Hist 1-Fstk Math	Sections: 1-Am Hist 1-Fstk Math	Math Tchrs. support Semina r (Mon) and PE (Tues). PE duty MWTH F. Sem. duty-T- F

2:04-2:34	St. Lunch (ELA,Math, Sci. Tchrs. lunch)	Lunch	Lunch	Lunch	Lunch	Soc St Plan 15min. PE/Sem Plan 5 min. *See Lunch Duty below
2:36-4:36	Section: 3-ELA	Section: 3-ELA	Section: 3-ELA	Section: 3-ELA	Section: 3-ELA	Duty: Sem/PE Tchrs. in ELA
2:36-3:36	Sections: 1-Erth Sci. 2-FstkMth	Sections: 1-ES 2-Fstk	Sections: 1-ES 2-Fstk	Sections: 1-ES 3-Fstk	Sections: 1-ES 3-Fstk	Soc.St. Tchrs. Lunch/Planing
3:36-4:36	Sections: 1-Hillside/SM 2-Am Hist	Sections: 2-Hillside/SM 2-Am Hist	Sections: 1-Carrera 2-Am Hist	Sections: 2-Carrera 2-Am Hist	Sections: 3-Carrera 2-Am Hist	Sci Tchrs. Duty 15 M,T, Th,F & 45 min. M-F Plannig Math-Duty 15 & Plan 45 min TTh
4:38-5:23	Sections: 1-Seminar 1-PE 1-Enrichment (Soc. St)	Sections: 2-Seminar 2-PE 3-Hillside/SM	Sections: 2-Seminar 2-PE 2-Enrichment (Sci.)	Sections: 3-Seminar 3-PE 4-Hillside/SM	Sections: 3-Seminar 3-PE 3-Enrichment (Soc.St.)	ELA, Math, Sp.Ed. & ELL Tchrs. Plan. Com. Plans TU/TH
5:23	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Mth,Sm 15 min. Soc.St W & Th 15 min. Sci. 15 M,Th,F

*Lunch Duty – Dean, Counselor, Outreach Assts., Soc. St. (15 mins. W & Th), PE - hall duty (10 mins.). Once a week, after school Data/Curriculum meetings scheduled.

Sample 9th Grade Teacher Weekly Schedule

SAMPLE TEACHER SCHEDULE	9th Grade ELA TCHRS. (2)	On-site: 8 hours/18 minutes	Teach Total of 6 hours	No duties	1 hour extra planning time weekly
	MON.	TUES.	WED.	THURS.	FRIDAY
9:05	Arrive	Arrive	Arrive	Arrive	Arrive
9:30-9:50 (20 mins.)	Individual Plan	Plan	Plan	Plan	Plan
9:50 –11:50	ELA 1 Section 1	ELA 1	ELA1	ELA1	ELA1
11:52 –12:02 (10 mins.)	Individual Plan	Plan	Plan	Plan	Plan
12:02--2:02	ELA Section 2	ELA 2	ELA 2	ELA 2	ELA 2
2:04-2:34 (30 mins.)	Tchrs. Lunch	Tchrs. Lunch	Tchrs. Lunch	Tchrs. Lunch	Tchrs. Lunch
2:36 4:36	ELA Section 3	ELA 3	ELA 3	ELA 3	ELA 3
4:38-5:23 (45 mins.)	Individual Planning Time (same as Sp.Ed & ELLTchrs.)	Core Common Planning Time	Ind. Planning Time	Core Common Planning Time	Individual Planning Time

SAMPLE 2016 – 2017 11th GRADE STUDENT WEEKLY SCHEDULE

	Monday	Tuesday	Wed	Thursday	Friday	
9:15 – 9:35	Bkfst/Adv (in math, sci. & pe classes) Soc. St. tchrs. in ELA	Bkfst/Adv	Bkfst/Adv	Bkfst/Adv	Bkfst/Adv	ELA Plan
9:35 - 11:05	Section: 1-ELA		Section: 1-ELA	Section: 1-ELA	Section: 1-ELA	Duty: Soc. St. Support ELA
9:35 - 10:20	Sections: 2-Alg2/Trig 3-Chem 1-PE	Sections: 2-Alg 2/ Trig 3-Chem 1-Health	Sections: 2-Alg 2/Trig 3-Chem 1-PE	Sections: 2-Alg2/Trig 3-Chem 1-Health	Sections: 2-Alg2/Trig 3-Chem 1-PE	Duty: Academy /Spanish Tchrs.

10:20 - 11:05	Sections: 3-Alg2/Trig 2-Chem 2-PE	Sections: 3-Alg2/ Trig 2-Chem 2-Health	Sections: 3-Alg2/ Trig 2-Chem 2-PE	Sections: 3-Alg2/ Trig 2-Chem 2-Health	Sections: 3-Alg2/ Trig 2-Chem 2-PE	Duty: Academy /Spanish Tchrs. Office
11:08 - 11:23	Break (in next set of classes) Sci in ELA	Break (in next set of classes) Sci in ELA)	Break (in next set of classes)Sci in ELA	Break (in next set of classes) Sci in ELA	Break (in next set of classes) Sci in ELA	ELA Plan
11:23 - 12:53	Section: 2-ELA	Section: 2-ELA	Section: 2-ELA	Section: 2-ELA	Section: 2-ELA	Duty: Sci. Support ELA
11:23 - 12:08	Sections: 1-Alg2/Trig 3-Global2 1-Language (Spanish)	Sections: 1-Alg2/ Trig 3-Global2 1-Lang.	Sections: 1-Alg2/ Trig 3-Global2 1-Lang.	Sections: 1-Alg2/ Trig 3-Global2 1-Lang.	Sections: 1-Alg2/ trig 3-Global2 1-Lang.	Duty: Academy PE- Plan
12:08 - 12:53	1-Global2 4-Alg2/ Trig 2-Language	1-Global2 4-Alg2/ Trig 2-Lang	1-Global2 4-Alg2/ Trig 2-Lang	1-Global2 4-Alg2/ Trig 2-Lang	1-Global2 4-Alg2/ Trig 2-Lang	Academy / PE Tchrs' Lunch 30 mins.
12:56 - 1:26	Lunch	Lunch	Lunch	Lunch	Lunch	Duty- Dean, PE, Academy Tech, Conselor, Outreach Assts. Tchrs' lunch- Spanish & Core
1:29 - 2:59	Section: 3-ELA	Section: 3-ELA	Section: 3-ELA	Section: 3-ELA	Section: 3-ELA	Duty: Spanish Support ELA
1:29 - 2:14	Sections: 1-Chem 4-Global2 1-Academy	Sections: 1-Chem 4-Global2 1-Acad	Sections: 1-Chem 4-Global2 1-Acad	Sections: 1-Chem 4-Global2 1-Acad	Sections: 1-Chem 4-Global2 1-Acad	Duty: PE & Math (TTHF) Other Acad.
2:14 -	Sections:	Sections:	Sections:	Sections:	Sections:	Duty:

2:14 – 2:59	Sections: 4-Chem 2-Global2 2-Academy	Sections: 4-Chem 2-Global2 2-Acad	Sections: 4-Chem 2-Global2 2-Acad	Sections: 4-Chem 2-Global2 2-Acad	Sections: 4-Chem 2-Global2 2-Acad	Duty: PE & Other Acad. Math Plan
3:02 – 4:32	Section: 4-ELA	Section: 4-ELA	Section: 4-ELA	Section: 4-ELA	Section: 4-ELA	Duty: Math Support ELA
3:02 – 3:47	Sections: 3-Academy 3-Lang 3-PE	Sections: 3-Acad 3-Lang 3-Health	Sections: 3-Acad 3-Lang 3-PE	Sections: 3-Acad 3-Lang 3-Health	Sections: 3-Acad 3-Lang 3-PE	Acad duty. Soc. St. & Sci. Tchrs. Plan
3:47– 4:32	Sections: 4-PE 4-Academy 4-Language	Sections: 4-Health 4-Acad 4-Lang	Sections: 4-PE 4-Acad 4-Lang	Sections: 4-Health 4-Acad 4-Lang	Sections: 4-PE 4-Acad 4-Lang	Duties: Other Acad. Soc. St MWTH Sci. Tues.
4:35 – 5:20	Sections: 1-Mentoring 2-Mentoring 1-Chem Lab/Enrich 1-Math Enrichment Elective (Women’s Studies, Computers/ Technology, AP & College Courses)	Sections: 3- Mentoring 4- Mentoring 1- Internships /SM 1-Soc.St. Enrichment Elective	Sections: 1- Mentoring 2- Mentoring 2-Chem Lab/Enrch 2 - Math Enrichment Elective	Sections: 3- Mentoring 4- Mentoring 2- Internships /SM 3- Chem Lab/Enrch Elective	Sections: 1- 2 Internships /SM 4-Chem Lab/Enrch 2-Soc. St. Enrichment Elective	ELA, ELL, Spanish, Academy and Sp. Ed. Coor Plan. PE helps CIC with Interns. Once a week ELA & other Tchrs. plan with math, Soc. St. & Sci. based on
5:20	Dismissal					

Dismissal Duty– Dean, Counselors, Outreach Assts. With Social St., Science & Math assigned for 10 mins. Once a week, after school, Data/Curriculum sessions will be scheduled.

Attachment 3b: Proposed First Year Calendar

Proposed 2014 – 2015 SCHOOL YEAR CALENDAR

July 1, 2014	Select Staff Orientation re: In-Take Process - Staff Report	
July 2 & 3, 2014	Student In-Take/Assessment	
July 7 – August 8, 2014	Selected Students will be offered – Fast-Track Program @ a.m. Select Staff @ a.m. Orientation/Professional Development @ p.m. (all staff)	
August 11– 22, 2014	Professional Development – Staff Report (all staff/full/day)	August 11th - First full day staff report
August 25, 2014	Start of School for all Students	August – 5 instructional days
September 1, 2014	Labor Day – School Closed	
September 19, 2013	Half Day for Students – Staff Professional Development	September – 21 Instructional days Open House/Parent Meeting
October 9, 2014	Columbus Day – School Closed	October – 22 Instructional Days
November 11, 2014	Veteran’s Day – School Closed	Parent Meeting
November 27-28, 2014	Thanksgiving recess – School Closed	November – 17 Instructional Days
December 24– January 2, 2014	Holiday Recess – School Closed	December – 18 Instructional Days
January 5, 2015	School resumes	
January 19, 2015	MLK Day – School Closed	
January 20, 2015	Professional Development - School Closed	January – 19 Instructional Days
February 16 – 17, 2015	President’s Day – School Closed	Parent Meeting
February 17, 2015	Professional Development – Staff Report	February – 18 Instructional Days
		March – 22 Instructional Days
April 20 – 24, 2015	Spring Break – School	April – 17 Instructional

	Closed	Days
May 25, 2015	Memorial Day – School Closed	May – 20 Instructional Days
June 12, 2015	Last Day of School for Students	June - 10 Instructional Days
June 15 – 26, 2015	Students - Regents exams, Extra support classes. Staff – Orientation/Professional Development	Open House

Attachment 4: Student Discipline Policy

CONDUCT AND BEHAVIOR

THE OVERRIDING CODE OF CONDUCT AND BEHAVIOR ASKS ALL STUDENTS AND ADULTS AT COLLEGE AND CAREER GIRLS PREP CHARTER HIGH SCHOOL TO BE SAFE, KIND AND PRODUCTIVE. THE CCGP COMMUNITY BELIEVES THAT IF THE STUDENTS AND THE ADULTS ADHERE TO THIS MAXIM, THEY WILL ESTABLISH NECESSARY CONDITIONS TO REALIZE THE MISSION OF THE SCHOOL

The Dignity For All Students Act

College & Career Girls Prep Charter High School will keep all students safe and free from harm. The governing body will create policies that align with the Dignity For All Students Act and will prohibit discrimination and/or harassment of students on school property and at school functions by students and/or employees. Harassment can include, among other things, the use, both on and off school property, of information technology, including, but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyber-bullying. CCGP will be proactive in efforts to establish a safe and orderly environment by engaging students as leaders in SafeMeasures and anti-bullying and anti-violence program. Teachers are primarily responsible for the day-to-day carrying out of discipline in their classrooms. During the summer professional development, personnel will work together to create expectations for school-wide on-task behavior that will be consistently applied throughout the school. At the start of the school year teachers and students will also collaborate to establish expectations for classroom on-task behaviors that align with expectations for school-wide on-task behaviors. Classrooms will be arranged to maximize student involvement, time-on-task and minimize interruptions. Staff will proceed through various levels, as listed below, to address inappropriate behaviors:

LEVEL 1: TEACHER/IN CLASSROOM

Disciplinary options available to the teacher in the classroom include;

- In class warning;
- After- school detention;
- Parent-teacher communication;
- Counseling referral; and
- Discipline referral to the Instructional Manager/Dean of Students.

LEVEL 2: DETENTIONS - (Directed by the Dean of Students)

School Detention: These detentions are held every day except Friday. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. will be permitted. Students will be given assignments to complete during detention.

Homework Completion: Homework Completion help sessions will be held everyday. A student will receive a referral to Homework Completion when homework has not been completed for any class. Sessions will be 30 minutes in duration.

No Shows Detention and Guided Study

- Parents will receive a phone call upon the first no show to school detention; and
- If a student does not show to a school detention, her time be doubled and she will have to serve detention the next day.
- If a student does not report to a homework completion session, she will receive detention for the following day and her time will be doubled.

LEVEL 2: SUSPENSIONS AND EXCLUSIONS

In-School Suspension: Upon the 2nd no show to school detention or homework completion sessions, the student is considered in defiance of school rules and will receive an in-school suspension. In-school suspension is intended to remove the student from peers and the class environment. This separation provides the student with time to reflect on behavior and a possible pattern of behavior that will be more positive. A student serving an in-school suspension reports to school at the regular time in full uniform. Each teacher will provide the student with work assignments that she must complete under the direct supervision of an assigned teacher. The student will not attend any classes. The student will eat lunch in the assigned room. After three suspensions in a semester, a student and her parent/guardian must appear before the Discipline Review Board.

Discipline Review Board: College and Career Girls Prep Charter High School will establish a Discipline Review Board. The board will be an advisory committee to the Instructional Manager. The advisory committee will meet on a monthly basis (date and time to be determined at the beginning of each school year) as well as when violations need review. The Instructional Manager appoints members to the Discipline Board, which must include the Dean of Students and a representative member from:

- The Counselor/Case Managers' department (1)
- The student's grade level teacher (1)
- The student's classmate (1)
- Members of the faculty-at-large (2) (One will regularly attend Board of Trustee meetings)

The Discipline Board convenes when a student commits a serious violation of the discipline code. These infractions include but are not limited to:

- Possession or use any weapons or firearms on school premises or at school sponsored events;
- Providing or selling narcotics of any kind in any quantity (immediate expulsion);
- Inflicting or causing bodily injury or harm to any person on campus;
- Assault or battery or both, or any threat of force or violence toward anyone;
- Fighting;
- Harassment and/or bullying;
- Theft of, tampering with or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase or other personal items;
- Tampering with fire alarms or extinguishers;
- Habitual truancy; and
- Any infraction considered sufficiently serious by the Instructional Manager.

The Board will offer recommendations to the Instructional Manager. Recommendations may include: disciplinary action, terms of probation and suspension duration. At least one parent/guardian and the student must be present. Additionally, during hearings, the Discipline Review Board will ask participants to complete an assessment about school culture and the results will be shared with school leaders to make improvements.

Exclusion from Social/Extra-Curricular Activities: Any student can be excluded from social activities for academic or behavioral reasons. A student may be excluded from a field trip for the following reasons:

- Receiving a referral within five days of a field trip or social activity; and
- Receiving a suspension within fifteen days of a field trip or social activity.

Disciplinary Probation: Disciplinary probation refers to a period of time, determined by the Instructional Manager and based upon recommendations from the Discipline Review Board, when a student's behavior is monitored and evaluated to determine the student's right to actively participate in CCGP activities. The disciplinary probation period is a positive attempt to help the student realize that choices carry consequences. Therefore, this period is designed to help the student correct her behavior. In cases where disciplinary problems are repeated, the parent/guardian, student and Instructional Manager will sign a probation contract. The probation contract will indicate how the each party will support the student's learning efforts and positive behavior. The contract will include a growth plan and will be incorporated into an action plan that Outreach Assistants monitor as part of graduation plans.

Probationary Term

- The Disciplinary probation term will officially begin with the issuance of the probation notice and the development of a re-entry plan for the student. The length of probation will be determined by the Instructional Manager and may be extended for any violation listed under conduct and behavior.
- Violations of the probationary conditions will result in a nine-week extension of probation.

Out-of-School Suspension: A student may be suspended from CCGP for any of the following major violations or for repeating any violations listed under suspension. Length of a suspension is determined by the Discipline Review Board, in accordance with the federal Gun Free Schools Act, 20 U.S.C.57151 and at the time of the act in question.

- Brandishing a knife at another person, or possession or use of any weapon(s) or firearms on school premises or at school-sponsored events;
- Possession of an explosive;
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion);
- Inflicting or causing bodily harm to any person on campus;
- Committing or attempting to commit a sexual assault or committing a sexual battery;
- Assault or battery, or any threat of force or violence directed toward anyone;
- Fighting;
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items;
- Tampering with fire alarms or extinguishers; and
- Any infraction considered sufficiently serious by the Instructional Manager (multiple suspensions, consistent defiance, etc.).

Due Process: A student may not be suspended for any misconduct unless that act is related to school activity or school attendance occurring within the school and under the jurisdiction of the Instructional Manager or occurring within any other school district and that act occurs at any time, including, but not limited to;

- While on the school grounds;
- While going to or coming from the school; or
- During or while going to or coming from a school-sponsored activity.

Parents/guardians and students have due process rights with regards to suspensions. Parents and guardians are immediately notified about suspensions proceedings. Notification includes a written notice outlining the student's violations and the suspension process. A hearing with the

Instructional Manager and Dean of Students will be held as soon as can be practically scheduled whereby the parent/guardian, student and a representative (if the parent/guardian so chooses) may be present to be heard. The hearing may also include the Discipline Review Board. Parents/guardians are notified in writing of the final determination. Parents have the right to appeal suspensions to CCGP's Board of Trustees.

Appeals: A parent or guardian must submit an appeal, within 30 days of being informed of a suspension, to the Board of Trustees at which time the Board will meet with the Instructional manager and the Discipline Review Board. Additionally, parents/guardians can appeal a suspension by immediately informing the Instructional Manager of their desire to appeal. A meeting will occur as soon as practically possible between the Executive Director, Instructional Manager, the parents/guardians and other representatives from the Board of Trustees.

The suspension will not occur until the appeal has been heard and ruled upon by the Board of Trustees. If for some reason the Board of Trustees believes a member is bias, that person will not participate in that particular appeal hearing. Instead, a member of the community or a parent will be appointed by the Board of Trustees to serve on the committee. CCGP charter will collect suspension data, which will be available for District review.

In the case of a special education student, or a student who receives 504 accommodations CCGP will ensure that it makes the appropriate adjustment as necessary to comply with the mandates of IDEA and Special Education Laws. Students for whom the Individual Education Plan (IEP) includes specific disciplinary guidelines (a Behavioral Intervention Plan or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the local district's Committee on Special Education (CSE) to conduct due process hearings. The local district's CSE will determine whether the misconduct was a manifestation of the student's disability; if placement was appropriately and whether appropriate services were received at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP and placement. If a connection is found, no penalty will be imposed, and CCGP will work with the CSE to consider a possible program modification. If it is determined that the student's misconduct was not a manifestation of her disability and that the student was appropriately placed, and the IEP appropriately set forth the necessary behavior goals or interventions, the matter will be returned disciplinary review committee. A student identified as having a disability will not be suspended for a total of more than ten days during the school year without the specific involvement of the district's CSE prior to the eleventh day of suspension/removal.

Alternative Instruction: In all cases of suspension, alternative instruction will be provided within 24 hours of such suspension and shall consist of actual instruction as well as all assignments for the duration of the suspension. Two hours of alternative instruction will be provided per day.

Record Keeping and Transfer: All suspension will be documented in writing including student name, description of incident, and disciplinary action taken. As charter schools are subject to the federal Family Education Rights and Privacy Act of 1975 (FERPA) which requires a school to protect a student's privacy, CCGP will not disclose any personally identifying information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student under eighteen years of age, or students 18 years of age or older, is entitled to access the student's records by

submitting a written request to the Instructional Manager. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA. CCGP will comply with **PART F--GUN POSSESSION- SEC. 14601. GUN-FREE REQUIREMENTS.**

(a) Short Title.--This section may be cited as the 'Gun-Free Schools Act of 1994.'

(b) Requirements.--

(1) In general.--Except as provided in paragraph (3), each State receiving Federal funds under this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of such local educational agency to modify such expulsion requirement for a student on a case-by-case basis.

(2) Construction.--Nothing in this title shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

(3) Special rule.--

(A) Any State that has a law in effect prior to the date of enactment of the Improving America's Schools Act of 1994 which is in conflict with the not less than one year expulsion requirement described in paragraph (1) shall have the period of time described in subparagraph (B) to comply with such requirement.

(B) The period of time shall be the period beginning on the date of enactment of the Improving America's Schools Act and ending one year after such date.

(4) Definition.--For the purpose of this section, the term 'weapon' means a firearm as such term is defined in section 921 of title 18, United States Code.

(c) Special Rule.--The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) Report to State.--Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in the application requesting such assistance--

(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including--

(A) the name of the school concerned;

(B) the number of students expelled from such school; and

(C) the type of weapons concerned.

(e) Reporting.--Each State shall report the information described in subsection (c) to the Secretary on an annual basis.

(f) Report to Congress.--Two years after the date of enactment of the Improving America's Schools Act of 1994, the Secretary shall report to Congress if any State is not in compliance with the requirements of this title.

Search and Seizure : The following rules apply to the search of school property assigned to a specific student and the seizure of illegal items found therein: (1) School authorities will make an individual search of a student's book bag, desk, lockers, cubbies, and person only when there exists reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process; and (2) Searches will be conducted under the authorization of the Instructional Manager and/or Dean of Students. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book bags, lockers, cubbies and person by school authorities.

School Trustee Background Information

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

Name: Marvel E. Ross-Jones

Charter School Name: College and Career Girls Prep Charter High School

Charter School Address: Not yet determined

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
Dr. Constance Moss called me about the possibility of the college where I work assisting the charter in some way, once approval was granted. As she explained her concept for the school, I became more and more intrigued

and knew that I wanted to be a part of something so positive for the community. I volunteered to serve on the board.

5. Please explain why you wish to serve on the board.

I truly believe in the benefit of charter schools. College and Career Girls Prep (CCGP) is unique in that it is single gender for females. Young women in this age range are struggling to find themselves, to stay in school, graduate and go on to college. There is no doubt in my mind that CCGP can make a positive difference in the lives of the students it would touch. As a college administrator who has worked with the high schools, I understand the complexities of the situations the students are dealing with and the difficult transition to college that many of them have. As such, I feel I have something to offer, and I am more than willing and happy to be a part of the process.

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

I have served on the board of Mount Saint Mary High School in the City of Tonawanda, just north of Buffalo. As a board member I served as the liaison between the board and the school, the parent council and the students, attending various meetings as required.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I am a member of a professional service organization with Catherine Collins. I am a member of a graduate sorority chapter, based on friendship and service to the community, with Sharon Bradley.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
If I am serving as the president of the board, I would first speak directly to the individual suspected of being engaged in such activity. If my suspicions were furthered confirmed or my fears were not sufficiently allayed, I would inform the individual that my suspicions were being brought before the board and do so as soon as soon as possible.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
The intent of the school is to inspire students' desire to learn, cultivate leadership qualities, motivate students to complete high school and prepare them for college. CCGP will develop young women of character and conscience, who are better equipped to advocate for themselves and others.
19. Please explain your understanding of the educational program of the charter school.
CCGP will have a longer day and school year than the Buffalo Public High Schools, thus allowing more time for learning. Students will only be admitted in the 9th grade, allowing for a full 4 years of acclimation into a culture of learning. Student/teacher ratio will not exceed 16/1, creating a more personalized

environment. Teacher will be hired in or through training and development become duly certified in a subject area and special education, thus providing a much more supportive environment for students. CCGP will be data-driven with high academic expectations, while also providing developmentally appropriate supports for girls.

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

A charter school should offer parents an option for their children; it should be student centered, include students from all segments of our population, provide proven support services programs and be academically focused with the intent of preparing students for success in college. Charter schools should involve students, teachers and parents in the educational process, so that all feel valued and committed.

The board must set standards for high academic performance and hold the school director, who should hold all others, accountable to these standards via evidence of the same.

Other

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

The board should be a diverse group, with members who are knowledgeable in the various areas of school operations, academics and finances. The board should be comprised of individuals who are passionate about the success of students, and who are willing to give of their time and their resources.

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

I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

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

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

STATEMENT OF ASSURANCE

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

Marvel E. Ross-Jones 9/19/2013
Signature Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

MARVEL E. ROSS-JONES, Ph.D.



~EDUCATION~

- ❖ Ph.D., Educational Administration, State University of New York at Buffalo, June 1, 2006
- ❖ M. Ed., Educational Administration, State University of New York at Buffalo, June 2002
- ❖ Certificate of Advanced Study - School Administration and Supervision; New York State Certification as School Business Administrator, State University of New York at Buffalo, February 2002
- ❖ MBA Marketing, Canisius College, Buffalo, New York, 1978
- ❖ BA Bio-Chemistry, Canisius College, Buffalo, New York, 1973

~OTHER EDUCATIONAL ACCOMPLISHMENTS~

- ❖ Doctoral Dissertation – Non-traditional, Adult Learners: Why They Attend a Proprietary Postsecondary Institution and Their Experiences, copyright 2006.
- ❖ Licensed Missionary under the Western New York Second Ecclesiastical Jurisdiction of the Churches of God In Christ, November 2005.
- ❖ Co-Presenter on “Teaching Effectiveness and Best Practices” seminar/workshop at the Association of Proprietary Colleges Annual Conference, June 2003.

~HONORS and AWARDS~

- ❖ Recipient of the St. Phillips Community Center’s Parent Council Community Service Award “Women Builders of Communities and Dreams,” February 2007.
- ❖ Recipient of the State University of New York at Buffalo Delbert Mullens “Thinking Outside the Box” Award, graduation, June 2006.
- ❖ Recognition for service and support of the New York State Education Department funded Daemen College “Liberty Partnership Program,” 2005 – 2007.
- ❖ Recipient of Western New York Educational Services Council Grant; Participated in the Professional Leadership Academy sponsored by the WNY Council for the Identification and Development of Educational Leadership (CIDEL), 1/01-12/01.
- ❖ Recipient of a Canisius College Martin Luther King full-tuition scholarship, 1968.

~WORK EXPERIENCE~

Bryant & Stratton College Amherst, NY

5/06 – present : Campus Director, Amherst Campus. Oversight and day-to-day management responsibility for all campus level functional areas, including career services, academics, admissions and the business and financial aid departments. Serves on market level Senior Management Team and system-wide project based committees to

coordinate and facilitate tactical and strategic operating plans to achieve overall institutional excellence. This directorship also includes responsibility for the growth and development of the College's four-year Bachelor Program(s). Annual budget - 8.5M.

Bryant & Stratton College Orchard Park, NY

5/05 – 5/06: Campus Director, Southtowns Campus. Oversight and day-to-day management responsibility for all campus level functional areas, including academics, admissions and the business and financial aid departments. Serves on market level Senior Management Team and system-wide project based committees to coordinate and facilitate tactical and strategic operating plans to achieve overall institutional excellence.

4/03 - 5/05: Associate Campus Director, Southtowns. Work in conjunction with the Western New York Market Director to manage responsibility for all campus level functional areas, including academics, admissions and the business and financial aid departments. Work with Market and System level personnel on project oriented work and in shared decision making to achieve campus and system-wide goals.

Bryant & Stratton College, Buffalo, New York

2/02- 4/04: Western New York Dean of Academics. Responsible for overseeing the Academic Department at the three Western New York campuses. The Dean of Instruction and the Dean of Student Services at each campus report to this position. Additionally, while serving in this position, was appointed to the system-wide Faculty Development Committee, where duties included helping in the creation of a teaching and learning instructional manual; development and facilitation of in-service training modules; and assisting in curriculum review and development, and media selection.

Bryant & Stratton, Amherst, New York (formerly located in Williamsville, NY)

7/99 – 2/02: Dean of Instruction. Full responsibility for managing all facets of the Academic Department, including academic advisement, student services and faculty. Coach faculty on instructional delivery methods, including facilitative learning, authentic assessments and critical skills. Work with Campus Management Operating Team in shared decision making to achieve goals and affect overall Campus excellence.

2/99 – 3/01: Director of Career Services. Responsibilities included career counseling, placement of current graduates and alumni, oversight of internships and internship sites, building employer relations, and seeking potential customers for continuing education division courses and seminars. Dual role as Dean and Director of Career Services provided for a strong linkage between curriculum and desired workplace skills and abilities.

4/96 – 6/99: Academic Dean. Managed Academic staff in scheduling of classes, student registration and student services, including new student orientation. Duties included academic reporting in compliance with federal, state and accrediting body regulations. Supervised instructional associates.

7/95 – 4/96: High School Services and Recruitment Representative. Responsible for recruitment, educational presentations and training in high schools,

college fairs, and the planning and implementation of on campus activities for high school students.

1/95 – 6/95: Adjunct Instructor. Taught Marketing & Sales, Human Resource Management and Management Decision Making.

Daemen College, Amherst, New York

8/94 – 12/95: Associate Professor of Marketing (Adjunct). Taught Marketing Principles.

TBG Systems (An Authorized XEROX Sales Agency), Amherst, New York

6/92 – 6/95: Co-Partner. Sales and customer training; managed office including payroll and human resources functions.

Prudential Insurance Company, Amherst, New York

6/88 – 6/92: Marketing Representative. Marketed various insurance/financial products and programs to individuals and small businesses.

**American Standard – Heat Transfer Division (ITT Standard – HTD),
Cheektowaga, New York**

6/85 – 6/88: Manager Order Processing & Data Control. Managed processing of all domestic and international orders; maintained territorial and commission data for sales representatives and distributors. Generated product bookings analysis and other sales reports as required.

9/82 – 6/85: Market Analyst. Responsibilities included analysis of product and market data, monitoring product development, assisting field sales personnel with new customer penetration; assisted in the start-up of new market opportunities, and report generation.

3/78 – 9/82: Applications Engineer. Responsible for sizing and quoting heat transfer equipment to customer specifications. Duties extended to assisting Marketing Manager with customer inquiry and production of sales reports and analysis.

Union Carbide Linde Division, Tonawanda, New York

6/76 – 3/78: Research Technician – Waste Water Process & Development Labs. Experimental research and analysis on wastewater; major project - the demineralization of wastewater.

Western Electric, Tonawanda, New York

6/73 – 2/75: Associate Engineer – Quality Control Lab. Responsibilities included testing of purchased product components and on site manufactured products, as well as purchasing lab supplies and small equipment needs.

~AFFILIATIONS~

- ❖ Member, Board of Directors for the Girl Scouts of Western New York
- ❖ Chair, Board of Trustees, Saints' Home Church of God In Christ
- ❖ Sunday School Superintendent for the Western New York Second Ecclesiastical Jurisdiction of the Churches of God In Christ
- ❖ Director of the Young Women's Christian Council of the Western New York Second Ecclesiastical Jurisdiction of the Churches of God In Christ
- ❖ Member, Mount St. Mary Academy High School Board of Trustees
Liaison for the Board of Trustees to the school's Education Services Council
- ❖ Member, Council for Adult Experiential Learning (CAEL)
- ❖ Member, Association for Supervision and Curriculum Development
- ❖ Member SUNY at Buffalo Alumni Association
- ❖ Member, Canisius College Alumni Association

~REFERENCES~

Furnished Upon Request

School Trustee Background Information

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

Name: Sharon M. Bradley

Charter School Name: College and Career Girls Prep Charter School

Charter School Address: _____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
One of my former workplace colleagues made me aware of the development of the College and Career Girls Prep Charter School (CCGP). I was asked to serve on the board.

5. Please explain why you wish to serve on the board.
I have always been concerned about students receiving the best education possible. When the opportunity to assist in this endeavor presented itself, I was pleased to join in this effort.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
I have retired after working for over 30 years for the Buffalo Board of Education in various capacities including as a Speech/Language Pathologist, Chairman for the Committee on Special Education, Supervisor of Special Education and Director of Shared Accountability – helping oversee evaluations and data reporting for the district.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.

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

I know a few of the prospective board members through past work experience and community service activities.

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

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

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

I have worked with the prospective Executive Director.

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would speak privately with the board member(s) asking direct questions. If more than one was involved I would try to speak with them one to one before they shared with one another. If I still didn't feel comfortable I would bring my concerns to the board president and asked to have it presented to the whole board for consideration.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
The mission is to provide young women with the education and skills they need to be successful high school students who will graduate and be ready and able to enter college and continue to be successful in their chosen careers.
19. Please explain your understanding of the educational program of the charter school.
The educational program for the College and Career Girls Prep Charter High School (CCGP) begins with the belief that all students if given the appropriate supports can be successful in obtaining high school and college credentials. CCGP will concentrate on the supports needed to help the female population meet the goals of high school and college graduation.

The longer school day and year that will be established will be available for students who need to avail themselves of more instructional time. The continual assessment data will provide information to all constituents as to how students are progressing and where adjustments need to be made.

The instructional staff will also have an opportunity for needed supports in

the area of special education, ELL and general instructional improvements.

The four academies will also provide information and incentives to students to consider career choices early in their careers.

The core areas of English Language Arts and Mathematics will be provided in an intensive manner so that all students are getting what they need in terms of supportive or advanced instruction.

Programming will also include supports for adolescent behavioral challenges including the areas of anti-bullying, teen pregnancy, dropout prevention.

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

I feel a successful charter school must address the problems students encounter in their home and community, as well as the school setting. Parents must feel that the school is an ally and not the challenger as they deal with the students. A cookie cutter approach which doesn't make allowances for individual circumstances will not lead to success for a charter school. A charter school board should have a parent member who truly represents the interest of the parent body. This representative should be able to bring the thoughts of the parents to the board as well as convey to parents how certain rules or policies came to be adopted by the board. A successful charter school must also be willing to address unforeseen situations; one cannot always anticipate things that will have to be addressed to keep things on track.

Other

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

Board members help create policies, promote the school mission and purpose and assist the faculty, staff, parents, students and community in providing adequate resources for the school to fulfill its mission. In addition, the board regularly monitors student academic achievement and the schools financial well-being.

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

I so affirm.

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

Sharon M. Bradley



I. Certification Areas

- New York State School District Administrator Certification
- Certified member of the New York State Teachers' Retirement System

II. Education

- Specialist in Educational Administration – State University of New York at Buffalo
- Master of Arts Degree in Communication Disorders – State University of New York at Buffalo
- Bachelor of Arts Degree in Speech Communications – State University of New York at Buffalo

III. Teaching Experiences

- Speech/Language Pathologist in the Buffalo Public Schools (district) at the elementary and middle school level
- Member of testing team evaluating new entrants to the school district for special needs and giftedness
- Committee on Special Education Team Member as Speech/Language Pathologist
- Chairman of Committee on Special Education/Coordinator of multidisciplinary team assigned to evaluate students for special education needs and services

IV. Administrative Experiences

- Supervisor of Special Education –
 - Responsible for interdisciplinary teams evaluating students for special education needs
 - Supervision of elementary and secondary school-based special education programming
 - Worked with site-based administrators and teachers to provide data for Individual Education Plans
- Director of Education, Evaluation and Planning (Shared Accountability)
 - Worked in leadership of data team for local, state and No Child Left Behind (NCLB) reporting
 - Led district personnel in converting records to be more easily assessable through electronic data formats; assisted in conversion to new student management system

- District Curriculum Committee Member
- Worked with district teams responsible for local and state assessments

V. Other Training/Leadership Experiences

- Facilitator for parent workshops (EPIC)
- Senior Facilitator working with others wishing to learn facilitation parent workshops
- Certified Trainer for workshop facilitators
- Certified Teacher with the National Baptist Congress on Christian Education
- Certified Dean with the National Baptist Congress on Christian Education

VI. References

- Available upon request

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

Name: Ramelli Choates

Charter School Name Career College and Girls Prep (CCGP)

Charter School Address: _____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. x Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of the school by attending a community event. After hearing the presentation, I reached out to Dr. Moss indicating my interest in the school and serving on the Board.

5. Please explain why you wish to serve on the board. I am interested in serving on the boards because I believe in the mission of the proposed school. Moreover, having worked with the population the school seeks to serve there is a great need in the community for CCGP.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

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

have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of CCGP is to prepare females for college by offering a comprehensive support system.

19. Please explain your understanding of the educational program of the charter school. The educational program is designed to offer intensive academic support for females through an extended year and longer days. Additionally, offering low teacher student ration and multi-layer intervention services.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school should have a clearly defined mission and be able to measure student achievement/performance. To ensure CCGP is successful the board must have a strategic plan, a good understanding of their roles and responsibilities, be results driven and have a good relationship with the school leader. Moreover, have an understanding of governance and management.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. A charter school board member must be committed to the success of the school and believe in the schools mission. Members

should adhere to the Board's code of ethics.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read the application for CCGP, the schools bylaws and proposed polices. I affirm that I understand all of the above.
23. Please provide any other information that you feel is pertinent to the Department's review. N/A

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

STATEMENT OF ASSURANCE

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

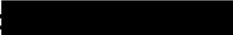
 

Signature Date

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

Business Telephone: 

Business Address: 

Home Telephone: 

Home Address: 

RAMELLI L. CHOATES, PH.D

EDUCATION:

Ph.D. in Higher Education Administration

University at Buffalo, State University of New York, Buffalo, New York

M.S. in Student Personnel Administration

Buffalo State College, State University of New York College, Buffalo, New York

B.S. in Social Work

Buffalo State College, State University College of New York, Buffalo, New York

CERTIFICATION:

Advanced Certificate in Teaching and Leading for Diversity

University at Buffalo, State University of New York, Buffalo, New York

ADMINISTRATIVE AND ADVISING EXPERIENCE:

Senior Academic Advisor

April 2005 - Present

Access to College Excellence Program (ACE)/University at Buffalo

Buffalo, New York

- Advise students on course selection based on student records and diagnosis of strength and areas needing development
- Coordinate orientation for new freshman entering the ACE Program
- Manage new student data forms and advisor assignments
- Determine courses needed for pre-freshman block registration
- Train academic advisors and graduate assistants assigned to the Access to College Excellence Program
- Develop and update training manual for Academic advisors and graduate assistants
- Interview, hire and supervise graduate assistants
- Teach University Experience Course
- Utilize various word processing spread sheets and database tools along with University Info Source system to track program data for analysis
- Designed and implemented exist process for students leaving the program
- Assist in the development and design of the CADS Student Satisfaction Survey for Advising
- Assist students in enhancing academic achievement, social strengths and the realizations of goals
- Maintain student files including admissions data, active student rosters, college course schedules and academic progress toward graduation
- Maintain counseling records through counseling notes, academic actions, agreements and contacts
- Refer students to related offices as appropriate and serve as a advocate for students
- Assist students with petitions, appeals, resignations of courses and re-entering the university
- Review mid-semester grading probation and non-returning data as it relate to participants in the ACE Program
- Present information in group settings on and off campus during regular business hours and occasional weekend and evening hours

Graduate Assistant

August 2007 - June 2008

Educational Leadership & Policy Department/University at Buffalo

Buffalo, New York

- Assisted chairperson, faculty and professional staff with teaching and research related duties in the department.
- Assisted faculty with the preparation of teaching materials.
- Maintained website information for departmental courses.
- Gathered data, prepared reports and summarized information for research.
- Performed research activities by utilizing computer software to obtain and manipulate data.

Ramelli Choates**Academic Advisor****April 2003 - February 2005**

Academic Challenge and Enrichment Program (ACE) University at Buffalo

Buffalo, New York

- Advise students on course selection based on student records and diagnosis of strength and areas needing development
- Interviewed, hired, trained and supervised graduate assistants reporting to ACE and CADS peer mentoring program
- Developed and updated training manual for Academic advisors in CADS
- Designed ACE program brochure
- Coordinated orientation for new freshman entering the ACE Program
- Managed data forms for orientation and advisor assignments
- Determined courses needed for pre-freshmen block registration
- Assisted students in enhancing academic achievement, social strengths and the realizations of goals
- Maintained student files including admissions data, active student rosters, college course schedules and academic progress toward graduation
- Interviewed, hired and trained faculty and residential staff for the ACE summer program
- Assisted with planning and organizing ACE summer program activities
- Responsible for handling parental questions regarding the implementation of the ACE summer program
- Served on behalf of the director in her absence

Coordinator/Advisor, Collegiate Achievement Program (CAP)**November 2002 - April 2003**

University at Buffalo

Buffalo, New York

- Provided advisement and counseling for a caseload of 400 students regarding personal and academic development
- Responsible for overall coordination, development and evaluation of the Collegiate Achievement Program
- Prepared detailed reports of advisement activities including statistical account of all students progress and performance
- Supervised graduate assistant and established an effective file system
- Assisted students with petitions, withdrawals, resignations and re-entering the university
- Pre-registered incoming freshman and presented academic information at orientation
- Assisted the Office of Admissions and the Director of Cora P. Maloney College with the development of the Collegiate Achievement Program student recruitment procedures
- Provided referrals to campus tutoring, and assisted students in working on academic needs and demands of course requirements

Academic Advisor**July 2000 - September 2002**

Roosevelt University

Schaumburg, Illinois

- Assisted students with course selections as appropriate for major and general education requirements
- Interpreted university policies for undergraduate students
- Counseled students regarding academic standing, career and job search issues
- Implemented a monthly reporting form to track the number of students served by the Advising Center
- Developed advising tool to asses student needs to assist with programming and attrition
- Developed workshops for students on academic probation
- Served as coordinator for SOAR (Orientation and Registration Program)
- Designed and facilitated training program for orientation student leaders
- Supervised and created work schedules for orientation Leaders
- Served as liaison between the Advising Center and the College of Education

Academic Advisor, Academic Advisement Center**August 1998 - May 1999**

Medaille College

Buffalo, New York

- Advised evening and weekend students into classes to meet graduation requirements
- Assisted with testing and registration of new students
- Created assessment tool to evaluate attrition factors regarding non returning students

Ramelli Choates

- Assisted Coordinator with all academic advisement duties in an internship capacity

Graduate Intern, Higher Education Opportunity Program
Daemen College

May 1998 - August 1998
Amherst, New York

- Reviewed student folders for academic and financial eligibility requirements
- Advised and registered students for summer and fall classes
- Monitored student folders to insure completion of appropriate documentation for program admission
- Assisted in supervising, planning and implementing summer recreational/social activities

OTHER EMPLOYMENT:**Case Manager**

St. Augustine's Center

December 1997 - June 2000
Buffalo, New York

- Provided counseling and developed individual case plans for elderly population
- Conducted intake interviews to determine need and manage a caseload of 60
- Assisted senior clients with financial management and verify incomes to determine eligibility for entitlements
- Conducted case conferences and maintained contact with service providers to ensure service delivery had been implemented

Case Manager

Buffalo Prenatal Task Force

July 1996 - November 1997
Buffalo, New York

- Trained and supervised staff members on proper interview and assessment techniques
- Supervised staff on home visits and reviewed cases to ensure program goals were met
- Conducted ongoing in-person and telephone interviews to determine the frequency of prenatal health care treatment
- Provided informational presentations at community health fairs and door-to-door, individualized outreach services
- Developed and implemented goals and objectives with clients to assist in meeting client needs
- Assisted clients access educational opportunities

Case Manager

St. Augustine's Center

June 1994 - June 1996
Buffalo, New York

- Assisted economically disadvantaged families with obtaining public assistance benefits
- Conducted in-home visits to educate pregnant/parenting population on prenatal care, domestic violence substance abuse and HIV/AIDS awareness
- Developed and implemented goals and objectives with clients to meet individualized needs
- Educate clients through home visits on topics such as domestic violence and substance abuse
- Assisted clients access educational opportunities

Child Protection Intern

Erie County Department of Social Services

January 1996 - June 1996
Buffalo, New York

- Assisted Child Protection workers in investigating 100 cases of maltreatment, neglect and abuse
- Conducted interviews with children listed in New York State Maltreatment and neglect reports
- Conducted preliminary interviews with perpetrators listed in the State Central Registry
- Supervised twenty scheduled visitations of parents, grandparents and children
- Documented information for New York State Indicated and unfounded reports

Ramelli Choates

UNIVERSITY SERVICE AND LEADERSHIP:

Member, Advising Administrators Group, 10/11- present

Chair, Search Committee for the Student Support Services Retention Coordinator Position 10/11

HUB Trainer, for Enrollment Transactions and Advisement Reports 2/11 -present

First Advisor for HUB Enrollment Transactions and Advisement Reports 2/11- present

Chair, Evaluation Committee, Networking in Higher Education Biennial Conference, 2008 -2010

Committee Member: Students in Academic Difficulty, 2007 - present

Chair, Undergraduate Advisement Council (UAC), 2005 – 2006

Executive Committee Member, Undergraduate Advisement Council (UAC), 2004 - Present

Moderator, Annual Ronald E. McNair Conference, July 2004 -2011

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS:

Member, Undergraduate Advisement Council (UAC), 2003 - Present

Member, National Academic Advising Association (NACADA), 2000 - Present

COMPUTER SKILLS:

Microsoft Word, PowerPoint, Excel, Publisher, Access, People Soft and SPSS

COMMUNITY SERVICE:

Program Committee Member, Buffalo Prenatal Perinatal Network, 2007 – Present

Correspondence Secretary/Grant Writer, New Mount Ararat Temple of Prayer Youth and Family Outreach Ministry 2008 - Present

GRANTS RECIEVED:

\$8,000 Grant from the Wendt Foundation for New Mount Ararat Temple of Prayer 2010 Summer Camp

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

Name: Sonia Burgin

Charter School Name: College and Career Girls Prep Charter High School

Charter School Address: Buffalo, New York

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Information was shared with me by an originating member. I was asked to complete a survey on the *thoughts of having the all-girl College and Career Charter High School*. I became very interested in knowing how this school would come to be. I asked

questions. There was need for an additional person with a finance background to be apart of the board.

5. Please explain why you wish to serve on the board. I wish to be a part of the board to learn and review operational procedures, as well as help with any finance competencies I can share. It is my desire to work with a team of people that are ready to prepare students for the future, ensuring that the necessary preparation and support will be there. I would like to help ensure that the management is effective to grow students, academically, morally, and socially.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. X This does not apply to me. x Yes. (Include description here): I currently serve as the Assistant Financial Treasurer of the Faith Missionary Baptist Church. I have great organizational skills and I am very analytical. I interpret data well. I create financial reports quarterly. I have research abilities.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. X no This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. X no This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
X I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
X I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
x No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
x I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
x I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. The ethical thing would be to have the member removed from the board by a vote.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission is to create a College & Career Girls Prep Charter High School that would provide an opportunity for academic excellence. It would be the mission of creating increased learning opportunities and preparing each student for higher educational purposes (College.) It is to promote innovative teaching methods and diversity of students and faculty.
19. Please explain your understanding of the educational program of the charter school. It is to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish objectives; improve student learning, innovating teaching methods, expanded choices of educational opportunities, provide schools with a method from rule based to performance-based accountability.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Characteristics include management, planning, communication; follow through, recruiting quality educators and administrators, and having diversity among students and faculty. Having the ability to organizes, plan strategically and efficiently. It will be important to be effective in day to day operations.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. It is to conduct its affairs subject to the Charter School. It is to know and apply education laws and bylaws. Ultimately the role is to manage and perform the duties that will keep the school functioning properly. It is to remain ethical and keep conflicts of interest to a minimum.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I have read and understand the charter school application, board's by-laws and policies.
23. Please provide any other information that you feel is pertinent to the Department's review. It my desire to see the charter school created and functioning effectively. There is a need for such a school that provided alternative learning styles to parents and students.

SUMMARY PROFILE

I am a seasoned sales professional, business consultant, collegiate facilitator, energetic, and a team player. I am a self-starter with over 10 years' experience of account management. I have innovative problem-solving, technical, and negotiating skills. I have built strategic relationships with key decision-makers that enhance current customer relationships; market share, revenue, and profit margin. I am able to prioritize effectively, make sound decisions, and delegate tasks. I understand and articulate diverse corporate objectives, operations, tools and resources.

OBJECTIVE

To obtain a position that will enable me to use my strong organizational skills, selling and negotiating skills, educational background, and ability to work well with others. Effectively utilize my expertise in human relations and project management, while enabling me to make a positive contribution to the organization.

PROFESSIONAL EXPERIENCE

Ingram Micro – Partners Licensing Division

Williamsville, NY

Symantec Licensing

Security Licensing Specialist II (2000 - Present)

Manage Accounts and Build Customer Loyalty

- Nurture distribution and reseller relationship
- Solution Selling –Account Forecasting
- Develop strategies to gain market share and increase profit margins
- Consistently met or exceeded sales goals
- Train new associates on Symantec team
- Lead meetings to increase product and program knowledge
- Develop quarterly reports for Symantec Team

Symantec Desk Credit Specialist

- Present credit strategies in quarterly meetings to team
- Identify customer financial needs
- Provide solutions on how to meet those needs

Sales Support Representative

2000- 2001

- Partners Licensing Group – WRQ
- Developed Sales Representative (BDG)
- Successful focus on highly technical specialty business
- Configuration specialist: build specialized computer needs
- Cisco specialist: SMB sales expert
- ASR – Associated Sales Representative

1998 - 2000

1996 – 1998

GS&B Enquire Group, LLC

Business Consultant/Marketing Manager (part-time)

Buffalo, New York

2011 – Present

- Develop Business Plans
- Create Market Development
- Initiate Sales and Marketing Strategies

University of Phoenix

Facilitator (online part time)

Phoenix, Arizona

2009 – Present

Foundations for Academic and Professional Success (M200)

- Facilitate M200 Course – Instruct Students
- Grade paper reports and projects
- Engage cognitive thinking and speaking skills
- Time management skills
- Initiate current events group discussions

Copeland Land Maintenance

Buffalo, New York

Marketing Manager (part time)

2008 - Present

- Initiate Target Areas
- Growth Management
- Gross Sales/ Profit Margins
- Bids/Contracts/ Negotiating
- Business Plan Writing

ORGANIZATION AFFILIATIONS

Alpha Kappa Alpha Sorority, Incorporated, Xi Epsilon Omega Chapter, Amherst, New York Member
 Buffalo City Mission Ambassador
 Faith Missionary Baptist Church Board of Trustees

SKILLS

Microsoft Word, Excel, Publisher, Power Point
 Interpersonal Communication
 Complex Proprietary Order/ CRM System,
 Magellan Reporting, Pivot Charting
 2012 SAP Train the Trainer
 Selling and Negotiating

Certifications: Symantec Security and Availability
 Trainings: Presentation Excellence, Managing Stress,
 Managing Priorities &, Conflict Resolutions, Giving and
 Receiving Constructive Feedback, Leading Effective
 Meetings and Effective Business Writing

EDUCATION

Masters of Business Administration	Medaille College	August 2006 Amherst, New York
Bachelors of Arts	Medaille College	May 2004 Buffalo, New York
A.A.S. (CIS)	Erie Community College	December 1995 Buffalo, New York

HOBBIES AND INTERESTS

Volunteer Little League Football and Basketball
 Enjoy Watching College Basketball and Football
 Enjoy Reading Ebony and Time Magazines

Volunteer Activities/ Local Nursing Homes
 Enjoy Traveling/ Cruising
 Faith Missionary Baptist Church Sunday School Teacher

References Furnished Upon Request

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

Name: Michael V. Wright

Charter School Name: College and Career Girls Prep Charter High School

Charter School Address: Buffalo, New York

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

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

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

Background

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

I was recommended due to my experience and position as Senior Architect with the Department of Facilities Planning & Design, University at Buffalo.

5. Please explain why you wish to serve on the board.

I believe that the proposed charter school will serve an important need to help female students in Buffalo, New York graduate from high school and prepare them for enrollment in a college or university. I wish to contribute to this effort because I believe that my experience will be valuable to the board.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I have been working with a few other potential board members over the past year during the planning phase of the charter school. I have had no other previous relationships with any of the board members.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would report the issue to the entire board members.

Educational Philosophy

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

The mission of CCGP is to prepare female students for high school graduation and enrollment in college.

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

CCGP will create a data-driven environment to achieve high academic performance. CCGP will establish four "houses" or theme-based course offerings that include art/architecture, hospitality, medical and transportation. CCGP will provide an extended school year and longer school days.

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

A successful charter school provides students with support to achieve a high academic education. The board of the charter school should ensure that:

- **It have a highly qualified and devoted school leader.**

- It have highly qualified and devoted school teachers/staff.
- Proper communication with the school leader is maintained.
- Students have a successful high rate of graduation.
- Charter school maintain a high level of parental involvement and communication.
- It have an effective public outreach and community support.
- It remains a performing governing board that will monitor/evaluate the success of the charter school and performance of the school leader.
- It remains fiscally sound.

Other

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

The role of a public charter school board member is to oversee the governance of the charter school and actively monitor/evaluate the school leader's performance, financial stability and success of the charter school. Board members should also ensure that the charter school is meeting all of the requirements of the charter and following all applicable rules and regulations.

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

I affirm that I have read and understand the charter school application, by-laws and all proposed policies.

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

Michael V. Wright, AIA

OBJECTIVE: A highly motivated and full service architect with over 30 years experience of commercial and residential projects in both the public and private sectors. A team player with responsibilities including schematic design and development; construction documentation; cost estimating; interfacing with consultants, engineers and contractors; construction management and project coordination.

EDUCATION: Howard University
School of Architecture
Washington, D.C.
Graduated 1978
Bachelor of Architecture

HONORS: National Competitive Scholarship
Dean's Honor Roll

EXPERIENCE:

1988-Present State University of New York at Buffalo
Facilities Planning & Design, 119 John Beane Center
Buffalo, N.Y. 14260
Manager of Project Support, Senior Architect: Duties include serving as the contact person for faculty, staff & administrators for rehabilitation repair/construction projects, monitoring the progress of these projects by on-site inspecting & attending job meetings. Preparing or supervising the preparation of drawings, plans, costs estimates & specifications and stamping construction documents. Assisting in the managing, supervision & scheduling of construction work. Supervising, training and mentoring student assistants/student interns. Chairperson and project manager for the Master Landscape Plan for the North and South Campuses. Familiar with procedures of the State University Construction Fund and the Dormitory Authority of the State of New York. Projects include the Rehabilitation of Harriman Hall, the Rehabilitation of Hayes Hall for the Center for Inclusive Design & Environmental Access, the new Nuclear Magnetic Resonance Laboratory in the Statler Commissary, the Rehabilitation of the Millard Fillmore Academic Center for the Computing Information Technology Administrative Services, the new Governors Parking Lot, the new Kimball Hall Engineering Center and numerous other construction work.

1985 - 1988 Cannon Design Inc. 2170 Whitehaven Road
1979 - 1984 Grand Island, N.Y. 14072
Assistant Project Architect, Intermediate and Junior Draftsman: Duties include working on the schematic design, design development and construction documents for various projects on schools, colleges and hospitals. Also performed various field surveys and participated in project meeting with engineering consultants and supervised junior drafting staff. Projects include the Erie Community College in Buffalo and the Buffalo General Hospital.

1984 - 1985 Robert Traynham Coles, Architect P.C.
1977 730 Ellicott Square Buffalo, N.Y. 14203
Assistant Project Architect and Architectural Documentator: Duties included assisting in the schematic design, design development and construction documents for the new Westside Branch Post Office in Buffalo, the new District of Columbia Municipal Center, the new West Seneca, N.Y. Post Office and the new Physical Education Facility at SUNY at Buffalo. Also performed various field surveys and participated in project meeting with engineering consultants.

1978 - 1979 Union Carbide Corporation - Linde Division
Tonawanda, N.Y.
Draftsman: Duties included working on tracing and corrections for various Union Carbide Corp. projects on architectural, mechanical and electrical drawings and Leroy lettering of title sheets.

Continued...

REGISTRATION: Registered Architect, State of New York

CERTIFICATION: Certificate of Code Enforcement Training, State of New York

COMPUTER EXPERIENCE: AutoCAD 2010, Microsoft Excel, Microsoft Office, Microsoft PowerPoint, Microsoft Project, Microsoft Word, Adobe Acrobat, Adobe Photoshop

AWARDS: Certificate of Achievement, 10 years of outstanding University service, University at Buffalo, 1998
Nominated for the Raymond Reinig Customer Service Award, University at Buffalo, 1994
Special Citation for Exceptional Performance in Design of the MFAC, University at Buffalo, 1989

AFFILIATIONS: Member of American Institute of Architects
Member of Connor Middle School Parent Teachers Association
Member of Greater Buffalo Howard University Alumni Club
Member of St. John's A.M.E. Church
Member of United University Professions
Head Coach of Grand Island Youth Basketball Team
Head Coach of Niagara Falls Boys Club AAU Basketball Team
Youth Mentor & Judge for the Academic Cultural Technological and Scientific Olympics
Past President of the American Coaster League (American Bowling Congress)

REFERENCES: Available upon request.

Michael V. Wright, AIA

OBJECTIVE: A highly motivated and full service architect with over 30 years experience of commercial and residential projects in both the public and private sectors. A team player with responsibilities including schematic design and development; construction documentation; cost estimating; interfacing with consultants, engineers and contractors; construction management and project coordination.

EDUCATION: Howard University
School of Architecture
Washington, D.C.
Graduated 1978
Bachelor of Architecture

HONORS: National Competitive Scholarship
Dean's Honor Roll

EXPERIENCE: 1988-Present State University of New York at Buffalo
Facilities Planning & Design, 119 John Beane Center
Buffalo, N.Y. 14260

Manager of Project Support, Senior Architect: Duties include serving as the contact person for faculty, staff & administrators for rehabilitation repair/construction projects, monitoring the progress of these projects by on-site inspecting & attending job meetings. Preparing or supervising the preparation of drawings, plans, costs estimates & specifications and stamping construction documents. Assisting in the managing, supervision & scheduling of construction work. Supervising, training and mentoring student assistants/student interns. Chairperson and project manager for the Master Landscape Plan for the North and South Campuses. Familiar with procedures of the State University Construction Fund and the Dormitory Authority of the State of New York. Projects include the Rehabilitation of Harriman Hall, the Rehabilitation of Hayes Hall for the Center for Inclusive Design & Environmental Access, the new Nuclear Magnetic Resonance Laboratory in the Statler Commissary, the Rehabilitation of the Millard Fillmore Academic Center for the Computing Information Technology Administrative Services, the new Governors Parking Lot, the new Kimball Hall Engineering Center and numerous other construction work.

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1979 - 1984 Grand Island, N.Y. 14072

Assistant Project Architect, Intermediate and Junior Draftsman: Duties include working on the schematic design, design development and construction documents for various projects on schools, colleges and hospitals. Also performed various field surveys and participated in project meeting with engineering consultants and supervised junior drafting staff. Projects include the Erie Community College in Buffalo and the Buffalo General Hospital.

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1977 730 Ellicott Square Buffalo, N.Y. 14203

Assistant Project Architect and Architectural Documentator: Duties included assisting in the schematic design, design development and construction documents for the new Westside Branch Post Office in Buffalo, the new District of Columbia Municipal Center, the new West Seneca, N.Y. Post Office and the new Physical Education Facility at SUNY at Buffalo. Also performed various field surveys and participated in project meeting with engineering consultants.

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Tonawanda, N.Y.

Draftsman: Duties included working on tracing and corrections for various Union Carbide Corp. projects on architectural, mechanical and electrical drawings and Leroy lettering of title sheets.

Continued...

REGISTRATION: Registered Architect, State of New York

CERTIFICATION: Certificate of Code Enforcement Training, State of New York

COMPUTER EXPERIENCE: AutoCAD 2010, Microsoft Excel, Microsoft Office, Microsoft PowerPoint, Microsoft Project, Microsoft Word, Adobe Acrobat, Adobe Photoshop

AWARDS: Certificate of Achievement, 10 years of outstanding University service, University at Buffalo, 1998
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AFFILIATIONS: Member of American Institute of Architects
Member of Connor Middle School Parent Teachers Association
Member of Greater Buffalo Howard University Alumni Club
Member of St. John's A.M.E. Church
Member of United University Professions
Head Coach of Grand Island Youth Basketball Team
Head Coach of Niagara Falls Boys Club AAU Basketball Team
Youth Mentor & Judge for the Academic Cultural Technological and Scientific Olympics
Past President of the American Coaster League (American Bowling Congress)

REFERENCES: Available upon request.

Michael V. Wright, AIA

OBJECTIVE: A highly motivated and full service architect with over 30 years experience of commercial and residential projects in both the public and private sectors. A team player with responsibilities including schematic design and development; construction documentation; cost estimating; interfacing with consultants, engineers and contractors; construction management and project coordination.

EDUCATION: Howard University
School of Architecture
Washington, D.C.
Graduated 1978
Bachelor of Architecture

HONORS: National Competitive Scholarship
Dean's Honor Roll

EXPERIENCE: 1988-Present State University of New York at Buffalo
Facilities Planning & Design, 119 John Beane Center
Buffalo, N.Y. 14260

Manager of Project Support, Senior Architect: Duties include serving as the contact person for faculty, staff & administrators for rehabilitation repair/construction projects, monitoring the progress of these projects by on-site inspecting & attending job meetings. Preparing or supervising the preparation of drawings, plans, costs estimates & specifications and stamping construction documents. Assisting in the managing, supervision & scheduling of construction work. Supervising, training and mentoring student assistants/student interns. Chairperson and project manager for the Master Landscape Plan for the North and South Campuses. Familiar with procedures of the State University Construction Fund and the Dormitory Authority of the State of New York. Projects include the Rehabilitation of Harriman Hall, the Rehabilitation of Hayes Hall for the Center for Inclusive Design & Environmental Access, the new Nuclear Magnetic Resonance Laboratory in the Statler Commissary, the Rehabilitation of the Millard Fillmore Academic Center for the Computing Information Technology Administrative Services, the new Governors Parking Lot, the new Kimball Hall Engineering Center and numerous other construction work.

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1978 - 1979 Union Carbide Corporation - Linde Division
Tonawanda, N.Y.

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Continued...

REGISTRATION: Registered Architect, State of New York

CERTIFICATION: Certificate of Code Enforcement Training, State of New York

COMPUTER EXPERIENCE: AutoCAD 2010, Microsoft Excel, Microsoft Office, Microsoft PowerPoint, Microsoft Project, Microsoft Word, Adobe Acrobat, Adobe Photoshop

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Member of United University Professions
Head Coach of Grand Island Youth Basketball Team
Head Coach of Niagara Falls Boys Club AAU Basketball Team
Youth Mentor & Judge for the Academic Cultural Technological and Scientific Olympics
Past President of the American Coaster League (American Bowling Congress)

REFERENCES: Available upon request.

School Trustee Background Information

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

Name: Darius G. Pridgen

Charter School Name: _____

Charter School Address: _____

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

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

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

Background

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

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: Professional and community relationships

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

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

None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *The mission is to prepare female students with the knowledge and commitment to graduate high school and be prepared for college.*
19. Please explain your understanding of the educational program of the charter school. *The educational program will be rigorous yet supportive by offering intensive intervention services, low teacher student ratios, and extended year and day.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *The school will be successful given the Board uses data to guide the development of long and short term strategic plans. Then the Board will be able to allocate resources, hire the right personnel, to develop and **Other** implement a standards driven learning environment while paying attention to the needs of all members of the learning community.*
21. Please explain your understanding of the appropriate role of a public charter school board member. *The Board members must employ the highest level of ethics and serve to ensure the school's mission is fulfilled.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I have read and understand the application, by-laws and policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

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

STATEMENT OF ASSURANCE

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

D G Pridgen Signature 2/18/13 Date

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

Business Telephone: [REDACTED]
Business Address: [REDACTED]
E-Mail Address: [REDACTED]
Home Telephone: [REDACTED]
Home Address: [REDACTED]

Darius G. Pridgen

PROFILE

- Broad experience as a Senior Pastor, Community Leader/Organizer, board member and mentor with a high degree of spiritual and moral integrity. Highly motivated, intuitive and results-focused.
- Committed to improving the community through hard work and the development and coordination of unique and effective social and business programs at the local, state and national level.
- Diverse administrative, advisory, leadership, and program development skills.
- Effective organizer who demonstrates ability to consistently relate to diverse people in order to improve educational, community and social concerns.

EXPERIENCE

COMMON COUNCIL MEMBER ELLICOTT DISTRICT
Buffalo, New York

2011-PRESENT

TRUE BETHEL BAPTIST CHURCH
Buffalo, New York

1994 TO PRESENT

Senior Pastor. Responsible for the operation of a 4,300 member congregation including all spiritual, administrative, financial and community activities.

- Increased congregation membership from 25 to 4,300 in just over 15 years.
- Provide spiritual and moral guidance, motivation and enthusiasm to members for the church's mission.
- Initiated several nationally recognized programs including: First church to own and operate a Subway restaurant franchise which serves as a job readiness program and assists in neighborhood revitalization. Nationally recognized for eclectic approach to encouraging AIDS/HIV testing.
- Created and manage True Community Development Corporation, a recognized 501C-3 organization involved in neighborhood revitalization, new construction housing, and the development of a young parent's campus for pregnant and mothering teen parents.
- Helped lead the effort for remediation of a large inner city Brownfield waste area.

NY STATE JUVENILE JUSTICE ADVISORY BOARD
New York

2007 TO PRESENT

Board Member. Responsible for developing the State Juvenile Justice Prevention plan. Advise the Chief Executive and the Legislature on compliance with the Core Requirements of the JJDP Act. Review and comment on grant proposals and monitor granted programs.

FEDERAL ADVISORY COUNCIL JUVENILE JUSTICE
Washington, D.C.

2007 TO PRESENT

Board Member. Tasked with making annual recommendations regarding juvenile justice and delinquency prevention to the President, Congress, and the Office of Juvenile Justice and Delinquency Prevention.

BUFFALO BOARD OF EDUCATION
Buffalo, New York

1999 TO 2002

Board Member, At Large.

- Chaired the Student Support Committee responsible for the creation and implementation of a district wide code of conduct policy.
- Challenged the district to closely monitor, document and seek out fraudulent contractor change orders which significantly drive up project costs.
- Participated in the settlement of a ten year old \$70 million lawsuit against the district.

- Served as Chairman of the Big 5 School Board Organization, comprised of school boards of Buffalo, Rochester, New York City, Syracuse and Yonkers.

UNITED STATES POSTAL SERVICE

1989 TO 1997

Buffalo, New York

EEO Investigator / Counselor.

- Investigated allegations of illegal discrimination.
- Advised complainants and the USPS of their legal rights and responsibilities.
- Prepared legal reports, analyses and documentation of investigations and inquiries.
- Contract worker for the USPS investigation complaints in the New England states (2004-2005).

MILITARY SERVICE

UNITED STATES AIR FORCE

1983 TO 1987

Howard Air Force Base, Panama

Contraband Control Officer.

- Investigated allegations related to suspected theft and abuse of duty free merchandise. Organized and participated in surveillance operations.
- Participated in several investigations that contributed to the convictions against deposed President Manuel Noriega's armed forces.

EDUCATION

MEDAILLE COLLEGE, Buffalo, New York

Master of Arts, Organizational Leadership, 2007

STATE UNIVERSITY COLLEGE OF NEW YORK AT BUFFALO

Bachelor of Science, Criminal Justice, 1989

AWARDS / HONORS / OFFICES

- Medaille College Board of Trustees
- Member of Association of Governing Boards of Universities and Colleges
- Buffalo Urban League Community Service Award and former board member
- Medaille College Community Service Award, 2008
- Overseer of Technical Assistance Grant for 858 East Ferry, Toxic Waste remediation.
- Advisor to F.A.T.H.E.R.S organization Stop The Violence Coalition and 100 Mighty Men of Buffalo.
- Inducted into Sigma Beta Delta Honor Society recognizing achievement in business, management and administration, 2007
- Community Service Award, State University of New York at Buffalo Graduate School of Education, 2007
- Young Alumnus of the Year Award, Buffalo State College, 2006
- Community Service Award, Community Action Organization of Buffalo, 2006
- Citizen of the Year, The Buffalo News, 2005
- Enterprise Charter School Board Member
- Over 65 Awards and Honors including Federal Executive Board Employee of the Year, Outstanding Service USSOUTHOM Contraband Control, U.S. Air Force Achievement Medal for Meritorious Service, and the Community Service Award from the New York State Black and Puerto Rican Caucus.

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

Name: Dr. Catherine Collins

Charter School Name: College & Career Girls Prep Charter High School

Charter School Address: Buffalo, New York

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

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

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

Background

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

Health and Incarceration. The impact is debilitating and I want to contribute to this school since I believe it will have a positive influence on many young women of Buffalo.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I am a member of a community board – Buffalo Links with Dr. Marvel Ross Jones.

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

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

If yes, please indicate the precise nature of your relationship here: I was a member of the Buffalo Board of Education when Dr. Moss (a cousin) was employed.

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. Should I find that someone is self dealing I will go immediately to the full board with the evidence and present and discuss the conflict.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. To provide a rigorous and supportive single gender high school program that equips each female student with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university.
19. Please explain your understanding of the educational program of the charter school. The program will be data-driven that leverage expectations for high academic performance with relevant developmentally appropriate supports designed for adolescent girls.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school will prepare students for the rigor of college through an extended year, longer day, highly qualified staff, low teacher-student ratio, common planning and multi-layered intervention services.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. A public school board member will engage in governance and policy making. Board members must ensure the school mission is achieved.
22. Please affirm that you have read and understand the charter school

application, the charter school board's by-laws and all proposed policies. I have.

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

DR. CATHERINE FISHER COLLINS

EDUCATION

State University of New York at Buffalo
D.Ed. Degree, May 1990 Education Administration/Leadership, Organizational Development

State University of New York at Buffalo
M.S. Degree, May 1983 Education, Evaluation, and Curriculum Development

State University of New York College at Buffalo
B.S. Degree, May 1975 Vocational Technical Education

State University of New York at Buffalo
School of Nursing, May 1987 Nurse Practitioner

INSTRUCTION AND ACADEMIC EXPERIENCE

- State University of New York Empire State College
Associate Professor (1992-Present)
Department of Community and Human Services
Graduate and Undergraduate Instructions
- Erie Community College
Full Professor
Nursing Department Chair (1990-1992)
Academic/Assistant Academic Dean (1989-1990)
 - Liberal Arts (Eight Departments)
 - Business/Public Safety (Six Departments)
 - Allied Health (Eleven Departments)

OTHER RELATED EXPERIENCE

- State University of New York at Buffalo (2010-present)
Executive Director Offices of University Preparatory Programs Assistant Professor
- State University of New York at Buffalo (2006-2008)
Adjunct Assistant Professor
Law School and Global Women's Studies Departments Dual Appointments
- University of South Africa Law School (1999)
Lecturer
- State University of New York State College (1998-2000)
Adjunct Assistant Professor
Criminal Justices Department
- State University of New York at Buffalo (2006-2008)
Adjunct Assistant Professor
Law School and Global Women's Studies Departments
- State University of New York
Buffalo State College (1998-2000)
Adjunct Assistant Professor
Criminal Justice Department
- State University of New York at Buffalo Educational Opportunity Center (1991-2005)

CERTIFICATIONS

Health Related Professions Teachers Certification Program-State University at New York
Health Occupations–New York State Education Department-Secondary Education Certification
Pharmacology for Nurses Practitioners-Prescription Privileges-New York State Education Department
Child Abuse Instructors Certification-New York State Department of Social Services
Asbestos Health Affect –New York Department of Labor
Mediator/Arbitrator for Community Dispute Resolution

PUBLICATIONS

Collins, Catherine. Parent Child Rearing Practices and Children Health Behavior, ETS Publishing Group- 1990
Collins, Catherine. African American Women Health and Social Issues, Greenwood Publishing Group-1996
Collins Productions Kinship Caregivers' Consumer Information Supportive Services Handbook-2002
Collins, Catherine. Sources of Stress and Relief for African American Women, Greenwood Publishing Group-2003
Collins, Catherine. African American Women Health and Social Issues, 2nd edition, Greenwood Publishing Group-2006
Collins, Catherine. The Imprisonment of African American Women, McFarland Publishing Group-1997
— Winner of Choice 1997 Outstanding Academic books.
— Selection criteria include excellence in scholarship and presentation significance with regards to other literature in the field
Collins, Catherine. The Imprisonment of African American Women: Causes, Experiences and Effect 2nd edition 2010 McFarland Publishing Group
Collins, Catherine. The Children of Female African American Inmates in Race, Class, Gender and Justice Allyn and Bacon Publishers-2002 (book chapter)
Collins, Catherine. African American Women's Life Issues: Today's Vital Health and Social Matters, (2012)

PRESENTATIONS

How to Stay Healthy In the Work Environment
Needs Assessment of Health Personnel
AIDS and The School Curriculum
Needs of Incarcerated Women and Children
Alcohol & Youth
America's Senior Citizens Health Issues
South Africa Women Prisoners
Honors Convocation Guest Speaker-Trocaire College
Women of Color and Cancer
Health Planning Process the Hospital Association
Increasing Minority Access to the Health Professions
Incarceration of African American Women-University of Alaska at Anchorage
Keynote Women's History- Le Moyne Owen College
To Your Health.. It's Intergenerational
How to Communicate with Tact and Professionalism,
Women's Health Issues and Stress

FELLOWSHIP/ACADEMIC HONORS

Oxford University 2005, Oxford Round Table Women Scholars

State University of New York at Buffalo- "SUNY's Best Faculty" Fellowship

School Trustee Background Information

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

Name: Barbara Davis

Charter School Name: *College and Career Girls Prep School*

Charter School Address: Buffalo, NY

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Mrs. Constance Moss**
5. Please explain why you wish to serve on the board. **I have worked as a social worker and case manager for over 20 years. I would like to share the knowledge and experience that I have acquired working in the field of social work.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **As mention in the last statement I have worked in the field of social work for many years. I have been a foster parent to children with special needs. I have works with families at risk and I'm very involved with the need of the community. I think I will be a great fit for the committee I have been asked to sit on.**

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: Councilman Pridgen: my district councilman

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.

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

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

X No. Yes.

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

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

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

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

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

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

X I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members.

Yes.

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **To provide a holistic approach to education and prepared the students for college or university**
19. Please explain your understanding of the educational program of the charter school. **CCGP will provide a rigorous and supportive single gender high school program that equips each female with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
- **Vision**
 - **Leadership**
 - **Academic standards**
 - **Family and community involvement**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I Have

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

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

STATEMENT OF ASSURANCE

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

Barbara Davis Signature 2/18/2013 Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

BARBARA DAVIS



EDUCATION

B.S.W., Buffalo State College, *Social Work*, 2002

- Alpha Sigma Lambda, National Honor Society for Adult Learners in Continuing Higher Education, 11/2001

A.A., Erie Community College, *Liberal Arts*, 1984

TRAININGS AND OTHER QUALIFICATIONS

- Substance Abuse Certification Program, NYS, OASAS
- CASAC (Credentialed Alcoholism and Substance Abuse Counselor Trainee) 01/2002
- Working Knowledge in Windows XE, MS Office Applications, Novell Client, Z.E.N Facets, Casetrakker, Careplanner and maternal database

EMPLOYMENT HISTORY

Women and Children Hospital, 219 Bryant Street, Buffalo, NY 14222

***Social Worker (Per Diem)*, 06/2006 – Present**

- Assess psychosocial of patients/families/significant other
- Consult with Nurses and/or Providers about psychosocial finding
- Provide referral and linkage service
- Provide crisis intervention
- Assess safety issues concerning newborn child and refer to Child Protective Service if needed
- Provides psychosocial discharges

Univera Community Health, 205 Park Club Lane, Buffalo, NY 14221

***Social Worker I & II*, 01/2004 – Present**

- Assess risk factors to determine eligibility and assign each members appropriate level of service
- Monitor all prenatal and post partum cases, and conducts home visits if indicated by risk assessment
- Provide post-partum education and educate members on the important of health care including PCP selection for newborns and monitors well child visits/immunizations
- Promote Sales and Marketing and retention within the government program
- Assist Member and potential members to obtains and keep Health insurance
- Provide education to members on managed care program, including health coverage from the Department of Social Service
- Provide case management to high risk population
- Provide linkages and referral

Gerard Place Transitional Housing, 2515 Bailey Avenue, Buffalo, NY 14215

Case Manager, 10/2002 – 12/2004

- Assisted homeless families by providing a comprehensive assessment to clarify areas of needs and supportive services to help families move toward self-sufficiency
- Performed linkages, referrals, advocacy services and monitor services provided by other agencies
- Coordinate, facilitate, and link educational groups designed to inform residents about vocational programs, health and housing
- Worked with culturally diverse families and high conflict families.
- Conducted one on one sessions and prepare service plans with tenants to help them obtain set goals
- Facilitated life skills groups designed to assist the residents with budgeting, cooking, assertiveness and parenting
- Facilitated orientation groups designed to inform prospective tenants about transitional housing at Gerard Place
- Conducted interviews to select the appropriate tenants for transitional living
- Conducted weekly apartment checks to ensure that all apartments are up to code
- Supervisor of child care staff

Catholic Charities, 1581 Bailey Avenue, Buffalo, NY 14212

Intern, Therapeutic Supervised Visitation Program, 08/2001 – 05/2002

- Worked with individuals and families when observing visits with staff or covering visits for staff
- Provided a safe, secure and therapeutic environment for visitation between child(ren) and their non-custodial parent(s)
- Conducted pre/post visits with visiting parents in order to assess the level of positive parenting, and behavioral modifications
- Worked with culturally diverse families
- Assisted with the Monitored Exchange program (parents exchanging child(ren) for visitation)
- Co-facilitated Man to Man group (Domestic Violence group)

Lake Shore Behavioral Health Center, 951 Niagara Street, Buffalo, NY 14213

Case Manager II, Maternal Support Program/Drug Program, 05/1990 – 10/2002

- Assisted pregnant and parenting women with substance abuse disorders by providing a comprehensive assessment to clarify areas of clients' needs and advise the treatment staff regarding availability of community resources to meet these needs. Also providing services to the male clients in the Drug and Alcohol program
- Performed linkages, referral outreach and advocacy services
- Worked as part of a three-person team to assist in the development and implementation of individual treatment plans. Also supervising entry-level case managers with any areas of concern on especially difficult cases
- Established linkage agreements with other human service agencies and community services to facilitate acquisition of client services.
- Facilitated educational groups designed to inform clients about health services, vocational programs, and financial entitlements
- Facilitated parenting groups to help clients improve their parenting skills
- Assisted counseling staff with linking clients for inpatient detoxification and rehabilitation services

School Trustee Background Information

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

Name: ELDORA B. GRICE

Charter School Name: College and Career Girls Prep Charter H.S.

Charter School Address: Buffalo, New York

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

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

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

Background

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

Board President

Experience in the field of Education

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

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

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

None Yes

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

Bring the issue/concern to the Board for address.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *Provide an alternative choice to traditional education*

19. Please explain your understanding of the educational program of the charter school. *Familiar with the curriculum and state guidelines regarding core curriculum*

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

funding resources, competent administrator, knowledgeable Board member

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *To ensure the bylaws are adhered to in providing the best educational program*

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

I affirm

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

Forty plus years in the educational field, in addition to various roles within the educational framework

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

STATEMENT OF ASSURANCE

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

Elnora B. Grice
Signature

Feb. 26, 2013
Date

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

Business Telephone: N/A

Business Address: N/A

E-Mail Address: 

Home Telephone: 

Home Address: 

Elnora Brown Grice

EDUCATION

STATE UNIVERSITY OF NEW YORK AT BUFFALO:

**Certificate of Advanced Study: School District Administrator*

**32 hours in Curriculum and Supervision towards the School Administrator and Supervisor Certificate*

STATE UNIVERSITY OF NEW YORK AT BUFFALO:

**Masters of Education: Reading Emphasis*

STATE UNIVERSITY OF NEW YORK AT BUFFALO:

**B.A. English: Secondary Education*

CERTIFICATION

PERMANENT CERTIFICATION:

**Secondary: 7 – 12: English*

**K – 12 Reading*

**Elementary Education K – 6*

TEACHING AND ADMINISTRATIVE EXPERIENCE

**BUFFALO STATE COLLEGE
ENGLISH EDUCATION DEPARTMENT
SUPERVISOR OF STUDENT TEACHERS 2008-2010**

**ALOMA D. JOHNSON FRUITBELT COMMUNITY CHARTER
SCHOOL
BUFFALO, NEW YORK
INTERIM DIRECTOR 2009-2010**

**ST. JOHN CHRISTIAN ACADEMY
BUFFALO, NEW YORK
ADMINISTRATOR 2003 – 2005**

BUFFALO BOARD OF EDUCATION
READING\ LANGUAGE ARTS TEACHER 1982 - 2001
Developed curriculum for Regents Competency Exams in Reading and Writing

STATE UNIVERSITY OF NEW YORK AT BUFFALO EDUCATIONAL OPPORTUNITY CENTER 1982 - 2001
Reading Lecturer
Developed curriculum for GED and College Preparatory Programs

NIAGARA FALLS BOARD OF EDUCATION 1976 - 1981
Reading Teacher
Developed and implemented remedial and corrective reading programs for elementary and secondary students

STATE UNIVERSITY OF NEW YORK AT BUFFALO - UPWARD BOUND PROGRAM 1974 - 1976
Devised and implemented program in basic reading and study skills for perspective and first year college students

BUFFALO BOARD OF EDUCATION 1971 - 1977
Reading and Language Arts Teacher
Taught traditional language arts skills in grades 7 -12th: Afro-American literature as an English elective for juniors and seniors: and remedial and corrective reading in grades 7 - 12

AFFILIATIONS AND VOLUNTEER SERVICES

Volunteer participant in various school - community - improvement programs (East High School, Grover Cleveland, Genesee-Humboldt schools in Buffalo; Harry F. Abate, Niagara Street, and School #66 in Niagara Falls)

Niagara Frontier Reading Association

Member of the International Reading Association

Member of St. John Baptist Church Adult Usher Board: Coordinator of Ushers

Operation PUSH

Board member and secretary of the Fruit Belt Development Corporation

REFERENCES FURNISHED UPON REQUEST

School Trustee Background Information

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

Name: Reine Hauser

Charter School Name: College & Career Girls Prep Charter High School

Charter School Address: Buffalo, New York

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

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

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

Background

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

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

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

X This does not apply to me. Yes.

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

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

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

X This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

would, or are likely to, exist should you be approved for service on the charter school's board.

XNone Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring to the attention of the Board President, other Board members, and if necessary to NYS Regents.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. To provide a vibrant education for girls in grades 9-12, with non-traditional, innovative course offerings and comprehensive services in a enriched setting.
19. Please explain your understanding of the educational program of the charter school. An emphasis on providing single sex education for girls, with an enriched curriculum and small class size.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Improve achievement, graduation rates and post-secondary success for these students.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. To provide oversight, community contacts, and guidance in achieving goals of improving achievement, graduation rates and post-secondary success.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm.
23. Please provide any other information that you feel is pertinent to the Department's review.

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

STATEMENT OF ASSURANCE

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

Reine Hauser
Signature

2/15/13
Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

REINE HAUSER



POSITIONS

The Graycliff Conservancy, Inc, Derby, NY April. 2004-Present
Estate designed by renowned American architect Frank Lloyd Wright, currently undergoing restoration. The 8.4 acre property includes three buildings by Wright, and extensive grounds designed both by Wright and by Ellen Biddle Shipman, the Dean of American Women Landscape Architects.

EXECUTIVE DIRECTOR

Responsible for all day-to-day operations, and advancing restoration efforts, including long term and strategic planning, development (incl. grants writing/ management,) staff management, financial management, programming, public relations/marketing. Represent organization to broadcast and print media, other community organizations and activities, and serve as representative to *Wright in Buffalo*, a consortium of similar organizations.

Artists Spaces Archives Project, New York, NY Feb. 2003-March, 2004
Consortium of art spaces working to preserve and make accessible the documentary history of art spaces in the United States.

PROJECT COORDINATOR

Organize monthly meetings; research and produce major report on the archives and archival materials of art spaces internationally. Represented ASAP at an international conference on the preservation of sound-related materials at the New York Public Library.

College of Arts and Sciences, SUNY at Buffalo, Buffalo NY Jan. 1997- Jan 2003

ASSOCIATE DIRECTOR FOR ADVANCEMENT AND COMMUNICATIONS

Organize and produce public events (lectures, concerts, performances, etc.); community and public relations; writing; editing; advancement and development. Developed and produced first e-newsletter.

Anderson Gallery, Martha Jackson Place, Buffalo, N.Y. Jan. 1991 - August 1996
Art gallery with permanent collection, temporary exhibitions and other events.

ASSOCIATE DIRECTOR

Staff management. Budget development. Produced public events, developed and supervised internship and docent programs. Responsible for numerous loans from permanent collection (7500 works) to international, national and regional museums. Responsible for all public relations, including advertising, press materials, editing newsletter, media relations, public speaking. Curated and/or organized numerous exhibitions including *Karel Appel: An Historical Overview* and *Karel Appel: Recent Sculpture*.

ACTING DIRECTOR

Additional staff and financial management.

New Hampshire Humanities Council Fall, 1988 - Winter, 1990
State humanities council that awards grants; and develops and presents humanities programs.

DEVELOPMENT/PUBLIC RELATIONS DIRECTOR

Organized and directed Annual Fund campaign; edited newsletter, and public relations efforts.

Kimball-Jenkins Estate Concord, N.H.

Spring, 1986-Fall, 1987

Historic house and collections, with formal gardens.

EXECUTIVE DIRECTOR

Responsible for all day-to-day operations: financial planning and management, facilities and staff management, collections management, exhibitions and programming, development (grant research, writing, and monitoring), strategic and long-range planning. Supervised renovation of carriage house to public space (used for meetings, exhibitions and other public events).

Midtown Art Center, Houston, Tx

Spring 1983 - Fall, 1985

Large non-profit organization, with two exhibition spaces, twenty studio spaces, two apartment buildings, a community theater, an Hispanic arts publication, and an art conservation department.

EXECUTIVE DIRECTOR

Responsible for all day-to-day operations, including long term and strategic planning, financial management, facilities and staff management, programming, development (grant research, writing, and monitoring.)

ArtNews Magazine, NYC, NY

Fall, 1983-Fall, 1985

National art magazine.

REGIONAL CORRESPONDENT

Covered Southeast Texas, primarily Houston. Wrote reviews and co-wrote cover story.

New Museum, NYC, NY

Spring, 1982 - Spring, 1983

Museum focusing on contemporary art.

COORDINATOR

Coordinated receptions and special events; volunteer coordination.

SoHo 20, Inc. New York, NY

Fall, 1981 - Summer, 1982

Non-profit visual arts organization focusing on women artists.

ADMINISTRATOR

Administration; public relations; catalogue publication and editing; volunteer coordination; programming and curating; grant writing.

Just Above Midtown, Inc., New York, NY

Winter 1979 - Winter 1981

Non-profit visual arts organization, focusing on contemporary art by African-American and other artists of color; exhibitions, performances and other programs.

ASSISTANT DIRECTOR

Curating, publicity, installations, development and general administrative duties

PROGRAM DIRECTOR

Directed "The Business of Being an Artist", a 40 week program on the business aspects of the art world. Fund raising; budget development. Developed independent advisory board which included museum curators, gallery directors and art critics.

Lower Manhattan Cultural Council, NYC, NY

Spring, 1978- Winter, 1979

Non-profit cultural organization, with public programs and publications.

DOWNTOWN MAGAZINE -- EDITOR

Edited this monthly arts publication

ADMINISTRATIVE ASSISTANT

Grant writing; office management; developed and supervised internship program.

TEACHING

Faculty, Daemen College, Buffalo, NY September 1996-2002
Art Reading List; Seminar in Contemporary Art

Faculty, State University of New York at Buffalo Spring, 1996
Graduate seminar in *Aesthetics and Contemporary Criticism*.

Lectures:

Panelist, Canisius College, Masters Program in Communication and Leadership
Fund Raising and Development & Not for Profit Organizations November 11, 2008

Lecturer, Temple Beth Zion April 7, 2006
The Spirituality of Frank Lloyd Wright

Lecturer, Albright-Knox Art Gallery July 11, 2000
Sex, Sharks and Videotape, Art from 1980-2000

Lecturer, Burchfield-Penney Art Center April, 1999
Secrets of the Art Market Revealed: Tips for Photographers

Lecturer, Hallwalls Contemporary Art Center Fall, 1996
The Skinny: The Insider's Guide to the Artworld. Series of nine lectures on the practical aspects of being an artist.

Speaker, Arts Council of Buffalo and Erie County Fall, 1994
Panel on the Business Aspects of being an Artist

Speaker, Houston, Texas Council on the Arts Fall, 1984
Panel on the Business Aspects of Being an Artist

COMMUNITY SERVICE

Wright in Buffalo
Consortium of Frank Lloyd Wright-sites representatives in Western New York Aug, 2004-Present

Cultural Collaboration: CEPA, Big Orbit, Just Buffalo Literary Center
Center for Professional Development, Canisius College
Buffalo, NY Fall, 2004-Present

On-going collaboration project between three cultural organizations.
Shared Space Feasibility Oversight Committee Summer, 2008-Present

Board of Directors, Big Orbit, Buffalo
Board Member July, 1995 - Present
Vice President January, 2000 - Present

Member, Board of Directors, El Museo,
Buffalo, NY September 1999-Present

Member, Advisory Board, C.E.P.A.,
Buffalo, New York June, 1995 - Present

Panelist, New York State Council on the Arts Spring, 1999- 2003
Panel Chair August 2000
Visual Arts Organizations

Panelist, Arts Council of Buffalo & Erie County December, 1998 & 1999
General Organizational Support--All Disciplines

Member, Board of Directors, New Group, Albright-Knox Art Gallery,
Buffalo, New York May 1997-June, 2000

Member, Board of Directors, New Hampshire Writers and Publishers
Concord, NH November, 1989 - October, 1990

Member, Board of Directors, Heritage Concord
Concord, NH April, 1988 - October, 1990

Member, Board of Directors, Foundation for the Community of Artists,
New York, New York April, 1979- June, 1982

OTHER

Co-curator, Beyond/In Western New York, Albright-Knox Art Gallery, Buffalo, NY April-June, 2005

Guest Curator, Hallwalls Contemporary Art Center March - May, 1997
Altered Egos, exhibition and catalogue.

Consultant, New Hampshire Public Radio, Concord, N.H. Spring, 1990
Grant research, writing, and coordination resulted in a \$125,000. grant from the federal government.

Fellow, The MacDowell Colony, Peterborough, N.H., April- June, 1985

Co-Curator, *Angry Art*, Basement Workshop Fall, 1981
New York, NY

EDUCATION

SARAH LAWRENCE COLLEGE
Bachelor of Arts 1978

COLUMBIA UNIVERSITY
Master of Fine Arts 1983
Claire Woolrich Fellowship

- *Publications:* on request.
- *Conferences, Addresses to Governmental Agencies, Media Interviews, Print Appearances, Other:* on request.

School Trustee Background Information

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

Name: Sylvia Wright

Charter School Name: College & Career Girls Prep Charter High School

Charter School Address: Buffalo, New York

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

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

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

Background

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

By invitation of the lead co-lead applicant, Dr. Constance Moss.

5. Please explain why you wish to serve on the board.

My education and experience, along with my passion and commitment for the education of the children of our community, will be an asset to the Charter School.

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

I am a founding board member of the Uncrowned Queens African American Women Community Builders of Western New York. I am a lifetime member of the National Association of Colored Women's Clubs and a member of the Alpha Kappa Alpha Sorority, Inc. Xi Epsilon Omega Chapter. My involvement with these organizations is driven by my commitment to influencing the self-esteem, education and career choices of our students, particularly the young women of our community.

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know or am familiar with several of the prospective board members because they are well known community activists.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

Not applicable because the School does not/will not contract with a

management company or charter management organization.

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

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

None Yes

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

I would first discuss the matter with the member if there appeared to be a potential conflict of interest; I would strongly encourage the member to bring the matter to the board of the charter school. If they failed to do so in a timely manner, I would advise the President of the Board of Trustees. Finally, I would ensure that the matter was brought before the Board for further action.

Educational Philosophy

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

I believe the mission of this charter school is to provide a more effective holistic approach to the education of a diverse female student population by providing the resources needed to address many of the challenges faced by students today; both academic and personal. Further, I believe the client-centered structure of this school will result in a higher graduation rate than traditional public schools are providing.

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

My understanding of the educational program is that the charter school will strive to cultivate a relationship with each student to evaluate their specific academic and personal needs. While addressing these needs to avert a road block to the achievement of a high school diploma, the school's curriculum will be designed to prepare each student for a college education. This will include exposure to a variety of career options, college campuses and instructional programs.

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

I believe the most important component of this charter school is the holistic approach to education. Many of our economically and culturally disadvantaged students today face challenges that cannot be addressed solely by academic instruction. The diverse board of this charter school will be actively involved in ensuring that each student also receives the support necessary to deal with their personal struggles. This will require a relationship with the student and their parent(s) or guardian. I believe each of the prospective board members is prepared to meet this task.

Other

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

Charter schools are expected to produce certain results, as set forth in each school's charter. It is the responsibility of each board member to ensure that these results are achieved.

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

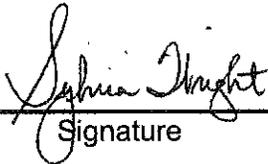
I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

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

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

STATEMENT OF ASSURANCE

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



Signature

Date

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

SYLVIA ELAINE WRIGHT

QUALIFICATIONS

- Accomplished project leader/manger of diverse multinational and intercultural teams.
- Outstanding success in building collaborative partnerships, and success-oriented project plans
- Effectual analytical and problem solving skills.

EMPLOYMENT HISTORY

Moog Inc., East Aurora, NY 14052
1978-Present

"Moog Inc. is a worldwide designer, manufacturer, and integrator of precision motion control products and systems. Moog's high-performance systems control military and commercial aircraft, satellites and space vehicles, launch vehicles, missiles, industrial machinery, wind energy, marine applications, and medical equipment."

Manager of Contracts Administration

- Direct the day-to-day activities of Contracts staff
- Develop strategy, resolve conflicts and negotiate terms of complex business agreements
- Provide advice to senior management and technical staff on various legal and contract issues
- Make recommendations to project team to limit company's exposure and mitigate risk.

Senior /Program Manager

- Chiefly responsibility for P/L on assigned programs.
- Promote customer intimacy as primary point of contact for program team.
- Manage all program activities including product development, delivery and after market support.
- Negotiate for the necessary resources to accomplish required tasks.
- Create performance-to-budget reports for monthly and quarterly management meetings.

BOARD AFFILIATIONS AND VOLUNTEER ACTIVITIES

- Board of African American Women Community Builders of WNY, Inc. (Uncrowned Queens)
- Member Alpha Kappa Alpha Inc. Xi Epsilon Omega Chapter
- Recipient of 2006 Black Achievers in Industry Award
- Former Board of Buffalo Region Federation of Women's Clubs
- Past President of the Mary Burnett Talbert Civic and Cultural Club
- Former Member of Moog Continuous Improvement Steering Committee
- Member of Zonta International: Worldwide organization of executives in business and the professions
- Technical Advisor for Buffalo-area Engineering Awareness for Minorities Technical Advisor

HONORS AND AWARDS

Featured in "Uncrowned Queens Women Community Builders of WNY", Volume 1
Profiled in "Diversity/Careers in Engineering & Technology" Magazine, Volume XI Number 2, April/May 2003
Recipient of "2006 Black Achievers in Industry" Award
"Key to the City" of Buffalo, NY for Outstanding Community Service

EDUCATION

Master of Science, Daemen College, Buffalo, New York
Major: Global Business

Harvard Business School Executive Development Program
Certificate of Completion - 1995

Bachelor of Science, Medaille College, Buffalo, New York
Major: Human Resources Development

REFERENCES AVAILABLE UPON REQUEST

School Trustee Background Information

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

Name: _____ Beth Tauke _____

Charter School Name: College and Career Girls Prep Charter High School (CCGP)

Charter School Address: ___ Buffalo, NY _____

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

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

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

Background

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

My goal is to support young women who wish to enter the architecture and design fields, and to connect students with opportunities through educational programming and mentoring. The College and Career Girls Prep Charter High School shares these goals.

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

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

X This does not apply to me. Yes.

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

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

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

X This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know Joyce Hwang, who is another prospective board member. She is an Associate Professor and my colleague at University at Buffalo, where I am also a faculty member.

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

have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
First, I would engage the member in a private diplomatic conversation, just to get the facts straight. If there is an issue to resolve, I would then contact other board members to

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
The CCGP Charter High School's mission is to provide a college preparatory program for female high school students. The program will cultivate commitment to learning, leadership qualities, and will encourage students to become women of conscience, compassion, and action.
19. Please explain your understanding of the educational program of the charter school.
The CCGP Charter High School's program consists of a) core college-prep curriculum, b) four academies, and c) electives. Through the core curriculum, English language arts, mathematics, social studies/history, and science requirements give students the basic knowledge and skills that they need for successful navigation through college. The academies, art/architecture, hospitality, medicine, and transportation, provide areas of concentration that expose students to college level disciplines. The electives build both skills and awareness in subject areas that are essential to productive living—languages, health, computing, women's studies. The combination of both curricular breadth and depth offer students the experiences that will ensure positive self understanding as well as an understanding of their important roles in society.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

In my opinion, the characteristics of a successful charter school are:

- Necessary resources
- Strong and committed leaders
- An engaging and rigorous college-prep curriculum in which courses clearly relate to one another
- A culture of respect, caring, and personal responsibility
- A sense of community among the students, faculty, and staff
- Skilled and dedicated teachers, administrators, and staff
- Personal attention for all students
- Personal help for those who need it
- Personal 'extensions' for high achievers
- A safe and supportive learning environment
- Faculty and community involvement
- Real world links to the classroom—experiential learning.
- Universities links to the school.
- An effective data gathering/management system.
- Regular assessment and assessment based improvements.

Other

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

A public charter school board member's role is to set policy, maintain the school's vision and/or mission, promote educational excellence through advocacy, visionary leadership and high-quality services, as well as to ensure that the school complies with its charter and applicable laws.

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

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

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

STATEMENT OF ASSURANCE

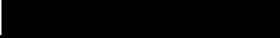
I, Beth Tauke (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information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



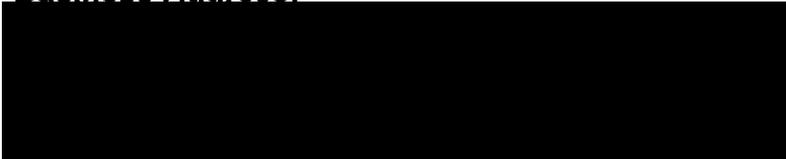
Signature

Date

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

Business Telephone: 

Business Address:



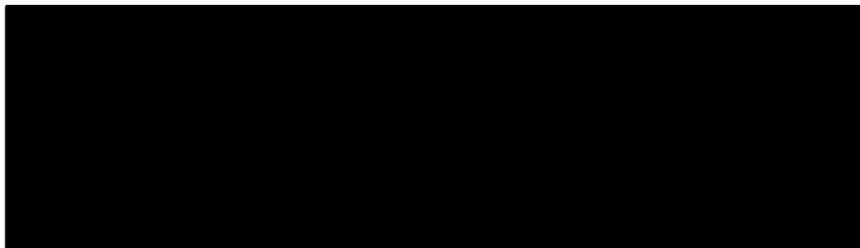
E-Mail Address: 

Home Telephone: 

Home Address: 

January 2013

Beth Tauke



Administration	Associate Dean – Academic Affairs University at Buffalo – SUNY, School of Architecture and Planning University Undergraduate Curriculum Committee Chair University at Buffalo – SUNY Interim Associate Chair University at Buffalo – SUNY, Department of Architecture	2011–present & 2001–2003 2000 – 2002 1997–1999
Teaching	Associate Professor University at Buffalo – SUNY, Dept. of Architecture Assistant Professor University at Buffalo – SUNY Departments of Architecture, Planning, Design Studies Visiting Associate Professor Carnegie Mellon University, Department of Design Instructor University of Iowa, Department of Design	1995–present 1985–1995 1992–93 1984–85
Workshops	Henry van de Velde Higher Institute of Architectural Sciences, Antwerp, Belgium (w. J. La Marche) World Congress on Environmental Design for the New Millennium, Seoul, Korea (w. A. Mullick) School of Architecture, Aarhus, Denmark (w. J. La Marche) West Virginia University, College of Creative Arts, Morgantown, WV	2008 Spring 2000 Fall 1995 Summer 1994 Spring
Research Grants	National Endowment for that Arts Universal Design Leadership Grant (PI) National Institute of Disability and Rehabilitation Research & U.S. Department of Education – Curriculum Models Project Grant (a project of the Rehabilitation Engineering Research Center on Universal Design at Buffalo (E. Steinfeld, director) National Endowment for the Arts Access to the Design Professions Demonstration Project Grant (w. E. Ostroff through Adaptive Environments) National Endowment for that Arts Universal Design Leadership Grant (PI)	2009– 2006–present 1999– 2006–07 2004–
2001	National Institute of Disability and Rehabilitation Research & U.S. Department of Education – Field-Initiated Development Project Grant: Universal Design Education Online (w. M. Story, E. Ostroff) National Endowment for the Arts Creation + Presentation Grant (w. M. Lum)	2001–04 1998
06		
Awards	Gold Award for Best Universally Designed Home (with New American Homes) – National Association of Home Builders	2012

Golden Key Award for Best Home under 2000 sq. ft. (with New American
2011
Homes) – Greater Chicago Home Builders Association
22nd Conference on Beginning Design Students – Best Paper (1 of 4) 2006
American Collegiate Schools of Architecture Robert R. Taylor Award 2003
16th Conference on Beginning Design Students – Best Paper (1 of 4) 1999
SUNY Chancellor’s Award for Excellence in Teaching 1998
National Institute for Architectural Education Award – 1st Place 1994
Lilly Endowment Teaching Fellowship 1989

Selected Publications

Spring
New Dimensions in Research of Environments for Living,
 (forthcoming)
 “Social Change and Inclusive Wayfinding Strategies,” (w. MJ Carroll) 2012
SPA Journal:
 “The Sensory House” (chapter w. D. Schoell) 2010
Universal Design Handbook, W. Presier, E. Ostroff, K. Smith (eds.)
 McGraw Hill
 “A Declaration of Independence” (forward) 2009
Housing for the Elderly, E. Feddersen, E. & I. Lüdtko (eds.)
 Birkhauser Press
 “Universal Design Now” 2008
uiGarden, C. Li. (ed.), Apogee, Usability in Asia
 “Studying Difference” 2007
ABACUS: Journal on Arch., Conservation & Urban Studies, R. Kare (ed.)
Universal Design Identity Project (public report) 2006
 National Endowment for the Arts
 “Prosthesis. Space. Aging. Body” 2003 Summer
Building Material, Architectural Association of Ireland
Universal Design New York (co–editor w. G.S. Danford and chapter author) 2001
 Fall
 Mayor’s Office, City of New York
 “Universal Designing” (with E. Steinfeld) 2001
 Fall
Teaching Universal Design, J. Christopherson (ed.)
 The Norwegian State Housing Bank
Occupational Information (w. M. Lum) 1999
 Hallwalls Inc., Buffalo, NY
 “Filling Space: Utopian Conditions in *Secrets and Lies*” 1997 Spring
Journal for Utopian Studies
 “Stain: Phenomenal and Literary Approaches to Color Study” 1994 Spring
Design Issues, The M.I.T. Press
 “Crossing Between the Physical and the Televisual” 1994 Spring
Representation, University of Arizona Press

Editorial Boards
2008

Diversity in Design: The Journal for Inclusive Design Education (co–editor) 2004 –
Disability Studies Quarterly (editorial board) 2003 – present
Universal Design Education Online (co–editor) 2000 – present

Selected Conferences
Spring

“The LIFEhouse™: Consumer Preference Study for UD Features,” 2012
 “Inclusive Public Toilet Design,”
 “Bridging the Gap: Using Architecture and Social Justice to Increase Access

	Universal Design 2012, Oslo, Norway	
	"Bridging the Gap: Using Architecture & Social Justice to Increase Access	
	2011 Spring	
	"Universal Design Identity Program"	
	"Finding a New Lockwood: Multi-sensory Wayfinding in a University Library"	
	"The LIFEhouse™: A Sense-ible Home for ALL of Life"	
	International Conference on Best Practices in Universal Design, Toronto	
	"Inclusive Community Outreach"	2011 Spring
	American Institute of Architects 2011 National Convention and Design Exposition, New Orleans, LA	
Spring	"Social Change and Multi-Sensory Wayfinding Strategies	2011
	in a University Public Space" (w. MJ Carroll)	
	Include 2011, Royal College of Art, London, UK	
	"Design Forgotten"	
	National Organization for Minority Architects 2010 Conference	2010
Fall	Boston, MA	
Summer	"Diversity and Design"	2010
	American Institute of Architects/National Endowment for the Arts	
	Historically Black Colleges and Universities Bridging the Gap	
	Symposium, Washington, DC	
	"Universal Design = Good Design" (<i>featured speaker</i>)	2008
Spring	Creating a Livable City for All Ages Symposium, New York, NY	
	"Public Privacy" (w. J. La Marche)	2008
Spring	Antwerp Design Seminars and Lectures, Antwerp, Belgium	
Fall	"Research on Inclusive Design in the U.S." and	2007
	"Inclusive Design in Public Built Environments"	
	Universell Utforming Over Alt Conference, Oslo, Norway	
	"Strategies for Promoting Universal Design" (<i>featured speaker</i>)	2007 Fall
	"Making Difference in Design" (<i>featured speaker</i>)	
2006 Fall	Universal Design Symposium, Madison, WI	
	"Camera Space"	2007 Spring
	American Collegiate Schools of Architecture Conf., Philadelphia, PA	
	"Elemental House"	2007
Spring	23 rd Nat'l Conference on Beginning Design Students, Savannah, GA	
Fall	"Universal Design Identity Program"	2006
	2 nd International Conf. for Universal Design, Kyoto, Japan	
Spring	"Corners Collage" and "Parallel Processing"	2005
	21 st Nat'l Conference on Beginning Design Students, San Antonio, TX	
Fall	"Constructions of Difference" (<i>plenary</i>)	2004
	Design for the 21 st Century Conference, Rio de Janeiro, Brazil	
	"Studying Difference: A University Gen. Ed. Course on Diversity + Design"	2004
	20 th Nat'l Conference on Beginning Design Students	

Spring	<p>"Making Difference: Design for Social Justice" 2004</p> <p>1st Annual Social Xchange Symposium at RISD, Providence, RI</p> <p>"Critique of Inclusive Design" (with E. Steinfeld) 2004</p> <p>91st Annual Assoc. of Collegiate Schools of Arch. Annual Meeting</p> <p>"Accommodating Cuts" 2001 Spring</p> <p>89th Annual Assoc. of Collegiate Schools of Arch. Annual Meeting</p> <p>"The Utopian Conditions of Universal Design" 2000 Fall</p> <p>"Enablement & Disablement in Architectural Education"</p> <p>"Transition Station: Movement & Linkage in Architectural Education"</p> <p>World Congress on Environmental Design for the New Millennium, Seoul, Korea</p>
Task Forces present	<p>AARP Universal Design Consumer Education Task Force 2011 -</p>
present	<p>AARP Boomer Task Force 2011 -</p> <p>AIA Diversity and Inclusion Task Force 2010 - present</p>
Service	<p>Associate Dean's Council 2011-present</p> <p>UB Faculty Senate Academic Planning Committee 1998-2001</p> <p>UB Faculty Senate Teaching and Learning Committee 1998-2000, 2010-present</p> <p>University Honors Program Mentor 1995-present</p> <p>University Special Interest Housing Faculty Representative 1995-2006</p> <p>Division of Undergraduate Academic Services Curriculum Committee 1995-2004</p> <p>UB Faculty Senate Executive Committee & Faculty Senate 1993-1994</p> <p>UB Faculty Senate Committee on Tenure and Privileges 1991-2000</p> <p>SA&P Cabinet 2012-present</p> <p>SA&P Council 2011-present</p> <p>SA&P Space Planning Committee 2010-present</p> <p>Department of Architecture Master Degree Requirement Committee 2005-present</p> <p>Department of Architecture Curriculum Committee (chair) 1995-present</p> <p>Department of Architecture Admissions Committee 1995 - present</p> <p>Department of Architecture Tenure Mentoring Committee (chair) 2000-present</p>

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

Name: Margarita L. Dubocovich, Ph.D.

Charter School Name: **College & Career Girls Prep Charter High School**

Charter School Address: **NA**

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

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

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

Background

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

5. Please explain why you wish to serve on the board. **Because I believe I can contribute to the establishment of the School which will serve a very important role in educating girls in the Buffalo area.**

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

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

None Yes

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

I will report any such incident to the President of the Board of Trustee

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **To prepare female students to complete high school and be prepared to enter college.**
19. Please explain your understanding of the educational program of the charter school. **It will be a focus program and focus in various themes to attract the students interest to pursue a successful career in one of the academies.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The board of Trustees should develop a strategic plan and follow it at all levels. **The success of such school will be based in providing a focus and systematic curriculum by well trained teachers and instructors.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **Should make sure that the bylaws are implemented and that students are served equally, and that all have the same opportunities and responsibilities. All discussions and actions should be based on transparency and equality.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
Yes I did.
23. Please provide any other information that you feel is pertinent to the Department's review.
This is a very worthwhile project and I am ready to work towards meeting the goal of establishing such a school for female students.

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

STATEMENT OF ASSURANCE

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



February 23, 2013

Signature

Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

BIOGRAPHICAL SKETCH

NAME Margarita L. Dubocovich, Ph.D	POSITION TITLE Professor and Chair of Pharmacology & Toxicology Senior Associate Dean of Inclusion and Cultural Enhancement		
EDUCATION/TRAINING			
INSTITUTION AND LOCATION	DEGREE	MM/YY	FIELD OF STUDY
University of Buenos Aires, Argentina	BS	1971	Biological Chemistry
University of Buenos Aires, Argentina	Ph.D.	1976	Biological Chemistry
Wellcome Lab, England	PostDoc	1976-1977	Pharmacology
Synthelabo, Paris, France	PostDoc	1977-1980	Neuropharmacology

A. Personal Statement

The goal of my research is to understand the biology and pharmacology of the hormone melatonin, its receptors, and the identification of ligands with therapeutic potential. Current projects in the laboratory involve assessing the cellular and molecular mechanisms of melatonin receptor localization and signaling; receptor-mediated migration, cell proliferation and neurogenesis in the brain; role of MT₁ and/or MT₂ melatonin receptors in modulating circadian rhythms entrainment; methamphetamine-induced sensitization and reward, as well as the gene expression changes underlying these conditions. Findings from these research programs have important implications for the discovery of novel drugs with differential actions at the MT₁ and MT₂ receptors. Molecular based drug design, computer modeling, and medicinal chemistry approaches guides the design and synthesize of small molecules targeting MT₁ and/or MT₂ melatonin receptors as potential treatments for insomnia, circadian sleep disorders, depression, seasonal affective disorders, and cardiovascular disease.

B. Positions and Honors

Positions and Employment

- 1980-1982 *Research Associate*, Neuropharmacology, University of Colorado, Denver, Colorado
1982-1986 *Assistant Professor*, Dept. of Pharmacology, Northwestern University Medical School
1986-1991 *Associate Professor*, Dept. of Pharmacology, Northwestern University Medical School
1991-2008 *Professor*, Dept. Mol. Pharmacol. & Biol Chem., Northwestern Univ. Feinberg Sch. Medicine
1999-2008 *Professor*, Dept. Psychiatry Behavioral Sci., Northwestern Univ. Feinberg School Medicine
2004-2008 *AGEP Professor* (Alliance Graduate Education and the Professoriate)
2007-2008 *Director*, The CLIMB (Collaborative Learning & Integrated Mentoring in the Biosciences) Program at Northwestern University
2008-present *Professor Emeritus*, Dept. Mol. Pharmacol. & Biol Chem., Northwestern Univ. Feinberg Sch. Medicine, Chicago, IL
2008-present *Professor and Chair*, Dept. Pharmacology & Toxicology, School of Medicine and Biomedical Science, University at Buffalo, Buffalo, NY
2009- present *Director*, The CLIMB (Collaborative Learning & Integrated Mentoring in the Biosciences) Program at UB, The CLIMB UP for Summer Research, and CLIMB UP Next Step.
2012-present *Senior Associate Dean of Inclusion and Cultural Enhancement*, School of Medicine and Biomedical Science, University at Buffalo, Buffalo, NY

Other Experience and Professional Memberships

1989-2008	<i>Centers and Institutes:</i> Northwestern University Neuroscience Institute, Robert H. Lurie Cancer Center, The Asher Center for the Study & Treatment of Depressive Disorders, Center for Drug Discovery and Chemical Biology, Center for Sleep and Circadian Biology
1988	<i>Grants-In-Aid Review Committee</i> , American Heart Association, Chicago (Member)
1989-1992	<i>Doctoral Fellowships in Biol. Science</i> , Review Panel, Howard Hughes Medical Institute
1992-1996	<i>NIMH Neurochemistry and Neuropharmacology Review Committee</i> (NIH) (Member)
1994-1995	<i>Officer (1985-1996), Chicago Chapter Society for Neuroscience:</i> Councilor, Secretary Treasurer, Treasurer, President Elect, President, Past President.
2000-2003	<i>Integrative, Functional and Cognitive Neuroscience 3 (IFCN-3) Study Section</i> (Member)
2003-2004	<i>Biological Rhythms and Sleep Study Section</i> (Member)
1995-present	<i>Chair, IUPHAR Subcommittee for Melatonin Receptor Nomenclature and Classification</i>
1999-2006	<i>ASPET Committee on Minorities Affairs</i> , Past Chair (2005-2006), Chair (2002-2005).
2001-2005	<i>Division of Pharmacology Education of ASPET</i> (Executive Committee)(Member)
2005-2007	<i>Chicago Chapter ASPET</i> (Executive Committee)(Member)
2000-2003	<i>NU LSGCMA -Life Science Graduate Committee on Minority Affairs - Chair</i> (2004)
2004-2008	<i>NU SECMA - Science Engineering Committee on Multicultural Affairs</i> (Chair 2004-2007)
2007-2008	<i>Faculty Diversity Committee</i> (Member), appointed by the Provost at Northwestern Univ.
2006-2010	<i>Division for Neuropharmacology of ASPET</i> (Secretary-Treasurer)
2008-2009	<i>Diversity In Neuroscience (DIN) Committee.</i> Society for Neuroscience
2009-2011	<i>Professional Development Committee.</i> Society for Neuroscience.
2010-2012	<i>President and Founder of the Western New York ASPET Chapter</i>

Honors

1972-1976	Research Fellow of the National Research Council of Argentina
1979-present	Invited speaker at 64 National and International Symposia
1981-1990	Travel Awards from ASPET (5) and ASP (1) to attend IUPHAR and ASP Congresses
2011	University at Buffalo Postdoctoral Mentoring Award

C. Selected Peer-reviewed Publications from over 150 publications

1. Gerdin, M.J., Masana, M.A., **Dubocovich, M.L.** 2004. Melatonin-Mediated Regulation of Human MT₁ Melatonin Receptors Expressed in Mammalian Cells. *Biochem. Pharmacol.* 67:2023-2030.
2. Gerdin, M.J., Masana, M.I., Rivera-Bermúdez, M.A., Hudson, R.L., Earnest, D.J., Gillette, M.U., **Dubocovich, M.L.** 2004. Melatonin Desensitizes Endogenous MT₂ Melatonin Receptors in the Rat Suprachiasmatic Nucleus: Relevance for Defining the Periods of Sensitivity of the Mammalian Circadian Clock to Melatonin. *FASEB J.* 18:1646-1656.
3. **Dubocovich, M.L.**, Hudson, R.L., Sumaya, I.A., Masana, M.I., Manna E. 2005. Effect of MT₁ melatonin receptor deletion on melatonin-mediated phase shift of circadian rhythms in the C57B6 mouse. *J. Pineal Res.* 39:113-120.
4. Masana, M.I., Soares, J.M., Jr. , **Dubocovich, M.L.** 2005. 17 β -Estradiol Modulates hMT₁ Melatonin Receptor Function. *Neuroendocrinology* 81: 87-95.
5. Hansen, M., Janssen, I. , Schiff, A., Zee,P.C., **Dubocovich, M.L.** 2005. The Impact of School Daily Schedule on Adolescent Sleep. *Pediatrics* 115: 1555-1561.
6. Sumaya, I.C., Masana, M.I., **Dubocovich, M.L.** 2005. Antidepressant-like effect of melatonin receptor antagonist luzindole in the forced swimming test in the C3H/HeN mouse lacking the MT₁ receptor. *J. Pineal Res.* 39: 170-177.
7. Munday, K., Benloucif, S., Harsanyi, K., **Dubocovich, M.L.**, Zee, P.C. 2005. Phase Dependent Treatment of Delayed Sleep Phase Syndrome with Melatonin. *Sleep.* 28:1271-1288.
8. Blask, D.E., Brainard, G.C., Dauchy, R.T., Hannifin, J., Davidson, L.K., Krause, J.A., Sauer, L.A., Rivera-Bermudez, M.A., **Dubocovich, M.L.**, Jasser, S.A., Lynch, D.T., et al. 2005. Light-induced nocturnal melatonin suppression is a new risk factor for human breast cancer. *Cancer Res.* 65:11174-11184.
9. **Dubocovich, M.L.** 2006. Agomelatine targets a range of major depressive disorder symptoms. *Curr Opin Investig Drugs.* 7:670-680.
10. Masana, M.I., Sumaya, I.C., Becker-Andre, M., **Dubocovich, M.L.** 2007. Behavioral Characterization and Modulation of Circadian Rhythms By Light and Melatonin in C3H/HeN Mice Homozygous for the ROR β

- Knockout. *Am J Physiol* 292:R2357-R2367 (published on line).
11. **Dubocovich, M.L.** 2007. Melatonin receptors: Role on sleep and circadian rhythm regulation. *Sleep Med.* 8:34-42.
 12. **Dubocovich ML**, Delagrange P, Krause DN., Sugden D, Cardinali DP, Olcese J. 2010. International Union of Basic and Clinical Pharmacology. LXXV. Nomenclature, Classification and Pharmacology of G Protein-Coupled Melatonin Receptors. *Pharm Rev.* 62:343-380.
 13. Rawashdeh O, Hudson RL, Stepien I, **Dubocovich ML.** 2010. Phase Response Curve to Ramelteon on the Onset of Running Wheel Activity. *Chronobiol Int.* 28: 31-38, 2011.
 14. Hutchinson, A., Hudson, R.L., **Dubocovich, M.L.** Methamphetamine-induced development and expression of locomotor sensitization is differentially modulated by the MT₁ and/or MT₂ melatonin receptors in C3H/HeN mice during the light and dark phases. *J. Pineal Res.*(publish online, in press), 2012.
 15. Liu, J, Somera-Molina, K.C., Hudson, R.L., **Dubocovich, M.L.** Melatonin Potentiates Running Wheel-Induced Neurogenesis in the Dentate Gyrus of Adult C3H/HeN Mice Hippocampus. *J. Pineal Res.* (publish online, in press), 2012.

D. RESEARCH SUPPORT

Ongoing Research Support

1R01 DA021870-04 Dubocovich (PI) NIH/NIDA 07/01/07 – 3/31/13
Modulation of Methamphetamine Action in the CNS

These studies are aimed to understand the mechanisms by which melatonin receptor activation counteracts psychostimulant-induced sensitization of locomotor activity and reward mechanisms. Furthermore they will provide information about potential mechanisms by which dopamine and melatonin receptor targets could participate in the entrainment of circadian rhythms alterations in humans induced by methamphetamine.

Institutional Funds Dubocovich (PI) 11/01/2008-present

Funds are available to purchase equipment, supplies and to cover personnel costs from the start up account set up by the Dean when I joined the School of Medicine and Biomedical Science at UB.

Ongoing Research Educational Grants

Zannoni Summer Undergraduate Research Fellowship Award Summer 2010-2012
American Society for Pharmacology and Experimental Therapeutics Dubocovich (PI)

The purpose of this grant award is to introduce undergraduate students to pharmacology research in order to heighten interest in science as a career, with an emphasis on pharmacology graduate training to increase the number of young scientists entering the research discipline of pharmacology. Funds will support undergraduate students for summer research which will be administered by The CLIMB Program at UB.

R25 GM 095459-01 Dubocovich (PI) NIH/NIGMS 03/28/2012-12/31/16

IMSD: Initiative for Maximizing Student Development) Enabling Access to Cutting-Edge Biomedical and Behavioral Science.

One of the current goals at the University at Buffalo is to increase the number of underrepresented faculty, researchers, undergraduate, and graduate students in the biomedical and behavioral sciences. The main goal of this application is to increase the numbers of underrepresented students in biomedical and behavioral research, by broadening the opportunities to earn Ph.D. degrees and to increase their participation in academic, research, administrative and leadership positions in our country.

COMPLETED RESEARCH SUPPORT

R01 MH-42922-18 Dubocovich (PI) NIH/NIMH (no cost extension) 04/01/04– 03/30/11
Modulatory Role of Melatonin in CNS Function

The overall goal of this proposal is to identify the molecular determinants and mechanism(s) by which melatonin differentially regulates hMT₁ and hMT₂ receptors and affects signal transduction in the suprachiasmatic nucleus (SCN). Our hypothesis is that physiological concentrations of melatonin will rapidly internalize MT₂, but not MT₁ melatonin receptors and that this is the mechanism by which nocturnal melatonin release differentially regulates physiological responses in mammals.

Role: PI

1R21 NS 061068-02 Dubocovich (PI) **NIH/NINDS** (non-cost extension) 04/01/09–03/30/12

Discovery of Selective MT₁ Melatonin Receptor Ligands for Sleep Disorders

This project is a collaboration between Dr. Rajendram Rajnarayanan. In collaboration we will design and characterize ligands with high affinity and selectivity for MT₁ receptors employing bio-computational methodologies, structure activity relationships, and chemical synthesis. We will determine the biological properties of these ligands, i.e., to assess their selectivity for MT₁ and MT₂ receptors as well as to determine their functional efficacy in *in vitro* bioassays and in vivo animals models.

School Trustee Background Information

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

Name: _____ Joyce Hwang _____

Charter School Name: College and Career Girls Prep Charter High School (CCGP)

Charter School Address: Buffalo, NY _____

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

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

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

Background

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

I think the Charter School's mission is a very important one. As a female architect and a professor, I am especially interested in encouraging young women to prepare themselves for college and college-level careers – particularly in a field such as architecture, which is a field that consists predominantly of men.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know M. Beth Tauke, who is another prospective board member. She is an Associate Professor and my colleague at University at Buffalo, where I am also a faculty member.

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

have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
First, I would engage the member in a private diplomatic conversation, just to get the facts straight. If there is an issue to resolve, I would then contact other board members to

Educational Philosophy

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

The CCGP Charter High School's mission is to provide a rigorous educational program for female high school students, which would give them the support and knowledge to not only graduate from high school, but also be prepared for enrolling in college/university, and pursuing a college-level career. The school's philosophy is to cultivate leadership and learning, encourage compassion and conscience, and position young women to take positive action in the world.

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

The school's educational program will be offered in four 'academies' within the school: Art/Architecture, Hospitality, Medical and Transportation. In the 9th and 10th grades, students will be able to explore each of the four academies. In the 11th and 12th grades, students will participate in one of the four academies in a more in-depth way. The art and architecture curriculum will be based on a Preservation Arts model that will encourage an interdisciplinary approach to learning about architecture. The idea of this pedagogical model is to use 'benchmark' places, buildings, structures, or objects to learn not only about architecture, but also learn about architecture's relevance to many other disciplines. For example, students might learn about a particular building, and use it also as a tool and/or springboard for learning about geometry and history, and other subjects.

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

I have been an educator at the university level for 10 years. My opinion regarding the characteristics of a successful college and career prep charter school come from my experience in teaching at the college level. The characteristics of a successful charter school are to: 1) Hire and support enthusiastic and passionate teachers who deeply believe in what they are teaching and its relevance to the greater world, 2) Hire and support school administrators that have the experience and ability to manage a school with a creative and constructive eye – this means also knowing when to give license and freedom to teachers (and not micromanaging staff), 3) Hiring and supporting staff that are empathetic to the circumstances of the students, and 4) Providing guidelines that are rigorous, but not overly dogmatic in ways that stifle creative teachers and staff, and 5) Encouraging support and positive reinforcement in the community. This includes, for example, making sure that all achievements – big or small – of students and alumni are recognized by the community in some way through media/websites/newsletters, etc.

Other

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

A public charter school board member's primary responsibilities are to support the school's mission statement and to ensure that all students get a great education that prepares them for college. The school board members are to support key charter promises and know how to measure and evaluate the attainment of those promises. Board members will address significant strategic issues that directly impact educational results for current students and those in the future.

I am slated to be on the Student Achievement Committee. The primary role of this committee is to make sure that academic excellence is defined and that goals and measures are set to attain and monitor academic excellence.

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

I have read and understood the charter school application and the board's by-laws and all proposed policies.

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

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

STATEMENT OF ASSURANCE

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



February 15, 2013

Signature

Date

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

Business Telephone: 

Business Address:



E-Mail Address: 

Home Telephone: 

Home Address: 

JOYCE HWANG, AIA



CURRICULUM VITAE

- 1.0 EDUCATION
- 2.0 PROFESSIONAL REGISTRATIONS
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- 7.0 PUBLIC EVENTS
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 - 7.3 SYMPOSIA ORGANIZED
- 8.0 INSTALLATIONS / BUILT WORK
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- 10.0 PROFESSIONAL PRACTICE
- 11.0 RECENT COURSES TAUGHT
- 12.0 SELECTED COMMITTEE SERVICE AT UNIVERSITY AT BUFFALO
- 13.0 PROFESSIONAL, COMMUNITY, AND SCHOOL SERVICE
- 14.0 VISITING CRITIC

1.0 EDUCATION

Princeton University
School of Architecture
Princeton, NJ

M. Arch, June 2003.

Thesis: "Zoological Laboratory: This is only a test."

Advisor: Laura Kurgan.

Design studio, Spring 2002: Ben Van Berkel and Caroline Bos.

Design studio, Fall 2001: Elizabeth Diller.

Cornell University
College of Architecture, Art and Planning
Department of Architecture
Ithaca, NY

B. Arch, January 1998.

Thesis: "Excuse me, but is this your sock?: Internal Confrontations in Mediating the Very-Private and the Quasi-Public."

Advisors: Andrea Simitch, Lily Chi.

2.0 PROFESSIONAL REGISTRATIONS

Registered Architect

2010 – Current.

Professional license and registration in New York State.

National Council of Architectural Registration Boards (NCARB)

2010 – Current.

Certification.

3.0 ACADEMIC APPOINTMENTS

University at Buffalo, State University of New York
School of Architecture and Planning
Department of Architecture
Buffalo, NY

Assistant Professor, Fall 2006 – Current.

For Recent Courses Taught, see Section 11.0.

University at Buffalo, State University of New York
School of Architecture and Planning
Departments of Architecture and Urban and Regional Planning
Buffalo, NY

Adjunct Assistant Professor, Fall 2005 – Summer 2006.

Courses taught: Third-year undergraduate architecture studios, undergraduate urban planning studios.

Temple University
Tyler School of Art, Architecture Program
Philadelphia, PA

Adjunct Assistant Professor, Fall 2003 – Summer 2005.

Courses taught: Undergraduate architecture studios, representation seminar, structural analysis lecture course.

Princeton University
School of Architecture
Princeton, NJ

Digital Media Assistant, Fall 2004 – Spring 2005.

Assistant for design studio of Elizabeth Diller.

Assistant for design studio of Mario Gandelsonas.

Excel Program
Amherst College
Amherst, MA

Instructor of Architecture, Summer 2003.

Course taught: Pre-college architectural design studio and history seminar.

New Jersey Institute of Technology
School of Architecture
Newark, NJ

Adjunct Assistant Professor, Spring 2003.

Course taught with Yusuke Obuchi: Third year undergraduate architectural design studio.

Princeton University
Department of Art and Archaeology
Princeton, NJ

Teaching Assistant, Spring 2002.

Professor John Pinto.

Course: *Rome, The Eternal City*, architecture history course.

Cornell University
College of Architecture, Art and Planning
Department of Architecture
Ithaca, NY

Teaching Assistant, Summer 1997.

Professor Henry Richardson.

Course: Summer College Architectural Design Studio.

Teaching Assistant, Spring 1997.
Professor Glenn Wilcox.
Course: Computer Applications and Design.

Teaching Assistant, Fall 1995, Fall 1996.
Professor Mark Cruvellier.
Course: Structural Systems.

4.0 AWARDS

Urban Animal: The 2012 Animal Architecture Awards

First Place, August 2012.
Competition organizer: Animal Architecture.

2G Venice Lagoon International Design Competition
Venice Lagoon, Italy

Finalist, January 2008.
Competition organizers: 2G Magazine.
Project conducted with assistance from Kelly Zona and Joshua Gardner.

Chicago Prize:
Water Tanks International Ideas Competition
Chicago, IL, USA

Honorable Mention, October 2005.
Competition organizers: Chicago Architectural Club.
Project conducted in collaboration with Milenko Ivanovic.

Chi Chi Earthquake Memorial
International Design Competition
Chi Chi, Taiwan

Finalist, December 2003.
Competition organizers: The 921 Earthquake Post Disaster
Recovery Commission, Architecture Institute of China.
Project conducted in collaboration with David Allin.

American Museum of Slavery Ideas Competition
Washington D.C., USA

First Prize, October 2003.
Competition organizers: *Mastermind* Magazine.

Charles Goodwin Sands Memorial Bronze Medal
Cornell University Department of Architecture

Recipient, May 1997.
Awarded by faculty to members of each graduating class for
outstanding thesis projects.

5.0 SELECTED FELLOWSHIPS AND GRANTS

MacDowell Colony Fellowship,
National Endowment for the Arts Fellow

Awarded for the Winter/Spring residency period.
In residence: April 7 – May 12, 2011.

Baldy Center for Law and Social Policy
University at Buffalo Law School

February 2010.
Awarded \$5,574 for research project: "Re-zoning Buffalo:
Visualizing Potential Effects of Urban Agriculture."

New York State Council on the Arts (NYSCA)
Independent Project Grant
Fiscal Sponsor: Van Alen Institute, New York, NY.

September 2008 – September 2009.
Awarded \$10,750 for the development and production of "Bat
Tower."

6.0 PUBLICATIONS

6.1 ARTICLES AUTHORED: PRINT JOURNALS AND MAGAZINES

**"Vertical Farming in Las Vegas? Beyond Pragmatism, Toward
Desire"**
Bracket, issue 1, *On Farming*

November 2010. pages 180-186.
ACTAR: Barcelona, Spain / New York, NY, USA.
Editors: Mason White and Maya Przybylski.

"The New York Value Exchange"
MONU, issue 12, *Real Urbanism*

February 2010. pages 66-73.
BOARD Publishers; Rotterdam, Netherlands.
Editor-in-Chief: Bernd Upmeyer, Managing Editor: Beatriz Ramo.

**"American Museum of Slavery, Smithsonian Institute,
Washington D.C. : A Proposal"**
Mastermind Magazine, issue 1

January 2004. pages 30-34.
Publisher: Ramona C. Arnold: New York, NY, USA.
Editor: Kevin McLeod.

6.2 ARTICLES AUTHORED: CONFERENCE PROCEEDINGS

"Cultivating Cities"
Futures of Cities, 51st IFHP World Congress

September 2007.
Website: <http://www.ifhp2007copenhagen.dk/World%20Congress/Speakers-Papers/Sessions%20and%20Papers.aspx>.

"Controlling Speculation"
Fresh Air: 2007 ACSA Annual Meeting, Philadelphia, PA

March 2007. pages 628-634.
Publisher: ACSA Press: Washington D.C., USA.
Editors: Judith Bing and Cathrine Veikos.

"Controlling Speculation"
Surfacing Urbanisms: Recent Approaches to Metropolitan Design, Proceedings, 2006 ACSA West Regional Conference

October 2006. pages 253-259.

6.3 PROJECTS IN SELECTED PRINT JOURNALS AND MAGAZINES

Bat Cloud:
Architect
The Magazine of the American Institute of Architects
Volume 101, Number 8

August 2012. page 114.
Publisher: Hanley Wood, LLC: Washington D.C., USA.
Editor-in-chief: Ned Cramer.
Catalogue/Monograph issue documenting *Spontaneous Interventions: Design Actions for the Common Good*, the 13th International Venice Architecture Biennale.

Bat Tower and Bat Cloud:
DESIGNNET 8, Volume 179

August 2012. page 73.
Publisher: Seoul, Korea.
Website: www.designnet.co.kr

Bat Tower:
"Bat Tower / Ants of the Prairie, Joyce Hwang"
Praxis Journal of Writing and Building,
Issue 13, *Eco-Logics*

2011. pages 32 – 37.
Editors: Amanda Reeser Lawrence, Ashley Schafer.
Author/Associate Editor: Irina Verona.

Bat Tower:
Green Building and Design Magazine (gb&d),
"What's Cooking?"

April 2011. page 18.
Publisher: Bowen, Guerrero + Howe, LLC: Chicago, IL, USA.
Editor-in-Chief: Christopher Howe.
Features Editor: Darhiana Mateo.
Website: <http://gbdmagazine.com/2011/04/april-2011-4/>

Bat Tower:
"Creative Highs" in
AZURE Magazine, Volume 26, No. 203

October 2010. page 38 and cited on page 22.
Publisher: AZURE Publishing Inc.: Toronto, Ontario, Canada.
Editor: Nelda Rodger.
Authors: Nina Boccia, Paige Magarrey, Robert Such.

**"Excuse me, but is this your sock?": Internal Confrontations in
Mediating the Very-Private and the Quasi-Public"**
Cornell Journal of Architecture, no. 6

September 1999.

6.4 PROJECTS IN BOOKS AND PRINT CATALOGUES

- Bat Tower:**
Architettura Naturale 2
Forthcoming.
22Publishing: Milan, Italy and Princeton Architectural Press: New York, NY, USA.
- Bat Tower:**
Contemporary Follies
November 2012.
Monacelli Press: New York, NY, USA.
Editors: Keith Moskow and Robert Linn.
- Intensified Reflections, Bat Tower:**
Art + Scope
2012. pages 106 – 109 and pages 182 – 185.
Do press Books: Shenyang, China.
- Bat Tower:**
My Green City: Back to Nature with Attitude and Style
February 2011. page 136.
Gestalten Books: Berlin, Germany.
Editors: Robert Klanten, Sven Ehmann, Kitty Bothöfer.
- Enticing the Flood:**
2G Dossier: Concorso 2G Competition, Parque del la Laguna de Venecia
July 2008. page 63.
Editorial Gustavo Gili: Barcelona, Spain.
- Extreme Laundry / Moldable Air Host:**
Coney Island: The Parachute Pavilion Competition, "Tactile Tech-Style"
2007. page 69.
Princeton Architectural Press: New York, NY, USA.
Van Alen Institute: New York, NY, USA.
Editors: Zoë Ryan and Jonathan Cohen-Litant.
- Competition entry:**
921 Portfolio: Chi Chi Earthquake Memorial Competition
April 2004. pages 91-92.
Architecture Institute of China: Taiwan.

6.5 PROJECTS IN SELECTED NEWS AND MEDIA

- "Hangend doopr voor vleermuizen"**
Bright.nl
November 7, 2012.
Author: Ingeborg van Lieshout
Website: <http://www.bright.nl/hangend-dorp-voor-vleermuizen>
- "Architecture for Bats"**
Metropolis Magazine
October 7, 2012.
Author: Ryan A. Cunningham
Website:
<http://www.metropolismag.com/pov/20121007/architecture-for-bats#more-26843>
- "Winners of URBAN ANIMAL: 2012 Animal Architecture Awards"**
Archinect / Bustler
September 6, 2012.
Websites: <http://archinect.com/news/article/56777944/winners-of-urban-animal-2012-animal-architecture-awards>,
http://www.bustler.net/index.php/article/winners_of_urban_animal_2012_animal_architecture_awards/
- "Holy Bat Cloud: Designer's Eco-Sculpture Boosts Bat Biodiversity"**
Treehugger
September 6, 2012.
Author: Kimberley Mok.
Website: <http://www.treehugger.com/resilience/bat-cloud-eco-sculpture-joyce-hwang.html>
- "bat cloud by ants of the prairie"**
Designboom
September 4, 2012.
Website:
<http://www.designboom.com/weblog/cat/8/view/23411/bat-cloud-by-ants-of-the-prairie.html>

- "Interventions"**
Spontaneous Interventions: Design Actions for the Common Good
13th International Architecture Exhibition la Biennale di Venezia
- August 2012.
Website: <http://www.spontaneousinterventions.org/project/bat-cloud>
- "Let's hear it for the bats"**
AZURE Magazine
- August 22, 2012.
Author: Nina Boccia.
Website: http://www.azuremagazine.com/newsviews/blog_content.php?id=2149
- "2012 Venice Biennale: Spontaneous Interventions #1 to #16"**
Architect Magazine
- August 9, 2012.
Website:
http://www.architectmagazine.com/architecture/spontaneous-interventions-1-to-16_12.aspx
- "'Bat Cloud' Hangs at Tiff"**
The Buffalo News
- August 3, 2012.
Author: Jay Rey,
Photographer: Derek Gee, Videographer: Brian Meyer.
Website: <http://www.buffalonews.com/city/communities/buffalo/article982676.ece>
- "A Cloud for Bats"**
The Scientist
- August 2, 2012.
Author: Hayley Dunning.
Website: <http://the-scientist.com/2012/08/02/a-cloud-for-bats/>
- "Helping Endangered Bats Through Art"**
WGRZ, Channel 2
- June 4, 2012.
Reporter: Terry Belke.
Website: <http://southbuffalo.wgrz.com/news/news/66489-helping-endangered-bats-through-art>
- "Top Ten Trends for 2012"**
"Trend 7: Design for Animals"
The Pop-Up City
- January 6, 2012.
Author: Jeroen Beekmans.
Website: <http://popupcity.net/2012/01/trend-7-design-for-animals/>
- "Interview with Joyce Hwang"**
Animal Architecture
- April 27, 2011.
interviewed by: Ned Dodington.
Website: <http://www.animalarchitecture.org/interview-with-joyce-hwang/>
- "Designer Homes for Bats"**
The Pop-Up City
- December 8, 2010.
Author: Samo Pederson.
Website: <http://popupcity.net/2010/12/designer-homes-for-bats/>
- "A Tower Made for Bats"**
The Dirt, American Society of Landscape Architecture
- November 4, 2010.
Website: <http://dirt.asla.org/2010/11/04/a-tower-made-for-bats/>
- "Architecture for bats"**
AZURE Magazine
- October 6, 2010.
Interview by Nina Boccia.
Website: http://www.azuremagazine.com/newsviews/blog_content.php?id=1622
- "Sculptural Bat Structures"**
Metropolitan Field Guide
- September 22, 2010.
Website: <http://www.metrofieldguide.com/?p=441>
- "Cool High-Rise Bat Habitat Draws Nature's Pest-Fighters to New York Sculpture Park"**
Treehugger
- September 17, 2010.
Author: Jennifer Hattam.
Website: <http://www.treehugger.com/files/2010/09/cool-high-rise-bat-habitat-draws-natures-pest-fighters-ny-park-video.php>
- "Bat Tower: Artful structure to encourage pest-fighting skills"**
GreenDiary
- September 16, 2010.
Author: Aditi Justa.

"Bat Tower in Griffis Sculpture Park to Raise Awareness for Bats"

Inhabitat

Website: <http://www.greendiary.com/entry/bat-tower-artful-structure-to-encourage-pest-fighting-skills/>

September 15, 2010.

Author: Bridgette Meinhold.

Website: <http://inhabitat.com/2010/09/15/bat-tower-in-griffis-sculpture-park-to-raise-awareness-for-bats/>

"A High-Rise for Bats Is a Natural Pesticide Program"

Good

September 14, 2010.

Author: Alissa Walker.

Website: http://www.good.is/post/a-high-rise-for-bats-is-a-natural-pesticide-program/#comment_stream

"A Professor Creates a Condo for Bats (There's a Lesson in It, Too)"

The Chronicle of Higher Education

September 10, 2010.

Author: Lawrence Biemiller.

Website: <http://chronicle.com/blogPost/A-Professor-Creates-a-Condo/26839/>

6.6 SELECTED ONLINE CITATIONS

Eco escultura por Joyce Hwang para "Ants of the prairie"

Econotas

Website: <http://www.econotas.com/2012/09/eco-escultura-por-joyce-hwang-para-ants.html>

"Holy Bat Cloud: Designer's Eco-Sculpture Boosts Bat Biodiversity"

Humanitarian News

September 6, 2012.

Website: <http://humanitariannews.org/20120906/holy-bat-cloud-designers-eco-sculpture-boosts-bat-biodiversity>

"US pavilion at the venice architecture biennale"

Designboom

August 29, 2012.

Website:

<http://www.designboom.com/weblog/cat/9/view/23296/us-pavilion-at-the-venice-architecture-biennale.html>

Archinect

August 3, 2012.

Website: <http://archinect.com/news/article/54672419/bat-cloud>

"The 'Coolest' Bat Habitat Design"

Friends of Butano State Park

July 30, 2012.

Website: <http://friendsofbutano.blogspot.com/2012/07/the-coolest-bat-habitat-design.html>

"animal architecture: a bat tower, a bee folly, & a five-star hotel for bugs"

Gwarlingo

January 5, 2012.

Author: Michelle Aldredge.

Website: <http://www.gwarlingo.com/2011/animal-architecture-a-bat-tower-a-bee-folly-a-five-star-hotel-for-bugs/#more-2589>

"Bat Tower"

Reconciliation Design:

Ecologists and Designers Working Together

April, 2011.

Posted by: Daniel Metcalf.

Website: <http://reconciliation.posterous.com/bat-tower>

"Infrastructural Opportunism, A Manifesto"

Infranet Lab

February 14, 2011.

Posted by: Mason White.

Website: <http://infranetlab.org/blog/2011/02/infrastructural-opportunism-a-manifesto/>

NOTCOT.ORG

2010.

Website: <http://www.notcot.org/page/767/#34569>

"Cool High-Rise Bat Habitat Draws Nature's Pest-Fighters to NY Sculpture Park"

Humanitarian News

September 17, 2010.

Website: <http://humanitariannews.org/20100917/cool-high-rise-bat-habitat-draws-natures-pest-fighters-ny-sculpture-park-video>

6.7 EDITORIALS AUTHORED: ONLINE MEDIA

e-Architect:

	Editors: Adrian Welch, Isabelle Lomholt. Website: http://www.e-architect.co.uk/
"Architecture as Spectacle"	October 4, 2011.
"Urban Porosities"	July 26, 2011.
"Locating Public Space"	April 12, 2011.
"Resisting Boredom"	January 25, 2011.
"Some Thoughts on the 2010 Stirling Prize Winner"	October 5, 2010.
"Beyond Effect, Toward Poignancy: A Few Thoughts on the 2010 Stirling Prize Shortlist"	July 27, 2010.

6.8 SELECTED PUBLICATIONS OF STUDENTS' WORK

"Survivalist Architecture: Dwelling on Waste" (working title) <i>PLAT, Issue 3.0, Collective Disruption</i> Rice School of Architecture	<i>Forthcoming, Spring 2013.</i> Editors-in-chief: Chimaobi Izeogu and Mary Casper. Website: http://www.platjournal.com/ Thesis Project by Andrew Perkins and Matthieu Bain.
"A Gorgeous, Towering Hive to Save Our Dying Bees" <i>Fast Company, Co.EXIST</i>	August 15, 2012. Author: Anita Hamilton. Website: http://www.fastcoexist.com/1680215/a-gorgeous-towering-hive-to-save-our-dying-bees#1 Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead, Scott Selin, Lisa Stern.
"For Buffalo's Grain Elevators, an Experimental Second Act" <i>The Atlantic Cities</i>	August 15, 2012. Author: Joann Greco. Website: http://www.theatlanticcities.com/design/2012/08/buffalos-grain-elevators-experimental-second-act/2949/ Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead, Scott Selin, Lisa Stern.
"Dwelling on Waste: Flint" <i>Flint Public Art Project</i>	July 15, 2012. Website: http://theflintproject.blogspot.com/2012/07/dwelling-on-waste-flint.html Project by Andrew Perkins and Matthieu Bain.
"A Tower for the Bees" <i>Azure Magazine</i>	July 10, 2012. Author and Editor: Elizabeth Pagliacolo. Website: http://azuremagazine.com/newsviews/blog_content.php?id=2115 Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead, Scott Selin, Lisa Stern.
"Building sweet buzz in an urban wasteland" <i>The Globe and Mail</i>	June 29, 2012. Author: Lisa Rochon. Website: http://www.theglobeandmail.com/arts/art-and-architecture/building-sweet-buzz-in-an-urban-wasteland/article4380988/ Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead, Scott Selin, Lisa Stern.
"A Tower for Bees" <i>Architect</i> <i>The Magazine of the American Institute of Architects</i>	June 28, 2012. Author: Blaine Brownell. Website: http://www.architectmagazine.com/architecture/a-tower-for-bees.aspx

Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead,
Scott Selin, Lisa Stern.

"A New Home for a Bee Colony"
The Dirt, American Society of Landscape Architecture

June 22, 2012.
Website: <http://dirt.asla.org/2012/06/22/animal-architecture/>
Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead,
Scott Selin, Lisa Stern.

"Rust Belt Chic Buffalo"
Rust Belt Chic

June 18, 2012.
Website: <http://rustbeltchic.com/tag/buffalo/>
Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead,
Scott Selin, Lisa Stern.

**"Elevator B' is a Gleaming Skyscraper Home for a Bee Colony
in Buffalo"**
Inhabitat

June 18, 2012.
Author: Lori Zimmer.
Website: <http://inhabitat.com/elevator-b-is-a-gleaming-skyscraper-home-for-a-bee-colony-in-buffalo/>
Project by Courtney Greenan, Kyle Mastalinski, Daniel Nead,
Scott Selin, Lisa Stern.

7.0 PUBLIC EVENTS

7.1 SELECTED CONFERENCES

"Constructing Wilderness"
New Constellations, New Ecologies
ACSA National Conference
San Francisco, CA, USA

Forthcoming, March 2013.
Paper presentation.

"Pest Architecture"
*Animals and Animality: Across the Humanities and the Social
Sciences, Interdisciplinary Conference*
Queens University, Kingston, Ontario, Canada

June 2010.
Paper presentation.

"Cultivating Cities"
Futures of Cities: Impacts, Indicators, Implementations,
International Federation for Housing and Planning
51st World Congress
Copenhagen, Denmark

October 2007.
Paper presentation.

"Controlling Speculation"
Fresh Air, ACSA National Conference
Philadelphia, PA, USA

March 2007.
Paper presentation.

"Controlling Speculation"
*Surfacing Urbanisms: Recent Approaches to Metropolitan
Design, ACSA Regional Conference*
Los Angeles, CA, USA

October 2006.
Paper presentation.

7.2 SELECTED LECTURES AND PUBLIC PRESENTATIONS

"Cittadine: What is the city without citizens?"
Public Event as part of *Spontaneous Interventions,*
La Biennale di Venezia
U.S. Pavilion, Venice, Italy

November 23, 2012.
Co-organized with Jordan Geiger.
1 of 7 School-led Public Programs featured in the U.S. Pavilion.
Website: <http://www.spontaneousinterventions.org/events>

"Constructing Wilderness"
University of Waterloo, School of Architecture
Cambridge, Ontario, Canada

July 19, 2012.
Website: <http://www.architecture.uwaterloo.ca/news+events/events/events.html>

Storefront Interrogation 06: Interrogating Green.
Roundtable discussion between a selection of contributors to
Praxis 13: Ecologies
Storefront for Art and Architecture. New York, NY, USA

June 8, 2012.
Website:
<http://storefrontnews.org/programming/series?c=&p=&e=483>

"Pest Architecture"
Pecha Kucha Buffalo, Volume 10
Hallwalls Contemporary Art Center. Buffalo, NY, USA

March 24, 2011.
Websites: <http://www.pecha-kucha.org/night/buffalo/10>,
<http://hallwalls.org/special/4944.html>

"Interventions"
Storefront Manifesto Series 02: Infrastructural Opportunism,
Book Launch for Coupling: Strategies for Infrastructural
Opportunism, Pamphlet 30
Storefront for Art and Architecture. New York, NY, USA

January 28, 2011.
Website: http://www.storefrontnews.org/exhibitions_events/events?c=&p=1&e=423.

7.3 SYMPOSIA ORGANIZED

Martell Symposium -- Beyond Patronage:
Reconsidering Models of Practice
University at Buffalo School of Architecture and Planning,
Buffalo, NY, USA

October 16-17, 2012.
Co-coordinated with Martha Bohm, Shannon Phillips, Gabrielle Printz. Sponsored by Christopher and Sally Martell, the UB Gender Institute, and the UB School of Architecture and Planning.
Symposium participants: Hansy Better-Barraza, Lori Brown, Yolande Daniels, Natalie Jeremijenko, Lola Sheppard, Juliette Spertus, Linda Taalman, Georgeen Theodore.

8.0 INSTALLATIONS / BUILT WORK

Habitat Wall
Buffalo Audubon Society, North Java, NY, USA

Work-in-progress.

Bat Cloud
Tiff Nature Preserve, Buffalo, NY, USA

Completed May 2012. Permanent Installation.
In collaboration with Sze Wan Li, Mikaila Waters, and Robert Yoos; in consultation with Mark Bajorek, Katharina Dittmar.
Selected as part of the UB Humanities Institute's "Fluid Culture" event series.

Bat Tower
Griffis Sculpture Park, Ashford Hollow, NY, USA

Completed June 2010. Permanent Installation.
In collaboration with Michael Pudlewski, Thomas Giannino, Laura Schmitz, Nicole Marple, Mark Nowaczyk, Dan Dimillo; in consultation with Katharina Dittmar, Mark Bajorek, Dick Yencer.
Project design and construction funded with a grant from NYSCA (For more details, see Section 5.0).

Intensified Reflections
Figment, *City of Dreams*, Governors Island, New York, NY, USA

June 27 -- September 5, 2008.
Designed and constructed as one of nine holes in a participatory miniature golf installation, with assistance from Nicole Marple, David Nardozi, Michael Pudlewski, John Scherer, and Laura Schmitz.
Sponsored by FIGMENT (in partnership with the Arts Action League and the Pure Project).

9.0 EXHIBITIONS

Past Futures, Present, Futures
Storefront for Art and Architecture
New York, NY, USA

Spontaneous Interventions:
Design Actions for the Common Good,
Official U.S. presentation at the
13th International Venice Architecture Biennale
Venice, Italy

2G Competition: Venice Lagoon Park Exhibition
Second Biennial of the Canary Islands: Architecture, Art and
Landscape, Escuela Superior de Arquitectura de Las Palmas
Las Palmas de Gran Canaria, Spain
Tese di San Cristoforo no 92/93/94, Arsenale di Venezia
Venice, Italy
Editorial Gustavo Gili Head Office
Barcelona, Spain

Water Tanks: The Chicago Prize
Chicago Cultural Center
Chicago, IL, USA

Coney Island Parachute Pavilion
Van Alen Institute
New York, NY, USA

Tomorrow,
New York Hall of Science
New York, NY, USA

Chi Chi Earthquake Memorial Competition
Traveling Exhibition
National Tour of Taiwan

Designing the High Line
Grand Central Terminal
New York, NY, USA

October 26 – November 27, 2012.
One of 101 artists, architects, writers and policy-makers invited to contribute projects.
Website: <http://storefrontnews.org/programming/events?e=489&preview=true>

August 29 – November 25, 2012.
“Bat Cloud” exhibited in group show.
Curated by Cathy Lang Ho, David van der Leer, Ned Cramer / Institute for Urban Design, New York, NY.
Interview featured in *Venice Biennale Future Cities* (film produced for the U.S. Pavilion), directed by Kelly Loudenberg.

“Enticing the Flood” exhibited in a travelling group show.
March 7 – May 3, 2009.

October 31 – November 23, 2008.

September 25 – October 10 2008.

October 28, 2005 – January 29, 2006.
“Resuscitating an Instrument of Vision and Pleasure” exhibited in group show.

July 2005.
“Extreme Laundry/Parachute Pavilion” exhibited in group show.

September 10 – December 5, 2004.
“Zoological Laboratory” exhibited in group show.
Project selected through an international competition by ASCI (Art and Science Collaborations, Inc.)

January – June 2004.
“Mapping Memory” exhibited in group show.

July 2003.
“Putting It Up On the High Line” (in collaboration with David Allin) exhibited in group show.

10.0 PROFESSIONAL PRACTICE

Ants of the Prairie
Buffalo, NY, USA

MGA Partners
Philadelphia, PA, USA

Agrest and Gandelonas / Princeton University
New York, NY, USA / Princeton, NJ, USA

2010 – Current.
Founder and Director.

May – December 2004.
Guild Hall, Bryn Mawr College.
Design Collaborator.
Feasibility study and schematic design for the renovation of an existing building and the addition of a new roof.

March – May 2003.
Midtown Manhattan: Speculative Urban Design Proposal.
Design Collaborator and Project Coordinator.

Tonet Sunyer, Architecte
Barcelona, Spain

Carlos Ferrater, Architecte
Barcelona, Spain

Gary Handel and Associates
San Francisco, CA, USA

McCall Design Group
San Francisco, CA, USA

March – July 2001.
Housing Development in Benicassim, Spain, Competition.
Project Designer.
Design and development of 11 single-family housing units.
Housing Development in Almeria, Spain.
Design Collaborator.
Masterplan for residential community of 75 single-family housing units, Design development of prototypical units.

November 2000 – February 2001.
Barcelona International Airport, Invited Competition.
Design Collaborator.

October 1998 – March 2000.
Central California History Museum Competition.
Project Designer.
735 Market Street Renovation / Four Seasons Residences Sales Office and Showroom, San Francisco, CA.
Design Collaborator and Project Manager.
Sony Metreon Entertainment Center, San Francisco, CA.
Collaborator.

October 1997 – October 1998.
Various retail design projects.
Collaborator.

11.0 RECENT COURSES TAUGHT

University at Buffalo
State University of New York
School of Architecture and Planning
Department of Architecture
Buffalo, NY

Arc 501, First-year graduate Architectural Design Studio:
Fall 2010, Fall 2011
Arc 101, First-year undergraduate Architectural Design Studio:
Fall 2007, Fall 2008, Fall 2009
Arc 102, First-year undergraduate Architectural Design Studio:
Spring 2007
Arc 301, Third-year undergraduate Architectural Design Studio:
Fall 2005, Fall 2006, Fall 2012
Arc 302, Third-year undergraduate Architectural Design Studio:
Spring 2006, Spring 2008, Spring 2009
Arc 593 / Arc 404, "Visualizing Ecologies," Graduate Seminar:
Spring 2012
Arc 579, "Questions of Sustainable Thinking," Graduate Seminar:
Fall 2011, Fall 2012
Arc 491/591, "Ecosystems of Security," Graduate Seminar:
Spring 2009, Fall 2010
Barcelona Spain Study Abroad Program.
"Fabricating Barcelona," Seminar:
Summer 2007
Rome Italy Study Abroad Program.
"History of Urbanism and Architecture in Rome," Seminar:
Summer 2006

12.0 SELECTED COMMITTEE SERVICE AT UNIVERSITY AT BUFFALO

Faculty Search for Position in Landscape and Urban Design,
Committee Chair

Fall 2012-Spring 2013.

Lectures and Exhibitions Committee

Fall 2012 – Spring 2013.

Banham and McHale Fellowships Committee	Spring 2012.
National Architectural Accrediting Board (NAAB) Visit Preparation Committee	Spring 2009, Spring 2011, Fall 2011, Spring 2012.
Graduate Admissions Committee	Spring 2007 – Current.

13.0 PROFESSIONAL, COMMUNITY, AND SCHOOL SERVICE

2013 National Conference on the Beginning Design Student: <i>Actions: Making of Place</i> Peer Reviewer	Fall 2012. Invited to serve as a Peer-Reviewer for the conference. Chairs: Eric Oskey, Dennis Playdon, Lorena Alvarez
<i>Hive City</i> Student Design Competition, Silo City Coordinator	Spring 2012. Co-Coordinator and Project Advisor (with Martha Bohm and Christopher Romano) of a three-phase student design competition. Winning project was constructed and installed in June 2012. Project sponsors: Rick Smith, CEO of Rigidized Metals and owner of Silo City; University at Buffalo School of Architecture and Planning.
ACSA 100th Annual Meeting: <i>Digital Aptitudes</i> Peer Reviewer	Fall 2011. Invited to serve as a Peer-Reviewer for the session, "1988–1997: Ambitions and Apprehensions of a 'Digital Revolution.'" Chairs: Sunil Bald and John Stuart.
<i>Input/Output</i> Peer Reviewer	Fall 2011. Invited to serve as a Peer-Reviewer for a forthcoming book. Editors: Sneha Patel and Rashida Ng.
Animal Architecture Awards Jury Member	Summer 2011. Invited to serve as a jury committee member for an international design competition. Other jurors included: Neeraj Bhatia, Ned Dodington, Allison Hunter, Sanford Kwinter, Jon LaRocca, Geoff Manaugh, Cary Wolfe. Website: http://www.animalarchitecture.org/animal-architecture-awards/
<i>Journal of Architectural Education</i> Peer Reviewer	October 2007. Issue: Performance/Architecture. Editors: Omar Khan and Dorita Hannah.
Community Design Collaborative Philadelphia, PA	August 2004 – February 2005. Provided pro-bono programming and schematic design services for the African Cultural Alliance of North America's (ACANA) Community Center for Economic Development.

14.0 VISITING CRITIC

Princeton University, Princeton, NJ, USA	Final Review, Fall 2012, Faculty: Yusuke Obuchi
Syracuse University, Syracuse, NY, USA	Final Review, Fall 2012, Faculty: Lori Brown
Syracuse University, Syracuse, NY, USA	Final Review, Fall 2012, Faculty: Alexandra French, Anne Munly
University of Waterloo, Cambridge, Ontario, Canada	Final Review, Summer 2012, Faculty: Lola Sheppard
University of Toronto, Toronto, Ontario, Canada	Final Review, Spring 2012, Faculty: Shane Williamson
University of Waterloo, Cambridge, Ontario, Canada	Midterm Review, Fall 2011, Faculty: Lola Sheppard
University of Waterloo, Cambridge, Ontario, Canada	Final Review, Summer 2011, Faculty: Lola Sheppard
Carnegie Mellon University, Pittsburgh, PA, USA	Final Review, Spring 2010, Faculty: Pablo Garcia

University of Michigan, Ann Arbor, MI, USA
University of Toronto, Toronto, Ontario, Canada

University of Toronto, Toronto, Ontario, Canada
Cornell University, Ithaca, NY, USA
Cornell University, Ithaca, NY, USA
Cornell University, Ithaca, NY, USA
Parsons New School of Design, New York, NY, USA

Cornell University, Ithaca, NY, USA

University of Waterloo, Cambridge, Ontario, Canada
University of Toronto, Toronto, Ontario, Canada
Temple University, Philadelphia, PA, USA
Harvard University, Cambridge, MA, USA
Boston Architectural Center, Boston, MA, USA
Rensselaer Polytechnic Institute, Troy, NY, USA
University at Buffalo, SUNY, Buffalo, NY, USA
University of California at Berkeley, Berkeley, CA, USA
City College of New York, New York, NY, USA
Architectural Association, London, England, UK
University of Pennsylvania, Philadelphia, PA, USA

Final Review, Spring 2010, Faculty: Glenn Wilcox
Midterm Review, Spring 2010, Faculty: Brigitte Shim, Aziza Chaouni, Neeraj Bhatia, Dieter Janssen
Final M.Arch Thesis Reviews, Fall 2009
Final Review, Fall 2009, Faculty: Milton Curry
Final M.Arch Thesis Reviews, Fall 2008
Final Review, Spring 2008, Faculty: Aleksandr Mergold
Midterm Review, Spring 2008, Faculty: David Piscuskas + Juergen Riehm, with Texer Nam
Final Review, Fall 2007, Faculty: Milton Curry, Leyre Asensio + David Mah
Final Review, Fall 2007, Faculty: Lola Sheppard
Final Review, Fall 2006, Faculty: Mason White
Final B.Arch Thesis Reviews, Spring 2006
Final Review, Summer 2005, Faculty: James Khamsi
Final Review, Summer 2005, Faculty: James Khamsi
Final Review, Spring 2005, Faculty: Janette Kim
Final M.Arch Thesis Reviews, Spring 2005
Final Review, Summer 2004, Faculty: Sergio López-Piñeiro
Final Review, Spring 2004, Faculty: Jonathan Solomon
Final Review, Fall 2003, Faculty: Yusuke Obuchi
Midterm Review, Fall 2003, Faculty: Chloe Town

Attachment 5b: By-Laws

BY-LAWS of College and Career Girls Prep Charter School (CCGP)

Article I MEMBERS

- 1.1 The Founding Group and Initial Board of Trustees at CCGP shall be comprised of the same members.

Article II TRUSTEES

- 2.1 **Powers.** CCGP shall be managed by the Board of Trustees (“Trustees”). Trustees shall act only through the Board of Trustees, and shall have no power as individual trustees.
- 2.2 **Qualifications.** Each trustee shall be at least 18 years of age. Trustees shall have such other qualifications as may be prescribed by the Certificate of Incorporation of these Bylaws.
- 2.3 **Number.**
- 2.3.1. *Voting Trustees.* The number of voting Trustees on the Board of Trustees shall not be less than five and not more than 25. Any newly created Trustee positions will be filled in accordance with section 2.7 below. If the Board of Trustees votes to decrease the number of Trustees, such a decrease shall not affect the term of any incumbent Trustee. If new Trustee positions are created, the Board of Trustees shall determine the class(es) of the additional Trustee (s) in accordance with the principles of section 2.5.
- 2.4 **Initial Trustees; Nomenclature.** The fifteen members of the initial Board of Trustees (“Initial Trustees”), and their respective Board positions, shall be designated by majority vote of the founders.
- 2.5 **Terms.** At the first Annual Meeting, the Trustees shall be divided into three equal classes to serve one, two and three –year terms respectively (“Classification Terms”) so that thereafter, one-third of the Trustees’ terms shall expire at the time of the Annual Meeting over the subsequent three years. Each Trustee elected after the expiration of a Classification Term shall hold office for a term of three years. Each Trustee may be elected to a successive term.
- 2.6 **Election of Trustees.** After the expiration of the Classification Terms of an initial Trustee (or as of the first Annual Meeting following the earlier death, resignation or removal of an Initial Trustee), such Trustee Board position shall be considered open. No special qualification, residence or affiliation requirements are imposed by these by-laws in respect of such seats. Candidates for open Board positions shall be nominated as follows: a Nominating Committee designated by the Board and composed of Trustees whose terms are not expiring shall nominate one or more candidates for each open seat. At each Annual Meeting, the Trustees shall, by a majority of votes cast, elect Trustees (to the extent there are open Board positions) and elect officers of the school for the ensuing year; the Trustees shall transact such other business as may properly come before the meeting. In the event that no candidate receiving a majority of votes cast, the two candidates receiving the highest number of votes shall participate in a run-off until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast. Any Trustee duly elected at an Annual Meeting shall hold office until the expiration of his or her term and until

his or her successor is elected and qualifies (or until his or her earlier death, resignation or removal). The parent member will be elected by a majority vote of parents. The Board of Trustees will make arrangements for parental participation in the voting process.

- 2.7 **Newly Created Trusteeships and Vacancies.** Both newly created Trusteeships resulting from an increase in the number of Trustees and vacancies among the Trustees for any reason including, without limitation, the removal of a Trustee, may be filled by a vote at any meeting of the Board of Trustees of a majority of the Trustees then in office. A Trustee elected pursuant to this section of these by-laws shall hold office until the next Annual Meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until his/her successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.
- 2.8 **Removal of Trustees.** Trustees and officers of charter schools may only be removed in accordance with the notice and voting procedures in Education Law § 226(8), as opposed to "with or without cause." As used in these by-laws, "entire Board of Trustees" means the total number of Trustees entitled to vote which the school would have if there were no vacancies on the Board of Trustees.
- 2.9 **Annual Meeting.** The Annual meeting of the Board of Trustees shall be held in the month of December of each year at the main facility of the school, or at such other place and at such time as shall be determined by the Board of Trustees or the Chairperson and designated in the notice or waivers of notice of the meeting.
- 2.10 **Annual Financial Report.** At each Annual Meeting of the Board of Trustees, the Chairperson and Treasurer shall present an annual financial report showing in appropriate detail the following;
- the assets and liabilities of the school as of the end of the fiscal year;
 - the principal changes in assets and liabilities during such fiscal year;
 - the revenue or receipts of the school, both unrestricted and restricted to particular purposes during such fiscal year; and
 - the expenses or disbursements of the school, for both general and restricted purposes, during such fiscal year.
- This annual financial report is a requirement separate from that of the filing of an annual report with the charter entity and the Board of Regents in accordance with Section 2.11 or from any other financial reporting requirements the Board of Trustees may have.
- 2.11 **Annual Report.** In accordance with the New York Charter School Act, an annual report shall be submitted to the to the Board of Regents (the "charter entity"). This annual report shall be in the form and contain information as prescribed by the New York Charter School Act, and shall include a copy of the most recent independent fiscal audit of the school, which will be monitored and compiled by the Finance Committee.
- 2.12 **Regular and Special Meetings.** Regular or any special meetings of the Board of Trustees may be held in Buffalo, New York. Regular meetings of the Board of Trustees may be held at such times as may be fixed from time to time by resolution of the Board of Trustees. Special meetings of the Board of Trustees may be called at any time by the President on the request of any two Trustees, or may be called as otherwise determined by the Board of Trustees. The Board of Trustees will meet twice every month, although it recognizes that in the early years it may need to meet more to ensure a smooth opening. The board of trustees will have a committee structure (Article III, section 3.1) in key

functional areas such as executive, student achievement, finance, parent/community involvement and facility. Substantive work will occur in committee meetings, which will take place when the full board is not scheduled to meet.

2.13 **Quorum.** A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

2.14 **Notice or Waiver of Notice of Meetings.** Trustees shall be notified of annual, regular and special meetings of the Board of Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be given to each Trustee not later than noon, New York time, on the seventh day prior to the meeting. Notices are deemed to have been given: by mail when deposited with the first class postage thereon prepaid, at a post office or official depository under the exclusive care and custody of the United States Postal Service; by telegram at the time of filing; by messenger at the time of delivery; by electronic mail at the time of transmission; and by facsimile at the time of confirmation of transmission, mechanical or otherwise. Notices by mail, telegram, messenger, electronic mail or facsimile shall be sent to each Trustee at the address, electronic mail address, or facsimile number designated by him/her for that purpose or, if none has been so designated, at his/her last known address. Notice of any meeting of the Board of Trustees need not be given to any Trustee who submits a signed Waiver of Notice, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at the commencement thereof, the lack of notice to him/her. If the purpose of a meeting of the Board of Trustees is the removal of any director, the notice of waiver of notice of such meeting shall so state.

2.15 **Open Meetings.** Notwithstanding any other provisions of these By-laws, CCGP shall comply with the New York Open Meetings Law. All board and committee meetings will be publicized in local print press (the ArtVoice, Buffalo News, Challenger and Criterion newspapers); through public media services and social media; and in public areas in the school at least two weeks in advance. Minutes will be taken at all board and committee meetings. Minutes will be created within two weeks of the meeting and one week for executive sessions consisting of any vote matters and recordation.

2.16 **Executive Session** To the extent permitted by the New York Open Meetings Law, regular or special meetings of the Board of Trustees may be conducted in Executive Session. Topics for an executive session will be limited to those few confidential matters identified in the New York Open Meetings Law.

Action by the Board of Trustees

- (a) Except otherwise provided in Sections 2.18 and 2.19 of these By-laws, any reference in these by-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees except as otherwise expressly required by law or by these by-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in

which a Trustee is entitled to vote, he/she shall have no more than or no less than, one vote.

- (b) Pursuant to the Education Law, if any Trustee shall fail to attend three consecutive meetings without excuse accepted by the Board of Trustees, the Trustee shall be deemed to have resigned, and the vacancy shall be filled.

ARTICLE III EXECUTIVE AND OTHER COMMITTEES

3.1 Executive and other Committees of Trustees.

(a) The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee, consisting of five, and other standing committees (student achievement, finance, parent/community involvement and facility), each consisting of three or more Trustees, and each of which, to the extent provided in the resolution, shall have all the authority of the Board of Trustees, except that no such committee shall have authority as to the following matters:

- filling of vacancies in the Board of Trustees or in any committee;
- fixing of compensation for Trustees for serving on the Board of Trustees or on any committee;
- amendments or repeals of the by-laws or the adoption of new by-laws; and
- amendments or repeals of any resolution of the Board of Trustees, which, by its terms, shall not be so amendable or repeatable.

The committees are:

- Executive Committee (EC) - will be chaired by the President. It will be comprised of board members who serve as chairs of standing committees. The EC will facilitate all governance and decision-making of the board by serving as a communication link with other board members to set the policy agenda and plan agendas for board meetings. The EC will also engage in Board of Trustee recruitment, nominations, orientation, training as well as an annual self-assessment and evaluation. In terms of training, self-assessment and evaluation, the Founding Board will be involved with the High Bar⁷⁹ organization to ensure the Board has a shared understanding of governance and management as well as the capacity to effectively lead CCGP. The Founding Board will employ the High Bar process to leverage results in terms of academic excellence, organizational sustainability and outstanding results for all students. At CCGP, the Board's primary responsibility is to ensure that all students get a great education that prepares them for college. This will be accomplished by combining knowledge and action to achieve excellence. The Board will be keenly aware of the key charter promises and as part of the High Bar process know how to measure and evaluate the attainment of those promises while engaging in the High Bar standards-based appraisal system. The Board will consistently tackle significant strategic issues that directly impact educational results for current students and those in the future. This will be accomplished by ensuring the use of reliable data to make decisions, measure organizational improvement and continuously improve. For instance, the Board's accountability will include monitoring the educational

⁷⁹ www.reachthehighbar.com

performance and progress of students with a focus on the aggregate as well as disaggregated perspectives including cohort and targeted student populations. Therefore student achievement and other substantive issues will be addressed at the committee level and serve to guide the decision-making process of the full Board. Work of each committee will be evaluated to ensure alignment with the overall mission and direction of the organization. The results from self-assessments and evaluations will be analyzed annually by the EC and used for development and training purposes to ensure continuous improvement and effectiveness.

- The Student Achievement Committee - will be chaired by the Vice President. It's main role will be to assure that academic excellence is defined and that the board approves annual goals to attain academic excellence. The committee will assume the primary responsibility for working with the Executive Director to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor attainment of these goals.
- The Finance Committee - will be chaired by the Treasurer. It will be responsible for working with the Executive Director and Business Manager to create the upcoming fiscal year budget; presenting budget recommendations to the Board of Trustees; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; and recommending to the Board appropriate policies for the management of school assets.
- The Parent/Involvement Committee - It will be responsible for developing and strengthening ties to a broad and diverse community from which the school will draw students. The committee will primarily be responsible for promoting involvement with the school as well as designing fundraising events.
- The Facility Committee – It will be responsible for ensuring the building and surrounding areas are designed to meet the growing needs of the school by providing for updated technological services, space for sports and community events as well as parking. The committee will engage the surrounding community, teachers, students and families in the overall design.

(b) The Board of Trustees may designate one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

(c) The Board of Trustees may create such special ad hoc committees, as it may deem desirable. Special ad hoc committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees.

(d) All committees of the Board of Trustees shall serve at the pleasure of the Board of Trustees. Members of committees who are designated by the Board of Trustees shall serve at the pleasure of the Board of Trustees.

(e) The Executive Committee shall include a Parent Seat agreed upon by a majority vote of the entire Board.

(f) The Finance Committee, created and operating under the guidelines relating to committees as set forth in these by-laws, shall have and may exercise the authority, without limitation, to:

- recommend the annual appointment of the school’s auditors;
 - review with the school’s auditors the scope of the audit ad non-audit assignments and related fees, accounting principles the school shall use in financial reporting, internal auditing procedures ad the adequacy of the school’s internal control procedures;
 - take all actions necessary and appropriate in light of and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies; and
 - perform such other matters as the Board may assign from time to time.
- 3.2 **Organization, Meetings of Committees.** The President of the Board of Trustees shall be the chairperson of the Executive Committee, and the Secretary of the Board of Trustees shall act as secretary thereof. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.
- 3.3 **Quorum and Manner of Acting.** A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee, the members of a committee shall act only as a committee.

ARTICLE IV OFFICERS

- 4.1 **Officers.** At each annual meeting, the Board of Trustees shall elect, by plurality of the votes cast for each office, a President, a Vice President, a Secretary, a Treasurer and such other officers or assistant officers as it may determine. Any two or more offices may be held by the same person, except the offices of President and Secretary or the offices corresponding thereto.
- 4.2 **President.** The President shall be elected from among the members of the Board of Trustees. He/She shall be the senior volunteer leader of CCGP who shall preside at all meetings of the Board of Trustees and the Executive Committee. The President shall be an *ex officio* member of all committees. The President shall oversee implementation of board and school policies and ensures that appropriate administrative practices are established and maintained. Unless otherwise provided by these By-laws or in a resolution of the Board of Trustees by creating or modifying a special/ ad hoc committee, he/she shall appoint the members and chairpersons of all special committees. The President shall perform such other duties as may from time to time be assigned to him/her by the Board of Trustees. No Trustee may serve concurrently on the Board of Trustees as President.
- 4.3 **Vice President** The Vice President shall be the secondary volunteer leader and support the activities of the President. The Vice President shall be elected from among the members of the Board. If the President is absent or if there is a vacancy in the office of the President, then the Vice President shall perform all the duties of the Chairperson and in so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such duties as may from time to time be assigned to such Vice President by the Board of Trustees or the President.
- 4.4 **Treasurer.** The Treasurer shall provide direction for the financial management and facilitate the meeting financial oversight responsibilities. The Treasurer shall be responsible for preparing the annual budget of projected Board expenses, which upon approval by the Board,

shall be submitted to the school Business Manager. The Treasurer shall also ensure that all Board expenditures follow policies established by the Board. Additionally, the Treasurer shall be responsible for the review and acceptance of all interim unedited Financial Statements prepared by the school Business Office that are presented at Board Meetings. The review of Financial Statements will include all school bank account reconciliations for the corresponding financial reporting period.

- 4.5 **Secretary.** The Secretary shall provide direction for the keeping of legal documents including minutes of all meetings of the Board of Trustees. The Secretary shall act as secretary of all meetings of the Board of Trustees and of the Executive Committee, and shall keep the minutes thereof in a proper recording method. The Secretary shall see that the school gives out notices as required. The Secretary shall have charge of the books, records, and papers of the school. The Secretary shall see that the reports, statements, and other documents as required by law are properly kept and filed. The Secretary shall perform such other duties as may from time to time be assigned to the Secretary by the Board of Trustees or by the President. No Trustee may serve concurrently on the Board of Trustees as Secretary.
- 4.6 **Term.** Each officer shall hold office until death, resignation, removal or until the next annual meeting of the Board of Trustees and until his/her successor shall be elected and shall qualify, whichever first occurs. Trustees and officers of charter schools may only be removed in accordance with the notice and voting procedures in Education Law § 226(8).
- 4.7 **Resignations.** Any officer may resign at any time, in writing, by notifying the Board of Trustees. Such resignation shall take effect at the time therein specified and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.
- 4.8 **Vacancies.** A vacancy in the office of any officer caused by death, resignation, removal or other cause shall be filled for the unexpired portion of the term by a majority of the votes cast by the Trustees at any regular or special meeting. In the case that no candidate receives a majority of the votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast.

ARTICLE V CONTRACTS, LOANS AND GRANTS

- 5.1 **Contracts.** Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.
- 5.2 **Loans.** The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the school to effect loans and advances at any time for the school from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds or other certificates or evidences of indebtedness of the school, and when authorized to do so to pledge and hypothecate or transfer, to the extent permitted by law, any securities or other property of the school as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

5.3 **Grants.** The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the school, may, prospectively or retroactively, authorize the President, on behalf of the school, to make grants and other contributions.

ARTICLE VI COMPENSATION OF TRUSTEES

6.1 **Compensation of Trustees.** No compensation shall be paid by the school to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees or officers in any manner prescribed by the Board of Trustees. Such a Trustee or officer shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

ARTICLE VII INDEMNIFICATION; INSURANCE

7.1 **Indemnification of Trustees and Officers.** In accordance with Section 721 of the New York Not-for-profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-for-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency, including an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type of kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the school is serving or served in any capacity at the request of the school, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the school, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The school shall reimburse or advance to any person referred to in this section the funds necessary for the payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-for-Profit Corporation Law Sections 721, 722, 723 and 725.

7.2 **Insurance.** In accordance with Section 726 of the New York Not-for-Profit Corporation Law, the school shall prescribe and maintain insurance to indemnify Trustees and officers of the school, on any terms and conditions set forth in a resolution of the Board of Trustees.

ARTICLE VIII BOOKS AND RECORDS

8.1 **Where Books Are To Be Kept.** Correct and complete books and records of account and minutes of the proceedings of the Board of Trustees and the Executive Committee shall be kept at the school.

ARTICLE IX FISCAL YEAR

9.1 **Fiscal Year.** The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE X CORPORATE SEAL

10.1 **Corporate Seal.** The Board of Trustees may adopt a Corporate Seal and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XI OFFICE

11.1 **Office.** The office of the school shall be located in Buffalo, New York at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE XII AMENDMENTS

12.1 **Amendments.** These By-laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board of Trustees, be amended by changing, altering, suspending, supplementing or repealing the same; provided, however, that no By-laws by which any specified action by the Board of Trustees shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action there under. Material amendments to by-laws are not effective without the approval of the Board of Regents and may require formal revision of the school's charter.

ARTICLE XIII OTHER TRUSTEE POWERS

13.1 **Appointment of an Executive Director.** The Board of Trustees may appoint and remove by majority vote of the entire Board, and in accordance with the terms and conditions of employment of an Executive Director whose responsibilities include education-related matters. This section 13.1 is subject to the terms of any other contracts entered into by the school.

13.2 **Removal of Employees other than the Executive Director.** The employees of CCGP, other than the Executive Director, shall report to the Executive Director, as determined from time to time by the Board of Trustees. The Board of Trustees shall have the power to remove teachers and other staff members by vote of the Trustees then in office, subject to the provisions of any applicable collective bargaining agreement or other contracts entered into by the school.

13.3 **No Limitation.** The enumeration of certain miscellaneous powers in this Article XIII shall not be construed as a limitation of any powers of the Board of Trustees.

Article XIV DISSOLUTION PLAN

14.1 **Dissolution.** CCGP will establish an escrow account of no less than \$75,000.00 to pay for legal and audit expenses associated with dissolution should it occur. In the event of the dissolution of CCGP, the Board of Trustees will delegate to the Executive Director the responsibility to manage the dissolution process. If the dissolution process extends beyond the

time in which the Executive Director is employed, the Secretary of the Board of Trustees will be responsible for completing the dissolution process. The Secretary will also be responsible for retaining necessary financial and operational records. The school will follow all procedures as directed by the New York State Education Department (NYSED) in conformance with the charter and all applicable provisions of the Education Law. In the event of closure, the Board's preference will be to transfer fixed assets (if any, after the payment of all debts) to another charter high school within the school district. As soon as a decision has been reached to close, the Executive Director will notify families of enrolled students in writing of the decision to dissolve the school and of the process for enrolling their student in another public school. Additionally, the school will immediately hold informational meetings with families of enrolled students to inform them of the decision, the enrollment process and options. CCGP will comply with any procedures required by NYSED Education Law §§ 219 and 220 and any Closing Procedures specified by NYSED. In accordance with a timetable set by NYSED but no later than July 1, whichever is earlier, the school will transfer all student records to the student's school district of residence as well as make available a copy of such records to each student's parent or legal guardian.

Article XV DESIGNATED PRIORITIES

The Board will establish a reporting schedule for the following designated priorities: academic progress of students with a special focus on those facing academic challenges and targeted student populations, attendance/ discipline, staff/student recruitment and retention, evaluation of teachers, parent involvement, collaborative efforts with supporters and fundraising.

Attachment 5c: Code of Ethics

Code of Ethics

All Trustees, officers and employees of College and Career Girls Charter High School (CCGP) are expected to behave at the highest level of professional standards and ethics. The Code of Ethics is meant to provide guidance and standards of conduct expected of all trustees, officers and employees. The following Code applies to Trustees, officers or employees as specified:

- The Board of Trustees (the “Board”), officers and employees shall conduct its affairs subject to the Charter Schools Act, applicable provisions of the Education law, as well as the school’s charter and by-laws and other applicable provisions of law and regulations. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed and its powers are exercised, under the board’s ultimate jurisdiction.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interests in matters under consideration by the Board. If a Trustee inadvertently engages in such activities, such Trustee shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.
- Trustees, officers and employees shall make full disclosures wherever there may be a conflict of interest with respect to a matter under discussion or consideration by the Board. This includes but is not limited to: holding of investments in conflict with official duties, private employment in conflict with official duties, future employment and other standards relating to the conduct of officers and employees as may be deemed advisable.
- Trustees, officers and employees shall not acquire or receive any gift for their personal use from someone doing business with the school. This includes directly or indirectly, soliciting any gift, or accepting or receiving any gift having a value of seventy-five dollars or more, whether in the form of money, service, loans, travel, entertainment, hospitality, things or promises, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence or could reasonable be expected to influence an individual in the performance of official duties or was intended as a reward for any official action.
- Trustees, officers and employees may work on political campaigns on non-school time. However, Trustees, officers or employees may never ask a subordinate, a student or a parent/guardian of a student to work on or give to any political campaign.
- Trustees, officers and employees owe their loyalty to the school. Therefore, they may not communicate with the school on behalf of a person or a firm unless such communication is part of their official duties for the school. They will not disclose confidential

information acquired in the course of official duties or use such information to further personal interests.

- Trustees, officers and employees may not use confidential school information for a non-school purpose or disclose it to a person or a firm for non-school purposes.
- Trustees, officers and employees may not have a financial relationship with supervisors or subordinates outside of their employment relationship with the school and the Board. They may not receive, enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency over which they have jurisdiction or to which he has the power to appoint any member, officer or employee. Further, they may not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency in the individual's municipality, whereby compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
- Trustees, officers and employees shall not have an interest in any for-profit contract with the school.
- Contracts with not-for-profit entities, such as charter management organizations, partners and funding organizations must be disclosed but are not prohibited.
- Any officer or employee who has, will have, or later acquires an interest in – or whose spouse has, will have, or later acquires an interest in-any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which they are an officer or employee, shall publicly disclose the nature and extent of such interest in writing to their immediate supervisor and to the governing body thereof as soon as they become knowledgeable of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.
- Trustees, officers and employees may not act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the school interest is involved.
- Any such trustee, officer or employee who shall knowingly and intentionally violate any of the provisions in this code may be suspended or removed from office.
- The Board, or a board of ethics, which it may establish, shall render advisory opinions to Trustees, officers and employees with respect to the Code of Ethics.

This Code of Ethics will be distributed to all employees upon their hire by the school and to all officers and Trustees upon their appointment to the Board, and each person will be required to abide by this Code. If amendments are made to the Code of Ethics, all employees, officers and Trustees shall receive an updated copy. Time will be allotted at an appropriate Board and staff meeting to explain the Code. The Executive Director shall serve as the compliance officer to ensure compliance with the Code of Ethics; one Trustee shall be appointed to oversee the Executive Director in this role.

Attachment 8a: Hiring and Personnel Policies and Procedures

Personnel and employment policies and procedures of the Board of Trustees of CCGP are set forth herein. The policies and procedures are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is generally “at will,” with the exception of those employees which the Board or Executive Director establish a contract with.

Personnel Policies and Procedures: The Board, faculty and staff of CCGP will be made aware of and acknowledge the following federal statutes prohibiting discrimination: Titles VI and VII of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and Title IX of the Education Amendments of 1972 (20 U.S.C. - 1641) in compliance with 34 C.F.R. 106.9. Further, the Board is an equal opportunity employer and acknowledges that it is unlawful to discriminate because of race, color, national origin, religion, sex, sexual orientation, age, physical disability, marital status, economic status, political affiliation, domicile, membership in an employee organization, participation in the activities of an employee organization and union affiliation. This policy applies to hiring, assignments, training, promotion, demotion, transfer lay-off and termination, compensation, benefits, discipline and other terms of employment. If employees have any questions about any type of discrimination or harassment, the issue should be brought to the attention of the supervisor or Executive Director. All employees will receive training about discrimination and harassment as well as their rights and responsibilities as they relate to employment.

Hiring Procedures: The Executive Director will be hired and evaluated by the Board. The Executive Director will report directly to the Board of Trustees. The Board of Trustees will establish an evaluation system for the Executive Director that is consistent with the three elements of Education Law §3012-c. The continued employment of the Executive Director will be based on attainment of the school’s mission, accountability goals and Board priorities as outlined in the strategic plan. The Board of Trustees will delegate authority to the Executive Director to recommend personnel for hire and/or termination. The Executive Director will also supervise, evaluate and discipline employees of CCGP in accordance with all applicable laws and appropriate policies of the Board.

The Executive Director will employ the following steps to recruit and hire personnel:

- Recruit a diverse pool of qualified candidates (administrative, instructional and operational) through community events, advertisements in national educational journals, notices in other national and local publications as well as recommendations;
- Receive and maintain confidential applicant files including letters of interest and resumes and other information. Screen material to determine eligibility;
- Select at least three candidates to interview for each position;
- Conduct an interview (with the Instructional Manager for instructional staff);
- Observe (instructional staff) classroom demonstrations along with the Instructional Manager (these will be taped) for future review;
- Review additional teaching artifacts such as portfolios, curriculum and lesson plans (for instructional staff);
- Contact references;
- Conduct an advisory conference with the Instructional Manager, as appropriate, to inform decision;
- Make recommendations for employment to the Board of Trustees; and

- Contact each candidate with decision by telephone and an official letter.

All new employees, including part-time, substitutes, and contract employees, will be required to be fingerprinted for a criminal background check. CCGP will provide notification to the State Education Department of the name and position of all employees hired (upon commencement of employment), or terminated (annually).

Recruitment and hiring of administrators will begin in 2014, the planning period. Starting with the first year of operation, salaries will be comparable to the BPS administrator schedule.¹

Teachers and other staff will be recruited starting in the spring of 2014 (see III C for position chart). Teachers possessing certificates in special education and high school subject area(s) will receive higher salaries and preferential hiring status. For those individual teachers with preferred dual certifications the base salary is targeted at \$39,000, which is well above the base starting teacher salary in the BPS schedule (\$32,897). The Board of Trustees will establish an incentive program to support core subject area teachers' acquisition of preferred certifications. The Board of Trustees anticipate approximately 25% of core subject area teachers hired will be dually certified therefore, the Executive Director will be designated to negotiate and offer salaries that are below the target (but comparable to the BPS teacher's salary schedule) in response to variations in candidates' credentials, disciplines, workload, experience, etc. During ninth and tenth grades, two fully certified subject area teachers will be assigned to co-teach in each of their core subject periods. One teacher will be fully funded by the school's budget and will serve as the lead teacher. The second teacher will be the co-teacher and will be funded through AmeriCorps (\$18,000) with CCGP contributing \$6,000. AmeriCorps provides benefits, childcare, professional development as well as an education stipend. Salaries for all other staff will be comparable to the local area.² On an annual basis average salary increases will be 2.5% but variations will be dependent on certification, assignments and workload. Starting with the 2014 - 2015 school year and thereafter the Executive Director, in consultation with other administrators, will identify staffing needs and develop budget recommendations that align with those needs.

Qualifications and Responsibilities of School Administrators, Teachers and Other

Employees: All administrators will meet the following qualifications:

- Possess administrative credentials along with a preference for special education teaching certification;
- Experience with diverse, urban student populations with a preference for experience with female high school students;
- Ability to create and maintain a safe, disciplined and supportive learning environment;
- Experience with Response to Intervention;
- Considers the whole student as well as relates to and respects all students;
- Promotes student leadership opportunities;
- Hold high expectations for all students;
- Values professional development; and
- Uses community resources and promotes a student centered-family driven approach.

¹ <http://www.buffaloschools.org/hr.cfm?subpage=1560>

² <http://www.ihireschooladministrators.com/t-School-Administration-s-New-York-c-Buffalo-salary.html>

The Executive Director will be the chief executive of CCGP and be held accountable by the Board for the success of the school. The Executive Director will be responsible for regularly reporting to the Board on attainment of targets in student academics (i.e., student accountability goals), finance (including entitlement programs), recruitment, enrollment, attendance and retention; serve as the main liaison with parents, community members and the authorizer; establish and manage a network of collaborating supporters (i.e., initiating curriculum work with NJIT); develop facility plans; lead professional development and fundraising. The Executive Director will use student achievement results to lead discussions with the Board during strategic planning (including the budget) and establish a student data management system within the first five years. The Executive Director will assess the leadership and management actions of the Instructional Manager and participate in weekly after school meetings to discuss the progress of students and school related matters. The Executive Director will be responsible for programs for special student populations including the Title One program and will ensure accurate maintenance and securing of data, timely reporting and will work with the Bus/Op. Manager to ensure reimbursement for services. Qualifications include dedication to achieving the school's mission; a doctorate, district and school administrative certificates and teaching certifications including special education; experience in meeting the needs of special student populations; experience in leadership positions in urban schools and settings with a focus on females; experience in establishing student internship programs; an understanding of expectations of regulatory entities and entitlement programs; and experience in capturing various types of reliable and valid data (including survey development) as well as engaging in data driven decision-making and strategic planning. The Executive Director will be qualified to multi-task and manage a diverse staff and student population; highly organized and effective in time management; experienced with Common Core and NYS Learning and Assessment Standards; experienced as a curriculum developer/auditor and facilitator of professional development sessions; possess experience as a teacher in high poverty schools; and experience as a successful collaborator, negotiator and communicator. Additional qualifications include being able to serve as the lead ambassador for CCGP cultivating support for extracurricular activities and other opportunities as well as experience on facility design teams and budgets.

The Instructional Manager will report to the Executive Director. The Instructional Manager will supervise and evaluate the Data/Curriculum Coordinator, Dean of Students, all teachers, Counselor/Case Managers, Outreach Assistants and nurse. The Instructional Manager's main responsibilities will include: managing all aspects of instruction and student support in order to achieve the mission, creating a program that promotes teacher excellence and collaboration through the Leadership Model (LM), ensuring compliance with regulations and the provision of services for all SWD and ELL students and establishing a strong culture for student and staff. He/she will put procedures in place that establishes a college going culture by consistently reinforcing and recognizing attainment of high academic results and positive actions by students and staff. The Instructional Manager will participate in the development of cross curriculum guides, which will be based on rigorous Common Core and NYS Learning Standards. The Instructional Manager will be responsible for leading teachers and providing guidance in all aspects of instruction with a focus on meeting the needs of special student populations. The Instructional Manager will ensure the availability of various types of reliable and valid data for use when making decisions about instruction. On a daily basis, the Instructional Manager will capture data while conducting walk-throughs, reviewing classroom artifacts, engaging in

debriefing/reflective dialogue sessions that lead to the formal evaluation process. The Instructional Manager will participate in common planning sessions and will lead work with the Data/Curriculum Coordinator in reviewing teacher lesson plans and offering feedback. As the Instructional Manager implements the Leadership Model (LM) he/she will also involve LM teachers in the process of reviewing of lesson plans and supporting teachers. The Instructional Manager will review student achievement data, which will be provided by the Data/Curriculum Coordinator, to determine overall and disaggregated student progress (with a focus on services being provided Special Ed. and ELL students), whether re-teaching is warranted as well as future curricular needs. On a weekly basis, the Instructional Manager will lead an after school meeting where all administrators, teachers and staff go over students' progress and determine whether there is a need to update graduation and/or action plans. The Instructional Manager will review students cases with classroom teachers, the Special Education Coordinator, ELL teacher, Counselor/Case Managers, Outreach Assistants, Dean of Students and nurse to determine progress and whether additional interventions are warranted. The Instructional Manager will regularly provide the Executive Director with scheduled reports to be used as part of the Boards' strategic planning process. During Year 3, an Instructional Assistant will be added to assist with supporting, supervising and evaluating teaching staff. Qualifications of the Instructional Manager include being committed to achieving the school's mission; a masters degree, school administrator and teaching certifications including special education; experience in supervising high school instructional staff; success as a high school classroom teacher and a mentor of teachers; skills in implementing the Common Core, NYS Learning and Assessment Standards in a college preparatory environment; experience with scheduling and time management; a history of working with diverse stakeholders including students who are eligible for FRPL, SWD and ELL; capacity to engage students and parents; effective problem-solver; possess a commitment to action planning based on being driven by data; and a commitment to growth through professional development.

The Data/Curriculum Coordinator will report to the Instructional Manager. The Data/Curriculum Coordinator's role will be to support the curriculum development process, manage all aspects of assessment including administration, data collection, analysis and reporting; and provide student achievement data to assist in the establishment of goals for students, staff, the organization as well as prioritize professional development and work on curriculum revisions. The Data/Curriculum Coordinator will collaborate with representatives from NJIT and others to develop cross curriculum guides. The Data/Curriculum Coordinator will be responsible for working with other school administrators and representatives from NJIT to identify local historically significant "benchmarks" for inclusion in the curriculum that is based on the Common Core and NYS Learning Standards and be involved in integrating common "benchmarks" (a structure, object or place) as an expression of study in multiple disciplinary curriculum/pacing guides. Upon completion of the initial curriculum work the Data/Curriculum will manage curriculum development. The Data/Curriculum Coordinator will be responsible for managing the administration of all assessments, data collection, analysis and reporting. Under the direction of the Instructional Manager, the Data/Curriculum Coordinator will work with staff to develop standards-based in-house assessments and provide the Instructional Manager with student achievement data reports, which will be used by the Executive Director during strategic planning to establish of goals for staff as well as the organization. He/she will provide student data to be used in establishing goals to be included in student graduation plans and action plans,

make data readily available to prioritize professional development and use data to revise curriculum/pacing guides. Under the direction of the Instructional Manager, the Data/Curriculum Coordinator will collect assessment results and work closely with school leaders and teachers to analyze results from formal and informal assessments to ensure reliability and validity, customize instruction, assign students to Fast-track courses and academic intervention/enrichment periods as well as revise curriculum. The Data/Curriculum Coordinator will review lesson plans to support the Instructional Manager. The Data/Curriculum Coordinator will collaborate with Counselor/Case Managers, Outreach Assistants and Dean of Students to create tools to track students' progress and assess their responses to the school's culture as well as analyze their social/emotional progress.³ The Data/Curriculum Coordinator will participate in common planning sessions and weekly after school meetings with other administrators, teachers and staff to go review students' overall progress with special attention to targeted students' progress. In Year 3, an Assistant Data/Curriculum support staff person will be added. Past practices at successful charter schools demonstrate one full-time staff member can effectively manage data and curriculum for up to 230 students. Qualifications for the Data/Curriculum Coordinator include being committed to achieving the school's mission; a masters degree, school administrator and teaching certifications, experience in assessment and data management including; scheduling, administration, securing, analyzing, reporting (with an emphasis on disaggregation) and developing school action plans; selection and/or creation of reliable and valid assessments that align with the NYS assessment system and provides for timely results; experience with the Common Core and NYS Learning Standards; familiarity with curriculum development, design and planning; and dedication to growth through professional development.

The Dean of Students will report to the Instructional Manager and support procedures designed to build a positive school culture and implement the discipline policy. The Dean will be responsible for working to resolve discipline issues, meeting with students and parents regularly, ensuring a safe and orderly environment where students take responsibility for their behavior, leading the school's detention program, training staff on compliance with the Dignity for All Students Act and supporting the establishment of a Discipline Review Board (see Attachment 4). He/She will lead students in the implementation of SafeMeasures (an anti-bullying program), Hillside (a drop out prevention program) and work with others to offer Prep Mee and the Carrera programs. The Dean will attend all after school weekly meetings. Qualifications include being committed to the school's mission, capacity to ensure a safe and orderly environment, demonstrated experience of implementing strategies that result in high morale among staff and students, model effective practices to redirect inappropriate behavior, experience with a diverse population of students, parents and families (including those eligible for FRPL, SWD and ELL) and a commitment to growth through professional development.

Counselor/Case Managers will report to the Instructional Manager. They will be responsible for and assigned to support students academically and social/emotionally through case management as well as provide on-going support through the college application process. Counselors/Case Managers will establish connections with students and their families at the beginning of each school year as well as throughout to develop, monitor progress, update graduation and when appropriate become involved in the development of customized action plans. They will address

³ Bambrick-Santoyo, *Leverage Leadership* (CA: Jossey-Bass, 2012), 180.

emergency situations by providing group sessions due to grief or stress and when appropriate will connect Outreach Assistants, students and families to attain more comprehensive support. The second counselor will be funded through AmeriCorps. They will attend weekly after school meetings. Qualifications include being dedicated to the mission, experience with counseling and case management, understanding the post-secondary process especially for first-generation college going backgrounds, demonstrated ability to work with a diverse population of students, parents and families (including those eligible for FRPL, SWD and ELL) and a commitment to growth through professional development.

Outreach Assistants will report to the Instructional Manager. They will be responsible for and be assigned to serve as mentors to students as part of the Hillside Work-Scholarship Connection. They will work closely with the Counselor/Case Manager. When appropriate they will monitor attainment of goals in action plans; monitor and report on attendance; support teacher-student relationship building; develop relationships with families; and work with agencies such as the Buffalo City Mission, the Red Cross, Community Action for Prenatal Care, Western New York Planned Parenthood and the Buffalo Family Court System to connect students and their families to agencies designed to offer comprehensive services. They will attend weekly after school meetings. Qualifications include commitment to the mission; demonstrated success at working with staff and a diverse population of students, parents, families and community agencies; expertise in community outreach; and a commitment to growth through professional development.

Teachers will be committed to achieving CCGP's mission by establishing high expectations for all students, work collaboratively with colleagues to address factors that may impede learning and implement differentiated instructional strategies to support students' attainment of the NYS Common Core Readiness Standards and preparation for college. Teachers will be responsible for demonstrating solid knowledge and understanding of their content, be able to work in a co-teaching environment, plan collaboratively, offer rigorous lessons that align with the CCS and NYS learning standards, provide students opportunities for constructing meaning and develop understandings of new concepts, use the instructional organizer to offer direct instruction and engaging station work and provide additional support to advance all students with an emphasis on special student populations. Teachers will consistently engage students in activities designed to establish the understanding that they will go to and be successful in college. Teachers will be expected to continuously assess their students through formal and informal methods and use the results to implement activities designed to strengthen achievement. Teachers will be responsible for maintaining contact with parents, enlisting the help of Outreach Assistants to enhance relationships with students and families as well as attend CSE meetings as assigned. All teachers will protect time that is dedicated to instruction; be respectful to students and maintain a professional yet caring demeanor at all times; and promote a supportive, safe and orderly environment. They will attend weekly after school meetings. Throughout the school year and summer, teachers will participate in professional development sessions. When assigned teachers will work on curriculum, teach in the summer program and support the performance-based Leadership Model. Teachers meeting the following qualifications will be considered "preferred"

- Dual NYS teaching certifications in high school subject area(s) with a preference in special education; and
- Experience with Response to Intervention.

Further qualifications include a commitment to the mission, a belief that all students can learn

and be successful, demonstrated understanding of the CCS and NYS standards and mastery of subject area(s), knowledgeable of co-teaching, effective in the use of classroom management strategies and a commitment to growth through professional development.

The Special Education Coordinator will role will be to ensure special education students are provided full access to academic content through a supportive and differentiated instructional model, support teachers to ensure effectiveness and make certain there is compliance with appropriate policies regarding special education services and the implementation of IDEA. The Coordinator will be responsible for providing in-class support to identified students; conduct on-going training of instructional staff as directed by the Instructional Manager in terms of inclusive education, instructional modifications and Response to Intervention; model teaching strategies and techniques for colleagues, ensure students receive testing accommodations in accordance with each IEP and assist with program evaluation strategies by monitoring and reporting on special education students' achievement. The Coordinator will also be the liaison with the district of residence special education personnel; possess organizational skills; be responsible for all aspects related to each student's IEP with an emphasis on maintaining, securing and submitting all reports on students and services; attend IEP meetings; and support parents of special need students. The Coordinator will attend weekly after school meetings. Qualifications include a commitment to the mission, certification in Special Education, knowledge of special education laws and requirements, classroom experience involving accommodating different learning styles and knowledge of inclusion programs, demonstrated understanding of curriculum and instruction design and delivery systems for core curriculum and knowledge of collaborative/team building techniques and a commitment to growth through professional development. (Hiring of additional Special Education teachers will be dependent on the number of dually certified core subject area teachers hired. If dually certified subject area teachers are not readily available the Founding Board will plan to allocate funds to the school budget and/or pursue placement of additional Special Ed. teachers through AmeriCorps).

The ELL Teacher will ensure ELL students receive high-quality in-class instruction and support as part of the differentiated instructional model, support teachers to ensure provision of appropriate and effective strategies and make certain ELL students are receiving all appropriate services. The ELL Teacher will be responsible for coordinating the ELL program, primarily providing students direct in-class instruction as well as indirect support (as a secondary method) on a pull out basis. The ELL Teacher will ensure the Home Language Survey, LAB-R and NYSEALAT are administered, develop protocols for the effective use of the Sheltered Instruction Observation Protocol (SIOP) in classrooms and maintain privacy of student records. The ELL Teacher will offer training to classroom teachers related to incorporating SIOP techniques and modifying materials for use during station work. The ELL Teacher will also attend weekly after school meetings. Qualifications include a commitment to the school's mission, appropriate certification, bilingual skills (English/Spanish preferred), classroom experience, knowledge of instructional techniques and strategies for different levels of language acquisition for ELL including the SIOP model and the ability to accommodate different learning styles and modalities. The ELL Teacher will have experience with various assessments, skills to participate in evaluating progress of students and the program as well as be able to effectively communicate with student, parents, colleagues and the community.

The Nurse/Health Coordinator will report to the Instructional Manager. The role of the Nurse/Health Coordinator will be to provide health services to students. The Nurse/Health

Coordinator will be responsible for serving as a team member in providing preventive services, ensuring compliance with all state health service regulations including those pertaining to immunization and diagnostic testing, early identification of problems, interventions and referrals to foster health and educational success. The Nurse/Health Coordinator will facilitate positive student responses to normal development; promote health and safety; conduct screening examinations, intervene with actual and potential health problems; provide case management services (in conjunction with Counselor/Case Managers and Outreach Assistants); and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.⁴ At CCGP the Nurse/Health Coordinator will offer the Carrera Adolescent Pregnancy Prevention Program. Qualifications include possess a bachelor's degree, completed at least six hours of professional education courses, hold a nursing license in the state of New York and participated in child abuse identification and school violence prevention workshops.

Business/Operations Manager will report to the Executive Director. The Business/Operations Manager (BOM) will work with the Executive Director to ensure fiscal integrity and compliance with all regulations. The BOM will be responsible for managing school operations and maintaining records concerning attendance and enrollment, food services, transportation, payroll, paperwork for new hires and terminations, benefit packages and the facility. The BOM will work closely with the Executive Director on the Title One program and other programs for special student populations. Under the direction of the Executive Director and with assistance from the Office Assistant, the BOM will track enrollment and attendance, maintain records regarding student eligibility for FRPL and other programs and manage information for billing and reimbursements. The BOM will be responsible for processing payroll during each payroll cycle, maintaining personnel files and serving as a liaison to the outsourced accountants/CFO (CPA Firm). The ED and BOM will ensure that all school assets are safeguarded and monies deposited into a FDIC-insured financial depository. The BOM will be the school's liaison with vendors and suppliers to ensure all employees are provided necessary supplies and materials. Under the direction of the ED, the BOM will work with the financial firm of Kirisits & Assoc., CPA and the Board's Finance Committee to address operational improvements and recommendations as part of the annual audit. The BOM will collaborate with the ED to evaluate the office assistant (who will provide support such as tracking enrollment and attendance as well as student eligibility for FRPL and other data to assist with billing and reimbursements), the technology person (who will manage technology resources) and maintenance staff (who will maintain a clean environment). Qualifications include commitment to the mission; background in operations and finance or a closely related field; knowledge of Education Codes; and related laws and regulations particularly covering school operations and finance. The BOM will possess the ability to effectively communicate with the ED, other administrators, teachers, parents, students, vendors and community groups; and have knowledge of school facilities.

Evaluation: All employees serve at the will of the Board of Trustees, and the authority to terminate an employee is vested with the Board of Trustees on the recommendation of the Executive Director. Evaluation Process: The evaluation process will serve to ensure the attainment of the school's mission, accountability goals and improve the quality of educational

⁴Council on School Health, "Role of the School Nurse in Providing School Health Services," *Journal of the American Academy of Pediatrics* 121, (2008), 1052.

practice at CCGP. It is a formative process in which professional goals are linked to classroom practice and student outcomes. The goal of the process is to “ensure that we have an effective teachers in every classroom and an effective leader in every school.”⁵. CCGP will follow all requirements and updates to the rules for evaluating educators as recommended by the Board of Regents. Each educator will annually participate in an annual professional performance review (APPR) resulting in a single composite effectiveness score that includes a rating of highly effective (91-100), effective (75-90), developing (65-74) or ineffective (0-64).

At CCGP, the composite score will be determined as follows:

- (1) 20% will be based on student growth on state assessments or comparable measures (NWEA) where state assessments are not available (increases to 25% upon implementation of a value-added growth model);
- (2) 20% will be based on state tests or for grades without state assessments a third party assessments (NWEA) that has SED approval (decrease to 15% upon implementation of a value-added growth model); and
- (3) 60% will be based on structured feedback on professional practice.

Teachers’ Annual Review

By September of each school year, the Instructional Manager, who is responsible for teacher evaluation, will meet with each teacher to initiate the evaluation system and discuss the process.

Required Elements of the Observation Process

- There will be two formal/structured observations each year. One of the formal observations will:
 - Be scheduled in advance during a pre-observation conference.
- The second formal/structured observation will be unannounced;
- The Instructional Manager will review lesson plans that will be readily available during each observation; and
- A post-observation conference will take place no later than five (5) days after the observation occurs;
- Informal observations will be conducted using the Walk Through Process; and
- Teachers and administrator will work together to pinpoint areas of concentration that align with their grade level, courses and overall school accountability goals.

Final Review

By June of each year, the teacher and the Instructional Manager shall jointly review the evidence collected throughout the year (formal observations, informal data from walkthroughs, information from debriefing/reflective sessions, student outcomes on multiple measures, information from students’ action/graduation plans, teacher artifacts and when applicable improvement plans). The Instructional Manager will assess the teacher’s progress towards meeting expectations.

Recruiting and Retaining Effective Teachers: CCGP will implement procedures to recruit and hire the most qualified candidates available and provide intensive support to ensure professional growth and retention of staff. A National Commission Report on Teaching and America’s Future

⁵<http://www.oms.nysed.gov/press/EvaluatingTeacherPrincipalEffectiveness.BORAdoptRules.html>

revealed serious findings about the state of teaching in *No Dream Denied, 2003*.⁶ Those findings revealed the real problem with school staffing is teacher retention. There appears to be an inability to support high quality teaching in many schools that is driven not by too few teachers entering but by too many leaving. That same report revealed the cost of replacing a teacher is 25%-35% of the annual salary and benefit costs. To attract and retain effective teachers CCGP will establish an effective system of support, recognize teachers for positive student outcomes, promote leadership opportunities, offer incentives for attainment of special education certification and continuation of high levels of student achievement. The system will include Carolyn Downey's Walk-Through Process,⁷ Charlotte Danielson's A Framework for Teaching⁸ and Teacher Evaluation to Enhance Professional Practice⁹ as well as the Pathwise Framework Induction Program.¹⁰ All of the procedures will be incorporated into Charlotte Danielson's Teacher Evaluation to Enhance Professional Practice system.

The Evaluation Program (Observations and Supports): The Instructional Manager will implement a structured framework that is part of Danielson's Teacher Evaluation program.¹¹ The Teacher Evaluation Program has specific standards for effective teaching including: classroom environment, preparation and planning, instruction, assessment and communication as well as professional responsibilities. The program will serve as the organizational framework for Track I – The Beginning Teacher Program Track, Track II – The Professional Development Track and Track III – The Teacher Assistance Track. All teachers will use a common language about teaching; a set of scales that describe teaching practice at different levels; and become familiar with procedures of capturing of evidence/data about teaching practices through Walk-Throughs, forms tied to Danielson's components of professional practice, as well as informal and formal observations. Teachers and the Instructional Manager will engage in reflective dialogue with a focus on teaching in relation to students' attainment of Common Core and NYS Learning Standards. Teachers with less than four years of teaching experience will be in Track I, which will last for three years. Each year, the Instructional Manager will conduct two structured classroom observations. Prior to the first observation the Instructional Manager and novice teacher will have a pre-conference and use an observation guide that aligns with components in the Danielson's program. The guide will be used to facilitate the conversation and pinpoint a specific set of teaching standards to focus on. Each party will have copies of the completed guide, which will serve to advance the reliability of the observation process by focusing the attention of the observer and reminding the teacher of what is expected. During the post conference, the conversation will focus on a review of comments on the observation guide. Post conferences will be a time for reflection, review, constructive feedback and reinforcement. The

⁶ National Commission on Teaching and America's Future, *No Dream Denied: A Pledge to America's Children*, 2030.

⁷ Carolyn J. Downey et al., *The Three-Minute classroom Walk-Through* (California: Corwin Press, 2004).

⁸ Charlotte Danielson, *Enhancing Professional Practice, A Framework for Teaching* (Virginia: ASCD, 2007).

⁹ Charlotte Danielson & Thomas L. McGreal, *Teacher Evaluation To Enhance Professional Practice* (Virginia: ASCD and New Jersey: ETS, 2000).

¹⁰ Pathwise Induction Program, Educational Testing Service, www.teachingandlearning.org

¹¹ Danielson & McGreal, *Teacher Evaluation To Enhance Professional Practice*, 78-79.

second formal observation will be unannounced and will also involve a post conference. A summative conference will be held prior to the end of the year. During the second year, observations and conferences of teachers in Track I will focus on components covered in year one with additional components included. In the third year, observations of Track I teachers will be on all components. In addition to the structured observations, other forms of observations such as walk-throughs will be conducted and provide the opportunity to extend observations and gather more information about teacher's ability to link days and display a range of instructional and assessment strategies. A review of student artifacts will be conducted to ascertain the kind of decisions that novice teachers are making when they plan and implement instruction. A set of guidelines/rubric will be used to conduct an analysis of students' work from a full unit of instruction.¹² The review will be a formative experience for the teacher. It will provide insight about teacher's decisions with a range of students and offer some evidence as to the teacher's attentiveness to equity issues. CCGP will include a mentoring component in the evaluation program. CCGP will place an emphasis on supporting novice/beginning teachers through mentoring using the induction process. At CCGP we will subscribe to the definition of mentoring that is part of the Pathwise program. Mentoring is defined as an action. It is what mentors do. A mentor is a single person whose basic function is to help a new teacher. Induction is also defined as a comprehensive, coherent and sustained professional development process that is organized by a school to train, support and retain new teachers and seamlessly progress them into lifelong learning. The Instructional Manager will use key components of the Pathwise program that include: the research-based definition of good teaching, a developmental structure and curriculum, action research, formative assessment and reflection to familiarize teachers with the mentoring process. Results from a study of the Pathwise Framework Induction Program, which was conducted by ETS,¹³ demonstrates that teachers with high levels of exposure to the Beginning Teacher Support and Assessment (BTSA) programs were:

- Better at instructional planning and implementation;
- More likely to ask their students higher level questions; and
- More likely to provide substantive specific, feedback that students could learn from.

Additionally, ETS researchers indicated that, "high quality induction can lead to improved teaching and students achievement. When students have teachers with high levels of engagement, who are also supportive and utilize an assessment based systems such as ETS it appears those students outscore students of teachers with low engagement. The Keys for establishing a successful system of support includes:

- People – beginning teachers, mentors and other support staff;
- Process- procedures and policies
- Program- how to do it

The Instructional Manger will provide intensive support to novice/beginning instructional staff through the Pathwise Framework Induction Program. The Instructional Manager will subscribe to two goals of quality induction associated with the Pathwise program. Those goals are:

- Professional learning for the beginning teacher (with a bonus – Professional Learning for the Mentor); and

¹² Danielson, *Teacher Evaluation To Enhance Professional Practice*, 92 - 93.

¹³ Connie Sims, "Addressing the Minority Achievement Gap Through Successful Mentoring and Induction," Teaching and Learning Conference, 28, June 2005.

- Retention of the Beginning teacher.

Throughout the first year, the Instructional Manager will analyze the performance of teachers and recognize those with high levels of student performance using results on course specific interim assessments and mock Regents exams. The Data/Curriculum Coordinator will lead the development and administration of standards-based course specific assessments to ensure alignment with NYS Regents exams and continuously monitor for reliability. At the close of the school year, the Instructional Manager will analyze and compare results on course specific, mock exams, end of year and/or state assessments to identify highly effective teachers. Highly effective teachers will be defined as teachers who have at least 75 % of students scoring 65 or higher on NYS Regents exams or in-house course specific assessments. CCGP will intentionally design the Leadership Model to advance and celebrate experts of teaching and learning, build the capacity of all classroom instructors and strengthen efforts to retain highly effective teachers. The Instructional Manager will use student assessment data to drive decisions and identify teacher candidates for the Leadership Model (LM). Once teachers are selected they will receive training from the Instructional Manager. At CCGP, the Instructional Manager (along with teachers assigned to be in the Leadership Model) will be:

- Committed to the role of mentoring;
- Accepting of the beginning teacher;
- Skilled at providing instructional support;
- Effective in different interpersonal situations;
- A model of a continuous learner; and
- A communicator of hope and optimism.

Those teachers will be invited to become the first group to join the Leadership Model and the process will continue each year thereafter. Invited teachers will receive training starting in the summer. Under the direction of the Instructional Manager, teachers will be assigned to provide collegial support and serve as mentors to assigned instructional staff. LM teachers will be assigned to focus on specific areas identified through the Pathwise Program and provide differentiated support to identified colleagues. As part of their roles as mentor, LM teachers may have assigned teachers observe them as they model specific practices (i.e. transition time, instructional organizer or hallway procedures). LM teachers may have teachers observe them as they cover certain content area knowledge with their students and then engage in practice during the teacher's common planning time. LM teachers will conduct peer observations and engage teachers in debriefing sessions using reflective dialogue. LM teachers and their assigned teachers will engage in investigations of teaching topics, review student artifacts, focus teachers on identifying strengths and weaknesses and reflect on teacher practices in a collaborative, non-evaluative environment. Continuation of teacher candidates will be based on high levels of student achievement and on-going improvement of students on in-house and state assessments. As part of the Leadership Model, the Instructional Manager will be eligible to receive an incentive (\$1,000) for maintaining a group of highly successful LM teachers. A group of successful LM teachers will be defined as each LM teacher maintaining high levels of student achievement while serving as mentors in the Leadership Model. LM teachers will be eligible to receive an incentive (\$500) based on an annual analysis review of the success of all teachers in their mentor group. Success will be defined as an annual demonstration of a high level of student achievement on school-wide and state assessments. All classroom teachers, whether they are assigned to a mentor program or not, will also be eligible for annual incentives based on

achieving high levels of student achievement using school-wide and state assessments. Additionally, the budget will allow for the provision of an education incentive for highly effective instructional staff members to pursue dual teaching certificates.

Teachers with four or more years of teaching experience will be assigned to Track II, the professional growth track. “The purpose of the professional growth track is to provide a structured, supportive and collaborative environment to promote professional learning that will further the mission and enhance student learning.¹⁴ The process for Track II teachers is similar to procedures in Track I including: one announced and one unannounced observation, pre and post conferences, standard forms and multiple walk-throughs. In Track II teachers will also complete a self-assessment to identify areas on which the teacher may want to focus on, the creation of a professional development plan and the annual review of a portfolio that contains documentation of the teacher’s performance. Each teacher will conduct a self-assessment,¹⁵ consult with the Instructional Manager to select suitable goals for focus then develop and implement a growth plan.¹⁶ Each plan will have aspects that align with the school mission, address student attainment of NYS CCS, link to Danielson’s Standards for Teaching and focus on teaching and learning. Plans will contain what steps will be taken, resources needed, required documentation and a timeline with deadlines. Possible activities might involve enhancing existing work in: curriculum development, instructional strategies, extending the Leadership Model to Track II and III as well as expanding the manner in which portfolios are shared (with peers/community). Annual portfolios will consist of evidence of teacher practice including: the Instructional Unit form with and artifacts, the Family Contact log and the Professional Development/School and Community Contributions Log.¹⁷ Track III is defined as the teacher assistance track. Teachers assigned to this track are ineffective on student performance based objective assessments and are often identified as experiencing difficulty meeting one or more of the standards for effective teaching. The goal of Track III is to provide support so teachers achieve success and go back to Track II. Danielson suggests that around 2 to 5 percent of personnel may be involved with an assistance program.

Intervention: Teachers who are consistently found not to be achieving their goals and who have yet to demonstrate proficiency in instruction will be given additional support from the Instructional Manager. In all cases, the Instructional Manager will provide additional support to struggling teachers. There will be different levels of intervention (see below) and teachers will be notified of each level and their responsibility for working with the Instructional Manager on developing an improvement plan outlining what actions or steps the teacher and Instructional Manager will take to improve instruction. If it is determined that the teacher is not consistently meeting the agreed upon terms the Instructional Manager, in consultation with the Executive Director, has cause for dismissal.

Level I

(Expected time for evidence of improvement to emerge = 3 months)

- Initial notification made to the teacher that expectations are not being met.

¹⁴ Danielson, *Teacher Evaluation To Enhance Professional Practice*, 100.

¹⁵ Danielson, *Teacher Evaluation To Enhance Professional Practice*, 139.

¹⁶ Danielson, *Teacher Evaluation To Enhance Professional Practice*, 106 & 140.

¹⁷ Danielson, *Teacher Evaluation To Enhance Professional Practice*, 149 – 150.

- The teacher and Instructional Manager create an improvement plan to address identified areas.
- Improvement plan contains specific dates and deliverables against stated expectations.
- Instructional Manager increase classroom visits, examine submitted teacher's work and gives written feedback regarding progress.

Level 2

(Expected time for evidence of improvement to emerge = an additional 3 months)

- If the teacher has not made improvements, intervention is escalated to Level 2.
- Initial notification made to the teacher indicating the improvement plan has not produced intended results.
- The teacher and Instructional Manager review deliverables, adapt supports and modify timeline in improvement plan to maximize the teacher's chances of success.
- Instructional Manager enlists additional support from other administrators (i.e., Executive Director).
- Instructional Manager and others visit classroom regularly, examine submitted teacher's work and gives written feedback regarding progress.

If a teacher fails to improve – teacher does not master recommended practices and student outcomes in teacher's sections do not improve – within the six-month period in which the improvement plan is created, the Instructional Manager may take steps to dismiss teacher.

Administrative Review: Each administrator shall participate in an Annual Professional Performance Review that is based on the elements of Education Law §3012-c including the NYS approved Marzano School Administrator Rubric. The Instructional Manager will be evaluated by the Executive Director and will establish goals for the year that align with and support the achievement of the school's mission and accountability goals. The Instructional Manager will proceed in a similar fashion and evaluate the Data/Curriculum Coordinator. The administrative evaluation shall mirror the process used for teachers and will be reviewed annually.

Review of Other Employees: The Executive Director will evaluate the Business/Operations Manager by establishing goals that align with the school's mission and ensure financial viability. Evaluations will be conducted in accordance with applicable state laws and school procedures. The Executive Director will train the Business/Operations Manager to conduct bi-annual evaluations of the office aide, technology and maintenance staff. The Instructional Manager will proceed in a similar fashion with the Dean of Students, Counselor/Case Managers, Outreach Assistant and Nurse/Health Coordinator.

“At Will”: Employees of CCGP are considered “at will” with the exception of employees with which the Board or Executive Director enters into a contract with. Being “at will” employee will mean either the employee or CCGP may terminate the employment relationship with or without cause. Disciplinary action or termination depending on the severity of violation, will be recommended by the Executive Director for violation of any of the following:

- Breach of trust or dishonesty;
- Conviction of a felony;
- Willful violation of an established policy or rule (including but not limited to the Dignity Act);
- Falsification of school records;
- Gross negligence;
- Insubordination;

- Subversion; Preparing statements or material detrimental to the well-being of the school;
- Violation of sexual harassment policy;
- Time and/or attendance violations;
- Disclosure or misuse of confidential information;
- Undue and unauthorized absence from duty during regularly scheduled work hours;
- Non-performance of work;
- Theft,, Larceny or unauthorized possession of, or the use of, property belonging to any co-worker or visitor of the school;
- Possession of dangerous weapons on the premises;
- Unauthorized posting or removal of notices from bulletin boards;
- Marring, defacing or other willful destruction of any supplies, equipment or property of the school;
- Continued failure to call or directly contact the Instructional Manager or designee when you will be late or absent from work;
- Fighting or serious breach of acceptable behavior; or
- Unauthorized use and/or possession of controlled substances and/or illegal drugs.

The terminated employee may be eligible for unemployment compensation; however employees will not earn any additional benefits, right or privileges beyond the last day worked. This applies to al employees regardless of the date of hire.

Layoffs: Layoffs may occur due to programmatic changes or reduction in funds. In most circumstances, notice of layoffs for the subsequent year will be determined by June 1st. If a layoff takes place the following criteria will be used:

- Legal requirements and qualifications
- Satisfactory evaluation
- Expertise and relevant experience
- In absence of substantial distinguishing differences in the above criteria, length of service at the site shall be the determining factor.

Work Year and Hours of Employment: Employees at the CCGP will be professionals committed to the success of all students as evidenced by the ongoing and measurable improvement of individual student outcomes. The following description of the work year and workday outline the school’s expectations: **Work Year:** Teachers and staff will work 189 days. Designated staff will work during the months of July and August, this will be offered on a rotational basis and with additional compensation. **Work Day:** The professional workday shall include the student day, staff meetings, and planning time. Employees will receive a professional development calendar that lays out the days and times of all sessions at the beginning of each school year. Employees will have a duty free lunch. Duties will be assigned to staff to fulfill the school’s mission.

Safety Conditions: Every employee shall be responsible to report, in writing to his immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working condition. A response will be provided to the employee within a time frame that reflects the urgency of the concern, but in any event, no later than one week. The Board shall designate the Executive Director to assume the responsibility of investigating all conditions that are reported to be unsafe, hazardous, unhealthy, or potentially dangerous and shall take necessary steps to have the conditions remedied. The board shall institute such emergency safety precautions as deemed necessary.

Constance M. Moss, Ph.D.



Permanent Certifications

New York State School District Administrator
New York State School Administrator/Supervisor
Special Education, Kindergarten - 6, Social Studies 7-12 and Business 7-12

Education

State University of New York at Buffalo, NY Ph.D. Educational Leadership/Policy
Long Island University, Greenvale, NY M.S. Education Administration
C. W. Post & Southampton Colleges, Long Island, NY M.S. Special Education
C. W. Post College, Greenvale, NY BA Economics, minor in History

Employment

Buffalo Public Schools

Retired Associate Superintendent **Office of Shared Accountability**
District-wide Chief Information Officer
Comprehensive district assessment/compliance program

Assistant Superintendent **Office of Standards, Research & Assessment**
Comprehensive District Educational Strategic Plan
Gap Analysis Project (focused on literacy)
Student assessment, data collection, analysis and reporting
The Walk-Through Observation Process
Parent Involvement Plan

Principal **Niagara Falls High School**
Assistant Principal **Bennett and McKinley High Schools**
Education Specialist **Ferry Pupil Service Center**

Assessed students, from various schools, for review by the CSE

**Primary Self-Contained/Resource Room Teacher at
ECC #12 & Center Moriches JHS**

Provided direct instruction to special education students
in mixed age/grade level settings

Social Studies Teacher **Center Moriches High School**
Director Career Internships **Center Moriches HS &
Business Alliance**

Special Education Teacher **Greenport High School**
Adult Basic Ed. Teacher **Riverhead/Westhampton Beach
BOCES**

Charter Schools

The Charter School Institute **The Research Foundation of SUNY**

Independent Contractor involved in school visitations and peer review
Reviewed applications for new charters and grant funding

Aloma D. Johnson Community Charter School Michigan Ave, Buffalo NY

Served as a member of the peer review team/screening committee

King Center Charter School Genesee St. Buffalo, NY

Instructional Coordinator

Designed and implemented a successful school improvement model with a focus on literacy. Provided training, coaching and supervision for all instructional staff.

Enhanced the capacity of school leaders and classroom teachers to establish a data-driven approach to improve instruction by differentiating the learning environment while ensuring attainment of core standards

Other Related Experience

Curriculum Coordinator

Niagara Falls School District

Survey Developer

Niagara Falls School District

College Summit

Independent Contractor

Curriculum Auditor

Curriculum Audit Management

Supervised the Grants Department

Buffalo Public School District

School Evaluation Team Member

Middle States Accreditation

School Registration Review Team Member

NYS Education Department

Chairperson - Committee on Special Education

Center Moriches School District

Chairperson of Anti-Vandalism Project

Center Moriches School District

Volunteer Work

New York State Assessment Panel

Albany, NY

Appointed by the NYS Commissioner of Education

New York State Grades 3 - 8

Assessment Implementation Committee

Albany, NY

Served on an advisory committee for the New York State Education Department

New York State Safety Net Panel

Albany, NY

Served in an advisory capacity primarily focusing on assessment of students with disabilities

Women for Human Rights and Dignity, Inc.

Buffalo, NY

As a member of the Board of Directors developed protocols for hiring and evaluating staff. Offered training to classroom level staff in after school program as well as residential and homeless personnel. Conducted informational forums for parents and children entering a residential program for the homeless.

Served families struggling with economic hardships during Project Joy

YWCA Racial Justice Committee

Buffalo, NY

Member of the Board of Directors

St. Philip's Community Center

Buffalo, NY

Served as the Executive Director of the summer program for 3rd -8th grades

Presentations/Publications

- Using the Cross-Functional Structure to Enhance Leadership, Establish
A New Culture and Improve Student Achievement
 - Three Minutes to a More Rigorous Curriculum – Using the Downey Walk-
Walk-Through Process to Build Capacity for Moving Students Up the
Ladder of Bloom’s Taxonomy
 - Walk-Through Supervision and Reflective Dialogue
 - Comprehensive District Educational Strategic Planning Ensuring Student
Success
 - Classroom Teacher’s Use of Performance-Based Assessments and
Instructional Implications
 - Alternative Instructional & Assessment Approaches
 - Diagnosis of Learning Disorders – Formal and Informal Student
Evaluations
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References

Dr. Catherine Collins
Mrs. Sharon Bradley
Reverend Darius Pridgen

