Letter of Intent: Contact Information Form

Created Thursday, January 30, 2014

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

a. Proposed Charter School Name

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

Charter School of Inquiry

b. Preferred school location.

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

Upstate School Districts: Buffalo City School District (not BOCES)

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

None

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

None

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

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

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Helene Kramer	[redacted]	[redacted]	[redacted]

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

(Multiple responses permitted)

- Community Resident

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

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Helene Kramer	716-866-3876	helene.kramer@gmail.com	none

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

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-5	50	50	50	50	50
1st	5-6	50	50	50	50	50
2nd	6-7	50	50	50	50	50
3rd	7-8	0	50	50	50	50
4th	8-9	0	0	50	50	50
5th	9-10	0	0	0	50	50
6th	10-11	0	0	0	0	50
Total		150	200	250	300	350

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

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

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. | Proposed Management Company	NA
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. | Partner Organization 1	NA
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. | Partner Organization 2	NA

Lead Applicant(s) Signature and Date

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

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

Lead or Co-Applicant listed in section c above.

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

Date Signed (Lead or Co-Applicant)

2014/01/29

Co-Applicant listed in section c above

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

Date Signed (Co-Applicant)

(No response)

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

Charter School of Inquiry

I. APPLICANT INFORMATION

a. **Lead Applicant: Helene H. Kramer:** Community resident
Phone: [redacted]
Address: [redacted]

b. **Public Contact:** Helene H. Kramer / 716-866-3876 / helene.kramer@gmail.com

c. Applicant Group Information: *Denotes those members who were partners in a U.S. Department of Education Early Reading First (grant (2007-2011), in which 95% of the children were low-income yet exceeded national norms in literacy after two years in the program.

Helene H. Kramer, Lead Applicant. At-large member and president of the Buffalo Board of Education (1994-99), founder/executive director of Read to Succeed Buffalo (2003-2011), founder of United Partners for Public Education (2011-present). Ms. Kramer spent 10 years in senior management as the Chief Information Officer (CIO) of a large public hospital and a managed care organization where she oversaw multi-million dollar budgets, developed and implemented strategic plans, managed a staff of IT professionals, and supervised large-scale projects. Ms. Kramer will chair the CSI board of trustees.
Melodie Baker. Asst. Director at Bethel Head Start (2009-2013). As an authority on early childhood development, education, program management, and parent and community engagement, Ms. Baker oversaw the daily operation of 11 Head Start centers. She has been recognized for demonstrated excellence and dedication in her field by The John R. Oishei Foundation as a "Top 20 under 40" leader in the non-profit arena, and as a rising leader in Business First's "Top 40 Under Forty" class of 2013. She will serve on CSI's board of trustees.
Dr. Peter Dow. Co-founder of Firsthand Learning, Inc. a non-profit corporation dedicated to curriculum development, teacher professional development, and learning in both formal and informal settings. Formerly Director of Education at the Buffalo Museum of Science, Dr. Dow worked on the design and implementation of district-wide science reform in the Buffalo Public Schools (BPS) with support from the National Science Foundation. He will serve as a CSI trustee.
Patricia Dyer. Senior Research Consultant for Measurement Inc. Evaluation and School Improvement Services (MI) where she has directed numerous evaluation studies focused on teaching and learning in Head Starts, K-12 schools and district wide programs for over 15 years. Prior to joining MI, she spent nearly twenty years developing quality pre- and in-service professional development programs for urban teachers working for the NYS Education Department and the Center for Children & Technology. Ms. Dyer will oversee the diagnostic assessment process, and development of individual instruction plans for children based on data.
Betty Evans. Director of Early Childhood Education for the BPS from 2005-2010, Ms. Evans was responsible for hiring, supervising and evaluating all pre-K to grade 6 classroom teachers and recommending professional development to strengthen teacher effectiveness. Before that, Ms. Evans spent 20 years as an elementary school classroom teacher, and three years as a reading teacher for 7th, 8th and 9th graders. Ms. Evans will play a lead role in recruiting highly qualified teachers to support the CSI program.
Elizabeth Schoellkopf. Has 15 years' experience with Expeditionary Learning utilizing the inquiry-based approach to teaching at Tapestry Charter School and The Park School of Buffalo. She actively collaborates with teaching staff when developing interdisciplinary thematic frameworks aligned with the Common Core, and is known for her innovative and authentic approach to teaching. Ms. Schoellkopf, who has presented her work at local, regional, and national conferences, will serve as CSI's Founding Master teacher.

d. Initial Board of Trustees Information

The initial board of trustees will include four of the founding members (1 through 4 below) to ensure fidelity and alignment with the original vision for the Charter School of Inquiry. The founding members have been working since March 2013 to plan and design CSI.

1. **Helene H Kramer, Chair.** See relevant experience and skills in section (c) above.
2. **Dr. Peter Dow** – See relevant experience and skills in section (c) above.
3. **Betty Evans** - See relevant experience and skills in section (c) above.
4. **Melodie Baker –** See relevant experience and skills in section (c) above.
5. **James A. W. McLeod –** Judge, Buffalo City **C**ourt. Judge McLeod is a founding member of the Black Leadership Forum, Southern Christian Leadership Conference, Buffalo Urban League and the NAACP which awarded him the prestigious Buffalo Branch Medgar Evers Award. He was instrumental in creating an after-school intervention program for at-risk youth with the Buffalo Public Schools, the YMCA and the Stop the Violence Coalition.

e. Replication of Network Information: N/A

f. Application History: N/A

II. PROPOSED CHARTER SCHOOL INFORMATION

a. **Proposed School Name:** Charter School of Inquiry (CSI)

b. **Proposed School Location:** CSI will be located on the east side of the City of Buffalo, where there is a large concentration of children living in poverty. Over 80% of African-Americans and 58.9% of Hispanics live in high poverty neighborhoods; most are concentrated on the east side and west sides of the city (Partnership for the Public Good, 2012). Our budget assumes private leased space. Two developers of buildings that have formerly been charter schools have affirmed that they would enter into a lease agreement if their property is available when the CSI charter has been authorized.

c. **Planned grades / enrollment in each of the years of the proposed charter term**

GRADE	2015-16 Year 1	2016-17 Year 2	2017-18 Year 3	2018-19 Year 4	2019-20 Year 5
Kindergarten	50	50	50	50	50
First Grade	50	50	50	50	50
Second Grade	50	50	50	50	50
Third Grade		50	50	50	50
Fourth Grade			50	50	50
Fifth Grade				50	50
Sixth Grade					50
TOTALS	**150**	**200**	**250**	**300**	**350**

d. Proposed Management and/or Partner Organization(s): N/A

e. Proposed School Mission

Using a combination of explicit instruction and engaging, inquiry-based learning, CSI dramatically improves children's proficiency in literacy, math, critical thinking and problem solving for Kindergarten through Grade 6 children to enable their personal and collaborative participation as citizens of the world. CSI will serve children in the City of Buffalo regardless of their disability status, English-language proficiency, academic level, family income or race.

f. School Overview

CSI dramatically increases the percentage of children who are proficient in literacy and math by the end of 3rd grade and beyond. CSI will use a developmentally-appropriate extension of the successful Early Reading First (ERF) model implemented for Head Start children by four of the founders (2007-2011); this ERF model will be seamlessly integrated with an interdisciplinary, thematic, inquiry-based curriculum. The ERF, with its core components of literacy coaches, data-driven instruction, and parent engagement, and the integration with a curriculum of inquiry, will be guided by the overlap in the Common Core Standards for ELA and Mathematics with the Next Generation Science Standards (NGSS). The NGSS uses three dimensions: (1) scientific and engineering practices or content that fosters understanding of knowledge and application; (2) concepts that cut across the content which can also be found in other subject disciplines; and (3) interdisciplinary core ideas which include asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and/or designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

The culture at CSI is a cohesive community of learners, teachers and parents, supported by the external community - all working together to ensure exceptional results for *all* children. CSI accomplishes this through its key design elements:

- **Inspired school leadership.** CSI's school leader will fuel a creative and innovative environment that resonates throughout the school, develop a culture of shared responsibility, set high expectations for all, include parents and teachers as partners in decision-making, and establish a fiscally viable school with resources directly aligned to student achievement.
- **Highly effective teachers.** CSI's classroom teachers will be NYS-certified, demonstrate mastery in both the cognitive and social skills involved in children's development, have a firm grasp of the Common Core standards and how to align curriculum to them. They will have experience in inquiry-based learning, demonstrate creativity in their teaching methods and help children to believe in themselves.
- **Asset-based model of parent involvement.** CSI's asset-based model of parent engagement builds strong relationships based on trust, creates a common vision for the school, and engages parents as full partners in whatever ways they can contribute.
- **Literacy coaching.** A literacy coach with expertise in children's development of literacy/reading will conduct professional development, model research-based instructional practices and help teachers to understand and act on assessment data, creating individual instruction plans for each child.
- **Responsive Classroom.** Believing that the social curriculum is as important as the academic curriculum, CSI will implement Responsive Classroom, an evidence-based approach to elementary education that focuses on the affective side of educating children and creates a culture of community among children, teachers, staff, and parents.
- **Meet enrollment/retention targets for special needs children.** CSI will provide the same rigorous, inquiry-based instruction to special needs children as other children. Special education and ESL teachers will follow a multi-tiered Response to Intervention model. CSI will make translators available for ELLs, ensure supplemental academic and social supports for special needs children, i.e., do whatever it takes to ensure that special needs children succeed.
- **African-American history infused i**nto interdisciplinary themes for all children in all grades. More than half of Buffalo's school children are African-American; another 11% are immigrants or refugees who come from many places in the world. While we stress the

infusion of African-American history because of the expected demographics of CSI's student body, CSI will teach about and honor the history of *all* of its children.

- **Using Data to Differentiate Instruction.** Professional development will be conducted for all instructional staff on the diagnostic data collected for each child, how to interpret it, how to use it to drive instruction, and how to share it with parents/guardians for at-home support.
- **Extended school day and school year.** The school day will be extended two hours longer and the school year two weeks longer than the BPS. This time will be used for academic remediation, homework help, and extracurricular clubs (e.g., sports, music lessons, chess).
- **Health and Wellness.** Believing that children thrive physically and emotionally, and are better learners when they follow an active and healthy lifestyle, CSI children will learn and demonstrate healthy eating, physical activity and positive health behaviors.
- **Professional Development/Common Planning Time.** Teachers will have extended professional development in the summer. In addition, one ½-day per week is set aside for professional development and for teachers to share what they are learning, identify where guidance is needed, create strategies for children who need extra help (or more challenging work), and collaborate in the best interests of children.

g. Target Population and Community To Be Served

CSI will recruit students in Buffalo who reflect the same demographics as the Buffalo Public Schools. BPS' total enrollment is 30,831 students; 53% are African-American, 22% white, 16% Hispanic/Latino, and 6% Asian. 77% of BPS children are eligible for free and reduced lunch. 11% are Limited English Proficient and 17% are children with disabilities. Just 27% of all BPS 3rd graders are proficient in ELA and 27% in Math (NYS Report Card, 2011-12). CSI is dedicated to closing the gap for these children, regardless of their poverty level, English language proficiency, disability status, or race.

III. Enrollment and retention of students with disabilities, ELLs, and students who are eligible applicants for the free and reduced lunch program.

CSI is committed to embracing the full diversity in its student body, including special needs children. We have undertaken and will continue to conduct an aggressive public outreach campaign to achieve the goal of attracting, recruiting and retaining students with the same diversity as exists in the BPS (see I.g.). In order to reach our goal of equal representation, to assess needs of special populations, and secure academic and programmatic feedback from these constituencies, we have held five town hall meetings, each in a different section of the city representing diverse populations; all were in high poverty neighborhoods.

Our ongoing plans to recruit and retain students with special needs will emphasize CSI's multi-tiered Response to Intervention model, individualized instruction plans, extended-day supports for academic and/or social service help, and a Special Education and ESL teacher as needed. CSI will recruit children through special education and ELL coordinators in BPS, from charter waitlists, through special education and ELL advocates, and through the Western New York Refugee/Asylee Consortia (WNYRAC) which includes Catholic Charities, Jewish Family Service, Journey's End and the International Institute, each of which serves as a resource to refugees. We will also recruit special needs children through the BPS Special Education Parent Advisory Committee, the Parent Network of WNY, the Committee on Special Education, the Municipal Housing Authority, and community agencies and social service providers serving special needs populations. The Head Start program in Buffalo (administered through the Community Action Organization) has offered to help us recruit their low-income children

heading for Kindergarten. We have scheduled a presentation to child care providers to elicit their help with recruitment of underserved populations. CSI material will be translated and presentations made at community centers and CBOs that serve ELLs, children with disabilities and children living in poverty.

IV. **Public Outreach and Community Support**

CSI has undertaken a rigorous community outreach campaign to inform the public about CSI and to solicit meaningful feedback about the academic and programmatic needs of Buffalo students. ***Community & Education Leaders***. Our outreach campaign thus far has included discussions with NYS Chancellor Emeritus Robert Bennett, Buffalo's Mayor and Deputy Mayor, five members of the Buffalo Board of Education, the executive director of Say Yes to Buffalo, three parent leaders on the executive committee of the District Parent Coordinating Council, the CEO and education coordinator at the United Way, the executive director of the Community Action Organization (administers the region's Head Start centers), the Buffalo Common Council education committee (chair and three Council members), the president and VP of academic affairs at Erie Community College, and the Dean of External Relations at Niagara University. We have also visited five high-performing elementary schools in Buffalo and Rochester - four charters and the Windermere Elementary School in Amherst. Our outreach to these community leaders has helped to inform the design of CSI and forged partnerships for student supports. ***Parents/Grassroots Community***. CSI founders were interviewed on two radio and three public access television programs to discuss and receive caller feedback about CSI. In each, listeners/viewers were encouraged to attend our town hall meetings; we provided a CSI email address, blog address and phone number as vehicles for communication. Feature stories about CSI appeared in *The Buffalo News* on January 6, in *Business First* on January 9, and in *Buffalo Rising* on January 14. Each story covered CSI's literacy and inquiry-based focus and a listing of our upcoming town hall meetings with contact information. Five town hall meetings have been held, two on the east side of Buffalo with the highest poverty rate, and one in each of the other quadrants of the city, representing the city's full diversity. On the West and Northwest sides there is a high concentration of Hispanics and immigrants/refugees (ELLs), the east side is primarily African-American, and the South and North areas of the city are predominantly Caucasian. Low-income children and children with disabilities are dispersed throughout the city. At each town hall meeting, the CSI founders met with parents and community members to inform and solicit feedback about our proposed school design. Parents have expressed the urgent need for more choices of schools in good standing. The idea for an inquiry-based charter school has resonated almost universally with parents, as well as with community and elected leaders.

b. Initial Assessment of Sufficient Interest: Eighty percent (80%) of BPS schools are designated as low-performing schools. Of the 2,110 total parent applications to transfer children to schools in good standing for the 2013-14 school year, 1,401 transfers were requested for K-6 children. The BPS was able to accommodate only 353 of these (BPS, 2013). In our community outreach efforts, we have had an overwhelmingly positive response from parents, community leaders and elected leaders for an inquiry-based school with a focus on literacy and critical-thinking as an alternative to low-performing BPS schools. Many parents with whom we have spoken have expressed a strong interest in enrolling or transferring their children to CSI.

V. Lead Applicant Signature and Date Signed

Helene H. Kramer, Lead Applicant **Date: January 29, 2014**

Your Choice: Round 1 or Round 2 Submission Deadline

Created Tuesday, February 25, 2014

Page 1

Charter School of Inquiry

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

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Helene H. Kramer.

Signature of the Co-Applicant, . (If Co-Applicant is listed)

APPLICATION SUMMARY

Charter School Name: Charter School of Inquiry (CSI)
Applicant Name: Helene H. Kramer
Applicant Email Address: h[redacted]
Applicant Contact Telephone Number:[redacted]
Public Contact Name: Helene H. Kramer
Public Contact Email Address: helene.kramer@gmail.com
Public Contact Telephone Number: 716-866-3876
District of Location: Buffalo City School District
Opening Date: August 24, 2015 **Proposed Charter Term:** 5 Years
Proposed Management Company or Partners: None
Proposed Replication of Successful School or Model: N/A
Projected Enrollment and Grade Span During Charter Term: 2 classes of 25 per grade

Year 1:	K – 2	150 students	Year 4:	K-5	300 students
Year 2:	K – 3	200 students	Year 5:	K-6	350 students
Year 3:	K – 4	250 students			

Projected Maximum Enrollment and Grade Span: K - Grade 6, 350 students with possibility of adding Grades 7 and 8 in the renewal application.

Mission Statement: The Charter School of Inquiry (CSI) will achieve breakthrough outcomes for City of Buffalo children in Kindergarten through Grade 6 by creating an inquiry-based learning environment with an intense focus on learning to read and write well in all subject areas. CSI offers an exceptionally high quality education using intentional reading and language development, aligned curriculum, engaging inquiry-based practices, and an outstanding system of supports. Children at CSI will learn to think critically, problem-solve and work collaboratively to enable their participation as citizens of their community and the world.

School Overview: Inquiry is the foundation of CSI's instructional philosophy. Children learn by a constant process of exploration and questioning, converting information into useful knowledge. CSI uses compelling and relevant interdisciplinary topics to foster children's acquisition and retention of content knowledge while fostering creativity, critical thinking and a lifelong love of learning. The school's intensive instructional focus is proficiency in English-language arts by 3rd grade. Using scientifically-based core components of embedded literacy coaches, data-driven instruction, and parents as partners, CSI is determined that children have a solid foundation in literacy skills to build a knowledge base in all other curricular areas. Recognizing that how children learn is as important as what they learn, CSI will use Responsive Classroom, an evidence-based approach to address the affective side of student learning and develop a school culture based on respect, collaboration and community. High expectations are set for teachers and students; each will have many opportunities for high-quality support to ensure an inclusive community of learners.

Target Population. CSI will conduct extensive recruitment to attract a student body that reflects the same demographics as the Buffalo Public Schools (BPS). BPS' total enrollment is 30,831 students; 53% are African-American, 22% white, 16% Hispanic/Latino, and 6% Asian. 77% of BPS children are eligible for free or reduced lunch. 11% are Limited English Proficient and 17% are children with disabilities (NYS Report Card 2011-12).

Key Design Elements:
Instruction*.** CSI offers an ***inquiry-based curriculum aligned with the Common Core and Next Generation Science Standards in theme-based interdisciplinary and focused learning practices to engage students in active learning. ***Responsive Classroom, an evidence-based social curriculum***, will complement the academic curriculum to support the whole child and create a culture of community among children, teachers, staff, and parents. ***Collaborative team-teaching*** takes place in every classroom with a teacher and teaching assistant, augmented by literacy and inquiry coaches, and interns working on their Masters in Literacy (B-6) from local colleges and universities. ***Data-driven instruction and evidence of performance*** is instituted through progress monitoring in Reading, Literacy, Math and Science to inform responsive instruction, and to create individual instructional plans for each child shared with parents with activities to guide their support of children's' learning at home. ***African-American History and Culture*** is infused into all subjects for all children in all grades. CSI infuses African-American history because of the expected demographics of CSI's student body but will teach about and honor the history of *all* children. ***Integrated Arts*** will help student**s** learn the disciplines of visual arts and music and explore their personal involvement in an afterschool program. A two-hour ***afterschool program*** will provide enrichment through a broad array of extracurricular activities.

Supports: An ***asset-based model of parent involvement*** engages parents as full partners in their children's education, from classroom to boardroom, helping to create a collaborative culture and a unified set of expectations and behaviors between school and home. The ***school day will be approximately two hours longer*** and the ***school year 10 days longer*** than the BPS to allow for academic remediation, homework help, and/or independent work. Teachers will have an abundance of ***professional development and planning time*** with a Summer Institute, daily common and individual planning time, weekly scheduled time in the school day and "data days."

Instructional Staffing*.** CSI's will hire an inspirational ***school leader who will fuel a creative and innovative environment that resonates throughout the school and aligns with the school's vision and mission. ***Classroom teachers*** will be NYS-certified, demonstrate mastery in both the cognitive and social skills involved in children's development, have a firm grasp of the Common Core standards and how to align curriculum to them. They will demonstrate creativity in their teaching methods and help children to believe in themselves. A ***low teacher-student ratio***, with a ***teaching assistant*** in every classroom, support from ***literacy and inquiry coaches,*** along with ***literacy interns*** from local colleges and universities, will support classroom teachers and be available for individual and small group instruction.

Governance: The Board of Trustees will be faithful to the terms of its charter as set forth in the Charter School Performance Framework and will adhere to all applicable laws and regulations. Trustee responsibilities includes creating policies to govern the school, monitoring the performance of the school, and ensuring that the budget is aligned with the mission and purpose of the school. The trustees will develop a strategic plan with measurable targets, review performance regularly, and take corrective action as required. The trustees will evaluate the School Leader's performance annually. At least one parent will be a voting trustee.

Location: CSI will locate on the east side of Buffalo. The founding team visited two potential locations and has identified several Buffalo City Schools that are closing as potential sites.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Charter School of Inquiry
Proposed School Location (District) Buffalo City School District

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[1]

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 [2]
- 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;[3] 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.[4]

Signature of Applicants:	Helene H
Date:	March 28, 2014
Print/Type Name:	HELENE H. KRAMER

[1] N.Y. Education Law § 2854(2)(a)
[2] ESEA § 5203(b)(3)(J)
[3] ESEA § 5203(b)(3)(K)
[4] ESEA § 5203(b)(3)(N)

CHARTER SCHOOL OF INQUIRY

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CHARTER SCHOOL OF INQUIRY

APPLICATION ATTACHMENTS

Attachment 1:	Admissions Policies and Procedures
Attachment 2:	Samples of Evidence of Community Outreach
Attachment 2a:	NA
Attachment 3a:	Sample Daily Student Schedule and Sample Daily Teacher Schedule
Attachment 3b:	Proposed First Year Calendar
Attachment 4:	Student Discipline Policy
Attachment 5a:	Charter School Trustee Background Information
Attachment 5b:	Proposed By-Laws
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Attachment 6a:	NA
Attachment 6b:	NA
Attachment 7:	NA
Attachment 8a:	Hiring and Personnel Policies and Procedures
Attachment 8b:	NA
Attachment 9:	Budget and Cash Flow Templates
Attachment 10:	NA

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

A. Mission Statement and Objectives

Mission: The Charter School of Inquiry (CSI) will achieve breakthrough outcomes for City of Buffalo children in Kindergarten through Grade 6 by creating an inquiry-based learning environment with an intense focus on learning to read and write well in all subject areas. We will offer an exceptionally high quality education using intentional reading and language development, aligned curriculum, engaging inquiry-based practices, and an outstanding system of supports. Children at CSI will learn to think critically, problem-solve and work collaboratively to enable their participation as citizens of their community and the world.

Objectives. CSI will offer parents a high quality educational option, particularly for those who have children in Buffalo's low-performing schools. Using inquiry-based practices as the bedrock for teaching and learning, a heightened focus on proficiency in literacy and language, and a strong system of supports, CSI will meet all six objectives of the NYS Charter School Law.

Furthering the Purposes of Education Law

1. CSI will **raise student achievement** by engaging children in an inquiry-based interdisciplinary curriculum aligned with grade-level Common Core State Standards (CCSS). Starting with the rock-solid belief that it is every child's right to an education that helps them reach their highest potential, CSI will use evidence-based instructional practices and set clear benchmarks for reaching academic goals. A rigorous progress monitoring system includes frequent internal assessments and regular teacher observation to gauge progress in each unit of study for each student. A team of educators - classroom teachers, teaching assistants, and literacy and inquiry coaches – will use the data to create and monitor individual instruction plans (IIPs) for each child to catch them before they falter.

2. CSI will **increase learning opportunities for all students, with emphasis on students who are at-risk of academic failure**. CSI has the same high expectations for struggling students as others, but offers many strategies to mitigate their risk of academic failure. Teachers will develop benchmarks for each curricular area. Individual student growth will be measured by frequent formative assessments to help teachers respond quickly to the needs of children who are not meeting benchmarks. An individual instruction plan (IIP) will identify the interventions required to help each child meet benchmarks and is shared with parents for at-home support. A low teacher-student ratio ensures that children get the small-group or individual attention they need. Intentional reading instruction will focus on the 5 pillars identified in the Report of the National Reading Panel, *Preventing Reading Difficulties in Young Children.*[1] CSI children will get many opportunities to practice reading fluency and comprehension, the two areas where CSI found BPS children began their backward slide in ELA. CSI will institute a multi-tiered Response to Intervention (RtI) program and offer homework help and remediation during the extended day program. An ESL teacher will serve students whose primary language is other than English. Special Education teachers will follow IEPs with all mandated services for children with disabilities; CSI will provide mandated services such as speech, occupational and physical therapy to children who are assessed at risk.

[1] Snow, C. et al (2000), *Preventing Reading Difficulties in Young Children*, National Research Council.

3. CSI's core instructional priority - inquiry - is a **different and innovative teaching process,** which is necessary for children to develop the higher order thinking skills required for effective participation in their community and world. The teacher-developed inquiry curriculum will be guided by the overlap between the Common Core Standards for ELA and Math with the Next Generation Science Standards.[2] Children will learn to investigate using the inquiry processes, will develop an understanding of how to use these processes to answer questions posed by both teachers and students, and will develop the habits of mind to apply the processes of inquiry to all of their learning. As research has shown, when children are engaged in their learning, they not only demonstrate better academic outcomes, but they also build a lifelong passion for learning.[3]

4. CSI will **create new professional opportunities** for all faculty and staff. Inquiry and literacy coaches will provide embedded professional development for teachers to enhance their skills in implementing CSI's program. Classroom teachers, ESL and Special Education teachers, working with the literacy and inquiry coaches, will have time in their schedules to collaboratively plan the inquiry curriculum, determine what resources/material they need, assess student data, develop IIPs to address students' learning needs, and share information about each other's best practices. All faculty and staff will learn about Responsive Classroom (RC) to help create a school culture where mutual respect is the norm. CSI personnel will have access to external conferences and workshops to build their skills and learn new strategies to improve children's outcomes. A Summer Institute before school starts, as well as ½ day each week and 50-60 minutes each school day, will be scheduled for professional development, common planning time or teacher preparation time. Each teacher will be provided a laptop and full access to online resources.

5. CSI will offer BPS parents and students a **new educational opportunity** not available anywhere else in Western New York. Inquiry-based instruction that engages children in real-world problem solving, a laser focus on reading/writing/language proficiency by third grade, asset-based parent engagement, the infusion of African-American history and culture, the Responsive Classroom social curriculum, a culture of collaboration among all school stakeholders, high expectations for performance and a "leave none behind" commitment have resonated with parents, and community as a highly desirable alternative for children, particularly on the east side of Buffalo where we intend to locate.

6. Accountability for results will be part of the school's culture. The Board will develop a long-term strategic plan with student learning targets and organizational goals guided by the Charter School Performance Framework. The plan will include specific, measurable goals centered on dramatically improving student achievement in all curricular areas as gauged by New York State assessments. The Head of School will work with school personnel to create collaborative goals that align with the plan. The Head of School and the Board will evaluate the plan at regular intervals to assure the efficacy of CSI's academic program and make timely changes if required. At the classroom level, diagnostic assessments in literacy and interim assessments in math, science and social studies will be administered three times a year for each student to identify the individual instruction and supports each student needs to meet goals.

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[2] Tina Cheuk, ell.stanford.edu, *Commonalities Among the Practices in Science, Mathematics and English Language Arts*, accessed at www.nsta.org **.**

[3] Darling-Hammond, L., Barron, B., Pearson, P., Schoenfeld, A., Stage, E., Zimmerman, T., Cervetti, F., & Tilson, J. (2008). Powerful Learning: What we know about teaching for understanding. San Francisco: Jossey-Bass.

B. Key Design Elements are categorized by Instruction, Supports and Instructional Staffing:

INSTRUCTION

- ***Rigorous, Inquiry-based Curriculum***. Inquiry is the foundation of CSI's instructional philosophy. Raising questions, conducting investigations, interpreting and communicating are how CSI children will learn. CSI will use compelling, and relevant interdisciplinary topics to foster children's acquisition and retention of content knowledge, while fostering their creativity and critical thinking skills and a lifelong love of learning. Emphasis will be placed on firsthand investigations of their immediate surroundings as a way of infusing opportunities to learn from direct experience into all areas of the curriculum.
- ***Academic Focus on Literacy.*** Recognizing that literacy is the foundation for success in school and in life, and that children must "learn to read" by 3rd grade in order to "read to learn" in subsequent grades, our academic focus is for every child at CSI to read proficiently, fluently and with good comprehension by the end of third grade. Intentional reading instruction will be based on scientifically-based reading research.
- ***Responsive Classroom (RC).*** Responsive Classroom is an evidence-based approach for elementary school teaching and learning that recognizes that the social curriculum is as important as the academic curriculum, that how children learn is as important as what they learn, and that the greatest cognitive growth occurs when children interact with others about what they have experienced. RC will help to build a culture of community and mutual respect.
- ***Collaborative Team-teaching*** takes place in every classroom with a teacher and teaching assistant, supported by a literacy coach and an inquiry coach. Special Education and ESL teachers will provide special attention to designated children. Interns working on their Master's degrees in Literacy (B-6) from local colleges and universities will be recruited to work as part of the instructional team in helping children who need individual or small group attention. Grade-level teams will collaborate on developing curriculum aligned with the CCSS, measuring student growth, and developing strategies for struggling students to meet their academic goals.
- ***Data-driven Instruction and Evidence of Performance.*** This is instituted through progress monitoring in reading, literacy, math and science to inform responsive instruction, and to create IIP's for each child. Rubrics, student portfolios, performance tasks and projects for evaluating multi-disciplinary thematic units are also utilized as evidence of student work and progress.
- ***African and African-American History and Culture.*** CSI founders feel strongly that African-American children, and indeed *all* children, need to gain a better understanding of African and African-American peoples – their history, culture, and contributions to the world. This knowledge is necessary to contest images in the dominant culture that breed feelings of inadequacy and a diminished sense of self-worth in many African-American children, and will give all of CSI's children perspectives that they do not ordinarily get.
- ***Integrated Arts*** will help students to learn the disciplines of visual arts and music and explore their personal involvement in an extended-day enrichment program. Creating, interpreting, and responding in the arts stimulates the imagination and encourages innovation and creative risk-taking in children.

SUPPORTS

- An ***asset-based model of parent involvement*** engages parents as full partners in their children's education, from classroom to boardroom, helping to create a unified set of supports, expectations and behaviors between school and home.

- The ***school day will be approximately two hours longer*** and the ***school year 10 days longer*** than the BPS to allow for academic remediation, homework help, and extracurricular clubs.
- Teachers will have ***professional development and planning time*** to enhance their skills and share best practices**.** The school schedule incorporates a four-week Summer Institute in CSI's first year of operation and at least one week every subsequent year, 50-60 minutes per day and a half day per week for common and individual planning time and/or professional development.
- **Special teachers** for English-language learners and Special Education students will be hired to work directly with designated students.

INSTRUCTIONAL STAFFING:
- CSI will hire an inspirational ***Head of School*** who will fuel a creative and innovative environment that resonates throughout the school and aligns with the school's vision and mission.
- ***Highly effective teachers,*** including classroom teachers and special teachers**,** will be NYS-certified, demonstrate mastery in the cognitive and social skills involved in children's development, and have a firm grasp of the Common Core standards and how to align curriculum to them. They will demonstrate creativity in their teaching methods and help children to believe in themselves.
- A ***low teacher-student ratio***, with a teaching assistant in every classroom, support from a literacy coach and an inquiry coach, Special Education teachers and ESL teachers, along with literacy interns from local colleges and universities, will all support classroom teachers and be available for whole class, individual and small group instruction.

C. Enrollment, Recruitment, and Retention

The cut-off date for Kindergarten at CSI is December 31, the same date as Buffalo Public Schools. CSI's enrollment plan for the charter term follows:

Projected Enrollment Over the Charter Term						
Grades	**Ages**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
K	4-5	50	50	50	50	50
1	5-6	50	50	50	50	50
2	6-7	50	50	50	50	50
3	7-8		50	50	50	50
4	8-9			50	50	50
5	9-10				50	50
6	10-11					50
Totals		150	200	250	300	350

Growth Plan: CSI is a Kindergarten through Grade 6 school, opening in August 2015 with Kindergarten through Grade 2. Each grade will have two classrooms with a maximum of 25 children each. An additional grade will be added each year until year 5, when a total of 350 children will be enrolled. When applying for a renewal of the charter, CSI may seek to add Grades 7 and 8 to better prepare children for the trajectory into high school and college.

Enrollment Rationale: Children's proficiency rate in ELA was 27% for BPS 3rd graders in 2011-12, and just 12% in 2012-13 when measured against the Common Core Standards.[4] The trend we have seen by looking at DIBELS data over four cohorts of children in Buffalo Public Schools (2006 - 2012), as represented in Figure 2 on page 8, demonstrates that Buffalo's children

[4] www.nysed.gov/ Report Cards (BPS) and ELA and Math results 2013

start out at their highest literacy level in Kindergarten and then begin a steep drop in the middle of 1st grade when they are assessed for the first time in reading fluency and comprehension.

Research points out the devastating effects when children are not proficient readers by 3rd grade. Results of a longitudinal study of nearly 4,000 students, funded by The Annie E. Casey Foundation and released in 2012, found that children who were not proficient readers by third grade were four times more likely to drop out of school than proficient readers.[5] And, if they were poor, lived in a poor neighborhood, and did not read well in third grade, they were much less likely to graduate than students with none of these risks.[6]

While CSI will focus on proficiency in literacy, it will be done through a combination of explicit instruction and inquiry-based interdisciplinary themes. Starting with children in Kindergarten and retaining them through 6th grade gives CSI the greatest opportunity to build these skills across all curricular areas during children's formative years. The school will be limited to two classrooms per grade to create a manageable model while addressing the challenges of opening a new school, to develop a strong culture of community, to maintain oversight of instructional strategies and outcomes, and to create a replicable model of excellence.

Recruitment and retention plans. CSI will engage in a rigorous recruitment process to attract students in Buffalo who reflect the same demographics as the Buffalo Public Schools. BPS' total enrollment is 30,831 students; 53% are African-American, 22% white, 16% Hispanic/Latino, and 6% Asian. Seventy-seven percent (77%) of BPS children are eligible for free and reduced lunch. 11% are Limited English Proficient and 17% are children with disabilities. CSI will recruit children with these demographics as we are dedicated to closing the gap for children, regardless of their poverty level, English language proficiency, disability status, or race.

***Recruitment*:** A variety of strategies will be used to inform parents about CSI's program and to recruit a diverse population of children. Once authorized, CSI will hold a press conference announcing our charter authorization and recruitment process. A CSI web site will be developed to provide information about CSI, and will include an online application; it will also have a section devoted to explaining our supports for special needs children.

Targeted recruitment will be conducted through Head Start Centers, licensed child care providers, the Municipal Housing Authority, the faith-based community, Boys & Girls Clubs, by advertising in local neighborhood papers including the Spanish language and two African-American newspapers, running spots on Spanish-language radio and reaching the refugee-immigrant community through Buffalo's five resettlement agencies. Other recruitment efforts will be made through special education and ELL advocates, and community-based agencies that support or serve ELLs, special education children and children from low-income families. We will also schedule informational town hall meetings, and an open house at the CSI school location. Flyers about CSI will be distributed across the city to barber shops, nail salons, libraries, community health clinics, pediatrician offices, Medicaid and food stamp offices, community centers, supermarkets and corner stores – anywhere we can reach parents of young children. If our recruitment efforts do not yield a student population reflective of our demographic goals, CSI will revise its recruitment efforts to address inequities.

***Retention**:* CSI founders believe that the best retention strategy is to ensure that every child succeeds academically and socially, and that we build trusting relationships with every parent.

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[5] Hernandez, Donald J. (2012). *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*, Hunter College and the Graduate Center, City University of New York (2012)

[6] *The First Eight Years:Giving Kids a Foundation for Lifetime Success, Annie E. Casey Foundation,* Baltimore, MD

CSI staff members – from teacher to bus driver, from the school leader to the maintenance staff, from trustee to teaching assistant – will conspire with parents to ensure that CSI children succeed. CSI is dedicated to a rigorous and child-centered program that promises breakthrough outcomes, and ensures retention for each of our children.

In order to accomplish our retention goals, frequent and effective communication among administrators, teachers, parents, and staff is necessary. Teachers will be required to contact parents, by phone if possible, to introduce themselves at the beginning of the school year, and at least once a month thereafter (not including parent-teacher-child conferences) to keep parents regularly apprised of how their children are doing, to invite them to school functions, and to enlist their support at home or in the school. Methods of communication about school policies or announcements will be diverse so that all stakeholders can be reached; we will employ the traditional written communication and phone calls, social media (website, text messages, tweets) and ensure, inasmuch as possible, that we translate communication for parents who are not proficient English speakers. Regular pot-luck dinners will be scheduled at CSI for family-inquiry nights. CSI will build and reinforce its mission that we are a community with one purpose – to ensure the success of every single child.

Assessment of family and community support for CSI. Almost 80% of BPS schools, or 44 of 56 schools, are categorized as low-performing; 29 are priority schools and 15 are focus schools. Of the 2,110 total parent applications to transfer children to schools in good standing for the 2013-14 school year, 1,401 transfers (66%) were requested for K-6 children. The BPS was able to accommodate only 353 of these.[7] There are not many viable options for parents, especially if they cannot afford a private or parochial school. In our community outreach efforts, we have had an overwhelmingly positive response from parents, community leaders and elected leaders for an inquiry-based public school with a focus on literacy and critical-thinking. Parents are eager to find better choices for their children. Many parents with whom we have spoken have expressed a strong interest in enrolling or transferring their children to CSI (see Attachment 2).

During recruitment, CSI will inform parents about the application, admission and enrollment processes. The application form will be as simple as possible and will be printed in English and Spanish. If the number of applications exceeds the capacity of seats available, CSI will conduct a public lottery. Applications will be selected randomly by grade. Children who were not among those selected will be given the opportunity to be placed on a waitlist in the order in which they were drawn and will be notified in order if seats become available. See Attachment 1.

D. Community to be Served

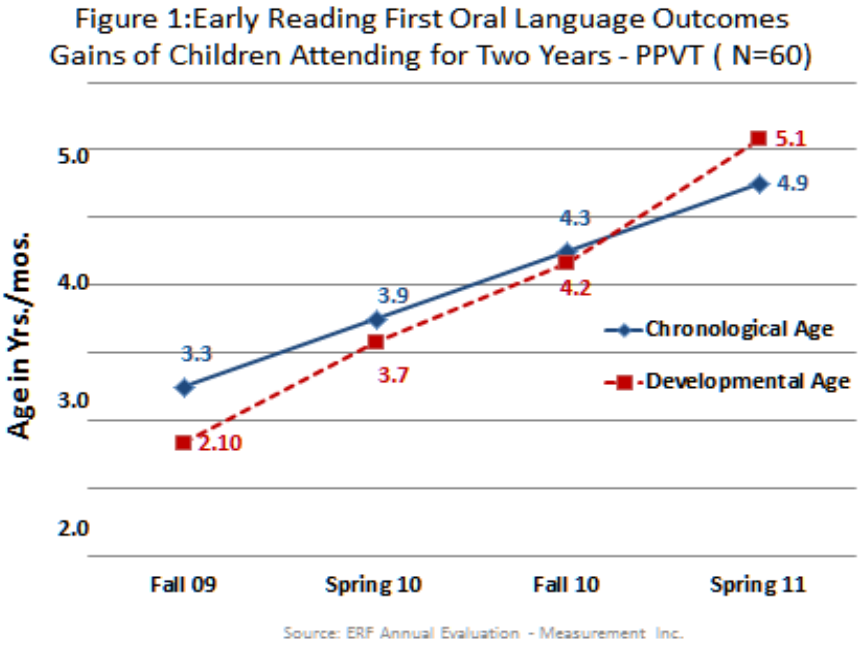
City and School Demographics. The U.S. Census Bureau's American Community Survey (2010) of cities with over 250,000 population reports that 30.1% of the City of Buffalo's residents are living below the federal poverty level. This gives Buffalo the unflattering distinction of being the third poorest city in the U.S. just after Detroit and Cleveland. While the overall poverty rate for City of Buffalo residents is 30.1%, 77% of children in BPS are eligible for free (72%) and reduced (5%) lunches. While 39% of the City's population is African-American and 45% are white, 53% of the children in BPS are African-American and 22% are white. Hispanics comprise 10.5% of the City's population, but 16% of the children in BPS. Clearly, Buffalo Public Schools include a larger percentage of children living in poverty and a larger percentage of children of color than the city at large.

[7] BPS, 2013

Rationale for Selecting This Community

Almost all educational research points to poverty as the major risk factor in educating children. Yet, four of CSI's founders, with the help of a $4.1 million Early Reading First (ERF) grant from the U.S. Department of Education, found that while poverty might be a risk factor, it does not have to be a cause of educational failure. The ERF model, which was grounded in scientifically-based reading research, was implemented in five Bethel Head Start Centers for four years (2007-2011) on the east side of Buffalo. Approximately 1200 three- and four-year old children were served. Over 95% of the children lived in low-income households; almost all were African-American. A partner in the grant was the Buffalo Public Schools.

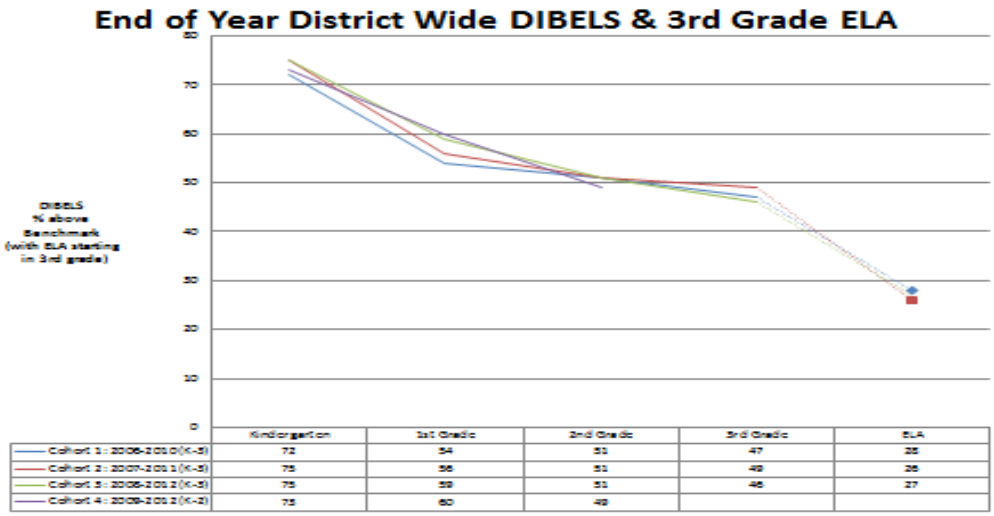
When 3-year old children first entered the ERF program there was a five month gap in oral language between their average chronological age and their average developmental age (see Figure 1). However, children who stayed in the ERF program for two years (as 3-year olds and as 4-year olds) progressed so far that they met, and then exceeded, national norms in oral language vocabulary as measured by the Peabody Picture Vocabulary Test (PPVT). At the point where they crossed national norms, it became clear that it was not the children who could not learn; the children lived in the same neighborhoods, had the same parents, still had the same poverty levels, went to the same Head Start centers, and had the same teachers as before. The difference, we concluded, was the ERF instructional program. With its core components of intentional, scientifically-based reading instruction, embedded literacy coaches, data-driven instruction and significant parent involvement, we found that the ERF program prepared children for Kindergarten with the same knowledge and skills as their more affluent peers.



The ERF management team tracked the children from the Head Start program into Kindergarten through 3rd grade. What happened next startled us. Children who were meeting benchmarks in literacy as 4-year olds, and were ready for Kindergarten by all measurable objectives, started out well in Kindergarten but then dropped 22% on the BPS DIBELS assessment in the middle of first grade. While they still maintained a small advantage over their peers in 1st grade, by the beginning of 2nd grade, the ERF children scored no better than their

peers, i.e., there was a total fade-out effect. The ERF team then disaggregated the data and looked at reading trends over four cohorts of children, starting with children who entered Kindergarten in 2006. We found that the dip in the middle of 1st grade was at the time children were given their first assessment in reading fluency and comprehension and happened with all four cohorts of children we analyzed, not just ERF children. Their scores dropped even further at the beginning of Grade 2 and children never recovered to proficient levels (see Figure 2).
It was this drop, and the trend downward year after year in children's literacy proficiency, that convinced the founders to start a charter school on the east side of Buffalo. However, this was not the only reason. CSI founders also knew that 80% of BPS Schools were designated as low-performing schools. We researched schools on the east side of Buffalo where CSI will be located to analyze school options available to parents and to understand how children were faring in ELA and Mathematics.

Figure 2



The east side of Buffalo – east of Main Street - is where the majority of African-Americans live, where levels of poverty are the highest and where the schools are among the lowest performing. As Table 1 demonstrates, children enrolled in schools on the east side of Buffalo, whether BPS schools or charter schools, fared much worse when compared to the student population of all schools in the city. On average, barely 1 in 10 children enrolled in an east side Buffalo school (public or charter) were proficient in ELA in grades planned for CSI.

Table 1: ***Comparison of 12-13 NYS Assessment Scores in ELA in Buffalo (CCSS baseline)***

Percent Proficient (Level 3 and 4) on ELA				
Grade	**All BPS Elem. Schools with Grade (n=44 with different grade configurations)**	**Schools located on East side of Main St. (n=12-15 depending on grade configuration)**	**All Charter Schools in Buffalo with Grade (n=10)**	**Charter schools East of Main St. (n=6-7 depending on grade)**
3	12.0	7.2	14.1	7.0
4	10.7	6.0	19.0	10.6
5	9.8	4.0	15.1	10.8
6	12.3	6.1	17.1	11.3

The same is true for Math (see Table 2).

Table 2: ***Comparison of 12-13 NYS Assessment for Mathematics in Buffalo-CCSS baseline***

Percent Proficient (Level 3 and 4) on Mathematics				
Grade	**All BPS Elem. Schools with Grade (n=44 with different grade configurations)**	**Schools on East side of Main St. (n=12-15 based on grade span)**	**All Charter Schools in Buffalo with Grade (n=10)**	**Charter schools on East side of Main St. (n=6-7 based on grade span)**
3	13.5	7.3	23.5	15.2
4	10.2	7.9	25.2	19.4
5	9.3	2.2	17.1	11.3
6	10.7	4.1	22.5	14.2

Conclusions:

Parents on the east side of Buffalo who have requested transfers to move their children out of low-performing schools to schools in good standing have run out of options. While BPS can only accommodate a fraction of the children whose parents requested transfers, and charter schools have waiting lists, many children - year after year - by the thousands are falling through the cracks. **This, we believe, is the biggest social justice issue in the City of Buffalo.**

E. Public Outreach

CSI has undertaken a rigorous community outreach campaign to inform the public about CSI, its intended location on the east side of Buffalo, the student population to be targeted, grades to be served and a description of the key design elements envisioned for the school. Everywhere we went, and with whomever we met, we provided this information about CSI and solicited feedback about the academic and programmatic needs of Buffalo students.

One-on-one meetings were held with a wide variety of community leaders, flyers announcing CSI's town hall meetings and CSI's key design elements were distributed through email distribution lists to approximately 2500 people, flyers were posted in local businesses and left in Boys & Girls Clubs, where two of our town meetings were held. CSI founders appeared on TV and radio programs to inform the public about the school and to solicit feedback. Newspaper articles were published about CSI's design features and listed our scheduled town hall meetings.

Community and Education Leaders. CSI's outreach campaign thus far has included discussions with NYS Chancellor Emeritus Robert Bennett, Buffalo's Mayor Byron Brown and Deputy Mayor Ellen Grant, Deputy Erie County Executive Richard Tobe, five members of the Buffalo Board of Education, the BPS Chief of Curriculum/Assessment/ Instruction, the executive director of Say Yes to Buffalo, three parent leaders on the executive committee of the District Parent Coordinating Council, the CEO and program director for education at the United Way, the executive director of the Community Action Organization (administers the region's Head Start centers), the Buffalo Common Council education committee (chair and three Council members), a Commissioner with the Municipal Housing Authority, and the president and VP of academic affairs at Erie Community College. CSI founders have also visited five high-performing elementary schools in Buffalo and Rochester - four charters and the Windermere Elementary School in Amherst. Our outreach to these community leaders has helped to inform the design of CSI and forged partnerships for student supports.

Parents/Grassroots Community

Media Coverage. In order to provide sufficient notice of CSI's desire for parent and community feedback, the founders were interviewed on two radio programs, three public access television programs, and on Channel 7, a local ABC-affiliate. In each, listeners/viewers were encouraged to attend our town hall meetings; we provided a CSI email address, blog address and phone number as vehicles for communication and feedback. Stories about CSI appeared in:

- *The Buffalo News* on January 6 (http://www.buffalonews.com/city-region/schools/charter-school-of-inquiry-envisioned-as-hothouse-for-kids-critical-thinking-20140105),
- *Business First* on January 9 (http://www.bizjournals.com/buffalo/news/2014/01/09/ex-school-board-prez-has-high-hopes.html?page=all) and in
- *Buffalo Rising* on January 14 (http://buffalorising.com/2014/01/community-input-sought-for-possible-new-charter-school/)

Each story covered CSI's literacy and inquiry-based focus and a listing of upcoming town hall meetings with contact information.

Town Hall Meetings. Five town hall meetings have been held, two on the east side of Buffalo with the highest poverty rate, and one in each of the other three quadrants of the city, representing the city's full diversity. On the West and Northwest sides there is a high concentration of Hispanics and immigrants/refugees (ELLs), the east side is primarily African-American, and the South and North areas of the city are predominantly Caucasian. Low-income children and children with disabilities are dispersed throughout the city. At each town hall meeting, the CSI founders met with parents and community members to inform them and solicit feedback about our proposed school design. Parents have expressed the urgent need for more choices of schools in good standing. The idea for an inquiry-based charter school has resonated almost universally with parents, as well as with community and elected leaders.

Addressing Parent/Community Feedback. At each meeting with parents, educators, or community leaders, and at every town hall meeting, CSI founders shared a draft of our Key Design Elements. We explained that our purpose in meeting was to inform them about CSI and to get their feedback about the programmatic and educational needs of Buffalo's children. We stressed that the Key Design Elements were in draft form and would change with community input. We explained the vision for the school, our purpose in wanting to create CSI, the grade configuration, and the timeline for opening the school. We then reviewed the Key Design Elements, and opened the discussion for comment. People offered many ideas that influenced the design of the school and were incorporated into this application. A full listing of the people with whom we have met thus far is included in Attachment 2. Some of the comments which we incorporated into our design are included here:

- Parents wanted a meaningful role to play in the education of their children and suggested an ***asset-based model of parent involvement*** rather than a deficit model. As one parent leader said, "Don't talk about what's wrong with parents but what's strong with parents."
- Parents and community leaders wanted to know how we would handle behavior issues at CSI. These concerns led to our adoption of ***Responsive Classroom,*** an evidence-based approach developed by public school educators that enhances student engagement, improves academic performance and reduces disciplinary issues.
- Parents and community leaders stressed the importance of an extended day to provide more instructional time, including homework help and/or remediation. CSI's school day

is approximately two hours longer, and the school year 10 days longer than BPS. We also incorporated an afterschool component for extracurricular activities.

- Parents and community leaders were enthusiastic about CSI's ***infusion of African-American curriculum*** into all units of instruction. This generated a great deal of excitement, particularly with leaders in the African-American community and African-American parents. One member of the Board of Education lamented that BPS had wanted to do this for years but never had. One parent suggested that we offer Swahili in our extended-day program, which we may do.
- A number of people suggested that we ***use community-based organizations*** or government agencies to provide wraparound services such as health and human services, mental health counseling, and social-emotional supports for children and their families. There were also suggestions about using CBO's to provide a variety of extracurricular activities in the afterschool program. CSI has already made some of these linkages.
- Many comments addressed the need for ***good teachers***. One respondent said that "good teachers were worth their weight in gold." CSI will hire exceptional teachers and will provide a plethora of professional development for instructional support.
- There were admonitions not to forget about ***special education children, immigrants, children living in poverty, and English language learners***. CSI is determined to recruit special needs children in the same proportions – or greater – than in the Buffalo Public Schools and to provide the full range of services they need to achieve success.

Ongoing Community Outreach Activities. CSI founders view parents and the community as our customers. In order to understand and address their needs, CSI will continuously conduct community outreach activities. Our continuing outreach efforts include meeting with additional childcare providers, faith-based organizations, parents of children with disabilities, parents of English language learners, community-based organizations that serve students with disabilities and ELLs, the WNY Refugee Asylee Consortia which includes five resettlement agencies for refugees and immigrants, and parents of children who live in subsidized housing.

F. Programmatic and Fiscal Impact

CSI will have a very low negative impact on the Buffalo City School District financially, offset by a large positive impact programmatically. Of the 30,831 children in BPS, CSI will open with 150 children and enroll a maximum of 350 children by the end of 5 years, which represents 1.1% of all public school children currently enrolled in BPS.

Fiscal Impact*:* Financially, CSI's budget represents .24% of the BPS budget in the first year of operation and .56% of the budget by CSI's fifth year of operation (see Table 3 below). We made the assumption that the BPS budget will remain the same during the five-year charter. If there are increases in the BPS budget, then CSI's financial impact will be lower.

Programmatic Impact: As noted on page 6, 80% of BPS schools are designated as low-performing. Of the 2,110 total parent requests to transfer their children to schools in good standing, 1,401 were requested for Kindergarten through Grade 6 children but only 353 transfers to schools in good standing were made. Interest in high-performing charter schools has been robust, however the highest-performing charter schools have long waiting lists. One charter school on the east side has closed, and another has been closed by the State but it litigating. With only one independent parochial middle school left on the east side, and private schools too expensive for low-income families, parents are desperately seeking better alternatives for their

children. None of the schools in Buffalo offers the program that CSI will offer. Given the amount of support CSI has stimulated during its community outreach campaign thus far, we believe the school will be an attractive alternative for Buffalo's public school parents.

Table 3. Fiscal Impact

Operational Year (A)	Enrollment (# of students) (B)	Per Pupil Allocation (C)	Projected Total Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (adopted for 2013-14 school year) (G)	Projected Impact (i.e., % of District's Overall Funding (F / G = H)
2015-16	150	12,005	1,800,750	116,400	1,917,150	794,000,000	.24 %
2016-17	200	12,005	2,401,000	153,100	2,554,100	794,000,000	.32%
2017-18	250	12,005	3,001,250	189,800	3,191,050	794,000,000	.40%
2018-19	300	12,005	3,601,500	226,500	3,828,000	794,000,000	.48%
2019-20	350	12,005	4,201,750	263,200	4,464,950	794,000,000	.56%

A core belief at CSI is collaboration and sharing best practices to improve educational outcomes for children. We have reached out to all members of the Buffalo Board of Education, and to the BPS Superintendent, offering to create a two-way dialogue that encourages working together to achieve the best outcomes for all children. We will continue these efforts.

II. EDUCATIONAL PLAN

What do we mean by an Inquiry-based School?

"The meaning of 'knowing' has shifted from being able to remember and repeat information to being able to find and use it." (National Research Council, 2007)

Simply stated, inquiry is an approach to learning that involves a process of exploring the natural or material world, which leads to asking questions and making discoveries in the search for new understandings.[8] While many teachers purport to engage students in inquiry, using project based learning, research projects, or problem-based learning, at CSI inquiry will not be an "add-on" but our instructional paradigm. Although teachers have always included opportunities for students to conduct research and create reports, in inquiry-based classrooms students will do more; they will learn to be effective planners, think critically, navigate the digital world and other information resources, reason and evaluate their work using evidence, create new information grounded in evidence, and share their findings with peers and other audiences. In CSI's inquiry-based learning environment students will be challenged to develop the habits of mind that are increasingly named by educators, academics and employers as the

[8] Accessed at http://www.exploratorium.edu/IFI/resources/inquirydesc.html

skills and abilities to succeed in the 21st century.[9] As Grant Wiggins and Jay McTighe noted in their influential work, *Understanding by Design*, (2004), "Students cannot possibly learn everything of value by the time they leave school, but we can instill in them the desire to keep questioning throughout their lives." CSI is designed to do just that for all of its students.

Inquiry–based Learning Has a Proven Track Record

Research shows that inquiry-based teaching is not so much about seeking the right answer but about developing inquiring minds,[10] and it can yield significant benefits. For example, in research conducted at the Center on Organization and Restructuring of Schools at the University of Wisconsin, 2,128 students in 23 schools had significantly higher achievement on challenging tasks when they were taught with inquiry-based teaching, showing that involvement leads to understanding. These practices were found to have a more significant impact on student performance than any other variable, including student background and prior achievement.[11]

In a California high poverty, mostly Latino school district, an inquiry-based approach to science with fourth and sixth grade English Language Learners (ELLs) led to greater proficiency in science, but also in English language arts, reading, and math.[12] And in another study, researchers at the University of Michigan in partnership with the Detroit Public Schools demonstrated that an inquiry approach in sixth through eighth grade classrooms over a three year period benefited students who had been low achievers in the past.[13] Other research suggests that using inquiry-based learning with students can help them become more creative, more positive and more independent.[14]

A study of the Science Writing Project in the Seattle Public Schools conducted by the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA demonstrated that students of elementary teachers who had participated in the professional development for the Project scored higher on Washington State's assessments.[15] The payoff of science writing is that the strategies translate quite naturally to other subject areas, offering students similar opportunities to express their reasoning across the curriculum. Teachers in Seattle noted that "how students approach learning through writing in their science notebooks supports their skill development and inclination toward evidence-based reasoning, not just in science but in other subjects too."[16] Moreover, the CRESST study found that Grade 5 science

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[9] In his book *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It*, Tony Wagner (2008) outlined seven survival skills, which he described as the "new basic skills" for work, learning, and citizenship in the 21st century: • Critical thinking and problem solving, • Collaboration across networks and leading by influence, • Agility and adaptability, • Initiative and entrepreneurialism, • Effective oral and written communication, • Assessment and analysis of information, and • Curiosity and imagination.

[10] *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century* describes both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn as important for success..

[11] 1995 School Restructuring Study, Fred Newmann et al

[12] Amaral, Olga, Leslie Garrison, Michael Klentschy. 2002. Helping English learners increase achievement through inquiry-based science instruction. Bilingual Research Journal 26 (2): 225-234.

[13] Marx, Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

[14] Kühne, B. (1995). The Barkestorp project: Investigating school library use. *School Libraries Worldwide*, 1(1), 13–27.

[15] (Choi and Herman, 2005)

[16] http://www.inverness-research.org/reports/2012-03_Rpt-TPC%20Monograph-033012-final.pdf

test scores were higher for students who were taught at Grade 4 by science writing participants than those who were taught by non- or limited participants. This "prior year effect" was more pronounced in low SES classrooms than high SES classrooms. And more broadly, Seattle Public School students out-performed other Washington districts.

While CSI will have a child-centered culture for learning, it will not be laissez-faire. Teachers will carefully craft approaches to guide students on a continuum of inquiry in order to scaffold student learning in alignment with the content and practices articulated in the CCSS. Some aspects of the standards, such as foundational knowledge and skills in ELA, Math and the Sciences are more suited to intentional teaching. While instruction will be intentional, as needed, to teach foundational knowledge, students will also have opportunities to investigate, explore and apply what they have learned to deepen their understanding and 'own' the knowledge gained. The power of an inquiry-based approach to teaching and learning is its potential to increase this intellectual engagement through the hands-on, and minds-on research-based disposition of the practices in each of the standards. In CSI, both teachers and students will collaboratively build, test and reflect on their learning."[17]

Similarly, research strongly supports the advantages of students learning in a collaborative environment, a hallmark of inquiry-based learning. Studies show the widespread benefits of cooperative learning where students work together to maximize their own and each other's learning. Cooperative learning research conducted by the Center for Cooperative Learning at the University of Minnesota shows that cooperative learning improves students' efforts to achieve. Results of over 200 studies using cooperative learning methods indicate that students work harder, achieve at high levels, even on standardized tests, remembered content longer, and used higher-level reasoning more. The Johnsons also found that learning cooperatively provided not just external motivation but also intrinsic motivation. Furthermore, students working cooperatively tend to like each other better, including groups with students with disabilities, different ethnic backgrounds, and co-ed groups. Students in cooperative learning situations also show increased self-esteem, self-efficacy, and confidence in the future. They tend to have a higher regard for school, for the subject they are studying, and for their teachers."[18]

Curriculum Development - Theory into Practice

For inquiry to be effective requires significant intellectual investment on the part of teachers to design learning tasks that are connected to the disciplines, to their students' lives, and to the world, while focusing on clear and achievable learning targets. It requires teachers to see themselves as learners and researchers of both the subjects they teach and their professional practice as a whole. Teachers need to develop classroom tasks that are worthy of students time and attention, relevant, connected to the world and organized around the 'big ideas' of a subject [that] can develop understanding, intellectual interest and engagement with students.[19]

David Perkins, a professor at Harvard Graduate School of Education, conceptualizes inquiry-based learning as "learning by wholes." In a metaphor using baseball, "playing the whole game" means not just learning isolated skills, like throwing the ball, or learning about baseball by studying baseball statistics, but giving students the experience to get out on the field to

[17]Stephenson, Neil, Introduction to Inquiry Based Learning

[18] Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.). Boston: Allyn & Bacon

[19] Darling-Hammond, L. et al. (2008). Powerful Learning: What we know about teaching for understanding. San Francisco: Jossey-Bass.

participate in the game.[20] At CSI, "learning by wholes" is an important construct. Not only does it apply to our instructional program, but also to our implementing a social-emotional curriculum that will create the climate and culture promoting meaningful inquiry learning.

A. Achievement Goals

Grounded firmly in CSI's mission to create an inquiry-based learning environment with an intense focus on learning to read and write well in all subject areas, CSI's educational plan is dedicated to developing every student as a critical thinker.

ENGLISH LANGUAGE ARTS (ELA)

Goal: Students will demonstrate proficiency at or above grade level in reading, writing, and comprehension in the English language.

Absolute Measures

- Each year, 50% of students enrolled for at least two years at CSI will score at least at Level 3 on state assessments in Grades 3 through 6.
- Each year, the school's aggregate Performance Index will meet or exceed the Annual Measurable Objective in the NYS' NCLB accountability system and for all subgroups.

Comparative Measures

- Each year, the percentage of students enrolled for at least two years at CSI will score at least 10% above BPS students in the same Grades 3 through 6.
- CSI will exceed its predicted level of performance on the state ELA exam with a moderately significant Effect Size of at least 0.3.

Growth Measures

- Each year, all grade level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 50% at or above Level 3. If a grade-level cohort exceeds 50% at or above Level 3 in the previous year, the cohort is expected to show an additional positive gain in the current year.
- Students in K through Grade 2 will demonstrate attainment of age/grade level proficiency benchmarks on the appropriate grade level of PALS K and PALS 1-3 Assessments (Phonological Awareness Literacy Screening) and the Peabody Picture Vocabulary Test (PPVT-IV) of oral language and vocabulary; and at least 50% of students will demonstrate an increase in reading performance by one grade level equivalent each year.

MATHEMATICS

Goal: Students will show competency at or above grade level in their understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 50% of students enrolled for at least two years at CSI will score at least at Level 3 on state assessments in grade 3-6.
- Each year, the school's aggregate Performance Index will meet or exceed the Annual Measurable Objective in NYS's NCLB accountability system and for all subgroups.

[20] Perkins, David, Making Learning Whole: How Seven Principles of Teaching Can Transform Education (2009)

Comparative Measures

- Each year, the percentage of students enrolled for at least two years at CSI will score at least 10% above BPS students scoring at Level 3 and above.
- CSI will exceed its predicted level of performance on the state Mathematics exam with a moderately significant Effect Size of at least 0.3.

Growth Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 50% at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 50% at or above Level 3 in the previous year, then we expect a positive gain in the current year.
- Students in K-2 will be monitored and assessed annually on end-of-year teacher made mathematics assessment keyed to the CCSS age/grade level proficiency standard. Students will be at or above grade level by the end of each year.

SCIENCE

Goal: Students will understand and apply scientific principles and engineering practices at or above grade level.

Absolute Measures

- In grade 4, 75 % of all students enrolled for at least two years at CSI will perform at or above Level 3 on the New York State science exam.
- The school's aggregate Performance Index will meet or exceed the Annual Measurable Objective set forth in the state's NCLB accountability system.

Comparative Measures

- In grade 4, the percent of all students in at least their second year at CSI will exceed by 15% BPS student performance.

B. School Schedule and Calendar

The school day will run from 7:30 am to 3:45 pm, with an afterschool program from 3:45 to 5:45 except for Wednesdays. The sample weekly student schedule and sample weekly teacher schedule are included in Attachment 3a. On Wednesdays, the formal school day for students will end at 2:00 pm to allow teachers a 3-hour block for collaborative planning and professional development (2:00-5:00 pm). The afterschool program begins earlier on Wednesdays, starting at 2:00 pm and ending at 5:45 pm.

Students and teachers will be organized/grouped for instruction in two sections in each grade level K-6 with a maximum of 25 students per classroom. A full time teaching assistant will be assigned to each classroom. In addition local colleges have expressed interest in working with CSI to place graduate college interns working on their Masters in B-6 literacy in the school. CSI will diligently recruit and orient interns to provide additional individual and small group support to increase the ratio of adults working with children on literacy and math in K through Grade 3.

The annual calendar for CSI is 195 days, approximately 10 days longer than the Buffalo Public Schools. The academic year will begin in August and end in late June. The calendar for 2015-16 also shows an early start to the year to provide professional development for teachers and staff, as well as ongoing PD opportunities throughout the school year. See Attachment 3b.

Wednesday collaborative planning/professional development: Teachers will use this time during the school day for multiple purposes. Teachers also have at least 50 minutes of additional individual or collaborative planning time during recess and specials periods four days a week.

Summer Program: Summer reading lists and activities will be provided to both students and parents to combat the summer effect. Depending on student performance and the availability of funds, a one-week summer camp for children providing academic and recreational activities and field trips will be offered. Struggling students will be offered camp places first.

C. Curriculum and Instruction - A Curriculum of Inquiry

In developing a curriculum of inquiry, CSI will be guided by the overlap in the Common Core Standards for ELA and Mathematics with the Next Generation Science Standards (currently being reviewed by SED) which has three dimensions: (1) disciplinary core ideas or content, (2) concepts that cut across the content (e.g. patterns and system changes) which can also be found in other areas like math and social studies, and (3) scientific practices which include asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and/or designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Young children develop substantial informal science knowledge by actively engaging with their environments to understand observed phenomena and develop essential process skills.[21] These skills, along with conceptual understandings and inquiry strategies, begin to develop as early as infancy with the sophistication of children's competency developing with age.[22] The CSI curriculum will build on the natural curiosity and inquisitiveness of children when they arrive at school and hone these innate behaviors and interests of students into thinking and acting like scientists, not necessarily to produce scientists and engineers, but to promote deep thinking and to apply this thinking throughout their learning. Ultimately, the importance of inquiry learning is that students learn how to continue learning for life.

In a synergistic way to the science standards, CCSS ELA emphasizes an integrated approach and a shared responsibility for students' literacy development. The CCSS in Mathematics stresses strands of math processes (problem solving, reasoning and proof, communication, representation, and connections), and proficiencies (adaptive reasoning, strategic competence, conceptual understanding) which dovetail with the practices in NGSS. To provide students with a natural way to integrate these higher order thinking skills across subject areas, the CSI curriculum will use a thematic and integrated approach to teaching and learning that takes advantage of this standards overlap. These units will set up meaningful and substantive inquiry issues relevant to students which will stress deep understanding, experiential learning, and mastery of the standards.

Based on the key shifts in content and approach identified in each of the new standards documents[23] CSI's educational plan is:

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[21] Meyer, L. A., Wardrop, J. L., & Hastings, J. N. (1992). *The Development of Science Knowledge in Kindergarten through Second Grade*. (ERIC Document Reproduction Service No. ED ED354146).

[22] Eshach, H., & Fried, M. N. (2005). Should science be taught in early childhood? *Journal of Science Education and Technology, 14*(3), 315-336, Harlen, W. (2000). *The Teaching of Science in Primary Schools* (3rd ed.). London: David Fulton. Jones, I., Lake, V. E., & Lin, M. (2008). *Early Childhood Science Process Skills: Social and Developmental Considerations.*

[23] In brief these are: NGSS- integration of science and engineering, science concepts build over K-12, focus on understanding and application, content practices and crosscutting concepts with core ideas, and coordination with

- Inquiry-based, using a "Gather, Reason, Communicate"[24] protocol grounded on the NGSS scientific and engineering practices for obtaining, evaluating, and communicating information. The protocol will facilitate an inquiry approach in all the content areas for deep, not rote, learning.
- Integrated thematic learning to achieve coherence and allow students to make connections across subjects and engage in real world applications. Teachers will draw on high quality resources underwritten by National Science Foundation investments in STEM curricula and teacher resources since the 1990s in the core disciplines.
- Aligned with the appropriate grade level standards for CCSS and NYS so students can excel on State assessments and build background knowledge.
- Data driven with frequent progress monitoring of students using teacher-made curriculum, along with observational and standardized assessments to drive instruction.
- A collegial community of learners to engage all students as active participants in the classroom, and where teachers having a shared responsibility for all students' growth.

A schematic representation of CSI's core curriculum is presented below (see Figure 3).

Curriculum Planning Process

During the planning year, CSI founders, key staff, and selected consultants in inquiry-based learning and the content areas will develop the comprehensive scope and sequence for the curriculum of inquiry. The consultants will be seasoned educators, coaches, higher education faculty, a science museum curator, professional developers, and other curriculum specialists committed to working with urban children. They will have a deep understanding of the Common Core standards and the dramatic shifts in learning embedded in them. As staff is hired for CSI, teachers will join in this work, helping to critique and ensure that the curriculum is rigorous; provides access for all children by designing "low threshold, high ceiling"[25] tasks to motivate both ends of the ability spectrum in a classroom; is engaging and motivational; uses a variety of activities, games, problems, puzzles, and challenges, and visual and media learning supports; is aligned with the progressions and grade-level content across subject areas; and has appropriate benchmarks for interim assessments. The curriculum planning group will be guided by Norman Webb's Depth of Knowledge[26] work and Ennis,[27] who has identified the dispositions and abilities, skills and habits of mind which describe critical thinkers. Professional development will follow (see Section III.E.)

CCSS in ELA and Math; Common Core shifts in ELA/Literacy are: practice with complex text and academic language, reading, writing, and speaking grounded in evidence, building knowledge, writing and reading content-rich non-fiction in all subjects as well as literary genres. CCSS in Math stress focusing on fewer math topics per grade, coherent progressions from grade to grade, and rigor in understanding key concepts, developing procedural skill with fluency, and application in problem-solving contexts. Accessed at www.Achievethecore.org

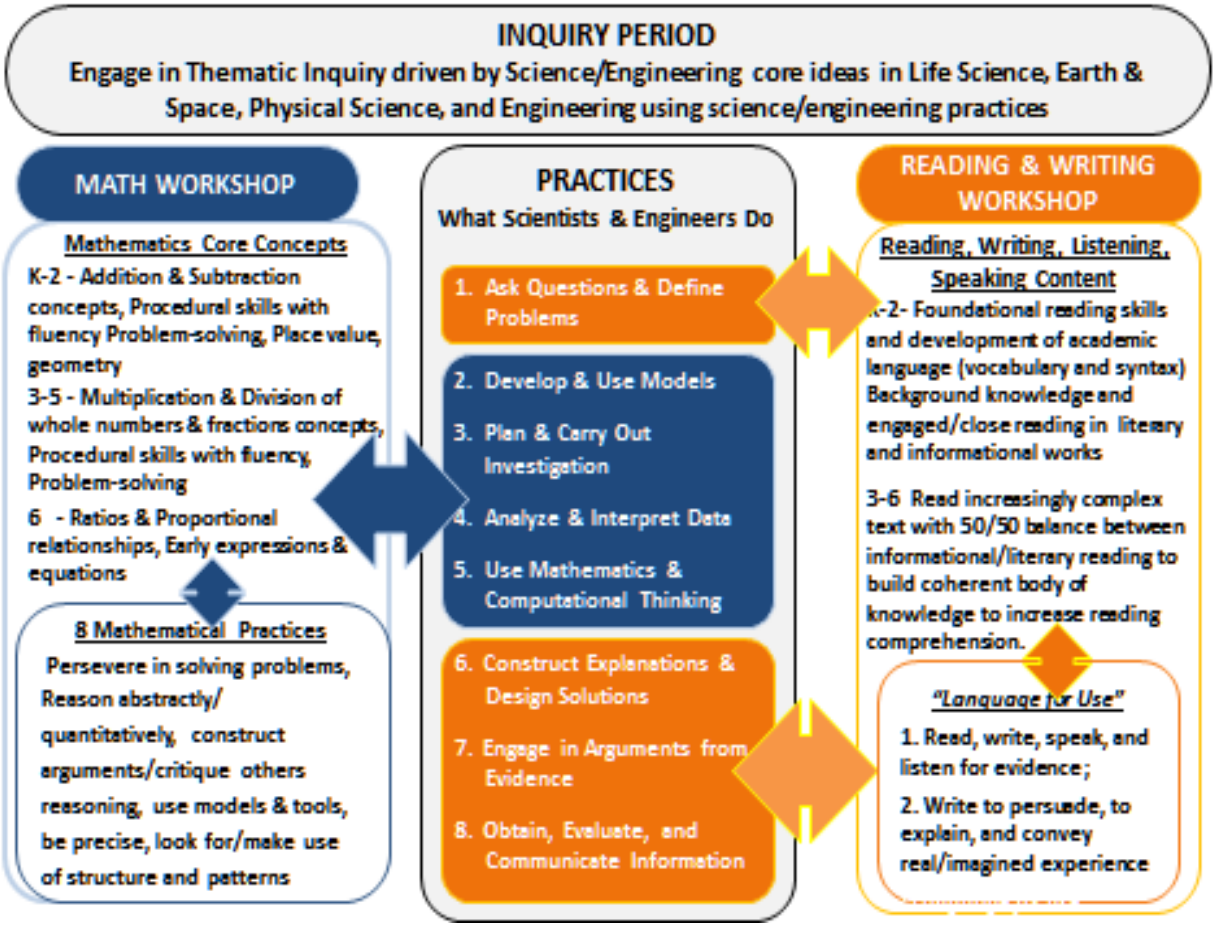
[24] Shaw, South Dakota Department of Education, 2013

[25] 'Using Low Threshold High Ceiling Tasks in Ordinary Classrooms' printed from http://nrich.maths.org, University of Cambridge, UK

[26] Webb, Norman Depth of Knowledge chart, 2005, University of Wisconsin

[27] Ennis, R. H. (1997). Incorporating critical thinking in the curriculum: An introduction to some basic issues. Inquiry, 16 (3), 1-9.

Figure 3: CSI CORE CURRICULUM FOR INQUIRY



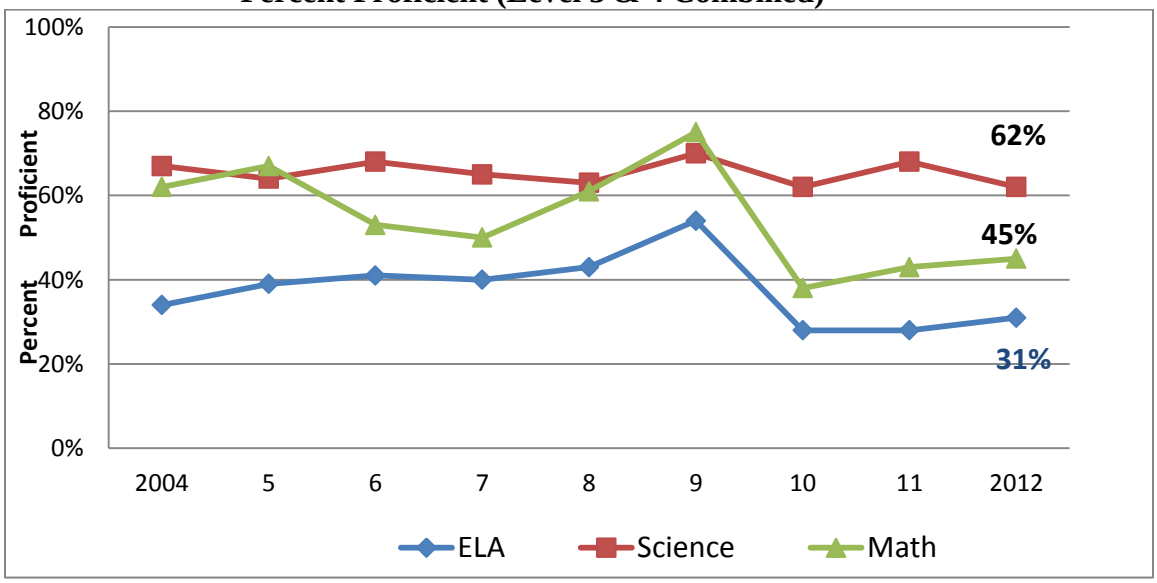
Inquiry Curriculum

The curriculum design effort will build on the proven inquiry approach found in the science program already established in the Buffalo Public Schools. This program, which spans the life, earth, and physical sciences, as well as technology, uses kits developed by Education Development Center, the National Academy of Sciences, and the Lawrence Hall of Science with funding from the National Science Foundation. These kits, which cover topics like Water Exploration, Blocks, Habitats, Organisms, Simple Machines, Magnets & Motors, Ecosystems, Plant Growth & Development, and the like, will provide the stimulus for writing, reading, mathematics, as well as skills such as critical thinking and reasoning from evidence. Each child will keep a journal that documents the progress of his or her work.

To develop this program we will draw upon the skills and expertise of Firsthand Learning whose leadership and staff played a major role in the design and implementation of the BPS Elementary Science Program called Buffalo TEAM Science. This program, founded in 1992 and developed with funding from National Science Foundation, continues to deliver satisfactory results on the State 4th Grade science test despite minimal time for teaching elementary science and limited support for science teacher professional development since the inauguration of NCLB in 2001. One can only deduce that students continue to be motivated to learn science because of the nature of the hands-on instruction and the sustainability of the impact of the original hands-on professional development by Firsthand Learning, including a 'train-the-trainer'

model for teachers to sustain the model. Figure 4 below illustrates the relationship of students' performance on fourth grade NYS assessments over the last eight years.[28]

Figure 4: Buffalo Public Schools 4th Grade State Test Performance Percent Proficient (Level 3 & 4 Combined)



The thematic grade-level units will be developed to ensure horizontal alignment with grade-level standards, and in vertical alignment to ensure that the progression of skills and knowledge builds from grade to grade. Thematic inquiry units will also be designed with a real world context and/or application for students to be active learners and build on interests for further inquiry.

The Inquiry Period

The CSI curriculum will be centered on developing the disciplinary practices of the NGSS standards as the primary mode of inquiry in all subject areas, not just science and engineering core content. The intent of the NGSS, which CSI embraces and will practice during the Inquiry Period, is to focus on a smaller, more teachable number of disciplinary core ideas that students should know, drawing from the Life Sciences, Earth and Space Science, the Physical Sciences and Engineering Design. Student will investigate a thematic unit from each of the core ideas in each grade level, for four or five in-depth inquiry projects each year. While students undertake their investigations, they will be exposed to appropriate cross-cutting concepts and use the scientific and engineering practices also identified as part of the NGSS.

While the CCSS and NGSS require more academically rigorous content and a more intensive use of language skills across all subject areas, the application of the scientific and engineering practices requires a high degree of literacy and language that students have to learn. Scientific inquiry relies heavily on "discourse"- asking questions, listening intently, analyzing and presenting information, and constructing oral and written arguments. CSI recognizes that learning to think critically and to practice these skills does not happen all at once. Students will be prompted to continuously strive to improve the quality of their thinking and reasoning by teachers taking the time to encourage and guide skillful questioning and reasoning based on observation and evidence from text and other media. The exchange of ideas, through discussion, debate and discourse, is key to scientific inquiry, and is the crux of learning in an inquiry

[28] Math and ELA scores for 2013 are published on NYSED, however Science scores were not yet available for 2013.

classroom. Teachers will use a variety of instructional strategies to scaffold and guide students to practice critical thinking through discourse. Some examples are:

- Using intentional instruction to introduce the steps in critical thinking in the core concepts of the disciplines to build the vocabulary and skills needed to explore content;
- Engaging students in small group collaborative learning using Think-Pair Share, Jigsaws, Write/Draw Pair Share, Gallery Walks to build an understanding of the collaborative nature of inquiry and build students' confidence to participate in the social interaction.
- Guiding students to practice listening and response skills through roundtable discussions and Socratic circles. This will help students to scaffold the development of reasoning through discourse, which supports the sharpening of students' own ideas by thinking aloud, while learning to value contributions by classmates. Thinking aloud makes thinking visible to students, providing additional clues to support and refine ideas.
- Using a variety of models such as concept maps, illustrations and other graphic organizers to clarify thinking and support reasoning and communicating by students.
- Keeping an Inquiry notebook for daily recording of observations, questions, drawings, etc. as an inquiry develops.

These strategies are designed to hone and instill the practices of using inquiry skills, building a foundation for integrating the CCSS ELA standards in inquiry investigations automatically.

ELA Curriculum – Reading and Writing Workshop

While the Inquiry Period provides a purposeful context and an opportunity to apply developing literacy skills and concepts - including speaking, listening, reading informational content, and academic vocabulary development - the daily reading and writing workshop period will ensure that students become proficient users of language to help support this purposeful learning. A daily reading block, organized according to the Reading and Writing Workshop developed by Lucy Calkins at Teachers College, will also be part of the curriculum.

Balanced Literacy Framework: Teachers will use the components of a balanced literacy framework along with the Common Core State Standards to plan units of study and differentiated lessons to meet the needs of the students in their classrooms.

Foundational Skills in the Curriculum: Based on our ERF experience, we believe that a curriculum that is grounded in strong foundational skills recommended by the National Reading Panel[29] coupled with extensive reading and writing opportunities as evidenced in the CCSS standards, are needed for a balanced literacy curriculum.

CSI will use the curricular, instructional and assessment resources developed by Irene Fountas and Gay Su Pinnell to anchor our literacy program. We will also use supplemental resources from the Florida Center for Reading Research and the What Works Clearinghouse of the Institute for Education Sciences to meet the needs of all students.

The Reading and Writing Workshops will be the time when teachers support students in gaining the fundamental concepts, strategies and techniques for reading and writing while interacting with high quality literary and non-fiction work based on the CCSS in English Language Arts. Students will be exposed to all forms of literary genres - prose, poetry, folklore, rhyme, songs - as well as informational work they will likely encounter during their investigations in the Inquiry Period to build background knowledge. (See Table 3 below.)

[29] Snow, C. et al, *Preventing Reading Difficulties in Young Children* (2000), National Research Panel Panel

African-American culture and history will also be explored to build extensive background knowledge with authors and poets like Maya Angelou, Langston Hughes, Countee Cullen and other African-American voices. In addition to the humanities, African-American history will form content for informational texts. Readings from primary resource material from the Library of Congress and the famed Schomburg Center for Research in Black Culture at the New York Public City Library will provide a depth of content that is relevant to students.

Taking an inquiry approach toward literary and informational texts in the workshop model of instruction and classroom management allows students to learn how to question and be critical of multiple modes of writing. Exploring the intersection of the NGSS and CCSS literacy standards, a Stanford University researcher noted that "students who have been supported to learn the scientific practices identified in the NGSS are equipped to bring such a critical stance to text."[30]

Because of the importance for children to learn to read fluently and comprehend increasingly complex text as they progress in the grades, CSI will have a full-time literacy coach who will work with each teacher. The coach will visit each classroom to co-teach and model lessons and strategies, observe and provide feedback on instructional practice, observe and work with individual children, particularly struggling readers or more advanced readers, and conduct student assessments. Literacy coaches will also share, develop and identify materials and resources to support teachers. This knowledge of each teacher's classroom will provide literacy coaches with an understanding of the ongoing professional development needs of teachers.

Table 3: Components of Daily Reading and Writing Workshop

Time	Component of Reading Workshop: 5 hrs./wkly[a]	Component of Writing Workshop: 1 hr/wkly[a]
10 - 15 minutes	Mini-lesson	Mini-lesson
15 -20 minutes	Read-aloud (*can be in conjunction with mini-lesson*)	Read-aloud (*can be in conjunction with mini-lesson*)
40 - 50 minutes	Independent Reading & Conferring	Independent Writing & Conferring
	Guided Reading	Guided Writing: Argument/Opinion, Informative/ Explanatory, and Narrative
	Response and Reflection	
5- 10 minutes	Sharing	Sharing

a. Reading and Writing Centers will be available at all times in classrooms.

The mini-lessons in the Reading Workshop teach concepts, strategies, and techniques for reading and comprehension while encouraging students to read and interact with good literature. The mini-lessons give teachers the opportunity to present explicit instruction to students and model the lessons using authentic literature. Sample mini-lessons can include:

- Comprehension strategies
- Procedures for Reading and Writing Workshop
- Reading strategies and skills

[30] Palincsar, A. (2013). The Next Generation Science Standards and the Common Core State Standards: Proposing a Happy Marriage. *Science and Children* (September), 10-15.

- Literary elements and techniques (i.e., voice, descriptive words, etc.)
- Introducing academic vocabulary and meaning

Using dialogic reading strategies, the purpose of the read-aloud is to model appropriate reading behaviors and reading strategies. Teachers read with the proper fluency, rhythm, and intonation and have a set purpose for each read-aloud. The teacher has an opportunity to show students the joys of reading and teach them how to think and discuss text.

Independent reading and writing is at the heart of the Workshop. This is the time when students practice strategies modeled in the mini-lesson or practice reading and writing. Students can read alone, in pairs, or in small response groups. Teachers and teaching assistants (and interns when available) will confer with students, teach guided reading lessons or have a small-group lesson on a specific strategy or skill based on assessment results. Teachers can also conduct various formative assessments such as running records, retellings, or keeping anecdotal notes on children's progress. Activities that children will pursue during reading time include:

- Responding to text in reader's response notebook
- Participate in student-led discussions (literary circles)
- Analyze text for evidence with a group of students (informational and literary)
- Work with a reading partner
- Independent reading based on personal choice

Guided Reading: As some students work independently or in small groups, teachers will organize and work with children in guided reading groups based on assessment data. Guided reading gives students the opportunity to read a wide variety of texts to problem solve while reading for meaning, to use strategies on complete, extended text and to tackle words in texts. Guided reading requires that a teacher select text at the appropriate level for groups - text that stretches but not overwhelms[31] - and demonstrates or models skills intentionally to enhance student learning. This is the time that teachers work on skills while reading with students to focus on their needs, whether it is phonemic awareness, word attack skills, fluency, or reading comprehension. Matching texts to readers and systematically increasing text complexity is a basic tenet of CCSS, and it lies at the core of guided reading.[32]

Guided Writing: During independent writing time, teachers confer with students about their writing. All students will keep a workshop journal and learn and practice the three types of writing identified in the standards – opinion pieces, explanatory writing, and narrative based on imagination and creativity. Teachers will use this time for formative assessments, making sure students are writing using evidence to support their ideas or analysis of text, keeping anecdotal records. Teachers' conferences are short, meant to ask students how their writing is going, strengthen use of craft and grammar, teach something that makes sense at the time, and gather data for future teaching and learning.

Finally, the ELA period will end with a whole group sharing time at the close of the workshop. Students will use this time to respond and reflect on what they are reading or writing, clarify their thinking, ask and ponder questions, and engage in the learning of classmates. Just as the sharing of ideas and thinking is part of the Inquiry period, listening and speaking will also be

[31] Vygotsky, L. (1978), The zone of proximal development is the gap between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development).
[32] Braunger and Lewis 2008).

practiced daily in the literacy workshops. Students add details and depth of meaning to their writing through these opportunities to have conversations with peers and teachers.

Mathematics Curriculum – Daily Workshop

Mathematics instruction will be daily and will be organized as a workshop to replicate the student-centered focus of instruction in ELA and the Inquiry Period. Math instruction will feature: (1) an emphasis on addressing specific learning gaps identified through assessments and analysis of student test data, (2) a focus on strengthening students' comprehension and ability to solve word problems, and (3) creating interesting and creative math learning experiences that engage students and motivate them to learn. The workshop provides the following benefits:

- Reduces teacher directed teaching time
- Increases student-directed learning, reinforcing students' ownership of their own learning
- Facilitates 1:1 support and small group learning by the teaching team
- Provides for differentiated learning for advanced, grade level and struggling learners
- Facilitates flexible grouping and re-grouping over the year as needs change
- Provides immediate feedback to students and monitors learning to inform instruction

The Math Workshop schedule will parallel the Reading and Writing Workshop format to provide continuity for students and coherence for the instructional team.

Table 4: Components of Math Workshop

Time	Component of Math	Focus
5 - 10 minutes	Mini-lesson/setting up activity to explore	- Whole group - Create/ review an anchor chart - Provocation/problem posed - Think aloud
30- 40 minutes	Independent Problem Solving	- Independent or small group math games, investigations, centers, or problem solving - Computational fluency practice at differentiated levels - Conferring 1:1 - Small-group instruction - Math notebook time
15- 20 minutes	Group Share	- Expose math thinking - Add to/develop an anchor chart - Discuss "big ideas" - Synthesize new understandings

The 'mini lesson/problem set up' introduces the aim of the day for the workshop. The teacher will model the mathematical construct, thinking aloud to make the mathematical processes and practice visible to the students. Anchor charts will be used extensively to provide a source of visual reference to support student thinking, reasoning and problem solving throughout.

Anchor charts are co-constructed with students, have a single focus, and reflect the math lesson being taught or retaught for continued support and scaffolding. Anchor charts remain visible in the classroom to help students remember the steps or processes in a skill or strategy while they are working on problem solving during independent time. Having visual teaching aids

helps students use the correct mathematical terminology, building vocabulary for discussion of individual ways to solve and represent problems.

'Independent problem solving' may involve students working independently, in pairs, or small groups to solve the challenge presented in the mini lesson. During this time children engage in the mathematical content employing the mathematical practices. As described in CSI's curricular framework for inquiry, three of the eight mathematical practices that lie at the heart of all the CCSS K-12 math standards could be statements that describe a student-centered classroom. For example, the capacities stated in the CCSS to "make sense of problems and persevere in solving them," "reason abstractly and quantitatively," and "construct viable arguments and critique the reasoning of others" are all developed through providing time and space where students ask and answer their own questions and see their viewpoint as valuable.[33]

Students will also have to make their thinking visible by representing their problem-solving steps and work in as many ways as they can - number sentences, drawings, words, tables, graphs, etc. Research suggests that visual approaches to teaching and learning have universal application for all children, and taps into the intelligences and strengths of all students. Through these representations students can create an understanding of the math content and apply mathematical ideas the way they learn best.

The last component of the math workshop is a time for group sharing, similar to the structure in other subject areas. This is the time when students can articulate their reasoning, using their representations, and see other students' reasoning processes. This will help students clarify their thinking, reflect on other problem-solving methods, and build a mathematical vocabulary. Teachers may revisit the aim of the lesson, and add to or create a new anchor chart with students based on the knowledge discovered during the class time.

Curriculum Resources*:* CSI is considering the purchase of the *Bridges K-5 Math* Curriculum developed by the Mathematics Learning Center, with NSF support, because of its strong infusion of mathematical modeling to learn math content. A second edition of the curriculum is in development (K-2 is already developed) and will be available in 2014 to align it with the new CCSS standards. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. *Bridges* blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. Other mathematical resources that draw on investigation and exploration to build deep knowledge, such as *Investigations* developed by TERC (Cambridge, MA) with NFS funding will be used.

Social Studies and African-American History and Culture

The teaching and learning of Social Studies and African-American history and culture will be guided by the NYS Learning Standards for Social Studies and CCSS for Literacy and Writing. Our approach will also be grounded in active inquiry, the hallmark of CSI's curriculum. CSI will use the guided approach of the History Lab, developed through a partnership between the University of Maryland Baltimore Campus, Center for History Education (CHE) and Maryland school systems, with support from the USDOE's Teaching American History grant program.[34] Rather than passively memorizing ready-made facts or accounts assembled by others, students at

[33]Can Student-Driven Learning Happen Under Common Core? MindShift | February 26, 2013
[34] http://www.umbc.edu/che/historylabs/*History Labs: A Guided Approach to Historical Inquiry in the K-12*

CSI will employ their critical reading and writing skills, and the inquiry process and analytical skills used by historians.

In a History Lab guided approach, students will follow the progression of skills and concepts articulated in the standards and built on the foundation of the "inquiry arc," using the key concepts and unifying themes as they probe the grade level content. As in CSI's other inquiry methodologies, a history lab investigation begins with an overarching question that students and teachers develop, add to and refine to build a shared perspective of the topic and plan their inquiries. The class will then work together to generate a subset of research questions that will guide students toward answering the overarching question. As they form research groups in pairs and teams to explore these questions, they will apply the disciplinary tools for social studies practice - chronological reasoning and causation, comparison and contextualization, geographic reasoning (people, places, regions, environment, and interactions), gathering, using and interpreting evidence, and the role of the individual in social and political participation.[35]

During the investigation students will learn new information and develop theories about focus topics. Teachers and students will work on assembling and analyzing primary and secondary sources of information that will include text, maps, photographs, letters, recordings and other artifacts, all the while using the research and analytical skills of an historian. Students will evaluate sources, using evidence which they will record in a research notebook. Here, they will make observations, charts, drawings, and other reflections on their explorations as they strive to answer their research questions, researching, comparing and contextualizing information, and making interpretations. Finally students will draw conclusions and communicate what they have learned through presentations, projects, or other culminating work.

African-American Infusion in Social Studies: CSI teachers will use the History Lab template to develop and plan exploration of social studies content based on students' interests, discussions in class and the scope and sequence of the standards. In the early elementary grades when the content sequence in Social Studies is on the self and others, families, and communities, students will explore their identity, family history, and their community when employing the lens of 'Individual Development and Cultural Identity.' All students will engage in collecting their families' oral histories, constructing family trees, tracing emigration and movement of family as some examples of student explorations. Sharing will engender respect for, and understanding of each other's background while contributing to the values of the school.

As children learn about and read literary works and informational texts written by or about African-American cultural figures in ELA, we will also focus their learning from reading and writing in social studies about the African-American experience. Buffalo is rich in African-American history. It was an important stop on the Underground Railroad during the Civil War period because of its proximity to Canada. The founding of the Niagara Movement in Niagara Falls, just across the border from Buffalo, in 1905, by W.E.B. DuBois was a predecessor of the NAACP. And Buffalo, with its heavy industrial base in the 20th century, attracted many African-American people looking for a better life for themselves and their families. The Colored Musicians Club Museum in downtown Buffalo chronicles the birth of the Club chartered in 1918 as an African-American musician's union formed because the white musicians union was segregated, and serves as an important repository of the influence of African-Americans on music. Field trips will be planned to these and other historic sites in and around Buffalo so students can identify personally with these important historical events.

[35] NYS Common Core Standards for Social Studies, EngageNY.org.

In the upper elementary grades, students will explore African heritage in the context of cultures around the world. Students will be involved in explorations of the African continent and the rich culture that developed from this "cradle of civilization," learning about the archeological discoveries of early homo sapiens, the extensive trade routes that traversed the Sahara desert to the middle east, and the flourishing cultures that produced art, music and dance forms. History generally has paid little attention to sub-Saharan Africa prior to colonization and the slave trade.

In studying history and culture from an African-American perspective, CSI will not neglect the background stories of students from other cultures in the school. In fact, cultural and historical understanding for all students will be stressed as part of their identity, and their heritage. Parallels for classroom discussions and sharing, for example, the history of the African diaspora, can become relevant to not only African-American children, but immigrant and refugee students who have their own migration history to relate and to tell.

Additional resources will be consulted on the afroamcurriculum.com website developed by the State of Florida's Task Force on African-American History to support the inclusion of African American culture and history in the public schools in that state. A number of organizations also publish materials for Black History month in February which can be used throughout the school year.

Civics. The implementation of the Responsive Classroom in the school also provides students with an authentic experience in participatory governance, also part of the Standards. Through this approach to establishing a safe and nurturing culture in the school, students will participate in developing class rules, meditating conflicts, and sharing their opinions in daily morning meetings and bi-weekly community meetings. Through the curriculum and all the collaborative experiences in the school, our goal is to empower students to develop a healthy self-concept of who they are and their worth to the school, their families, and their community.

Humanities - Music and Art

Exploration of the Arts, from the visual to performance arts, will use an inquiry-based approach. CSI founders recognize that the arts can provide very personal opportunities for students to express feelings and emotions in various formats, better understand their talents and capabilities to round out their personalities and development, and explore new interests. While students pursue their personal journeys through the arts, they are thinking creatively, and using steps of the inquiry process – observation, drawing, making three dimensional models (sculpture), and demonstrating knowledge of music through playing an instrument, singing, and reading musical notation. During the creative process, students will learn art and musical vocabulary and terminology that they will use while describing and talking about their work during gallery walks and critiques, and the introduction and selection of performance pieces.

Students' artistic and musical accomplishments will be regularly showcased at the school through art shows, concerts, and recitals for a wider audience of the CSI community - peers, teachers and staff, and families and friends. These public events will motivate students to achieve their best work and celebrate their achievements.

CSI's humanities program will begin modestly with the introduction of the visual arts and music to the curriculum in the first year. All aspects of music and visual arts will be explored in a hands-on music and art studios. Students will also gain an appreciation of music and art by learning about periods and movements in music and art history, such as the Harlem Renaissance.

Students will be able to continue explorations in the humanities during the afterschool program. Based on an assessment of students' interests, CSI will endeavor to contract with

community-based organizations, independent contractors, and vetted friends of CSI to provide enrichment in music and arts during the afterschool period.

Physical Education and Health

Students will also participate in physical education and health activities with a physical education instructor and in the classroom with the teacher. The certified instructor will engage the children in age appropriate games and sports, fitness and strength-building exercises, teach healthy eating habits and fight obesity among CSI children. The certified PE instructor will also work with classroom teachers to integrate "five minute exercise breaks" during the day so students can burn off excess energy and stress to focus better on academics. When studying African-American culture during class, teachers may also integrate dance and other movement from history. Fitness and healthy eating habits will also be integrated into morning meeting and snack break in the afternoon. Sugary snacks, and junk food will be prohibited.

During the afterschool program, we will provide both leader-based physical education and fitness options and free time recreational sports for students depending on an annual inventory of students' interests. Examples may include karate, dance, yoga and sports.

Table 5 lists the number of minutes CSI will offer in each subject area.

Table 5: Minutes Per Subject Area

Subject	Daily minutes	Weekly minutes
ELA (Reading & writing)	80	460
Math	60	300
Social Studies	4x45	180
Science/Engineering Inquiry (with Literacy & Math Application)	4x120	480
Music	45	90
Art	45	90
PE/Health	45	90
Total minutes	**350**	**1690**

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D. Assessment

Assessments at CSI will be multilayered for the following purposes:

- To inform classroom practice and diagnose individual student strengths and weaknesses;
- Formative for continuous improvement of the school's instructional program, policies and procedures, professional development, parent engagement and community outreach, and the extended day program;
- Summative to address reporting and authorization requirements of NYSED.

Standardized Assessments: CSI will administer NYS assessments in ELA and Math, and Science as grade levels 3 to 6 are added beginning in the second year of operation. For students with special needs, CSI will comply with students' IEPs and ELL status requirements and administer the appropriate NYS alternative assessments and NYSESLAT exams. Student performance will be analyzed, including item analysis of test questions, by teachers with the assistance of the literacy coach. Together, they will develop an IIP for each student to inform opportunities to reteach content, differentiate instruction and plan for other interventions as

necessary. The classroom goals for each teacher at CSI are for students to meet or exceed grade level standards, the annual performance index, and achieve overall increases in student growth.

Early Literacy Foundational Skills: In keeping with CSI's mission to ensure that all children are reading fluently and with comprehension by third grade, classroom teachers in K-2 will closely monitor student performance three times a year - at the beginning, middle and end of the year - and more frequently for struggling students. CSI will use the PALS- K and the PALS-1-3 developed by the Curry Graduate School at the University of Virginia.[36] Both the States of Virginia and Wisconsin use the PALS family of assessments for statewide early detection of reading difficulties. We will also administer the Peabody Picture Vocabulary Test (PPVT-IV) three times a year to measure students' growth and development of vocabulary and receptive language, a strong predictor of learning to read without difficulty.[37] Data from both assessments will be aggregated for formative assessment of the ongoing instructional program, and the final end of year assessment will be used for annual program assessment and reporting for K through Grade 2. All assessments have established validity and reliability, and are aligned with the content and processes of the CCSS standards.

Reading and Writing Assessment*:* We will use the assessments of our anchor literacy curriculum developed by Fountas and Pinnell (Benchmark Assessment system, 2nd edition) three times a year to establish students' reading levels, and to ensure students are meeting grade-level target benchmarks. Teachers will create a rubric to assess students' writing samples three times a year as well. The rubric will assess students' use of craft, structure, and content for the three formats of writing in the CCSS.

Math Assessment*:* Similar to reading, CSI will use the unit and interim assessments of the anchor curriculum, *Bridges*, to monitor students' progress in mathematics three times a year. The assessments will measure students' grasp of concepts, mathematical thinking and fluency in computational skills.

The founders the ongoing development of new, more performance-oriented assessment tools by PARCC,[38] particularly the tools that will be based on the extended K-2 ELA/Literacy and Mathematics Model Content Frameworks to support K-1 teachers' practice. PARCC envisions that the K-1 assessment tools will be anchored on the progressions laid out in the PARCC K-2 Model Content Frameworks rather than grade levels. Therefore, CSI anticipates a single set of K-1 tools will be developed for each of the English language arts and literacy and mathematics progressions derived from the CCSS. The tools are envisioned to be paper- (or technology-) based, curriculum embedded performance tasks that are, for all intents and purposes, invisible to the student yet yield actionable information for the teacher regarding modification of instructional approaches for each student.

These tools are expected by the developers to be available for review in July 2015 for potential use beginning in September 2015. CSI will review these tools when available as they

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[36] The PALS-K has subtests for Phonological awareness, Alphabet knowledge, Knowledge of letter sounds, Spelling, Concept of Word, and Word recognition in isolation. The PALS 1-3 assesses: Spelling, Word knowledge. Letter Sounds, Oral Reading in Context, Alphabet knowledge and Phonemic Awareness (for students who have more basic literacy skills)

[37] Snow, C. et. al, (2000), Preventing Reading Difficulties in Young Children, National Reading Panel

[38] The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 18 states plus the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up. Description is from website: www.parcconline.org

may be more in line with CSI's focus on the CCSS standards and our performance-based approach through inquiry for assessing student's strengths and needs for on-going development. If they are developmentally appropriate for CSI's students, they may be used for progress monitoring of ELA and mathematics in Kindergarten through Grade 3.

As currently envisioned teachers will work collaboratively to develop interim curricular assessments to understand students' progress against grade-level standards in NGSS, mainly using rubrics to ensure that a progression of learning is achieved from one grade to another. Each student will also have an assessment portfolio which will include projects, multimedia presentations, and written tasks to inform instruction and measure progress toward learning goals.

Inquiry Assessments. Assessment for learning in the Inquiry Period will be multifaceted. A number of different forms and tools will be employed, including checklists, reflection pieces, and performance assessment tasks to assess application of knowledge to a new situation. It is important to remember that in an exemplary inquiry-based classroom, a combination of iterative formative assessment practices are woven into teaching and learning. Students are continually engaging in metacognition, thinking about their thinking, recording questions and data, making observations and findings, and planning next steps in design notebooks. At the beginning of the school year, expectations for the maintenance of the notebooks for documenting each student's contribution to investigations will be shared with students.

Rubrics will be the primary mode of conducting overall assessments during the Inquiry Period. Rubrics clearly communicate standards for academic success to students throughout the learning process and also support students taking responsibility for their learning. The Galileo Educational Network in Alberta, Canada has developed a comprehensive rubric for discipline-based inquiry[39] which is widely used throughout Canada. The three-part scale (beginning, developing, and accomplished) helps both students and teachers identify the level of performance needed all the way through an investigation – from asking the inquiry question(s), conducting research and oral discussions, and communicating new knowledge and ideas through various media. Working together, teachers willingly review and adapt a number of rubric templates to assess these process skills as well as the scope and depth of content learning in an investigation against the NGSS and CCSS standards.

Explorations also result in a presentation, written and/or oral, with drawings, tables, charts, a PowerPoint or some other media. Experts, community members and parents, as well as peers and teachers in the school, will be invited into the school to observe and provide feedback on these student presentations.

Finally, every student will have a portfolio of student work. Student work products from each curricular area – mathematics, reading and writing, social studies and inquiry - will be collected throughout the year to demonstrate their progress. These portfolios (in a binder with different sections for each subject) will be reviewed with parents three times a year at the Parent-Teacher-Student Conferences along with the progress monitoring assessment results and teachers' observational evidence of performance.

Teachers' formal and informal assessment activities will inform the development of IIPs for each student in the school. Teachers will work collaboratively with the literacy and inquiry coaches and their teaching assistant to formulate the plans and to ensure attention to individual student's needs during instructional time. The plans will also be part of the school's RtI process for identifying and working with struggling students as discussed

[39] http://www.galileo.org/research/publications/rubric.pdf

later. Parents will also be apprised of their child's IIP with suggestions and activities that could be performed at home to support student progress.

"Data days" will be regularly scheduled as part of the Wednesday Common Planning Time. During this time, there will be a school wide focus on the analysis of data from the formal assessments along with teacher developed data sources - observations, interim curriculum assessments, and student work from all areas of instruction. Integrating analytics into the regular meeting schedule will inform ongoing evaluation of the effectiveness of CSI's educational plan, and build capacity around the focus on inquiry, not only for students but staff as well.

E. Performance, Promotion and Exit Standards

CSI's goal, as part of our mission and vision, is to reduce the achievement gap as fast as possible for each student. However, it may be necessary from time to time to determine if a child would benefit from spending a longer period of time learning material to keep them on a trajectory to grade-level achievement. In the event that a student's promotion is in doubt, the classroom teachers, in tandem with the Head of School and the child's parent, will use a range of indicators to formulate the decision, including formative and summative assessment data, anecdotal observations and notes, standardized test data, RtI data, and examples of student work (portfolios) to determine whether or not to retain the student. We will alert the student's parents about the Promotion in Doubt Evaluation process as early as November and no later than January1of the current school year. Once a child is identified as being in doubt of promotion, classroom teachers with the support of the special education teacher and coaches will create a more targeted academic plan to help prevent retention. Classroom teachers will also work with the family of the child to offer suggestions for out-of-school interventions and suggestions for practices and activities to do while at home.

Special Student Population: Students with IEPs and those being evaluated for special education placement will be promoted based on their individualized promotion criteria in addition to the indicators referenced above.

Exit Standards: We expect CSI students to exit our program with an understanding of how they learn best, a range of academic and social skills, and an excitement for continuous learning. Our exit standards, which are based on the literacy, math, and science benchmarks set forth in the Common Core State Standards and NGSS as exit knowledge and skills for Grade 6.

F. School Climate and Culture

An orientation for parents and families of children enrolled at CSI will be held shortly before the school year begins. This orientation will include a discussion about CSI's school culture as well as its asset-based philosophy of parent engagement. The discussion about school culture will address Responsive Classroom's components, including the expectations for student behavior, the Code of Conduct, and Disciplinary Procedures (see Attachment 4). There will be open discussion about how parents can help to reinforce the rules of the school, including behavior standards. There will also be an explanation of what we mean by 'asset-based parent engagement,' a philosophy that honors the fact that each parent has expertise, talents, interests, and/or hobbies that they can contribute during the school day or during afterschool activities. A survey will be distributed to parents at the orientation so they can help the school understand their interests and how they would like to contribute.

Responsive Classroom (RC). CSI will embrace the use of the evidence-based practices of RC to design a positive school culture and a proactive approach to discipline and student behavior management. The RC approach, developed by teachers and educators at the Northeast Foundation for Children, is designed to integrate social and academic learning and improve the capacity of teachers to manage their classrooms effectively. RC follows the premise that children learn best and grow into responsible citizens when they are taught to cultivate their emotional, as well as intellectual needs. A three-year longitudinal study by the University of Virginia's Curry School of Education compared children at three schools using the RC approach with those at three control schools. RC children showed greater increases in reading and math test scores on the Connecticut Mastery Test, teachers felt more effective in teaching discipline, teachers felt that they offered more high-quality instruction and children felt more positive about school.[40]

CSI will utilize the Responsive Classroom domains of *Positive Community*, *Effective Management* and *Engaging Academics*[41]to build a set of shared beliefs, values, and practices.

Positive Community

- Morning Meetings**.** Building the CSI school community starts with *Morning Meetings* in each classroom. Students greet each other, share personal stories, participate in team-building activities, solve classroom or school-wide problems, hear news and announcements, and learn from the teacher what they will be doing for the day. Morning Meeting provides students and their teachers a communal space to set and reinforce positive student behaviors.
- Community Meetings. Faculty, staff, students and parents gather together bi-weekly to celebrate achievements and share learning. Meetings are student-centered and promote a sense of *who we are as a community of life-long learners*.

Effective Management. *The First Six Weeks of School*[42] are used as a distinct period to begin the intentional development of community, including expected behavior and how limits will be enforced. During this time, children help to create the rules, practice expected skills and behaviors, and learn that they will do high-quality work in an atmosphere of collaboration.

Specific intentions during the *First Six Weeks of School* include: 1. Creating a climate and tone of warmth and safety; 2. Teaching the schedule and routines of the school day and CSI's expectations for behavior in each of them; 3. Introducing students to the physical environment and materials of the classroom and the school, and teaching students how to use and care for them; and, 4. Establishing expectations about ways we will learn together in the year ahead."[43] By purposefully following the Responsive Classroom intentions, faculty and staff will set the tone for the rest of the school year. School-wide norms will be posted throughout the building.

Engaging Academics. The RC domain of *Engaging Academics* is an important part of the culture of the CSI community. At CSI, students will learn through exploration using the inquiry approach. Hands-on, minds-on learning puts students' questions at the center of the curriculum, and places just as much value on student curiosity and questioning as it does on knowledge and understanding of content. CSI will cultivate a student population of *craftsmen*. According to Ron Gardner, a craftsman "… connotes someone who has integrity and knowledge, who is dedicated

[40] Rimm-Kaufman,S. *Social and Academic Learning Study* University of Virginia, 2013
[41]http://www. responsiveclassroom.org
[42] Denton,P and Kriete, R., *First Six Weeks of School, Strategies for Teachers, 2000*
[43] The First Six Weeks of School, Denton & Kriete

to his work and who is proud of what he does and who he is."[44] This can only happen when students feel safe and supported. All students at CSI will feel comfortable taking risks in their learning because the culture and climate of our school encourages it.

Discipline: CSI will have a discipline policy based on the RC techniques and strategies. These are detailed in the Student Discipline Policy in Attachment 4 and include:

Contracts. The contract will outline Classroom Expectations and Consequences so parents and students have written documentation to use as a reference throughout the school year.

Responding to Misbehavior. All teachers will follow a set protocol associated with the philosophy of RC. Using visual and verbal cues, increasing teacher proximity, and logical consequences are used if the teacher is experiencing a disruption to the Code of Conduct. The set consequences include: Take-A-Break, Fix-It-Plan, and Team Meeting.

Take a Break. Every classroom will have a space reserved for *Take-A-Break*, a strategy used to help children learn and practice self-control. The Take-A-Break space is located within the classroom so the student will still be a part of the learning. After a set period of time, the student will rejoin his/her learning space.[45]

Fix-It-Plan. If the Take-A-Break strategy has been used, but a child's behavior continues to be disruptive to the class, the student will be temporarily removed from the learning environment. The student will complete a Fix-It-Plan with an adult and then be welcomed back into his/her learning environment. If the student does not follow the Fix-It-Plan the next consequence is a behavioral plan formulated during a Team Meeting.

Team Meeting. During a Team Meeting, a student will meet with a teacher, member of the administrative team, and a parent. The team will create a behavioral plan designed specifically for the student. The plan will be set into place immediately. In school and out of school consequences will be set into place based on the advice of the whole team.

Students with Disabilities. CSI's discipline policy aligns with the Individuals with Disabilities Education Act (IDEA). When a student with a disability violates the CSI Code of Conduct, the staff will work with the Special Education teacher to determine whether or not the disability is a contributing factor. If the child's behavior relates to his or her disability, CSI will not remove the child from class or suspend the child. If, however, the behavior is not related to the child's disability, the child will be disciplined according to the school's Student Discipline Policy or, if applicable, to the student's Behavior Intervention Plan (BIP). In the event that a student with disabilities is suspended, CSI will assure that the alternative instruction plan complies with provisions of the student's IEP. If the student does not have a BIP and is removed from their placement or suspended for more than 10 days, CSI will convene an IEP meeting to create a Functional Behavior Assessment plan within 10 days of the removal. CSI's Special Education teacher will consult with the Committee on Special Education to create a BIP to define appropriate interventions. Likewise, if the student has a BIP that is not proving effective, the CSI will be convened within 10 days of the disciplinary action to evaluate the plan and make the necessary modifications, including positive behavioral supports and services to address the child's behavior.

[44] An Ethic Of Excellence
[45] http://www.responsiveclassroom.org

Gauging Satisfaction with School Climate. Each year, CSI's evaluator will create and administer surveys to parents, staff and students to assess their satisfaction about a number of factors, including school climate. The results of these surveys will be reviewed by the Head of School and the Board. Findings on levels of satisfaction will be considered as an evaluative factor when the Board conducts the Head of School's performance evaluation.

G. Special Student Populations and Related Services

The founders believe that CSI's commitment to an inquiry-based approach makes learning more accessible for all students, including those with disabilities, second language learners and students coming from homes with high risk factors for literacy difficulties. The workshop structure and collaborative nature of the classroom in math and ELA allows for differentiated instruction and learning depending on each student's needs and abilities in a "just in time" model. It expands teaching and learning opportunities from peers, as well as from teachers, multiplying reinforcement of needed instruction skills and differing perspectives that may resonate more aptly with a child's learning style. Continuous progress monitoring of learning by teachers and the students themselves will become part of the learning environment; the metacognition practices of the Math, ELA and Next Generation Science Standards are used to reinforce the way students learn content by applying the practices of scientists.

The support of specialized services from Special Education and ELL teachers will be "pushed into the classroom." In this way, service providers and teachers can reinforce authentic learning experiences in alignment with the curriculum to scaffold student learning. This additional support will allow special education and ELL learners to be equitable partners with peers in conducting investigations, developing evidence and communicating about inquiry investigations, problem solving in Math, and reading and writing in group settings. Research suggests that when students (even ELLs and student with disabilities) are engaged in a creative and exciting classroom, they often have enhanced learning and often learn at a faster pace.[46]

Response to Intervention: Over and above creating an enriched learning environment with close progress monitoring of student learning, the founders recognize that a formal RtI process is needed to ensure struggling students are identified and provided with all necessary supports. CSI will adopt NYS's Response to Intervention model[47] and implement it with fidelity in all its components - screening, tiers of instruction, progress monitoring, and established decision-making rules. We will use multiple "evidence-based resources and programs" for interventions consulting the research database in the What Works Clearinghouse, Florida Center on Reading Research, and the Best Evidence Encyclopedia developed by Johns Hopkins University to guide the selection of interventions to meet students identified needs.

This framework is based on a three-tier model to provide the appropriate level of intervention and support based on students' needs. Tier 1 encompasses general classroom instruction by the teacher. If concerns arise about individual children who are struggling, the classroom teachers will consult with the Special Education and ELL teachers and colleagues during daily and common planning time to assist students before they fall behind. Because of the low adult-to-student ratio in each classroom, the organization of teaching and learning into workshops and an

[46] Torrance, E. P., & Goff, K. (1990). Fostering academic creativity in gifted students. Retrieved from http://www.kidsource.com/kidsource/content/academic_creativity.html
[47] http://www.nysrti.org/

extended Inquiry Period, CSI students will receive typical tier 2 interventions of small group and one-on-one support routinely as our general education instructional protocol.

Moreover, CSI's regular instructional protocol also calls for each student to have a data-driven individual instruction plan that is re-visited three times a year. The plan describes a student's current performance in relation to the reading, writing, literacy and math targets established by the grade-level teachers and coaches following the administration of the first assessment in the fall. These targets will be based on the expectations for grade-level performance established in the Common Core standards to sustain the learning progressions outlined in the standards and a student's "zone of proximal development."[48] If students have IEPs, their IEP performance targets will govern the expectations for their learning; and every effort will be made by the team to exceed them. A final end-of-year progress monitoring assessment will determine the extent to which a child is meeting targets, and whether an enhanced summer reading and math plan needs to be developed and discussed with parents over and above the summer reading and writing assignments given to all CSI children.

Students' progress is discussed with parents after each formal progress monitoring assessment and they receive a copy of their child's plan with the grade-level targets and their children's performance in relation to them. At no time are children compared with each other as we consider this information to be confidential. Suggestions for specific at-home supports will be included. In addition, the school will have a lending library of books and activities that parents can borrow to engage their child at home without incurring any costs.

Following these interventions at Tiers 1 and 2 for a reasonable amount of time and after ongoing discussions with the parent, CSI's support services team (Head of School, special education and general education teachers, and consulting psychologist or speech language pathologist),[49] may make an official referral to the district's Committee on Special Education for evaluation. Special education referral would be considered only for students who fail to respond to evidence-based interventions or interventions using what the field considers best practice.

Students with Existing IEPs

Identification: To identify incoming students with preexisting IEPs, CSI will request student records promptly after the annual enrollment lottery, or upon acceptance of a student from the waitlist. Upon receiving student records, the Head of School and Special Education teacher will review and assess each IEP to determine whether CSI can provide the services mandated. Following the review of the IEP, CSI staff will work with parents and the CSE to make any possible revisions to the IEP if needed.

Services: CSI will offer a range of services to meet the needs of students with disabilities as we are committed to providing a least-restrictive environment to all of our students. Our classroom teachers will collaborate with the Special Education teacher to provide personalized instruction in the classroom across all subject areas. Related services including occupational therapy, physical therapy, speech pathology and counseling will be offered onsite by contracted providers to students with IEPs. A separate space for service providers to work with students according to their IEPs will be available. CSI will work with representatives at the Committee on Special

[48] (Vygotsky, 1978) eminent psychologist Lev Vygotsky developed the term which is now widely used in education as a way of describing a range for future teaching and learning that will challenge a student to grow and learn more but not be so hard as to frustrate the student to give up.

[49] Other specialists may also be called in depending on the need (ie, OT,PT, Nurse, etc.)

Education to provide parents with Related Service Agreements if a child needs services that the school cannot provide.

CSI will abide by all laws and regulations set forth concerning the regular review of IEPs. Should the special education teacher and related services providers feel that an IEP no longer meets a child's needs, they will recommend that the CSE re-evaluate the student to make adjustments or declassify the child altogether.

ELL Students

***Identification*:** If an incoming student indicates on the application that they are already identified and receiving English Language Learners (ELLs) services, the Head of School and ELL teacher will review the student's records for the most recent NYSESLAT, or LAB-R score to determine the level of instruction required.

If a student is entering school for the first time at CSI, then the Home Language Questionnaire will be administered to these newly enrolled students. If the results of the questionnaire reveal that a student's home language is something other than English, the ELL teacher will conduct an informal interview with the student in his or her native language and in English. If the interview reveals that the student could be a potential ELL, the Language Assessment Battery-Revised (LAB-R) will be used to determine the student's language proficiency and the level of instruction needed.

As required by Commissioner's regulations, CSI will administer the NYSESLAT for all LEP/ELLs in the spring. Every LEP/ELL student will take the NYSESLAT until she/he has reached the level of proficient in English, which will allow her/him to exit the ESL program.

***Services*:** In accordance with CR Part 154, CSI will provide a push-in model for students identified as ELLs. A certified ESL teacher will integrate the skills of speaking, listening, writing, and reading in English within the language arts component of instruction, and in the interdisciplinary Inquiry Period where additional application and learning of ELA knowledge and skills will be used. CSI believes that two lead teachers working together to support ELLs in learning content and English language skills will help children make a smoother transition to learning English proficiently while enabling them to be full partners in learning with their peers.

At CSI, a child's language and culture are never viewed as a liability but rather as a strength upon which to build. Instruction and interventions at Tiers 1 and 2 will consider a student's cultural background and experiences, as well as their linguistic proficiency (in both English and the native language), to identify instructional supports for *appropriate* instruction.

If, after providing instructional modifications that could include re-teaching, smaller groupings in the general education classroom, or perhaps some instruction in a child's native language**,** the student does not make the targeted gains, it may be recommended that the student receive Tier 2 support. At this level, an ELL student will receive a "double dose" of instruction working one on one with the ELL teacher and/or literacy coach in a model that is determined to be best for the student (push in or pull out). Our ELL teacher will provide intense English lessons to beginners (Levels 1 and 2) and support to teachers in adapting and modifying their programs to ensure success in the student's regular classroom. Progress will be monitored frequently to assess whether benchmarks for learning are being met. A tier 2 ELL student who fails to meet these targets after intensive interventions for a reasonable length of time will be considered for special education referral.

Speech and Language Support. CSI will contract with a Speech and Language Pathologist (SLP) to screen students annually for speech or hearing difficulties. The SLP, if need be, will

confer with the school support team for a meeting with parents if difficulties are discovered. We will contact Buffalo Speech and Hearing, and the Speech and Hearing Clinic at UB to arrange for assessment and consultation regarding classroom programming. Both organizations have a long history of providing services in Buffalo for children at risk, including ELLs.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Helene Kramer	Executive Director, Read to Succeed Buffalo (retired 2011)	Convener and director of the charter school project. Co-writer with Patricia Dyer of application. Experience with board leadership, executive business management, policy development, strategic planning, managing complex projects, early literacy, data analysis, grant-writing, advocacy and community organizing.	Chair, Board of Trustees.
Melodie Baker	Regional Program Mgr., Service Collaborative of Western New York	Leading CSI's community outreach efforts. Authority on early childhood development, education, program management, parent/community engagement, and public relations and marketing.	Member, Board of Trustees
Dr. Peter Dow	Chairman of Board, Firsthand Learning, Inc.	Guided the inquiry design of CSI. A science educator with expertise in inquiry-based teaching and learning, formal and informal settings, and creating links between cultural institutions and schools. Background in teaching, education reform, curriculum development, professional development. Designed and implemented NSF district science reform for BPS using inquiry and hand-on science kits.	Member, Board of Trustees
Patricia Dyer	Senior Research Consultant for Measurement Inc. - Evaluation and School Improvement Services (semi-retired)	Co-writer of application with Helene Kramer. Evaluator, researcher and grant writer. Conducted teaching/learning evaluations in Head Starts, K-12 schools and district wide programs throughout NYS and nationally. Worked for more than 20 years with NYSED.	Will continue to be engaged with CSI in assessment and evaluation
Betty Evans	Director of Early Childhood Education, Buffalo Public Schools (retired 2011)	Worked in community outreach. As former early childhood director, classroom teacher, and reading teacher, contributed to the instructional design of CSI, including early literacy, teacher recruitment, professional development, teacher evaluations, and parent engagement.	Member, Board of Trustees
Hon. James A. W. McLeod	City Court Judge, City of Buffalo	Supporter of CSI. Attorney and Judge. Experience with mitigating risky behaviors for youth by creating programs to help them	Member, Board of Trustees.

		continue their education. Founding member of many local grass-roots civil rights organizations, and active in many CBOs, Judge McLeod has deep roots in the community. He has served on many boards, gaining experience in governance and policy-making.	Will help with legal issues, community engagement.
Elizabeth Schoellkopf	Middle School Teacher, Fourteen Holy Helpers School (2013-14). Formerly teacher with Tapestry Charter School (2005-2013)	Guided the inquiry-based design of CSI. Wrote culture-climate and pd sections of the application. 14 years' experience as a science teacher with experience in inquiry-based teaching and learning, developing interdisciplinary curriculum, Responsive Classroom, conducting pd, Common Core standards, science curriculum.	Will serve as Inquiry-Coach on CSI faculty

History of the Development of the Charter School of Inquiry

In 2007, Read to Succeed Buffalo (RTSB), a non-profit organization, won a U.S. Department of Education Early Reading First (ERF) grant of $4.1million, one of 32 awardees nationally. Partners in the grant with RTSB included Bethel Head Start, Buffalo Public Schools, and the Child Care Resource Network of Buffalo.

Helene Kramer chaired the ERF management team during the four years of the grant's implementation (2007-2011). Other members of the ERF management team included CSI founding members: Patricia Dyer was the principal ERF program designer and evaluator-researcher; Betty Evans, a former elementary teacher, reading teacher, and director of early childhood education at Buffalo Public Schools; and, Melodie Baker, assistant director of Bethel Head Start responsible for the day-to-day operation of the Head Start centers.

The purpose of the ERF grant was to prepare low-income children with the literacy skills and knowledge they needed for Kindergarten readiness. The ERF program design was grounded in scientifically-based reading research and included core components of embedded literacy coaching, data-driven instruction, individual instruction plans for children not meeting targets, and intentionally-developed strategies to engage parents. The program served approximately 1200 low-income children per year (3- and 4-year olds) at five Bethel Head Start centers on the east side of Buffalo, which is predominantly African-American.

We tracked the ERF children through 3rd grade to determine if the gains achieved at Bethel Head Start were sustained in the Buffalo Public Schools. As we assessed their growth, the ERF team found that the program as designed and implemented was working in K and the beginning of Grade 1. However, we were stunned when ERF children dropped 22% in the middle of first grade when the DIBELS assessment measured reading fluency and comprehension for the first time. By the time ERF children reached the beginning of 2nd grade, ERF children performed no better than their peers without an ERF preschool background. And, when we looked at four cohorts of all BPS children, starting with Kindergarten in 2006, we found *exactly* the same trend; children did best in Kindergarten, experienced a steep drop in the middle of first grade, and never recovered. NYSED ELA scores reflect this in 3rd grade, when just 27% of children in 2011-12, and 10% of children in 2012-13 (CCSS) met proficiency standards.

Disappointed with this long-term trend, the four founders involved in the ERF program came together in March 2013 to talk about starting a charter school that would focus on proficient reading by the end of 3rd grade. The founders visited a number of successful charter schools to understand what was involved in starting a school, and the program components that were

considered successful. Founders also researched charter and other public elementary schools around the country, and conducted an analysis of the best practices of schools with positive outcomes. After this thorough review process, the founders made the commitment to create an exemplary charter school to meet the needs of Buffalo's children.

Planning Process for the Charter School of Inquiry

CSI founders have been meeting weekly since March 2013 to collaborate on the vision and mission of the school and to design our educational program. Besides the focus on literacy, we knew that we wanted to create a school that had an interdisciplinary curriculum that engaged children in real-world activities relevant to their lives. Dr. Peter Dow, co-founder of Firsthand Learning, and Elizabeth (Beth) Schoellkopf, a science teacher experienced with interdisciplinary inquiry-based learning, joined our team. It was at this point that we decided to create a charter school with an intense focus on literacy using an age-appropriate adaptation of ERF, and the scientific-engineering processes of inquiry as the foundation for teaching and learning. We began our community engagement process in the fall 2013 to get a fuller understanding of what the community felt was needed in our educational program and began the application process.

Each member of CSI's team has taken responsibility for parts of the planning process within their realm of expertise. Melodie Baker, Betty Evans and Helene Kramer did much of the community outreach, although all members participated in the town hall meetings. Peter Dow, Beth Schoellkopf, Betty Evans and Patricia Dyer were primarily responsible for developing the instructional program. Helene Kramer and Patricia Dyer were the primary writers of the charter proposal, although all members contributed sections, and all reviewed and gave feedback. We had pro bono assistance from a CPA familiar with charter school budgeting and accounting in the development of the budget documents, although Helene Kramer and Patricia Dyer researched salary and building costs for the CSI program. There were no paid consultants or organizations involved in the development, fiscal planning or writing of the application.

B. Board of Trustees and Governance

Trustee Name	Voting Y/N	Position on the Board (e.g., officer or constituent representative)	Length of Initial Term
Helene H. Kramer	Y	Chair	*TBD
Peter Dow	Y	Member	*TBD
Melodie Baker	Y	Member	*TBD
Betty Evans	Y	Member	*TBD
Hon. James A.W. McLeod	Y	Member	*TBD
Parent Representative	Y	Member	*TBD
Faculty Representative	N	Ex-officio	*TBD

Skills and Qualifications of Board of Trustees

All of the founders, four of whom will be CSI trustees, have been passionate advocates for public school children in Buffalo; each has worked directly with the Buffalo Board of Education, school children, school administrators, teachers, and parents during their careers. **Helene Kramer** has been an at-large member and president of the Buffalo Board of Education, the

founder of a literacy organization focused on reading by 3rd grade, a community convener, an advocate for public education, and a senior-level executive in the healthcare industry with expertise in management, planning, budgeting and marketing. **Dr. Peter Dow**, a nationally recognized science educator who has conducted professional development in scientific inquiry, and developed curriculum in both formal and informal settings. **Betty Evans** worked for over 35 years in the BPS and retired in 2010 as the director of early childhood education/elementary. She brings a wealth of knowledge to CSI about acquisition of early reading skills, teacher recruitment and evaluation, professional development, the Common Core standards, and classroom management. **Melodie Baker,** with a Bachelor's degree in Public Relations/Communications and Marketing, a Master's degree in Executive Leadership and Change, and a non-profit management certificate from the Harvard Business School Club of Buffalo, has experience in early childhood development and program management, public school grant-funded program administration and leadership in the not-for-profit sector. **Hon. James A.W. McLeod,** a lawyer and City Court Judge with deep ties to the community, has developed relationships with community-based organizations and the Board of Education in establishing after-school intervention programs for children at-risk. He has served on many governing boards, including the Oracle Charter School, a charter high school.

Roles and Responsibilities of the Board and Officers

The CSI Board of Trustees is a policy-making body with the responsibility to make sure that the school is achieving its vision and mission as set forth in the charter application. The Board and its officers will be guided in their oversight by compliance with the performance benchmarks in the Charter School Performance Framework related to educational success, organizational soundness and faithfulness to the charter and law as follows:

Educational Success

- Recruit, hire, set performance targets, and evaluate the school leader.
- Conduct long-term strategic planning with annual benchmarks.
- Review local assessment and performance data to determine instructional efficacy.

Organizational Soundness

- Establish an effective organizational structure with clear reporting lines.
- Schedule board training as required to improve effectiveness of Board operations.
- Review/approve annual budgets to ensure they are aligned with the school's mission.
- Approve fiscal policies and procedures to guide financial operations
- Approve human resources policies and procedures, including salary scales and benefits.
- Monitor finances, ensuring expenses are within budget and aligned with school mission.
- Review annual audit of school's performance and operation with sound fiscal practices.

Faithfulness to Charter and Law

- The Board Secretary will record and seek approval of meeting minutes.
- The Head of School will report status of the implementation of key design elements, student demographics against benchmarks with corrective actions if not meeting targets, personnel issues; and building issues, if any.
- The school attorney will advise about issues as they arise related to charter school law;
- The Board Treasurer, along with the contracted school accountant, will provide monthly financial reports of revenue, expenses, bank balances, and cash flow and will highlight for the Board any issues that require attention.

Board Meetings. The Board will meet monthly or more often as necessary. The agenda will be set by the Chair in consultation with the Co-Chair and the school leader. All meetings are open to the public consistent with Open Meetings Laws, and will be announced at least one week prior. A time at the beginning of the meeting will be scheduled for public comment. Agendas, minutes and a schedule of meetings will be available on the CSI website.

Administrative relationship between the governing board and the Board of Regents
The CSI Board of Trustees understands that the school is authorized by the Board of Regents and must meet the benchmarks as outlined in the Charter School Performance Framework. CSI welcomes visits by Regents inspectors, consultants, members or guests of the Board of Regents. CSI will comply with all legal, fiscal and programmatic requirements consistent with our charter and submit all required reports by the deadlines established by the Regents. CSI looks forward to a strong two-way working relationship with the Regents and the NYS Education Department.

Proposed Board Structure

Trustees: As stated in the CSI bylaws (Attachment 5b), CSI's Board will have between 5 and 11 trustees. At the time of this application, CSI has identified five trustees, plus seats reserved for a voting parent member and an ex-officio faculty representative, each of whom will be elected by their respective constituent group to represent their interests and perspectives. Current trustees have expertise in many areas required for good oversight: Common Core Standards, literacy instruction, inquiry-based instruction, curriculum development, professional development, budgeting, grant management, law, family and community engagement, management and strategic planning. Following authorization, current trustees will nominate and recruit other prospective trustees to round out the current set of experiences, i.e., a trustee with a financial background who can chair the Finance/Audit Committee, and a trustee with a human resources background to chair the Human Resources/Personnel Committee.

Board Structure/Board Terms. The officers of the Board will include a Chair, Co-Chair, Treasurer and Secretary. Helene Kramer will Chair the Board; other officer positions will be elected by a majority vote of the trustees. Board Committees will include an executive committee, a finance/audit committee, and a human resources committee. Terms will range from two years for the parent and faculty representatives and three years for other trustees. Initially, trustees will serve for a period of one, two or three years so that terms will be staggered ensuring that there is always a mix of experienced and new trustees. The assignment of terms will be established through discussion at the Board based on criteria such as trustee preferences, and ensuring continuity/succession of leadership. If the trustees cannot come to a decision about terms through discussion, numbers will be placed in a hat and trustees will randomly select the length of their board term.

Parent and Staff Involvement on Board of Trustees
The CSI board of trustees' governance model includes a parent and a faculty member. The parent representative will have full voting privileges; the faculty member will be an ex-officio member.

***Parents*:** CSI will assist the school's parents in organizing a parents' group which will meet regularly and be staffed by the school leader. Teachers, board members, and staff will be welcome, but the group will be parent-led. Parents will have an opportunity to elect the parent they want to represent them on the board of trustees. Operational issues that parents raise will be

directed to the Head of School; policy issues raised will be discussed at the parent group meeting, and if there is consensus, the parent representative will bring the issue to the board.

Faculty: CSI will also encourage faculty to organize a faculty-led association to discuss operational and policy issues. The faculty representative will elect their own representative to serve ex officio on the board. The faculty association will direct operational issues to the school leader and policy issues to the board through the faculty trustee.

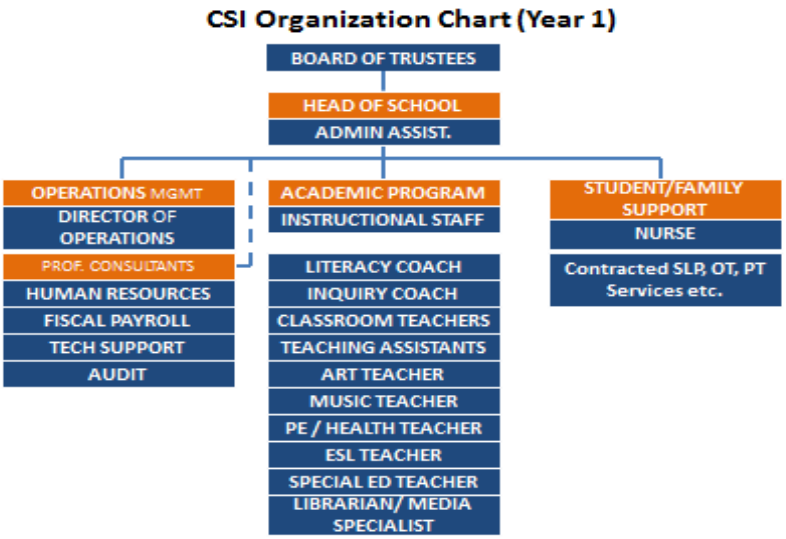
C. Management and Staffing

Head of School. The Board of Trustees will hire a highly-qualified Head of School with the requisite professional and management experience necessary to oversee the school's academic and operational program, and an educational philosophy that is consistent with that of CSI. See Attachment 8a for a detailed job description and the hiring process which will be employed.

The Head of School is the chief executive officer (CEO) of the school responsible for aligning all school activities with CSI's mission. The successful candidate will create a culture of shared responsibility that ensures all school stakeholders collaborate in the best interests of children, set high expectations for children and staff, establish a fiscally viable school with resources aligned to support student achievement, and include teachers and parents as partners in decision-making. The Head of School will be evaluated annually by the Board based on the success of the school in meeting recruitment and enrollment targets, progress in meeting achievement goals for students based on outcome data, and the results of annual surveys of stakeholder groups. At a minimum, the Head of School will hold a Master's degree, have NYS certification as a school administrator and have five years of experience working with at-risk children with success in raising achievement. The Head of School will make monthly reports to the Board, which has final accountability for the school.

Recruitment***.*** As the instructional leader of a school dedicated to inquiry-based instruction and a culture of collaboration, it is imperative that CSI trustees establish a process that yields the "right person" to fill the Head of School position. CSI will engage in a rigorous recruitment, screening and selection process, ensuring the appointment of a highly qualified educator with outstanding professional and management experience. A national search will be conducted by posting the job description in *Education Week*, and on nonprofit websites such as Teach for America, the NY Charter Schools Association, educationamerica.net, EdJoin, schoolspring.com and others. The Search Committee will use their personal networks, and the networks of Board members and founders to identify applicants who may be interested in applying for the position.

See CSI Organization Chart below:



Staffing and Rationale for Growth. A staffing chart for CSI for all five years is provided below:

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1
Assistant Head of School			1	1	1
Director of Operations	1	1	1	1	1
Administrative Asst.	1	1	1	1	1
Receptionist			1	1	1
Teacher	6	8	10	12	14
Teaching Assistant	6	8	10	12	14
Art Teacher	.6	.6	1	1	1.5
Music Teacher	.6	.6	1	1	1.5
PE/Health Teacher	.6	.6	1	1	1.5
SPED Teacher	2	2	3	3	4
ESL Teacher	.6	.6	1	1	1.5
Library/Media Specialist	1	1	1	1	1
Literacy Coach	1	1	1	1	1
Inquiry Coach	1	1	1	2	2
TOTAL FTEs	22.4	26.4	35	40	47

Academic Program

The Head of School serves as the chief academic officer of the school and sets the instructional priorities. As such, s/he oversees the management of the curriculum, instruction and assessment program; is responsible for the recruitment, interviewing and recommendation of the teaching staff for employment; evaluates and makes recommendation for continued employment; monitors the day-to-day instructional program; and ensures the professional growth of faculty

and staff through meaningful professional development. The Head of School will meet weekly with the instructional team during common planning times to review student data, discuss progress and concerns, and refine instructional priorities. The Head of School will lead or delegate the leading of 'data days" three times a year with the instructional staff to focus continuous attention on instructional priorities in line with the school's mission. Sub-committees of the instructional staff may be formed from time to time for ad hoc tasks. These teacher-led groups will work independently and report to the Head of School on progress and findings.

The Head of School will have full authority for recruiting, screening and de facto hiring of teachers and staff while the Board of Trustees has the legal responsibility for extending employment contracts to staff recommended by the Head of School.

During years one and two, the school leader will be supported by experienced literacy and inquiry coaches who will assist with curriculum development, the instructional program, and assessment of students. Coaches will also be instrumental in recommending ongoing professional development of staff based on their familiarity with classroom practice and their knowledge of research-based best practice. A second inquiry coach will be added in year four as the number of grade levels grow and the inquiry projects become more sophisticated. CSI anticipates that one literacy coach can provide ongoing support for classroom teachers as the number of teachers in the early elementary grades will not increase and this is where the demand for foundational skill development and frequent assessments is greatest (K-2).

As the number of grades and staff grows, an Assistant Head of School will be hired in year three to assist the Head of School in carrying out oversight responsibilities including recruitment and evaluation of teachers and managing the day-to-day instructional program.

To support students with special needs, a full-time Special Education teacher and a part-time (.6) ESL teacher will be employed. In year one, the Special Education teacher will serve as the Coordinator of Special Education until the student instructional/support demands make this no longer possible. Based on need, we project growing the support staff for students with special needs to three SPED teachers and 1.5 ESL teachers by year five.

Recruiting effective teachers and teaching assistants. Studies routinely point out that the single most important factor determining a child's education is the quality of her or his teacher. CSI teachers will demonstrate exemplary teaching skills, set high expectations and believe that their students, including underachievers, can and will meet their full potential. CSI believes that recruiting, developing, supporting and retaining high-quality teachers are essential to the success of the school.

School leaders will select teachers based on the criteria outlined in the Job Description section for Classroom Teachers and Teaching Assistants in Attachment 8a. Teachers will have a Master's degree (or Bachelor's degree and sufficient proof of excellence), appropriate NYS certification credentials, and demonstrated subject matter competence. If a teacher does not have a valid New York State Teaching Certificate and/or NCLB "highly qualified" status, they must meet one or more of the criteria listed in section 2854(3) (a-1) of Education Law.

The Head of School will evaluate the instructional staff utilizing a variety of formal observations of classroom practice including a rubric adapted from the Danielson Framework, and the *What did you do in school today? study*, review of an annually developed teacher portfolio of lesson plans and student work selected by the teacher, and a review of student achievement and growth data to gauge teacher effectiveness. Details of the evaluation process are included in Section D-Evaluation below.

Retaining effective teachers: CSI recognizes that effective teachers are hard to find and harder to replace. Every effort will be made to retain teachers by providing the following:

- Effective and supportive leadership.
- High quality and authentic professional development. Teachers will have many opportunities to enhance their professional skills through dedicated common planning time, learning new skills, attending workshop or conferences.
- A collaborative professional learning community where each person is respected and each shares their knowledge and concerns to become the best teachers they can be.
- A small teacher to student ratio with a maximum class size of 25 students, a teaching assistant, and the assistance of literacy and inquiry coaches that allows teachers to invest fully in each student.
- A professional and collegial work environment that is inclusive of all individuals. CSI will create a safe environment that values the input of all individuals.
- Competitive compensation and benefits (including health insurance and contributions to a retirement plan) commensurate with their experience and job responsibilities.

CSI's Head of School will have an open door policy and will work to resolve any issues prior to escalation. In addition, CSI will conduct an annual teacher survey to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. The results will be reviewed by the Head of School and the Board; the results will be used to make adjustments as necessary, and as a tool in the evaluation of the Head of School.

Finances and Operations

The Head of School is responsible for ensuring the school functions in a fiscally and operationally sound manner and is supported by the Director of Operations who is his or her direct report. The Director of Operations will have responsibility for budget management, purchasing, student recruitment and records, coordinating transportation and food service with the BPS, and day-to-day communications with contracted consultants such as CSI's contracted human resources, fiscal and payroll services, and technology support. The founders have had preliminary conversations with sources for these contracted services; formal relationships will be solidified during the CSl planning period. CSI has opted to outsource these services initially to save costs and concentrate staff resources and attention on the academic program. A job description for the Director of Operations, as well as all CSI staff, is included in Attachment 8a.

C.1. Charter Management Organization.

X We **do not intend to contract** with a charter management organization.

C.2. Partner Organization. The Charter School of Inquiry will *not* have a partner organization.

D. Evaluation

Evaluation is a critical part of CSI's management plan, just as it is for the educational program. We will create a comprehensive evaluation design for the school as a whole, and the individual functional areas within the school to identify our strengths, and opportunities for refinement and development. We will also strive to capture input from all CSI's stakeholders, including parents and students, all CSI's administrative and instructional staff, and members of the Board of Trustees. The results of all surveys will be presented to the Board of Trustees for their perusal and action as required.

CSI will conduct ongoing formative evaluations of the implementation of the CSI program throughout the year and a summative evaluation of the school and staff at the end of each academic year. Patricia Dyer, a founding group member, and former full time employee of Measurement Inc Evaluation Services (now an occasional research consultant), will guide the development of the evaluation plan.

Formative assessment activities: The formative assessments will be based primarily on student progress monitoring data, school walk-throughs conducted by the Head of School, feedback solicited from teachers and staff during Wednesday common planning time and the evaluation of PD offerings. The Head of School will prepare a performance report and meet with the Board monthly to assess the school's performance and progress toward meeting its accountability goals.

Student progress monitoring: Student data will be aggregated by classroom, grade level and school-wide to assess our instructional program for strengths and weaknesses, to see trends in student performance, and to identify ongoing needs for re-teaching, teacher classroom support, and professional development. Data will also be disaggregated by special needs categories for special education, ELLs, and poverty to assess the implementation of our "push in" service model and RtI process. These data will be reviewed and discussed with teachers on "data days" scheduled during the Wednesday planning time. The staff will develop a three-month action plan with targets and assigned responsibilities to address school wide concerns for improvement until the next data point.

As the instructional leader, the Head of School will also conduct teacher observations and lesson reviews, visit the afterschool program, and hold frequent feedback sessions with teachers to monitor fidelity to CSI's instructional focus, as well as with the climate and the culture of the school. For the Inquiry Period, the Head of School and teachers will create an instructional rubric to use with teachers and students adapted from the Galileo Educational Network (Alberta, Canada).[50] The Head of School will bring her or his findings to the attention of individual teachers and to grade level and whole school planning meetings as needed. Collaborative problem-solving will be used to identify issues and a plan of action to resolve them will be created.

Operations and Management: The Director of Operations will prepare a weekly report and meet with the Head of School to review and monitor the operation and management of the school. Operational measures will be developed for each area of management and operation - cash flow and expenditures, extended day program, afterschool program, food service and transportation, and the condition of the physical plant.

Summative Evaluation Activities: Staff Assessment

Head of School: The Board will conduct an annual evaluation of the Head of School focused heavily on academic achievement and financial stability. At the beginning of the year the Board and Head of School will establish measurable process and outcome goals for the year. The Head of School will prepare a self-assessment based on these metrics and present it to the Board.

The Head of School's performance review will be heavily weighted by the summative assessment metrics for the school featuring the input of teachers and staff, families and students. Data sources will include assessment results, enrollment and attendance, parent, teacher and student satisfaction surveys, budget information and audit results.

[50]Friessen, Sharon (May 2009), *What did you do in school today? study*

During the Planning phase the Head of School will develop the actual evaluation criteria and components for each staff member's performance review. Staff performance reviews will be based on data and evidence to assign a performance grade: highly effective, effective, developing and ineffective. The plan will be presented to the Board for approval and implementation. Components of the evaluation will include:

Director of Operations will be reviewed in a manner similar to the Head of School. The rubric for this position will be based on the assigned duties and responsibilities of the position description and the performance goals the Head of School and Director of Operations set during their weekly meetings.

Teacher and Instructional Staff Evaluation: In order to make teacher evaluation and performance review a useful tool for both the Head of School and teachers, a variety of formal and informal measures will be used. Although there is a summative review meeting at the end of the year, the collaborative nature of CSI will provide ample opportunities for teachers to develop their teaching practice with feedback and support throughout the year. The Head of School and teachers will review the following pieces of evidence of performance together and, on the basis of this review, the Head of School will assign a performance grade; highly effective, effective, developing, and ineffective.

- Assembly and Evaluation of Professional Portfolio**:** Over the course of a school year, teachers will create a portfolio of their professional work that will aim to capture authentic examples of their growth over time. This binder will include feedback from the Head of School's observations of teaching practice and inquiry rubrics, examples of lesson plans and assessments, examples of student work, reflections on lessons, students, or professional development sessions, and feedback/reflection on work with the coaches. The binder can also incorporate evidence of leadership opportunities the teacher took part in, including plans and materials from pd or initiatives that the teacher led.
- Assessment of student attainment and growth: Throughout the year, the Head of School and teachers will review and study student growth and learning based on progress monitoring. These cumulative results, along with student's work portfolios, will serve as another component of teacher evaluation.

Board evaluation: The Board will develop a self-evaluation instrument and will use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the school's mission. The Board will use evaluation results to inform the development of strategic goals and action plans.

E. Professional Development

CSI will create a professional learning community through the design and execution of intensive, ongoing and embedded professional development (PD) to increase the capacity of teachers and staff to implement both the academic and social curriculum to meet the needs of students. A major objective of our professional development plan is to have teachers understand that ongoing learning is an integral part of professional practice, and as members of a professional community they have a shared commitment to empowering the growth and development of each other and all children in CSI.

The professional development model includes 3 components: (1) Initial Professional Development, (2) Embedded Individualized Coaching, and (3) Ongoing Professional Development. Professional development will be offered during the school year and at an annual Summer Institute for all CSI staff.

1. Initial Professional Development

Classroom teachers and teaching assistants, special teachers, coaches, and staff will participate in four weeks of initial PD - two weeks each in July and August—prior to the opening of school. This Summer Institute will be devoted to giving the instructional staff a solid grounding in inquiry-based teaching, strategies and practices for integrating literacy and mathematics into thematic units in the sciences, gaining an in-depth knowledge of the literacy, mathematics and social studies anchor curricula, and understanding the goals and practicing the protocols of the Responsive Classroom's social-emotional approach to school climate and culture. CSI will engage outside experts like Firsthand Learning, Inc. (FL), a Buffalo not-for-profit with a national reputation for inquiry-based curriculum and instruction; and a certified Responsive Classroom trainer, Adam Steck, who came highly recommended by the high-performing Elmwood Village Charter School in Buffalo implementing RC with his support. In addition, founders and Board of Trustee members and administrative staff will provide background knowledge about the school's development, policies and procedures, enrollment projections, and expectations for teachers as well as parent participation.

First two weeks: Firsthand Learning, Inc. will kick off the summer PD with a two-week workshop in July designed to engage CSI teachers in an in-depth investigation of the content and process of inquiry-based learning. Staff will work collaboratively with FL consultants to incorporate strategies and practices for integrating literacy and math, and classroom management practices. The workshop will be designed to provide opportunities for instructional pairs (teacher and teaching assistant), grade level teams, and school wide faculty to work together to get to know each other and begin to build community.

These beginning PD sessions will give teachers the needed materials, resources, and time to make *inquiry* the major component of the culture and climate of CSI. They will set the stage for building inquiry-based teaching strategies across the disciplines, for maximizing connections between the disciplines, and maximizing the opportunities among the faculty to build camaraderie and establish a CSI community identity.

During the intervening time until the next scheduled professional development session (2 weeks before school opens), teachers will have time to reflect on their exposure to inquiry, hone their thinking about their inquiry units, and become familiar with the other content areas of CSI's curriculum. Teachers will receive copies of anchor materials for mathematics, literacy, social studies and materials about RC including the book, *The First Six Weeks of School*.

***Second two weeks*:** The remaining two weeks will be devoted to immersing teachers and staff in two additional priorities of CSI's culture—literacy development and instruction to ensure that all students are reading by third grade, and the implementation of RC to establish the tone and character of CSI as a nurturing, safe, respectful and participatory community of learners that all teachers, staff, students and parents have a role in fostering.

The goal of the **Responsive Classroom** is to enable optimum student learning. This is achieved when the adults at the school, working as a community, consistently implement a combination of classroom and school-wide practices that support children's academic and social growth." Our teachers will learn RC practices by "doing" them. Our daily PD sessions will open with Morning Meeting and end with a debriefing and sharing of the learning and day's events.

The sessions will be active learning environments in which the teachers will have the opportunity to participate during role-playing activities associated with RC classroom practices.

All faculty, and staff, will also become familiar with the school-wide practices which include: aligning policies and procedures with the Responsive Classroom philosophy, planning all-school activities to build a sense of community, welcoming the families and community as partners, and organizing the physical environment to set the tone of learning.[51]

Literacy Focus: Literacy PD will focus on increasing teachers' capacity for effective practice at a very deep level. The emphasis during these sessions will be on discussion and implementation of scientifically-based reading research (SBRR)[52] best practices for students who need grounding in the foundational skills of the CCSS in early literacy development. The assessment framework for monitoring student progress and to inform ongoing instruction will be an important component of this session as well. Additionally, the balanced literacy curriculum, reading and writing workshop formats, and research-based instructional strategies from the Continuum of Literacy Learning authored by Fountas and Pinnell, will also be a major focus of the start-up PD. Teachers will be exposed to various types of active pedagogy, i.e. literature circles, guided reading, word work and vocabulary to use during reading and writing workshops. Each technique will be taught to and reinforced by the teachers through active learning so the "language" of these strategies is consistent throughout the building. By using similar teaching techniques, teachers will be able to use each other as resources, as well as be consistent in their teaching approach. This will be beneficial to our students as they will be able to continue and build on the inquiry process year to year.

2. **Embedded Individualized Coaching**

In order to promote the professional learning community introduced during the initial session, all teachers will have the support of a literacy coach and an inquiry coach. The collaboration with coaches both in the classroom and during planning time will focus on student work and student learning as the basis for instructional planning to increase student achievement.

A literacy coach and inquiry coach will work directly with teachers on-site. Coaches will conduct weekly PD sessions, be available to mentor teachers as needed, and provide resources for the CSI community. Coaches will also attend daily common planning sessions as needed. As teachers create their interim assessments, aligning them to the CCSS and NGSS standards in the curriculum framework, the coaches will be on-hand to guide the process. The coaches will also be available to model teach, co-teach, pull resources, and network with experts as needed in teachers' classrooms. Coaches will also provide differentiated instruction strategies to help children reach benchmarks.

Literacy Coach. A primary focus of the literacy coach will be to support the classroom team in implementing a balanced literacy instructional program, conduct the progress monitoring assessments, and use the assessment data to drive instruction. The literacy coach will spend at least one day a week in each classroom during the Reading and Writing workshops. Depending on the need, coaches may work with teachers to look at individual student performance (child study), plan lessons, and analyze data to create guided reading groups and individualized instruction, identify research-based interventions and resources, and help with classroom literacy centers and management.

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[51] http://www.responsiveclassroom.org

[52] Snow, C., 2000, *Preventing Reading Difficulties in Children*

Inquiry Coach. Because the extent of the embedded inquiry learning approach at CSI is unique, all teachers will have the benefit of support from an experienced inquiry coach who has had years of professional development and practice as a teacher in a school that practices exploratory learning, project-based learning, and integrated thematic learning across the discipline. Similar to the more familiar literacy coach, the inquiry coach will support teachers during the inquiry period at least one day a week, and also be available during common planning time to provide similar supports to those mentioned above. A key component of the inquiry coach's role will include identifying community "experts" and practicing scientists and engineers to participate in the inquiry component of student learning, i.e., providing information during project development, mentoring individual or group student project designs, or "judging" culminating projects.

3. Ongoing Professional Development

***Wednesday collaborative planning/professional development*:** Teachers will use this three-hour block of time during the school day for multiple purposes. These include reviewing student work together, reviewing assessment results to determine student progress and interventions, forming reading groups, norming of behavioral expectations, planning school culture builders, and planning collaborative inquiry units. The literacy and inquiry coaches, working closely with each grade-level team, helps set the agenda for collaborative planning meetings. Additional staff members such as the Special teachers (art, music, PE, etc.) will also participate in these meetings depending on the context of the discussion and planning focus. Teachers also have at least an hour or more of additional individual or collaborative planning time during recess and specials periods four days a week.

Annual Summer Institute: Also embedded in the PD plan for CSI is a week-long Summer Institute prior to opening the school (after the first year). The Institute will provide "refresher PD for CSI's inquiry, literacy and Responsive Classroom focus components and other topics such as data and feedback from the previous year. Teachers and coaches will establish the year's benchmarks for the children in curricular areas based on this review.

***Conferences and External Workshops*:** Teachers will be encouraged to attend external PD workshops and conferences, not only to learn best practices, but also to share best practices. If teachers attend external conferences, they will share what they learned with the faculty of the CSI upon their return. Teachers also will be encouraged to share their strengths with their colleagues through informal in-service presentations.

CSI's professional development will be geared toward building the capacity of CSI staff to orient new staff to the school quickly and efficiently by building internal supports for new staff. After CSI completes its first year, mentor teachers/teams will be available to share their instructional strategies with the community at large, particularly new teachers and other instructional staff. In addition both coaches will pay special attention to supporting new teachers during their first year to ensure a solid understanding of CSI's instructional philosophy and approach. We will also focus on ensuring new teachers and staff will be prepared to address the needs of all students, particularly those students identified as at-risk of academic failure, students with disabilities, and English language learners. The Head of School will continually assess the ongoing support needed by new staff through frequent walkthroughs and informal conferences. The intent is to build trust and bring new staff into the professional learning community.

Altogether, CSI's instructional staff will receive approximately 400 hours of planning time and professional development annually through all the components of our plan. The vast majority of the time will be in collaboration with peers and during the school day. The

Programme in International Student Assessment (PISA) identified this type of professional development as a key difference between teachers in high performing countries and the US.[53]

Evaluation and Review of Professional Development

CSI will assess all aspects of our PD offerings. First, we will survey our faculty's reactions toward their experience via questionnaires at the end of professional PD sessions, and improve the design and delivery of future programs or activities as needed. Next, we will focus on measuring the knowledge and skills that our faculty gained from PD sessions. CSI's administrative team will do this by observing faculty demonstrations of the skills by conducting classroom walk-throughs, and "bring-backs," i.e., faculty bring back students' work as evidence of the knowledge and skills learned and impact on teaching at the next PD session. Teachers will also be asked to identify ongoing PD needs through periodic email probes, and an end-of-year review which will be used to plan the annual Summer Institute prior to the start of school.

As part of the program evaluation of the school, CSI will also look at the PD offerings and evaluate them in terms of the mission of the school. Teachers, coaches and administrators will be asked for feedback.

F. Facilities

The Charter School of Inquiry has not finalized a site for the school but has a number of options for sites on the east side of Buffalo where we intend to locate:

- CSI founders have visited two possible locations: (1) The Central Terminal Restoration Coalition informed us that they want to include a charter school in their adaptive reuse plan for the historic site and have offered to build one to our specifications for lease, and (2) The former St. John Canty School, which has been vacant since 1999, was offered to CSI by the parish for $1 but would require a new roof and internal renovations. If CSI chooses this site, we would have a complete assessment of the cost involved in complying with NYSED building codes, including ADA compliance.
- We have offers from two owners of closed charter schools to lease to us if the site(s) are still available after the CSI charter is authorized. These include the owners of the Pinnacle Charter School and the former Tapestry Charter School building.
- Buffalo Public Schools has announced that they will close two elementary schools, and possibly a third, on the east side and offered us a tour of the buildings to assess their condition. Once closed, these buildings will revert to the City of Buffalo's real estate department who will offer them for sale.

We are confident that we have enough options of building sites to secure an appropriate building once NYSED and the Regents authorize a charter for CSI.

The Charter School of Inquiry will open with 150 students in Kindergarten through Grade 2 with two classes per grade and 25 students per class. Each year thereafter, an additional grade will be added with another two classes of 25 students each. The total enrollment at the end of the 5-year charter period will be 350.

We consulted with BHNT Architects PC, an architectural firm that has designed elementary schools for BPS, to help determine the space and square footage required to meet NYS regulations and the needs of the CSI program. They advised us on the requirements for square footage of classrooms, multipurpose rooms such as inquiry labs, resource room, speech room and other service provider areas, special education classrooms, art, music, faculty and parent rooms,

[53] http://efareport.wordpress.com/2013/12/03/pisa-results-show-the-power-of-better-education-policies/

and health suite for the school nurse. We also determined the need for a gymnasium, a cafeteria or lunch room, a school library, and an auditorium. Administrative spaces will include offices for the Head of School, Director of Operations, and an open area for the receptionist and administrative assistant. We also planned to have a conference room for board meetings, parent meetings and for faculty use during common planning time. And, we planned for adequate storage space for materials, supplies, maintenance, etc.

These estimates of square footage for each of the areas were calculated and were used to approximate the lease expense for a CSI school building. We anticipate needing a building with 30,000 sq. ft., multiplied by the going rate of $12 per square foot, for a total first year lease of $360,000. We checked with two local elementary charter schools to assess whether we were 'in the ballpark,' and confirmed that we were.

For budget purposes, we made an assumption that we would lease space, although we have not ruled out buying and/or renovating an existing building. After authorization to open the charter, we will do a complete cost analysis to determine best options.

CSI will notify the Charter School Office within 10 business days of securing a facility and will ensure that we have a certificate of occupancy by the date on which instruction commences. A full inspection will be arranged to assure that the selected facility complies with all applicable NYSED code requirements for health, safety, and occupancy, including ADA compliance.

G. Insurance

The Charter School of Inquiry has received an insurance proposal from Stephen Mayo, Vice President of Walsh-Duffield Companies, Inc. in Buffalo, NY for insurance that includes adequate coverage for:

- Workers Compensation Insurance
- General and Professional Liability, including educators' legal liability, sexual abuse liability, and "hired and non-owned auto" liability.- $1 million occurrence and $2 million aggregate
- General and Professional Liability, additional coverage - $1 million limit
- Property coverage for business property (desks, computers, furniture, etc.) $200,000
- Disability
- Student Accident Policy , including accidental death, specific loss and medical expenses
- Directors and Officers liability insurance

All insurance policies, except for Workers Compensation, will be underwritten by either Philadelphia Insurance with a 'superior' A++ rating, Hanover insurance with an 'excellent' A rating, or The Hartford with an 'excellent' A rating. Workers Compensation Insurance will be underwritten by either Hanover Insurance of The Hartford. Walsh-Duffield is able to provide this insurance coverage when CSI begins operations. Provision has been made in the CSI budget for the insurance expenses listed above.

H. Health, Food, and Transportation Services

Health. CSI has space for a nurse's office in its building plan and has budgeted for a part-time School Nurse. The nurse will be on site two hours per day every day the school is open. CSI will comply with all health service requirements applicable to NYS public schools. The nurse will be responsible for dispensing medication to children with a doctor's prescription and parent's consent; conducting a health assessment for each child; screening and evaluating children's

vision, hearing, growth and dental condition, and testing for scoliosis, ensuring that children's required immunizations are up-to-date (in accordance with NYS requirements and religious beliefs). The nurse will identify abnormal health finding to parents for follow-up. The school nurse will be certified in CPR, BLS (Basic Life Support), and in the use of an automated external defibrillator (AED). CSI will ensure that at least two other staff members have training in these certifications, as well basic first-aid training. Children's health records will be maintained by the school nurse, as required by law, and will be accessible only to the Head of School when the nurse is not on-site. All children's health records are considered confidential and will be stored in locked file cabinets accessible to only to the school nurse and Head of School if needed.

The school nurse will treat minor accidents, cuts, scrapes and bruises when he or she is at the school. At other times, CSI staff trained in basic first-aid will aid the child. Injuries requiring more extensive medical treatment will be taken to the closest hospital emergency room. The child's parent will be notified as quickly as possible. Emergency contact cards will be on file for every child with parent permission for the school to initiate emergency medical treatment if a parent or guardian cannot be reached.

Food. CSI will contract with the Buffalo Public Schools' Food Service department to provide healthy breakfasts, snacks, and lunches to all of its students. The BPS Food Service department complies with all federal and state laws and regulations applicable to providing food services in schools. All meals will meet USDA minimum standards for nutrition. BPS will be reimbursed for expenses related to providing meals and snacks to CSI children through the federal School Breakfast Program, the National School Lunch Program, and through the NYS Child Nutrition Program. Food will be prepared off-site. CSI will provide the food service equipment (e.g., ovens to warm the food) and an ample and secure storage space, as required by the BPS contractual agreement.

CSI will supply the BPS Food Service department with the number of children enrolled. Parents who enroll their children at CSI will be asked to complete a school lunch application when registering, primarily to determine whether or not CSI is able to participate in the Community Eligibility Option starting in year 2 of operation.

Transportation. CSI students will receive transportation services for which they are statutorily eligible (sections 2853(4)(b) and 3635 of the Education Law), including students in temporary housing, students with disabilities and students whose IEP's or 504 plan require provision for transportation. The school will contract with the Buffalo Public Schools Transportation Department for bus transportation and will abide by their distance policies in transporting children to school. CSI students who live under .7 miles from CSI will walk to school. Students who live .7 miles or farther from CSI will be offered bus transportation to and from school. BPS will transport CSI children on days when the BPS schools are open. On other days when CSI is in session, but Buffalo schools are not, CSI will arrange bus transportation directly with First Student, the contractor BPS uses; CSI has budgeted for transporting children on these days. The school's Director of Operations will be the direct liaison with the BPS Transportation Department, providing them a list of students and their addresses, school bell times, and CSI's yearly calendar. The Director of Operations will handle special parent requests or issues with transportation.

I. Family and Community Involvement

Much research has been published about the positive connection between parent involvement and student achievement. However, too many times schools do not develop meaningful ways to integrate parent involvement into their everyday teaching and learning. CSI will develop an asset-based model of parent involvement that builds strong relationships based on trust, creates a common vision for the school, and invites parents to be full partners in whatever ways they can contribute. In this way CSI will be able to reinforce at home those things that are taught in the schools, create a unified set of expectations and behaviors between school and home, and improve student achievement.

Family Involvement: Asset-Based Parent Engagement

What is "asset-based" parent engagement? Asset-based parent engagement means that CSI honors the talents, interests, gifts, abilities, strengths, aptitudes, i.e., "assets" that parents can contribute to create a more vibrant and inclusive school community. At the parent orientation, CSI will talk about this CSI value, what it means, what it looks like, and how it will work. We will ask parents to give us examples of what some of their assets are so others can "get the idea." And then CSI will ask parents to complete a short questionnaire identifying their "assets."

Once we know the talents of our parent community, school personnel will determine how to incorporate them into the fabric of "our" school. If parents want a policy-making role, CSI already has a seat reserved for a parent voting member. If parents like gardening, music, writing poetry, fixing bicycles, woodworking, reading, baking or cooking, drawing, playing chess or dominoes, dancing, designing clothes, or story-telling, CSI will weave it into the fabric of the school. For example, a parent may come into a classroom and teach chess, or read a favorite book, or bring healthy foods in for the children's snack. A parent might want to come to the afterschool program to teach children how to fix a bicycle, or play an African drum, or draw, or plant flowers. Parents will be involved in every aspect of the school.

Communication. Good and frequent communication is important for parents and CSI staff to feel a sense of community. During the first week of school, CSI teachers will call every parent of children enrolled in their classes to introduce themselves, and to let parents know how they can be contacted if the parent ever wants to talk to them. Thereafter, teachers will call parents of their students once a month to tell them how their child is doing – the positive and the negative.

Parent Organization. CSI will encourage the formation of a parent organization, which the Head of School will staff. The parents will determine who among them they would like to represent them on the Board of Trustees. This will be a place to discuss and recommend school policy, e.g., whether or not children should wear uniforms, and a place to report issues/concerns. For policy decisions, the parent representative on the Board will bring up the matter for Board consideration. For operational issues, the Head of School will work to address them.

School Culture and Events. The CSI culture is a welcoming one for parents. They will be invited to sit in their child's class at any time. And, of course, they will be invited to school performances, to help as chaperones during field trips, to attend our "inquiry nights" and to contribute a dish to community-building pot-luck dinners.

Community Involvement. CSI already has, and will continue to involve the community in ways that are relevant to student needs. One CBO has offered to conduct a mapping exercise to identify community assets around the school. And, CSI has developed relationships with colleges

and universities to provide internship opportunities for their Masters in Literacy (B-6) students at CSI. The school nurse will develop strong ties to the health and human services sector of the community for potential support for our children and families. And, of course, CSI will develop relationships with many people and organizations to expand the active learning laboratory for children into the community.

J. Financial Management

Financial Systems, Procedure and Responsibilities: CSI's Board of Trustees has ultimate responsibility for the fiscal oversight and management of the school's revenues and expenditures, fiscal policies and procedures. The school's Director of Operations, working closely with the Head of School, will have responsibility for the school's financial management under the direction of the Board and will prepare the annual budget for the Board's review and approval. The Director of Operations will also draft financial policies and procedures for adoption by the Board of Trustees. CSI will contract with a professional CPA accounting firm to manage CSI's accounting and finance functions. The Director of Operations and Head of School will review expenses regularly to ensure that spending remains consistent with the budget, and will provide monthly reports to the Board. The Board will ensure that the budget supports CSI's work to achieve its mission and educational priorities and that its financial management plan thoroughly accounts for all aspects of the school operations and expenses.

Tracking and Protection of Student and Financial Records*:* The Director of Operations will be responsible for tracking student enrollment and attendance, Title I eligibility and special education and ELL enrollment as it relates to state and federal entitlements and other grants. The Director of Operations will develop adequate policies and processes for tracking student enrollment and attendance, eligibility for free- and reduced-priced lunch; special education services, and ELL or other services for special populations of students. The Director of Operations will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will be responsible for ensuring that student data and financial records are secure and protected. The Director of Operations will also be responsible for tracking all support provided through federal entitlements and other grants.

Annual Financial Reporting and Independent Financial Audit: The Director of Operations is responsible for ensuring that timely and accurate financial statements are prepared for the end of the fiscal year. The Board will select and hire a certified public accountant to ensure that the school's financial records adhere to Generally Accepted Accounting Practices. An independent auditor will be selected to conduct an annual financial audit comparable in scope to audits conducted for other public schools. The audit will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. The audit will also include a report containing any significant findings in the financial processes of the school. The audit report will be reviewed by the Finance Committee and then will be presented to the full Board.

K. Budget and Cash Flow

The CSI budget reflects the need for staffing and services to address our mission to create an inquiry-based school with an intense focus on literacy for students in Buffalo. Our major expenditures are aligned with the academic plan if the school. It is a balanced, self-sustaining

budget for the planning year and five years of operation. Items in the budget supporting our plan include:

Staffing

- A lead teacher and teaching assistant for every 25 students
- A literacy and an inquiry coach to provide classroom support to teaching teams
- Six AmeriCorps volunteers to free up teaching teams to collaborate and do instructional planning and PD during the school day
- Special area teachers for enrichment in the arts and music
- Special education and ESL teachers to service the needs of designated students
- Competitive salary structure and benefits for both public and charter schools
- A 1% pay increase annually for five years
- Outsourced food service through BPS at no cost
- Outsourced transportation with BPS at no cost for BPS school days; the CSI budget includes funding for transportation on non-BPS school days
- Outsourced professional services – HR, financial management and payroll, legal and IT to ease administrative duties during start up.

Facilities

- Facilities have been carefully researched and budgeted for lease based on market estimates provided by developers, charter school directors, and our proposed accountant's experience with costs associated with eight local charter schools.
- Utility costs and maintenance are also estimated based on square footage protocols and costs at local charter schools
- At this point, we have no plans to incur debt for a building or renovations until a precise location is identified and the budget reflects this.
- Other services: We have held preliminary conversations with service providers in the community for health services, screenings, and after school program. These services will be formalized during the planning period, but preliminary costs have been included in the budget when known.

Escrow Account

- The budgeted amount for dissolution is $25,000 per year during CSI's first three years of operation, for a total of $75,000 to be held in an escrow account.

In developing the budget, we have conservatively estimated revenue, including only known sources of revenue and have held them flat for the entire charter period. We have not forecast any fundraising or discretionary grant funding initially, but anticipate an aggressive grant writing campaign from pro bono sources. We have included funding from the CSP grant only at $500,000.

Should the need for emergency funds to meet potential budget or cash flow challenges, CSI has already had conversations with area banks that are considered "charter friendly." Once authorization has been granted, a banking relationship will be formalized and a potential line of credit negotiated. The line of credit will be accessed only by approval of the Board. In addition, the CPA who CSI plans to hire for financial management services has been providing similar services to eight local charter schools for the last ten years. She and her staff will handle accessing revenue from State and local sources in a timely fashion to assist CSI in minimizing cash flow issues and incurring short-term borrowing costs.

Based on the critical need for high quality schools on Buffalo's east side, along with the response from the community and the experience of other charter schools in Buffalo which have waiting lists, we do not anticipate a shortfall in potential enrollment. To address the possibility that enrollment expectations are not met, the Board of Trustees will formulate a contingency plan during the planning period to address this issue, which would include reasonable reductions in staffing and other curtailments with a minimum impact on the instructional program. CSI's budget and cash flow template is in Attachment 9.

L. Pre-Opening Plan

CSI's pre-opening plan will begin July 1, 2014 and continue through August 23, 2015. The following table includes the major tasks to be accomplished before the school opens.

The founders have done considerable work already to enable timely implementation of the school. By-laws have been drafted, contact with the Buffalo Public Schools has been made about transportation and food service, and meetings with building developers have taken place. Insurance agencies and health insurance brokers have been contacted for quotes. Continuation of community outreach plans has been drafted. Activation of these plans is part of the work plan.

Task	Responsibility	Start	End Date
Initial meeting to form board of trustees, elect officers, adopt bylaws, recommend additional board members.	Board	7/2014	7/2014
Activate banking relationship, accountant services, insurance policies	Board	7/2014	7/2014
Complete paperwork with SED for authorization and grant funding	Board	7/2014	7/2014
Contract with financial /accounting firm to establish financial policies/procedures, create chart of accounts, and develop reporting format	Board	7/2014	7/2014
Conduct lease v. buy analysis for building	Board, CPA, School Attorney	7/2014	7/2014
Contract for website development	Board	8/2014	10/2014
Board meeting – approve job description for Head of School & recruitment criteria	Board	7/2014	7/2014
Begin process for tax exempt status	Board, Counsel, Head of School	8/2014	Within one year
Board Meeting – status review	Board	8/2014	
Board meeting –hire Head of School	Board, Search Cmte.	9/2014	
Establish temporary office space, purchase office supplies as needed	Head of School	10/2014	10/2014
Review and choose appropriate facility. Conduct negotiations to secure facility. Notify Charter School Office.	Board, Head of School	10/2014	10/2014
Finalize building renovations/design changes as needed with landlord or contractor; begin work on building	Board, Head of School	10/2014	2/2015
Board meeting – hire Head of School	Board, Search Cmte.	9/2014	9/2014
Finalize marketing materials, schedule for community meetings, radio and print advertising, brochures	Board, Head of School	10/2014	ongoing
Begin recruitment of students	Board, Head of School	10/2014	ongoing

Board meeting – finalize plan and contract for AmeriCorps volunteers	Board, Head of School	10/2014	10/2014
Board meeting – approve contract for HR services and approve job descriptions for admin. positions	Board, Head of School	11/2014	
Board meeting – approve plan for purchase of curricular materials and pd plans presented to Board	Board, Head of School	12/2014	
Board meeting – approve description for Dir. of Operations and Admin. Asst.	-	1/2015	
Recruit and Hire Dir. of Operations and Admin Asst.	Board, Head of School	1/2015	2/2015
Inspect completed building renovations, changes for approval	Board, Head of School, Dir. Of Ops.	2/2015	2/2015
Develop afterschool schedule and program offerings for first semester	Head of School, Board	3/2015	4/2015
Board meeting – approve afterschool activities & budget	Board, Head of School	2/2015	
Board meeting - finalize vendor contracts for Firsthand Learning and Responsive Classroom for pre-opening PD; finalize academic position descriptions and recruitment plans for advertising; begin recruitment	Board, Head of School	3/2015	3/2015
Order computer hardware, software and infrastructure including servers and maintenance	Director of Operations	3/2015	
Place orders for school furniture and other equipment (laptops, printers, gym, storage cupboards, etc.).	Director of Operations, AA	3/2015	6/2015
Receive supplies and equipment (inventory, storage); Place orders for academic & curriculum supplies and materials	Director of Operations, AA	3/2015	6/2015
Board meeting – status of start-up activities	Board, Head of School	4/2015	
Conduct student lottery, notify accepted students, establish waitlist	Head of School, Dir. of Ops, AA	4/2015	4/2015
Send transportation and food service requests to Buffalo Public Schools, sign lease contract for copier	Head of School, Director of Ops	4/2015	6/2015
Continue recruitment if needed	Board, Head of School	4/2015	ongoing
Begin registering accepted students collecting pertinent information (IEP and ELL determination, health, FRL eligibility, immunization records, contact info, student ID and school information if already enrolled)	Dir. of Ops, AA	4/2015	6/2015
Begin interviewing and hiring academic staff (reference checks, background and fingerprinting),	Head of School, Board, AA	4/2015	7/2015
Board meeting – report of student enrollment & funding	Board, Head of School	5/2015	
Report student enrollment to BPS and SED for funding beginning July 1	Dir of Ops, AA	5/2015	5/2015
Hire/contract for custodian and cleaning service	Dir of Ops, AA	6/2015	6/2015
Board meeting – status of hiring academic staff	Board, Head of School	6/2015	
Start date for majority of staff: orientation meeting	Board, Head of School, all staff	7/2015	7/2015
Develop building safety plan	Dir Ops, Head, Board	7/2015	7/2015
Board meeting – status of readiness for school start-up	Board, Head of School	7/2015	
Tours of School for parents and students	Dir Ops, AA	7/2015	8/2015
Instructional Staff on site, Firsthand Learning PD (Inquiry) begins	Head of School, Coaches, Instructional Staff	7/2015	2 wks & ongoing during yr

Set up library, inquiry rooms, classrooms, hall way displays, etc.	All staff on site	7/2015	ongoing
Install classroom, library technology	Dir OPS, AA, vendor	7/2015	8/2015
Board meeting – authorize food service/nurse & supplies	Board, Head of School	8/2015	
Finalize food service with BPS	Dir OPS, AA	8/2015	8/2015
Finalize plans for Health Services (nurse, supplies, room & equipment)	Dir OPS, AA	8/2015	8/2015
Board meeting – report from Head of School on school start-up	Board, Head, Dir Ops	8/2015	8/2015
Pre-opening visit from authorizer	Board, Head of School	8/2015	8/2015
Onsite professional development	Instructional Staff	8/2015	2 wks & ongoing
Orientation for students and parents	Board, Dir, Office and Instructional staff	8/2015	8/2015
Student screenings (confirmation of immunizations, health records, IEPs, last school records, etc.)	Nurse, AA, Instructional staff	8/2015	8/2015
CSI opens its doors	All staff	8/24/ 2015	

M. Dissolution Plan

Dissolution Funds: CSI will maintain $75,000 in a separate account to pay for related legal, audit or other expenses associated with its dissolution. If and when notice of CSI's closure is communicated from the NYSED Charter School Office, the school will escrow the closure funds with a third party in accordance with CSI's charter agreement. CSI will create a closure plan in accordance with law and any closing procedures specified by the NYS Education Department.

Distribution of Assets: CSI's Certified Public Accountant (CPA) will settle debts, close out accounts and complete a final audit within 120 days of the end of the fiscal year. An inventory of CSI assets will be conducted. We will follow the recommendation of the CPA in conjunction with the authorizer for the disposition of school assets. Pursuant to Education Code §220, the remaining assets of CSI, after satisfaction of outstanding debts and liquidation of assets, will be distributed to the closest charter school to CSI in the City of Buffalo.

Closure Committee. CSI will follow all procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§219 and 220 and any Closing Procedures specified by SED. The Board will form a new Closure Committee, led by the Chair of the Board of Trustees and including the Board Treasurer, CSI's legal counsel, CSI's contracted accounting firm, CSI's auditor, the Head of School, the Director of Operations, and the Board's parent and faculty representatives. They will draft the closure plan and the full Board will vote to ratify it. Upon Board ratification, the Closure Committee and the Board will delegate responsibility to the Head of School, or to the Director of Operations if the Head of School is not available, to manage the day-to-day dissolution process and to implement the Board's approved closure plan.

Notifications

1. Parents. Notifying parents of children enrolled in CSI promptly of the school's closure will be our primary concern. Written notification will be made to parents in no more than two weeks following the adoption of the closure plan by the Board. In the written notification, the Head of School will announce at least one scheduled public meeting to which they will be invited in order

to receive information about the closure, the final date of operation of the school, and the available options for other schools in the area. CSI's staff will work with students and their families to identify appropriate schools best suited to meet each students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption in the lives of students and their families.

2. District of Record and Other Schools. CSI will send written notification to the Buffalo Public Schools and local charter and private schools about the closure within two weeks of adoption of the Board's closure plan. Representatives from these schools will be invited to the informational meeting described above to inform parents about their options and to answer questions.

3. School employees. Written notification will be made to school employees within two weeks of adoption of the Board's closure plan. They will be invited to a meeting to learn more about the procedures, benefits and employment opportunities at local schools. BPS and local charter and private schools will be invited to this meeting to recruit CSI staff.

Student Records. Student records will be transferred according to Section 2851(2)(t) of the New York State Charter Schools Act. Within 30 days after the last day of school, CSI will (1) transfer student records to the school which parents identify as the transfer district or school; (2) notify the parents of enrolled students of the transfer of such records; and (3) send copies of each child's records to the child's parents or legal guardians. The school will take appropriate precautions to protect records and information that may personally identify students.

Final reports to SED: CSI's Head of School will submit all required reports to the NYS Education Department within 120 days of the close of the fiscal year.

Attachment 1: Admissions Policies and Procedures

The Charter School of Inquiry (CSI) is a secular, tuition-free Kindergarten through Grade 6 public school authorized by the New York State Board of Regents to operate as an independent corporation. Any elementary school-aged child who is legally qualified to attend public school in the City of Buffalo is also qualified to attend CSI. CSI will not discriminate in its admission policies on any basis, including income level, race, gender, intellectual ability, measures of achievement or aptitude, disability, national origin, religion, or ancestry.

CSI will admit 50 children each in K, Grade 1 and Grade 2 in its first year of operation. In each succeeding year, a grade level will be added; children remaining in the program will graduate into the next grade leaving 50 new spaces available for children entering Kindergarten each year. This document explains how children will be initially recruited and admitted to CSI, how we will fill seats that are vacated by enrolled students, the process we will use each year to enroll new students, and how we will ensure that we meet recruitment targets.

Initial Recruitment

CSI will engage in a rigorous recruitment process to attract students in Buffalo who reflect the same demographics as students in the Buffalo Public Schools. The demographics for BPS are 53% African-American, 22% white, 16% Hispanic/Latino, and 6% Asian. Seventy-seven percent (77%) of BPS children are eligible for free and reduced lunch. Eleven percent (11%) of children are Limited English Proficient and 17% are children with disabilities.

Once the school is authorized, CSI will schedule a press conference to make a formal announcement informing the public about the fact that the new school is opening. After the public announcement, recruitment will begin.

During the recruitment process, CSI will inform parents about the school, its key design elements, answer any questions they have about the school and its operations, and inform them about how to enroll. Information about the school and how to contact CSI will be included.

A variety of strategies will be used to inform parents about CSI's educational program. A CSI web site will be developed to inform Buffalo's parents about the school and its educational program. Special sections of the web site will be devoted specifically to explaining our supports for special needs children, i.e., children with disabilities, English language learners, and children eligible for free or reduced lunches.

Targeted recruitment efforts will be conducted through Buffalo Head Start Centers, licensed child care sites, the Municipal Housing Authority, through the faith-based community, Boys & Girls Clubs, and by advertising in local neighborhood papers, running spots on Spanish-language radio and advertising in the Spanish-language newspaper, advertising in the two most popular African-American newspapers and reaching the refugee-immigrant community through the five resettlement agencies in Buffalo.

Other recruitment efforts will be made through special education and ELL advocates, community-based agencies that support or serve ELLs and special education children and children from low-income families. CSI will also schedule town hall meetings, and an open house at the school location. Flyers will be distributed across the city to barber shops, nail salons, libraries, community health clinics, pediatrician offices, Medicaid and food stamp offices, community centers, supermarkets and corner stores – anywhere parents of young children can be reached. Significant attention will be paid to recruiting special needs children.

Procedure for First Year Enrollment

Applications. During the recruitment process, CSI will inform parents who are interested in enrolling their children that they must complete an application. Copies of the application, along with a brochure about the school, will be left in all of the recruitment locations. The application will also be available on the CSI web site and at the school office once it is opened. A phone number and email address will be provided for parents who have questions.

The application form will be as simple as possible, only requesting contact information, and information required to determine if the student is eligible to attend (district of residence and date of birth of the child) and sibling preference. The application will be printed in English and Spanish. CSI will seek interpreters for parents who speak other languages.

Children applying for Kindergarten must be five years old by December 31 of the year they are applying. All applications must be received at the Charter School of Inquiry by 5:00 pm on Monday, April 6 in the first year of operation, and the first Monday of April in each succeeding year. Applications may be hand delivered, completed online, or sent via mail or email. Parents will be notified either by mail or email, depending on how the application was submitted, that their application has been received.

If CSI does not receive as many applications as vacant seats, all students who applied will be admitted. However, in the event that there are more applications than vacant seats, CSI will hold a public lottery within two weeks of the application due date. The lottery will be publicized as a public event, and will be overseen by a neutral third party to ensure that it is just and fair. All students' names will go into the lottery pool and will be chosen one at a time to fill each vacant seat until capacity is reached for each grade. Applicants who have siblings enrolled in the school will be given preference in the lottery process. All other applicants will be drawn randomly one at a time. Children who were not among those selected will be given the opportunity to be placed on a waitlist in the order in which they were drawn and will be notified in order if seats become available. The waitlist is only valid for the current school year and students who are not admitted must reapply for the following school year.

Notification. Within three days of the public lottery, CSI will notify all applicants of their selection via email and mailed letter. Parents will be informed of whether their child was chosen in the lottery or placed on the waitlist. Parents of children placed on the waitlist will be notified of their position on the waitlist. When a seat becomes available CSI will contact the families on the wait list in the order they appear on the original list. Parents will be contacted via phone call and will have 24 hours to enroll their child at CSI. If a parent does not return the phone call or chooses not to enroll their child, CSI will proceed to the following child on the waitlist until all available seats are filled.

Required Documents. The email and mailed letter to parents of students who are admitted to CSI will inform them of the documents they will need to provide in order to enroll their child. They will need to bring an original birth certificate to verify the age of their child, proof of address, social security card, and immunization records. Students who are admitted to CSI are guaranteed enrollment for all grade levels offered. Each spring, CSI will ask families to inform the school of their plans for the following school year and whether they choose to re-enroll their child. This information will be used to plan for the recruitment of students in grades one through six as needed.

Backfilling seats. Anticipating that there will be times when enrolled students move or leave the school either during the school year or at the end of the school year, CSI will backfill their vacant seats by notifying parents of children who are on the waitlist in the order they are listed. If a person on the waitlist is no longer interested, the next name on the list will be selected. Once the student(s) are selected from the waitlist, they will be invited to visit the school to meet the Head of School, the faculty, staff, their new teacher and the children.

Orientation and Preparation to Include Child into CSI Community. The Head of School will have an orientation for the parents and newly-enrolled child to cover topics such as start/end times of the school day, bus transportation, meals served, the culture of the school, and answer any questions that either the parents or the child have. The new student will visit the school nurse to get a general health assessment, including eye, hearing and scoliosis exams, and to make sure the child's immunization records are in compliance. CSI will also administer screening assessments to determine the child's academic needs in order to provide differentiated instruction from the beginning of their time at CSI.

Meeting Recruitment Goals

If our recruitment efforts do not yield a student population reflective of our demographic goals, CSI will revise its recruitment efforts to address inequities.

Attachment 2: Evidence of Public Review Process

Community Outreach Activity

The following is a list of CSI's outreach activities to inform the community about the school and its key design elements, and to seek feedback and input.

Town Hall Meetings

- Northwest Buffalo Community Center (Northwest Buffalo) – December 12, 2013
- Councilman Demone Smith's Community Leaders and Stakeholders Breakfast, Delavan-Grider Community Center (East Side) – January 11, 2014
- Boys & Girls Club – Beecher Clubhouse (Lower West Side) – January 14, 2014
- Boys & Girls Club – Babcock Clubhouse (South Buffalo) – January 21, 2014
- Rafi Greene, Jr. Resource Center – East Side – January 29, 2014

Officers of the District Parent Coordinating Council (DPCC)

- Sam Radford, President
- Byron McIntyre, Vice President
- Jessica Bauer-Walker, Vice President

Education Leaders

- Robert M. Bennett, Chancellor Emeritus of the Board of Regents (meeting)
- Members, Buffalo Board of Education
    - James Sampson – West District (phone call and email communication)
    - Jason McCarthy – North District (conference call and email)
    - Carl Paladino – Park District (phone call and email communication)
    - John Licata – Member at Large (in-person meeting)
    - Sharon Belton-Cottman – Ferry District (in-person meeting)
    - Barbara Nevergold – Member at Large and Board President (email exchanges)
- Dr. Yamilette Williams, Chief of Curriculum, Assessment and Instruction (in-person meeting and email exchanges)
- David Rust, Executive Director, Say Yes to Education (meeting and emailed feedback)
- Jack Quinn, President of Erie Community College (meeting)
- Richard Washousky, VP of Academic Affairs at Erie Community College (meeting)
- Yvonne Minor-Ragan, formerly principal of Westminster Charter School, currently with Promise Neighborhood-Buffalo (telephone conversation
- Dr. Patti Wrobel, Assistant Dean for External Relations. College of Education – Niagara University
- Dr. Robin Erwin, Associate Professor of Education, Literacy – Niagara University

High-Performing Elementary Schools

- Tapestry Charter School, Buffalo, NY - Joy Pepper, Executive Director (meeting and tour of school)
- Discovery Charter School, Rochester, NY - Joseph Saia, Principal (meeting and tour of school)

- Windermere Elementary School, Amherst, NY - Mary Levin, Principal (meeting and tour of school)
- West Buffalo Charter School, Buffalo, NY - Andrea Todoro, School Leader and Liz Sterns, Finance and Operations Office (meeting and tour of school)
- Elmwood Village Charter School, Buffalo, NY – Marguerite Battaglia, Liz Evans, Anne Wechsler, Mimi Barnes-Coppola - Founders (meeting)
    - Spent ½ day in Kindergarten and 2nd grade classes to witness how Responsive Classroom was implemented
    - Invited to attend Responsive Classroom training for full day with Adam Stech, certified RC trainer
- King Center Charter School, Buffalo, NY – Keith Frome, Executive Director

Elected Leaders

- Byron Brown, Mayor of City of Buffalo and Ellen Grant, Deputy Mayor (meeting)
- David Rivera, Niagara District Councilmember and member of the Council Sub-committee on education (meeting)
- Joseph Golombek, Jr., North District Councilmember and member of Council Sub-committee on Education (meeting)
- Richard Fontana, President of Buffalo Common Council, Lovejoy District Councilmember, and member Council Sub-committee on Education (meeting)
- Richard Tobe, Deputy County Executive - Erie County

Community-Based Organizations

- Community Action Organization , Buffalo, NY – L. Nathan Hare, CEO (meeting) (CAO is the lead agency for all of the Head Start Centers in Buffalo and Western New York)
- United Way of Buffalo and Erie County, Buffalo, NY – Michael Weiner, President and CEO and Lynn Pullano, Education Program Director
- Municipal Housing Authority, Buffalo, NY – Elaine Diallo, Resident Commissioner

Businesses / Community Leaders

- Morgan Stanley, Buffalo, NY – Mary Ann Coulter, Branch Manager and Sr. Vice-Pres.
- M&T Bank, Buffalo, NY – Jayne Rand
- Bernie Tolbert – Candidate for Mayor, 2013; candidate for Board of Education, 2014
- Boys & Girls Clubs of Buffalo – Diane Rowe, Chief Professional Officer

Faith Community

- Midtown Bible Church, Buffalo, NY Congregation 100 (presentation meeting)
- Greater Faith Bible Tabernacle Church Community Meeting, Buffalo, NY 45 community members, 8/3/2013

<u>Local Pastors</u>

- Pastor Dennis Lee, Hopewell Baptist Church, Buffalo NY Congregation 250 (meeting)
- Pastor, Emory Brown, Refreshing Springs Church, Buffalo NY Congregation 100 (meeting)
- Pastor, Gentre Garmond, Nazareth Baptist Church, Buffalo Congregation 50 (meeting)

Radio and Television Appearances / Interviews

- Sam Magavern, Host
  Partnership for the Public Good – January 7, 2014
  1080 AM Radio (WUFO)

- Jim Anderson, Host
  January 10, 2014
  1080 AM Radio (WUFO)

- Patricia Elliott, Host
  District Parent Coordinating Council Program – December 8, 2013
  Public Access TV

- Bryon McIntyre, Host of Inquisitive Minds
  Interviewed on November 24, 2013 and January 26, 2014
  Public Access TV

Print Articles

- The Buffalo News, January 6, 2014
- BizJournals (Business First), January 9, 2014
- Buffalo Rising, January 14, 2014

DPCC
District Parent Coordinating Council of Buffalo

District Parent Coordinating Council of the Buffalo Public Schools

Samuel L. Radford, III, President
Bryon J. McIntyre, Vice President
Jessica Bauer-Walker, 2nd Vice President
Kim Hernandez, Treasurer
Sabirah Muhammad, Recording Secretary
Kim Walek, Corresponding Secretary
Dr. Wendy Mistretta, Parliamentarian
Lisa Griffith – Sgt. At Arms
Lloyd Hargrave, Advisor

March 4, 2014

Ms. Helene Kramer
105 Ashland Avenue
Buffalo, NY 14222

To Whom It May Concern:

I am writing to express my support for a new charter school proposal to be submitted to the New York State Education Department for the 2014 charter application cycle with plans to open in 2015.

I met with two of the founders of the Charter School of Inquiry (CSI), Helene Kramer and Melodie Baker, several months ago at their request to talk about the school and its key design elements. They reviewed the CSI program design with me and asked me for feedback from a parent perspective. I took the opportunity to talk about the asset-based model of parent involvement which I understand CSI has since made a central part of its school design.

Too often, urban parents, and especially parents of color, are told by the school system about how their involvement is important and needed. Yet, in their actions, parent involvement often does not seem to be valued. Decisions are often made without parent input, plans are submitted to NYSED with signatures that are supposed to reflect full participation of parents, but parent involvement is more often perfunctory and sought at the last minute. Many schools are not welcoming to parents; parents are intimidated about visiting classrooms, or talking to the principal. Parents are often treated in as 'deficits.' Parents often interpret messages from the school district to mean that 'parents are poor, they are not well educated, they don't care about their children enough to get involved , they don't know anything about education, their opinions don't matter.'

At the District Parent Coordinating Council (DPCC), we stress the importance of parents as "assets," with talents, interests, interests and experiences that can be tapped for supporting their individual children, and the school's children as a whole. I understand that CSI is adopting this

DPCC 2013 Theme:
"Our Children are Our Responsibility"

asset-based model of parent involvement. Their plan includes parent integration in everything from policy-making with a voting position on their Board of Trustees, to a welcoming involvement in the classroom and their participation in extra-curricular activities during CSI's extended day program. CSI has instituted plans for regular two-way communication about their child and about the school. CSI has committed to a culture of respect for parents and sees them as partners in creating bridges between school and home.

I also support the new paradigm that CSI is using in its educational approach. Their focus on children reading proficiently by third grade is essential. The great majority of BPS children are not proficient readers and struggle to remain in school because of that. The drop-out rate in Buffalo is dismal. Too many children are falling through the cracks, largely because they cannot read and, consequently, have difficulty keeping up with the demands of the curriculum. CSI founders have already been successful in achieving positive outcomes for preschool children in reading. Their involvement in CSI gives me confidence that they can do the same for children in CSI's elementary school.

We also support the participatory bottom-up, rather than bureaucratic top-down, approach to educating children. As a school of inquiry that gets children engaged as active rather than passive learners, CSI's approach is to start with questions. From there, children will conduct their own research, analyze alternatives, and learn to think critically across all content areas. Children have often spoken of their education not being interesting or relevant to their lives. I believe the CSI approach will be both provocative and relevant.

Almost 80% of BPS schools are classified as either focus or priority schools. Last year over 2,000 parents requested BPS to move their children from low-performing schools, to a school in good standing. Yet only a fraction of those requests could be honored as there are simply not enough seats in BPS to place students in a better school. The Charter School of Inquiry would give parents a real option for a high quality school in good standing.

I support the establishment of the Charter School of Inquiry and respectfully suggest that it be authorized by the New York State Education Department and the Board of Regents.

Sincerely,

Sam Radford, III
President
District Parent Coordinating Council of the Buffalo Public Schools

DPCC 2013 Theme:
"Our Children are Our Responsibility"

Common Council

CITY OF BUFFALO
OFFICE OF MAJORITY LEADER

DEMONE A. SMITH
MAJORITY LEADER
MASTEN DISTRICT COUNCIL MEMBER
65 NIAGARA SQUARE, ROOM 1414
BUFFALO, NY 14202-3318
PHONE: 851-5145 • FAX: 851-5443
E-mail: dsmith@city-buffalo.com
Website: http://www.city-buffalo.com

CHAIRMAN
BUDGET
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FINANCE
RULES
SPECIAL COMMITTEES
WATERFRONT DEVELOPMENT
MEMBER
JOINT SCHOOLS CONSTRUCTION BOARD
LEGISLATIVE ASSISTANTS
FRANK GARLAND
TIANNA MARKS

March 12, 2014

The State Education Department/University of the State of New York
Charter School Office
Room 5N EB Mezzanine,
89 Washington Ave. Albany NY 12234

To Whom it May Concern:

I write this letter in support of the development and opening of The Charter School of Inquiry (CSI) in September of 2015. The students and families in the City of Buffalo deserve the opportunity to have an array of diverse options of high quality educational programs. I have met with some of the members of the planning team and provided input concerning educational and programmatic needs of students to include placing an emphasis on special education, extended school day, diversity of staff and academic programing during the summer.

Based on the Key Design Elements, CSI will focus on literacy with the goal of each child reading proficiently by the 3rd grade. Parent involvement will be meaningfully integrated in the structure of the school and The NYS Common Core Standards will be aligned with a rigorous and engaging curriculum designed with the way children learn in mind.

I believe this team has a successful model that will help educate children in the City of Buffalo. I look forward to seeing the impact this school will have on public education in the City of Buffalo.

Sincerely,

Demone A. Smith
Majority Leader
Masten District Common Council Member

LIVE UNITED
United Way
United Way
of Buffalo & Erie County

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

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James Walleshauser
A. Scott Weber
Darley Willis

President and CEO
Michael Weiner

March 3, 2014

Helene H. Kramer, Lead Applicant
Charter School of Inquiry
105 Ashland Avenue
Buffalo, NY 14222

Dear Helene:

I write in support of your application for the proposed Charter School for Inquiry, planned to open in September, 2015 in the City of Buffalo, New York. It appears that the school will fill a critical need in our community for educational environments that motivate often-overlooked students to become lifelong learners capable of excelling in the application of real-world skills in their chosen fields.

An organization integrally involved in the education sector within Buffalo and Erie County, our United Way commits more than $2.5 million and numerous in-kind resources annually to academic support services in the community. With longstanding partnerships in the regional education sector, we recognize the importance of increased accountability to children and families in delivering high-quality education programs aligned with the New York State (NYS) Common Core Learning Standards.

This is particularly true in the poverty-challenged City of Buffalo, where Buffalo Public School graduation rates of about 50% trend nearly 15% less than New York State levels, attendance rates average a low 87% (NYS average is 95%), and suspension rates of up to 25% are alarming (NYS average is 5%). Academic performance is also highly concerning, with English Language Arts and Mathematics proficiency rates trailing state levels by 30% and 51%, respectively. Of particular concern is the relatively poor success experienced by young African-Americans and English Language Learners, who constitute the majority of students (71%) in the city.

The founder in 2008 of the original community schools framework in our region, United Way has worked with Buffalo Public School District, more than 40 other key area stakeholders, and the U.S. Department of Education to improve developmental and academic outcomes for at-risk students. Through this work, we have come to recognize that each student's growth and learning must be nurtured in a unique way—respectful of varied cultures and home environments—in order to instill intrinsic motivation to reach his/her potential. An institution such as Charter School for Inquiry offers families an innovative option outside of the traditional public school setting that has the flexibility to foster a student's optimal development through differentiated learning, with a high degree of responsiveness and personal

attention that appropriately challenges each student to excel. For some students—particularly those of color or recent immigrant/refugee status—engagement in this type of learning environment may be a critical first step on the road to personal fulfillment and success.

In the interest of community concern and with a continued commitment to supporting evidence-based options for effective educational strategies, I am pleased to offer the strong support of United Way of Buffalo & Erie County for the Charter School of Inquiry. It is my sincere hope that the opening of such an educational institution in the City of Buffalo will enable greater numbers of students—regardless of background or economic status—to find a learning environment that best meets their needs and enables their goals to be realized.

Sincerely,

Michael Weiner

Michael Weiner,
President & Chief Executive Officer

Hello world! Introducing the Charter School of Inquiry (CSI)

Posted on **November 22, 2013**

CHARTER SCHOOL OF INQUIRY (CSI) Key Design Elements

An Introduction

Recognizing that a high quality education is essential for a child's success in life, a group of people passionate about Buffalo's children and their right to a world-class education has organized to create the Charter School of Inquiry (CSI). CSI will cultivate a strong foundation in literacy through the use of scientific inquiry in all curricular areas, using children's natural curiosity about human nature and the amazing world around them as their laboratory. Here, children learn by a constant process of exploration and questioning, converting information and data into useful knowledge. Using national best practices and research-based approaches, CSI children become active problem solvers rather than passive direction followers; they will learn how to read, write, speak, and think critically and creatively so they can be successful in an ever-changing, ever shrinking, and ever more diverse and interdependent global society.

It is a firm CSI belief that children excel best when the schools, parents and community share a common vision and work toward it together. CSI will work with parents and the community to create a common vision for a holistic approach at embracing our children's needs so they can succeed academically and in life. At CSI, parents are full and equal partners in the education of their children. CSI and its parents will develop a formal structure to recognize the talents and assets that each parent brings to the school and incorporate them into the school's fabric in pursuit of high academic achievement for all. And CSI will reach out to the community to develop relationships that support student success and create real-life learning laboratories to connect children to what they're learning in the classroom.

Proposed K-8 Charter School of Inquiry (CSI)
Community Engagement Survey

Please take a few moments to answer the questions below. We are very interested in receiving your feedback and opinion about the new elementary charter school we are proposing in the City of Buffalo.

1. Do you have children who attend or will attend elementary school in the Buffalo Public Schools?

   Yes_____ No_____

2. If yes, what grades will your child(ren) be going into in September 2015? (Circle all the grades that apply)

   PreK K 1 2 3 4 5 6 7 8

3. CSI will cultivate a strong foundation in literacy through inquiry-based learning, using children's natural curiosity about human nature and the amazing world around them as their laboratory. Here, children learn by a constant process of exploration and questioning, converting information and data into useful knowledge. What did you read in/or hear about in the design elements for the proposed charter school that you like? (Circle all that apply)

   a. Focus on inquiry-based learning
   b. Strong foundation in literacy across the curriculum
   c. Curriculum that integrates learning and exploration across subject areas
   d. Class size (capped at 25)
   e. Possible school locations in Buffalo
   f. After school program
   g. Extended day/Extended year academic calendar
   h. Parents as partners
   i. Deep understanding on African American history
   j. Health and wellness program
   k. Proposed school staffing (teacher aides, social worker, literacy coaches, etc.)
   l. Other: (please specify) _____

4. In addition to core subjects (English Language Arts, Social Studies, Science, and Math), what would you favor adding to the curriculum? (please circle all that apply)
   a. The Arts
   b. Character Education
   c. Music (Instrumental, choral)
   d. Sports
   e. Technology
   f. Other: (please specify) _____

5. Do you view parental support and involvement as a critical need for success of a school program?

Yes_____ No _____

6. Would you be able to provide transportation if busing cannot be arranged?

Yes _____ No _____

7. Would you consider enrolling your child(ren) in the charter school?

Yes _____ No ____ Maybe, need more information _____

If no, why not?

8. I am a resident of the Buffalo Public School District and I support the opening of the Charter School of Inquiry.

Name: _____

Address: _____

Zip/Postal Code: _____

Email Address:_____

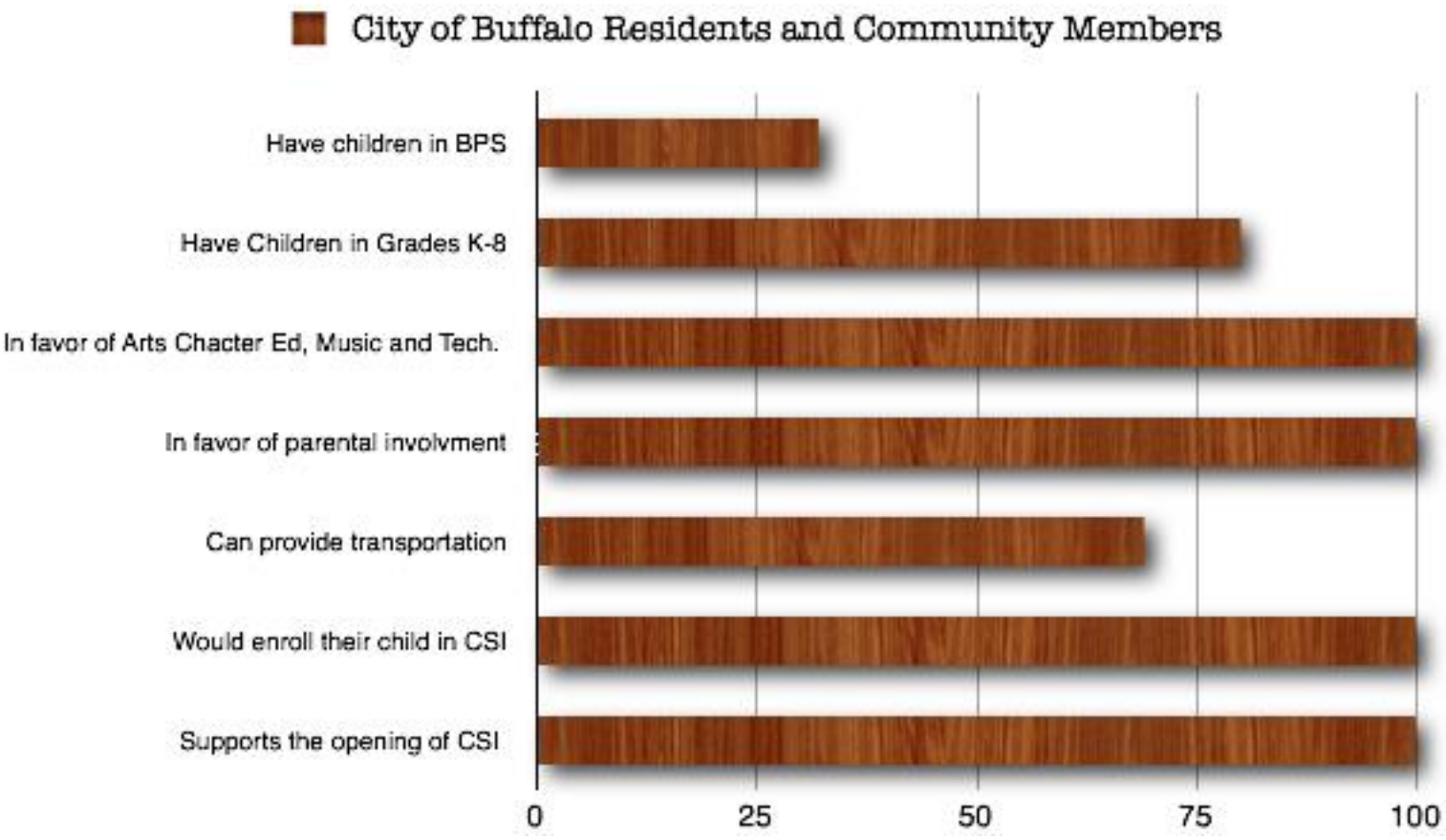
Telephone #: _____

Please send me additional information about CSI as the school progresses.

E-Mail: _____

Regular mail: _____

CSI Community Engagement Survey Results



Community Engagement Survey Comments:

"I love the fact that this is a school that has a focus on literacy across the curriculum"

"My grandkids learning this way, curriculum that integrates learning and exploration across subject areas is exactly what children need!"

"Parental partnership, support and involvement is a critical need for the success of a school program."

"I would be interested in seeing your model on integrating problem solving and learning in the curriculum to introduce to my early learners at my daycare"

"Public speaking at early levels of education (3rd grade) is necessary"

"It would be nice if children could wear uniforms 4 out of 5 days of the week"

"I have been waiting for a school where children will use practical hands-on learning the way they do in the real world. You have to change with the times and that includes education. No more traditional learning from a text"

MEDIA COVERAGE

Charter School of Inquiry envisioned as hothouse for kids' critical thinking

'Inquiry' is the watchword in plan for K-6 on E. Side

Helene H. Kramer, former School Board president, says frustration with district spurred idea for curiosity-based charter. Charles Lewis/Buffalo News

By Deidre Williams | *News Staff Reporter*
on January 5, 2014 - 5:49 PM, updated January 6, 2014 at 6:26 AM

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TRENDING STORIES

TODAY | THIS WEEK

1. Hip-hop artist runs for Buffalo School Board
2. Buffalo School Board candidate arrested
3. 3 members of Board of Regents re-elected as 4th bows out
4. East Aurora student arrested in attempting stabbing incident
5. Superintendent to propose overhauls for Bennett, MLK schools after years of failure

Instead of using textbooks to teach math, how about bringing an apple to class, cutting it into halves – then quarters or fifths, and so on – to demonstrate fractions?

Or take the same apple and combine it with other fruits for a science class. Does the apple turn brown when paired with certain foods? Does it taste sweeter alongside others?

And maybe one way to introduce third-graders to critical thinking is to have them figure out a way to protect an egg on all sides so it does not crack when dropped.

"That's engineering," said Melodie K. Baker, one of the founders of the proposed Charter School of Inquiry, for students in kindergarten through sixth grade, which organizers hope to open in September 2015.

A series of forums for parents and community members will be held this month to share information about plans for the new school.

Organizers would like to locate the school on the East Side of Buffalo, but a specific site has not yet been determined, said Helene H. Kramer, leader of the group.

Kramer was a Buffalo School Board member from 1994 to 1999 and served as president in 1999. She also was the founder of Read to Succeed Buffalo, a nonprofit organization aimed at increasing early childhood literacy and third-grade reading scores.

The Charter School of Inquiry model is based on a hands-on approach to learning.

The charter group wants to design a school that is focused on literacy to ensure that children can be readers and thinkers by third grade, supporters said.

It will also will focus on engaging parents.

"The model is ... something any child can succeed in," Baker said.

What makes the school different from others is that it's inquiry-based, Kramer explained.

"It's more about children asking questions, exploring, analyzing, doing their own research," she said.

"We know children are naturally curious. We see that every day. They stick their fingers in light sockets. They continue to want to know about the world and the things around them," Kramer said.

She said her "general frustration" with the Buffalo Public Schools motivated her to plan a new school.

"Children are not getting educated in the numbers they should be," she said. "This is a social justice issue because we keep watching these children fail when there's something we can do about it."

The Charter School of Inquiry is a departure from traditional teaching, Kramer said, offering the criticism that too often students become passive learners who listen while a teacher talks or instructs them and then occasionally questions them.

In contrast, she said, students at Charter School for Inquiry will be active learners and the approach to learning will be "directed but not scripted."

"It's not like giving a lesson to a child. It's more about giving them the tools if they are curious about something and letting them think through it themselves to get the solution," Kramer said.

Teachers at the new charter school will teach the Common Core standards that spell out what children are required to know at each level. They will have a half-day of planning each week to create and integrate a curriculum around the standards that will be interesting to students.

For example, if students decide they want to build a garden, that's an opportunity to introduce math and science, Kramer said.

"You have to measure the square-footage and know what you can put in that square-footage. You need to know what plants grow straight up, how much sunshine they need, what kind of bugs reside in them," Kramer said.

Ultimately, the new school will serve youngsters in kindergarten through sixth-grade, but the first year will focus on kindergartners and first- and second-graders. Each grade will have two classes with a maximum of 25 kids in each, Kramer said.

As part of the state application process for a formal charter, organizers will host three forums to share plans and get feedback. The sessions will be held:

• From 6 to 7:30 p.m. Jan. 14 at the Boys & Girls Clubs of Buffalo's John F. Beecher Clubhouse, 180 10th St.

• From 6 to 7:30 p.m. Jan. 21 at the Boys & Girls Clubs of Buffalo's Babcock Street Clubhouse, 282 Babcock St.

• From 6:30 to 8 p.m. Jan. 29 at the Rafi Greene Jr. Masten Resource Center, 1432 Fillmore Ave.

For more information, call 866-3876.

email: dswilliams@buffnews.com

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Jan 9, 2014, 7:28am EST

Ex-school board prez has high hopes for new charter

Dan Miner
Reporter-
Business First
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Helene Kramer knows about the dire needs of Buffalo school children from her time as president of the Buffalo school board.

She knows about the importance of early and effective literacy training from her time at Read to Succeed Buffalo, which she founded.

And Kramer, who is also former chief information office at the Erie County Medical Center, plans to put all that experience to use at the Charter School of Inquiry, a proposed East Side school that will likely serve K-6, though its initial cohorts will be from K-2 and it may eventually expand all the way up to eighth grade.

The school will place stringent focus on literacy, which Kramer said affects their ability to learn for the rest of their academic careers. She envisions chairing the school's board of directors or trustees and hiring experienced administrators and faculty.

"It will be a different approach to traditional education, which was developed for the industrial era and is usually very top-down," Kramer said. "In our school, it's going to be completely different. It will be inquiry-based. The children will be active learners. We'll set up a thematic approach."

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Kramer said she and the founding group have yet to identify a site on the East Side. She said that conversation will advance along with the approval process and identification of funding.

The plan is to apply for a charter from the state Education Department by the March deadline, with the goal of having an initial cohort by fall 2015, Kramer said.

By charter laws, the school will recruit evenly throughout Buffalo, and if there's enough demand it will accept new students on a lottery system.

Kramer said she expects the school to reflect the city's demographics, where roughly 77 percent of children are low-income and about 16 percent have limited proficiency in English. Four of the Charter School of Inquiry's six co-founders worked together at Read to Succeed, including Melodie Baker, Patricia Dyer and Betty Evans.

Charters establish legal enrollment limits in the approval process with the state, and the Charter School of Inquiry will seek approval for 50 students in each grade. A variety of upcoming community meetings have been set to discuss the proposal.

• 6 to 7 p.m., Jan. 14, at the Boys & Girls Clubs of Buffalo, John F. Beecher Clubhouse, 180 10th St., Buffalo.

• 6 to 7 p.m., Jan. 21, Boys & Girls Clubs of Buffalo, Babcock Street Clubhouse, 282 Babcock St., Buffalo.

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Famous Fish Fryday: Gene McCarthy's

The Top Ten Stocks for March 14

Jaguar 2014 Big Game - British Villains Rendezvous

Most Popular

1. Forbes: Buffalo is America's most affordable city
2. $3 million-plus asking price for 3 Buffalo restaurants
3. Randall: 'Dude, wait, it's going to get really bad'
4. Wegmans donates $1.05 million for waterfront museum
5. Summit Park sells for $4 million; new owner pledges revitalization
6. Hot dogs sold in a container box OK'd by Buffalo planners
7. 10 to 17 inches of snow now predicted for WNY
8. Another storm is bearing down on Western New York
9. Rite Aid to test market new program in Buffalo
10. Throwback Thursday: Buffalo's First Ward

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Community Input Sought for Possible New Charter School

Jan 14, 2014 *Posted by* ***Queenseyes*** *In City, Uncategorized* ***Comments 6***

Another Charter School is on the rise in Buffalo, and proponents of the school are presently hosting a series of town hall meetings to discuss an unusual approach to learning, as well as collect feedback from the community. Designed around an inquiry-based model, with emphasis on questioning and exploration, research and analysis, the proposed Charter School of Inquiry (CSI) would launch with 150 children in grades Kindergarten through two, and within five years would more than double in student population and reach grade six.

The location of the school has not yet been identified, though a number of sites are being considered. A planned opening for September 2015 means that the school, "dedicated to active problem solvers rather than passive learners", needs to ramp up the finalities in order to proceed with brick and mortar plans.

Those looking for a school built from the "bottom up" instead of the "top down", and willing to give input that could ultimately be part of the application process to New York State for a formal Charter, are welcome to attend any or all of the following public meetings.

January 14, 2014 – 6:00 pm to 7:30 pm
Boys & Girls Clubs of Buffalo, John F. Beecher Clubhouse
180 10th Street, Buffalo NY 14201

Jim Anderson's (Host) Radio Show 1080 AM WUFO Public Broadcast with members of the Charter School of Inquiry founding team: Helene Kramer, Betty Evans, and Melodie Baker.

Helene Kramer (Lead CSI Applicant and Betty Evans)

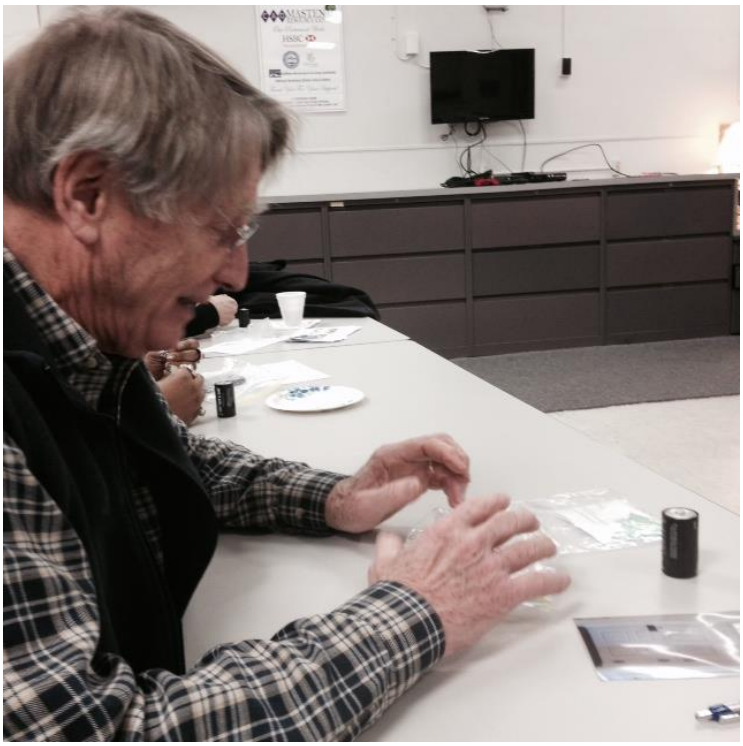
Helene Kramer takes phone calls from listeners on the Jim Anderson Show (Jim Anderson Helene Kramer

Melodie Baker on the Jim Anderson Show
(Melodie Baker, with Jim Anderson)

Helene Kramer (Lead Applicant for CSI)

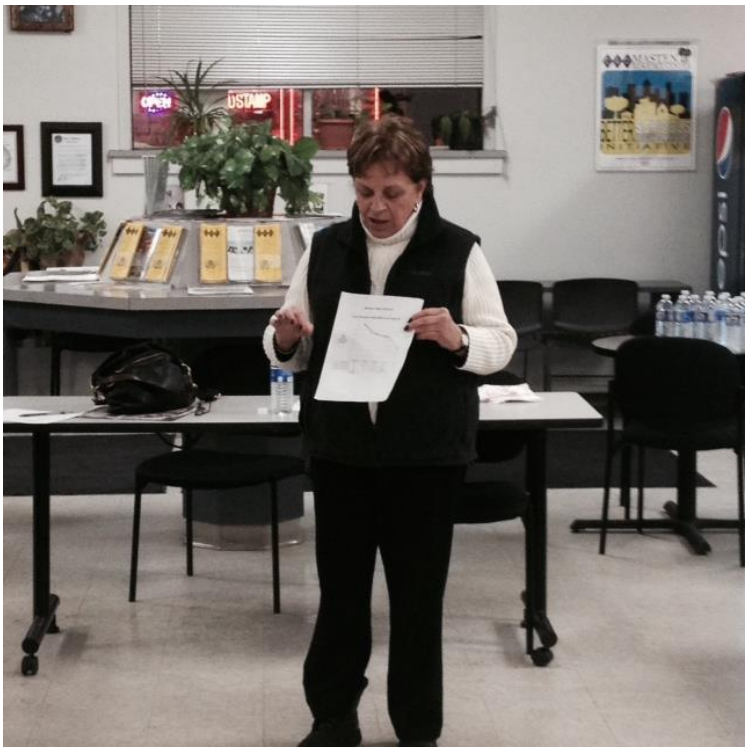
Town Hall Meetings

CSI Community Engagement Town Hall Meeting Rafi Greene Jr. Masten Resource Center 1423 Fillmore Ave. Buffalo NY.



Peter Dow (CSI Founder) providing a demonstration of learning through inquiry at the Rafi Green Jr. resource center.

A community member discovering how to create a circuit to light the bulb with a battery and wire at a CSI Town Hall Meeting



Helene Kramer reviewing literacy outcomes for BPS children at CSI town hall meeting

Councilmember Demone Smith's Community Stakeholders Breakfast

CSI was invited to present our school design and get community feedback. January 11, 2014

Recorded Comments from Community Engagement Events

Brentnie Kelly (RN): "I have never heard such an amazing idea for students, I don't have children now but when I do I hope they can get into your school."

Engineer: "As an engineer, I can identify with teaching kids through inquiry-based methods. It wasn't until I started college that I was exposed to this type of learning" I would love to come to your school after it opens and do observations."

Special Education Teacher and mother of a 3 year old: "I am from Virginia and I did a great deal of study research on the Hoffman-Boston School which prides itself on providing authentic inquiry-based learning. It wasn't until I read the article in the Buffalo News that I discovered there was a school in the area providing a similar model of education. As both a teacher and a mother I impressed and relieved that there are high quality educational options for me as a professional and my daughter who will be entering kindergarten in 2015."

Shirley McCalister (grand parent, daycare owner, and teacher assistant) I love this idea, because my grandchildren are constantly "discovering" what better way to take advantage of children's nature inquisitive nature than infusing it in a school curriculum."

Teacher: "I love how you have integrated literacy throughout the curriculum in the school model." As a math teacher I implement literacy to support the ELA curriculum and although the work is more challenging the children become stronger readers and more confident students which directly affects their performance and outcomes in my class!"

Derek Baker (Teacher): "As an African American male and teacher I am encouraged that the CSI team has made African American history a priority in their school design to reflect the population of the children who attend public schools in the City of Buffalo." I integrate African American history throughout the school year because our children have no idea how much African Americans have influenced and impacted Western Civilization. This one aspect (African American History) is crucial to the African American child so he or she gets a holistic view of US History therefore gaining an understanding of the positive impact their ancestors have had on society. This will directly affect how they think of themselves providing historic figures they can identify with and model."

The article printed today regarding our new, exciting and innovative school,The Charter School of Inquiry. We have gained a great deal of support from the community. Please read the article and give your feedback. Shellie Gee Gee Williams... See More

Top News Today | Charter School of Inquiry envisioned as hothouse for kids' critical thinking |...
us.topnewstoday.org

Instead of using textbooks to teach math, how about bringing an apple to class, cutting it into halves – then quarters or...

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Shellie Gee Gee Williams, Shareedah Z. Al-Hark, Catherine Roberts and 13 others like this.

Tiffany Fletcher Welcome
January 6 at 11:56am · Unlike · 1

Nicolette Jasmine McCalister Great Melly I think its great that children learn critical thinking skills early. It prepares them for college and LIFE.
January 6 at 5:53pm · Like · 2

Brentnie Adams Thats awesome!!! Please let me know how I can help
January 6 at 6:16pm · Like · 1

Tanice Pendergrass Totally awesome article, it would be grand if Buffalo Public school district had figured this out and implemented it. This model remind me of the Waldorf school system as well as Montessori. Let me know how I can help, I'm home looking for things to do. (SMILE)
January 6 at 6:24pm · Like · 1

Dan Graves Mel, I just got on and saw this post. as soon as my day slows down I will read and give you feedback..from the responses you're getting I can tell its going to be great.
January 6 at 7:16pm · Like · 1

Shirley Ann McCalister I think the kids need another way of learning hands on is a great way to learn some kids can't learn with academics
January 6 at 8:56pm · Edited · Unlike · 4

Tiffany Fletcher Maya likes to learn that way. These teachers think that one plan one way will work for all kids and that's wrong. BJ and aniayah can sit down and do their work when given maya is not that way. I think it's different and the kids will have fun just like your mom said I agree
January 6 at 10:16pm · Unlike · 1

Tiffany Fletcher Welcome yes
January 6 at 10:24pm · Like

Niema Morgan I am so excited about this school sis! There are children in our city that need so much help and they need a school system that won't fail them,but give them the help they need! a lot of children learn different types of ways,its time to give our children an avenue to allow them to explore different ways of learning,broaden their spectrum of learning and living.My agency services so many families of children who are faced with so many obstacles and limitations,because they have disabilities and some of the schools in our area are not equipped or trained on how to deal with their population. This school is OVERDUE and is EXACTLY what our community needs!"KUDOS" SIS again! I am so

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

CSI Sample Schedule- Grade 1 Teacher

School Day: 7:40 am - 4:00 pm M,T,Th,F and 7:40 - 5:00pm Wednesdays

	Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
7:30- 8:00	Breakfast, Choice Time	Breakfast, Choice Time	Breakfast, Choice Time	Breakfast, Choice Time	Breakfast, Choice Time
8:00-8:25	Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
8:30-9:50	Reading Workshop[1]	Reading Workshop[1]	Reading Workshop[1]	Reading Workshop[1]	Reading Workshop[1]
9:55-10:55	Math Workshop[1]	Math Workshop[1]	Math Workshop[1]	Math Workshop[1]	Math Workshop[1]
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:35-11:55	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time
12:00- 12:45	Social Studies	Social Studies	Writing Workshop[1] (12:00-1:00)	Social Studies	Social Studies
12:50-1:35	Common Planning Time	Common Planning Time	1:05- 1:45 Art or Community meeting (bi-monthly)	Common Planning Time	Common Planning Time
1:35- 3:35- M,T,Th, F .	Inquiry[1&2] Period Themed-based Integrated Inquiry Unit (Science/Engr. + Math + Literacy)	Inquiry[1&2] Period Themed-based Integrated Unit (Science/Engr. + Math + Literacy)	1:50-2:00 Closing meeting- Dismissal for Students 2:00- 5:00pm Common Planning Time/ Professional Development	Inquiry[1&2] Period Themed-based Integrated Unit ((Science/Engr. + Math + Literacy	Inquiry[1&2] Period Themed-based Integrated Unit (Science/Engr. + Math + Literacy)
3:35-3:45	Closing mtg.- Dismissal	Closing mtg.- Dismissal		Closing mtg.- Dismissal	Closing mtg.- Dismissal
4:00pm	End of Day	End of Day		End of Day	End of Day

1. ESL and AIS services "pushed in" to ELA, Math and Inquiry Periods as needed based on LAB & monitoring assessments
2. Math & Reading & Literacy Applications are integrated into Inquiry Units
3. African-American Culture and History is integrated into ELA, Social Studies, Art & Music Periods
4. Literacy Coach supports instruction as needed, but at least equivalent to one full period a week in classroom.
5. Inquiry Coach supports instruction as needed during Inquiry Period, but at least one hour or more weekly in classroom.

CSI Sample Schedule- Grade 1 Student

School Day: 7:30 am -3:45 pm M,T,Th,F and 7:30 am- 2:00 pm Wednesdays

	Monday	***Tuesday***	***Wednesday***	***Thursday***	***Friday***
7:30- 8:00	Breakfast, Choice Time	Breakfast, Choice Time	Breakfast, Choice Time	Breakfast, Choice Time	Breakfast, Choice Time
8:00-8:25	Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
8:30-9:50	Reading Workshop[1]	Reading Workshop[1]	Reading Workshop[1]	Reading Workshop[1]	Reading Workshop[1]
9:55-10:55	Math Workshop[1]	Math Workshop[1]	Math Workshop[1]	Math Workshop[1]	Math Workshop[1]
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:35-11:55	Recess	Recess	PE	Recess	Recess
12:00- 12:45	Social Studies	Social Studies	Writing Workshop[1] (12:00-1:00)	Social Studies	Social Studies
12:50-1:35	Art	Music	1:05- 1:45 Art or Community meeting (bi-monthly)	Music	PE
1:35- 3:35- M,T,Th, F (snack break 2:30-2:40)	Inquiry[1&2] Period Themed-based Integrated Inquiry Unit (Science/Engr. + Math + Literacy)	Inquiry[1&2] Period Themed-based Integrated Unit (Science/Engr. + Math + Literacy)	1:50-2:00 Closing meeting- Dismissal for Students 2:00- 3:45 or until 5:45 pm depending on parental choice	Inquiry[1&2] Period Themed-based Integrated Unit ((Science/Engr. + Math + Literacy	Inquiry[1&2] Period Themed-based Integrated Unit (Science/Engr. + Math + Literacy)
3:35-3:45	Closing mtg.- Dismissal	Closing mtg.- Dismissal		Closing mtg.- Dismissal	Closing mtg.- Dismissal
Dismissal- Pick up/ Bus 3:45- 5:45	Afterschool Program	Afterschool Program		Afterschool Program	Afterschool Program

1. ESL and AIS services "pushed –in" to ELA , Math and Inquiry Periods as needed by Assessments
2. Math & Reading & Literacy Applications are integrated into Inquiry Units
3. African-American Culture and History is integrated into ELA Social Studies, Art & Music Periods

Attachment 3b: First Year Calendar

CSI Calendar – Year 1: 2015-16

August, 2015

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

17-21, teacher PD; 24th first day of school\6 days of instruction

September, 2015

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

7th: Labor Day, no school

21 days of instruction

October, 2015

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

12th Columbus Day observed, no school
23rd Parent/Teacher/Student conferences-
No school for students
20 days of instruction

November, 2015

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

11th Veterans Day, no school

26th & 27th Thanksgiving
18 days of instruction

December, 2015

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

12/23-1/1 Winter Break, no school
16 days of instruction

January, 2016

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

1st New Year's Day, no school
19 days of instruction

February, 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	34	35	26	27
28	29					

22 Presidents' Day, no school
19th Parent/Teacher/Student conferences.
No school for students
19 days of instruction

March, 2016

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

25-4/1- Spring break, no school

18 days of instruction

April, 2016

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

20 days of instruction

May, 2016

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

27, 30th Memorial Day, no school
20 days of instruction

June, 2016

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

24th Last day of school for students
27th, 28th teacher wrap-up
18 days of instruction

195 Total Days of Instruction

Attachment 4: Student Discipline Policy (Student Code of Conduct)

Creating a positive and safe learning environment is a critical factor in student and school success. This responsibility is shared by students, parents, staff and administration. When everyone works cooperatively to prevent problems and promote success, the need for disciplinary action is reduced.

CSI's Code of Conduct is based on *respect for self*, *respect for others*, and *respect for the environment*. By establishing high expectations for appropriate behavior, we will guide our students to develop a positive self-image, the courage to take risks in their learning, the dedication to persevere with their work, the ability to know and form healthy relationships, the ability to discern right from wrong, and the confidence to make positive social choices. Students, parents, staff and administration share this responsibility. When everyone works cooperatively to prevent problems and promote success, the need for disciplinary action is reduced.

Students at the Charter School of Inquiry must adhere to the following Code of Conduct.

Code of Conduct

Student Conduct Standards – General

- Obey rules established in individual classes and in the school at large.
- Demonstrate respect for other students.
- Demonstrate respect for faculty, staff, guests, and administrators.
- Ask for help politely and at appropriate times.
- Act in a way that is safe and non-threatening.
- Use language that is appropriate and does not offend others.
- Behave in ways that will assist others in their learning.
- Keep the classroom and school clean.
- Come to school regularly, on time, and ready to learn.
- Take responsibility for learning.
- Dress appropriately because school is a special place.
- Honor the code of conduct when participating in field trips, community service projects, and attending performances.

Student Responsibilities. Each CSI student is expected to:

- Follow all classroom expectations and school rules
- Respect other students and their personal space
- Respect faculty, staff, administrators, and guests
- Work to the best of your abilities
- Act in a way that is safe and non-threatening
- Use language that is appropriate and does not offend others
- Keep the classroom and school clean by respecting the school environment
- Come to school regularly, on time, and ready to learn
- Dress appropriately according to the dress code
- Honor the code of conduct in school and when participating in fieldwork, community service projects, and attending performances
- Cultivate and support the "spirit of inquiry" in the classroom

Parent Responsibilities. Each CSI family is expected to:

- Support the mission of CSI

- Communicate their needs/concerns to their child's CSI team
- Participate actively based on their Asset Inventory
- Ensure their child attends school regularly and on time
- Attend all school meetings and team conferences
- Support classroom programs, fieldwork, activities, and curriculum

Displaying Rules. Each class will make a display of the rules providing all students with a place to revisit and discuss them when needed. The class display of the rules will include pictures/drawings for students not yet reading.

Copies of Rules. Parents will receive a copy of the rules so they are aware of the behavioral norms, morals, and values expected of each child. Teachers will also inform parents of the process the children went through to create the rules. They will include the rules defining appropriate behavior expected of students participating in field trips, community service projects, attending performances, and dealing with conflict.

Contracts

After the first six weeks of school, when classroom teachers and the children establish the rules for classroom management, parents will sign a contract from their child's teacher. The contract will outline the Classroom Expectations, and the School Rules, so parents are aware of the behavioral norms, morals, and values expected of each child. The purpose of the contract is for parents and students to have written documentation of the Expectations and Consequences to use as a reference throughout the whole year.

Responding to Misbehavior

All teachers will follow a set protocol associated with the philosophy of Responsive Classroom. Using visual and verbal cues, increasing teacher proximity and logical consequences will be in place if experiencing a disruption to the Code of Conduct.

Additional techniques to be used for creating an orderly learning environment in the classroom may include progressive discipline such as "take-a-break" spot, a "fix-it plan," or a "team meeting." "Take-a-break" will be a place where children go to reflect on behavior before returning to the group. It will provide the student having difficulty following rules with an opportunity to decompress, reflect, and rejoin the class. If the child continues to misbehave, he or she will complete a "Fix-it-plan" with an adult and then be welcomed back into his/her learning environment. If the student does not follow the "Fix-It-Plan" the next consequence is a behavioral plan formulated during a "Team Meeting." The teacher will assess the immediate needs of the child and take time to discuss issues and problem solve. The teacher will communicate with the parent if the child continually exhibits behaviors counter to the rule system of the classroom and schedule a conference with the parent.

Team Meeting. During a Team Meeting, a student will meet with the School Support Team (teacher, the Head of School, the school's Social Worker) and the child's parent. The team will create a behavior plan designed specifically for the student, including the possible referral of the child (and family if needed) to the County's social /human services departments, mental health counseling or a community-based organization depending on the behavior. The plan will be set into place immediately. In school as well as out of school consequences will be set into place based on the advice of the team.

Chronic Problems

CSI's school climate and culture are designed to help children feel safe emotionally and physically. While CSI does not expect chronic problems in its children's behavior, the school will follow the provisions of Individuals with Disabilities Act (IDEA), and New York State's Dignity for All Students Act to ensure that children have a safe and supportive environment in which to learn, free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. If a child's conduct is such that he or she requires formal disciplinary action to be taken, the parents will be notified.

Short-Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the Head of School or Student Support Team determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made. A short-term suspension is an out-of-school suspension for five school days or fewer. The Head of School will have the power, under the law, to grant a short-term suspension.

Disciplinary Infractions that May Result in a Short-Term Suspension

- Attempt to assault any student or staff member.
- Acts of physical aggression.
- Vandalize school or personal property resulting in minor damage.
- Endanger the physical safety of another by the use of force or threats of force.
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.
- Fails to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheating on exams or quizzes, or commits plagiary.
- Use of forged notes or excuses.
- Stealing, attempt to steal, or possession of property known by the student to be stolen.
- Trespassing on school property.
- Abuse of school property or equipment.
- Use of obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually-related physical contact or offensive sexual comments.
- Use of derogatory racial or ethnic slurs.
- Acts of bullying, harassment, intimidation, or threats of violence *(in school or electronically).*
- Making a false bomb threat or pulling a false emergency alarm.
- Possession of tobacco or alcohol.
- Possession of radios, pagers, beepers, portable/cellular telephones or any electronic device not being used for instructional purposes.
- Wearing inappropriate, insufficient, or disruptive clothing or attire, and/or violating the student dress code.
- Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action.

- Inappropriate or unauthorized use of technology.
- Committing any other act that school officials reasonably conclude warrants a disciplinary response.

Long-Term Suspensions

A student who is determined to have committed any of the infractions listed below, or repeats an offense listed above, shall be subject minimally to a long term suspension, unless the Head of School determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A long-term suspension is an out-of-school suspension for more than five school days, followed by a hearing conducted by a hearing officer.

Disciplinary Infractions that May Result in a Long-Term Suspension

- Possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commits or attempts to commit arson on school property.
- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at any school-sponsored event.
- Assault of any other student or staff member.
- Intentionally causing physical injury to another person, expect when the student's actions are reasonably necessary to protect himself or herself from injury
- Vandalizing school or personal property resulting in major damage
- Threats of violence or acts of intimidation (in school or electronically)
- Committing any act that school officials reasonably conclude warrants long-term suspension.

Procedures for Long-Term Suspension. The Head of School may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. CSI will contract with a qualified impartial hearing officer who will issue an advisory report that the Head of School may accept or reject in whole or in part.

*Alternative Instruction***.** Suspension data and associated reports will be kept on record. If a child is suspended, alternative educational instruction will be offered to keep the student from missing instruction. The alternative instruction may be taught by a tutor or instructional staff at a space assigned in the school, or at the student's home. The instruction time will be limited to two hours per suspension day but will be designed to allow the student to keep up with his/her class' progress with curriculum and test preparation. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

Special Education Discipline Policy

CSI's discipline policy aligns with the Individuals with Disabilities Education Act (IDEA) and all applicable laws, including the Dignity for All Students Act to keep children free discrimination or harassment.

When a student with a disability violates the CSI Code of Conduct, the staff will work with the Special Education teacher to determine whether or not the disability is a contributing factor. If the child's behavior relates to his or her disability, CSI will not remove the child from class or suspend the child. If, however, the behavior is not related to the child's disability, the child will be disciplined according to the tenets in the school's Student Discipline Policy or, if applicable, to the student's Behavior Intervention Plan (BIP).

In the event that a student with disabilities is suspended, CSI will assure that the alternative instruction plan complies with provisions of the student's IEP. If the student does not have a BIP and is removed from their placement or suspended for more than 10 days, CSI will convene an IEP meeting to create a Functional Behavior Assessment plan within 10 days of the removal. CSI's Special Education teacher will consult with the Committee on Special Education to create a BIP to define appropriate interventions. Likewise, if the student has a BIP that is not proving effective, the CSI will be convened within 10 days of the disciplinary action to evaluate the plan and make the necessary modifications that includes positive behavioral supports and services to address the child's behavior.

As with any suspension at CSI, the school will provide alternative education instruction for students with disabilities so that they can keep up with the curriculum, assignments/homework, and tests. Any suspension of a student with disabilities will be in accordance with §14.143 (disciplinary placements) and 34 CFR 300.519—300.529 (discipline procedures). Parents will be provided a copy of their procedural and complaint rights. educational placement.

Appeals. The Head of School's decision after the formal hearing to impose a long-term suspension may be appealed first to the CSI Board of Trustees within 10 days of the suspension, next to the chartering entity, and finally to the State Commission on Charter Schools. A parent/guardian can challenge the interim alternative education offered and/or the disciplinary action. If the infraction was related to drugs or firearms/weapons, there must be an official deliberation on the case before any alternative educational arrangements are to be changed. Parents can appeal suspension or expulsion decisions. The appeal should be addressed to the Board of Trustees within 10 days from the notice of suspension with an expected resolution within 48 hours. If the Board of Trustees' resolution does not grant the removal of suspension, the parent can further appeal the decision at the Commissioner of Education according to Education law §310. A notice must be sent by the parent/guardian to the SUNY Board of Trustees. An appeal must be made within 10 days of the suspension or expulsion determination, and the Board must reply within 48 hours. If the Board of Trustees upholds the suspension or expulsion determination, an appeal may be initiated to the NYS Commissioner of Education within 30 days from the decision or action complained of, according to Education law §310. Notice by the individual appealing must be provided to the SUNY Board of Trustees, our chartering entity.

Violations of the School Law. Complaints on violations of the charter school law or regulations may be addressed to the Board of Trustees, who must send a response within 30 days. Further complaints may be initiated within 30 days and addressed to the New York State Commissioner

of Education. Based on Education Law §306 the Commissioner of Education can remove a trustee and other school officers for willful misconduct or neglect of duty.

Evaluation of School Environment. As stated in the section on Evaluation (III.D), students and other school stakeholders will evaluate their experiences with CSI, including how they feel about the safety of the environment, in a survey conducted at the end of each school year.

Attachment 5a: Charter School Trustee Background Information

[redacted]

HELENE H. KRAMER

PROFESSIONAL EXPERIENCE

2003 to 2011 (retired)

Read to Succeed Buffalo, Inc. – Founder and Executive Director

A not-for-profit change agent organization whose mission is to mobilize community to help improve student achievement for Buffalo's public school children.

- Raised over $6.3 million in 2007-2009, including a $4.1 million Early Reading First Grant from the U.S. Department of Education, to implement innovative school readiness programs that prepared preschool children for Kindergarten:
  - Increased percentage of 4-year old children in five Head Start Centers who could identify 18 or more letters of the alphabet from 30% at pre-test to 72% at post-test in a six-month period.
  - Increased number of children in home-based childcare provider sites who were developmentally on target for language and literacy skills from 47% at pre-test to 85% at post-test in a 10-month period.
  - 91% of parents of the parents of children in home-based childcare sites said their children seemed more confident because of the Read to Succeed Buffalo program.
- Convened a literacy coalition of over 70 organizations working to achieve 100% literacy for children and adults in the City of Buffalo.
- Organized over 200 community stakeholders to work in one of 17 different task forces to create a first-ever citywide strategic plan for literacy. Implementation began in January 2007.
- Established a 'literacy zone' in a high-needs section of the east side of the City of Buffalo where new collaborative models of educational excellence were designed, implemented and assessed.
- Invited to present the work of the Read to Succeed Buffalo community literacy campaign at the local, state and national levels. Read to Succeed Buffalo's work featured in a CBS segment on Katie Couric evening news in January 2009.

2001 to 2003

St. James Mercy Hospital – Hornell, NY
Chief Information Officer

- Developed and implemented a 3-year health care technology strategic plan.
- Led the implementation of a Computerized Physician Order Entry (CPOE) system as pilot for Catholic Health East system.
- Led hospital-wide team to develop and implement all of the HIPAA regulations, both standardized electronic translations and all hospital policies related to privacy regulations.

1994 to 2001

Erie County Medical Center – Buffalo, NY
Chief Information Officer (CIO)

- Managed a 35-member information technology staff, a $2 M capital budget and a $1 M operating budget. Oversaw implementation of large complex projects. Ensured all IT projects completed on time and within budget.
- Created a 3-year strategic information technology plan, including a wholesale conversion of the entire hospital's information system (registration, billing, lab, radiology, nursing, and other functions), network infrastructure and desktop equipment.
- Member of senior management team. Chaired the Information Technology Steering Committee to negotiate project priorities and inform the senior management team about new technologies and potential applications to improve patient quality of care, raise revenue through new business opportunities, or improve hospital efficiency.

Other Work Experience:

CIO, Group Health Association – Washington, DC

Account Executive, IBM-Office Products Division – Houston, TX and Buffalo, NY

PROFESSIONAL ACTIVITIES

2004-2007 **Member, Literacy USA** – Represented Read to Succeed Buffalo literacy coalition

2001-2003 **Member, Public Education Network** – Washington, DC

1999-2001 **Chair, Consortium Information Services, Inc. (CIS Inc.)**, a consortium of the Chief Information Officers of all of the major local hospital systems, health maintenance organizations, the Library Consortium of hospital libraries, and the University of Buffalo. CIS created Health-E-Net, an on-line, real-time electronic exchange of HIPAA-compliant transactions to determine patient eligibility for services, and claims and referrals processing; this became the foundation on which a WNY-area on-line medical record for patients could be built.

COMMUNITY SERVICE

2009-present **Chair, Alison L. Des Forges Memorial Committee for Human Rights and Social Justice.** Create awareness in WNY of human rights and social justice issues. Organize annual Symposium and raise funds for four endowed scholarships for outstanding Buffalo Public School graduates studying issues related to human rights at the University at Buffalo.

1994-1999 **Buffalo Board of Education**. Elected to at-large seat on the Buffalo Board of Education
Vice President – 1994
Chair, Executive Committee – 1994
Chair, Strategic Planning Committee – 1994-1996
President – 1999

EDUCATION

Kent State University – Kent, Ohio
Bachelor of Science *cum laude*
Major: Business Management Minor: Accounting

Editor, College of Business newspaper
Secretary, Collegiate Marketing Association
Sigma Gamma Nu – Honorary Award

School Trustee Background Information

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

Name: Helene H. Kramer

Charter School Name: Charter School of Inquiry (CSI)

Charter School Address: c/o 105 Ashland Avenue, Buffalo, NY 14222

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.): Chair, 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. 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 am the initiator and director of the charter school project and will serve as Chair of the Board of Trustees.

5. Please explain why you wish to serve on the board. As the initiator and director of the Charter School of Inquiry, I want to serve on the board to ensure that the school operates in alignment with the school's mission and with fidelity to the school's philosophy.

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): I served as an elected at-large member of the Buffalo Board of Education from 1994-1999 and was President in 1999. This experience helps me to understand the roles and responsibilities of a Board of Trustees position, how to conduct a meeting, how to establish board committees, and how to serve the public interest. I also served briefly on the Board of Trustees in 2003 for the Enterprise Charter School in Buffalo.

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 all of the founding members. I worked on an Early Reading First federal grant with three of the founders: Patricia Dyer, Melodie Baker and Betty Evans. Peter Dow, another founding member, was an active participant with me in the Read to Succeed literacy coalition which I founded. I've worked extensively with Elizabeth Schoellkopf on the development of the charter school. I have known of Judge A.W. McLeod's service to the community, especially with at-risk children, and invited him to serve on the CSI Board.

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. X Yes.

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

Elizabeth (Beth) Schoellkopf has been on the CSI founding team since March 2013 when we first organized. Beth is a certified elementary school teacher with a background I science and the inquiry methodology. She will be hired as CSI's inquiry coach to help other teachers understand how to implement inquiry practices.

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.

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. All Board members are required to read and sign the Conflict of Interest Policy attesting to their understanding of what constitutes a conflict. I would first directly ask the person I suspected. If his/her response is "yes," I would explain that this is a conflict of interest pursuant to the policy he or she signed, and tell him/her that I will have to bring the matter to the Board for their review and action – i.e., dismissal. If the person says "no" they were not involved, or were not aware of relatives' involvement, and I still strongly believe that they were, I would consult the school attorney to determine whether and how an investigation might be launched. Since the school's money is public money, a breach of that trust would be a violation of the public trust, and if money was spent inappropriately, if might also be a criminal offense.

Educational Philosophy

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

CSI Mission: The Charter School of Inquiry (CSI) will achieve breakthrough outcomes for City of Buffalo children in Kindergarten through Grade 6 by creating an inquiry-based learning environment with an intense focus on learning to read and write well in all subject areas. We offer an exceptionally high quality education using intentional reading and language development, aligned curriculum, engaging inquiry-based practices, and an outstanding system of supports. Children at CSI will learn to think critically, problem-solve and work collaboratively to enable their participation as citizens of their community and the world.

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

The key educational design elements of CSI include:

- An inquiry-based instructional methodology to create active learners. Students will learn to question, conduct research, think critically, analyze, present evidence, and solve problems independently and in groups.
- Intense focus on literacy – reading, writing, language, vocabulary, speaking, critical thinking and numeracy/math – by the end of 3rd grade so it can be carried on into other curricular areas.

- Asset-based parent engagement / parents as partners in their children's education
- Infusion of African-American curriculum in all content areas.
- Deliberate development of a collaborative school learning environment
- Responsive Classroom to address the affective side of educating children and creating a cohesive school culture that resonates throughout the school.

20. Please indicate what you believe to be the characteristics of a succcessful 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.

- Board of Trustees who conduct appropriate oversight to ensure (1) CSI's fidelity to the school mission and vision as established in CSI's charter, and (2) student academic performance and fiscal accountability.
- Creating a culture where everyone is valued and respected, where they are feel safe feel and joyously motivated.
- Inspired Head of School who will align all activities with the mission and vision -of the school and create a culture of community among all stakeholders.
- Highly effective teachers who are passionate about children's academic success and can work collaboratively with their colleagues.
- Data-driven instruction and a full commitment of supports to address individual children's needs and their ability to meet their full potential.

Other

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

- Accountability for student achievement and fiscal soundness with close monitoring of both
- Hire, evaluate, terminate school leader
- Set policy for the school
- Adopt budgets / conduct financial audits
- Develop strategic plan with goals/benchmarks

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. The founders have each had success in creating positive student outcomes in previous endeavors. We wholeheartedly believe we can do the same for children in the Charter School of Inquiry.

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

STATEMENT OF ASSURANCE

I, ____Helene H. Kramer_____(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.

March 13, 2014

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: _____NA_____

Business Address:_____NA_____

E-Mail Address:_[redacted]_____

Home Telephone:[redacted]

Home Address: [redacted]

MELODIE K. BAKER

[redacted]

[redacted]

QUALIFICATION SUMMARY

Operations/Project Management: Proven record in conceiving and transmitting new vision into reality, mission into action and philosophy into practice. Strategic planning expertise combined with dynamic leadership, resulting in the efficient operation of organizational programs. Focused problem solver who identifies organizational needs and delivers effective solutions on time and under budget in nonprofit environment

Human Resources/Training: Recruiting, benefits management, mentoring and supervising staff in the delivery of quality programs. Development and facilitation of staff development, leadership training and other workshops. Adept at fostering cooperation, generating enthusiasm and building successful cross-functional team relationships at all levels in multicultural environments.

Program Development/Community Relations: Experienced in designing and managing innovative programs that achieve organizational goals. Effective in developing community partnerships and building awareness for organizational activities/events through public relations, fundraising and outreach efforts.

Fiscal & Grant Management: Planning, negotiations, and budgeting activities related to program operations including securing public contracts and fundraising.

PROFESSIONAL BACKGROUND

THE SERVICE COLLABORATIVE OF WNY, Buffalo NY 2/14/2014-Current
Regional Opportunity Corps Program Director
Responsible for managing day-today operations of the Regional Opportunity Corps program and ensuring program implementation is carried out in accordance with specified grant objectives.
Key responsibilities:

- Develop and facilitate effective member recruitment an ensure recruitment of a high-quality corps to fit partner host-site need
- Connect members to national service movement, develop and implement valuable member training and coordinate member orientation
- Responsible for managing program expenses within the budget of grant, as outlined by program Director, and guidelines and procedures
- Collect, review and analyze all program progress report data and provide continuous support and feedback to ensure that the program is meeting, and when necessary, exceeding established targets.

BETHEL HEAD START, Buffalo, NY 11/2009 -10/2013
Assistant Director
Assisted in providing, strategic planning and leadership in the administration of pre-school and family services for at-risk children and families. Scope of responsibilities include providing supervision and support in the management of education, nutrition, family and community partnership, disabilities, mental health and health, program development, fundraising, public relations and community outreach. **In-depth knowledge of, SED, OPWDD, and OCFS, principles, practices, regulations and standards**. Directly supervise seven managers supporting an annual budget of 6 million dollars with 10 academic centers, 121 staff and 544 children.
Key accomplishments:

- Initiated, implemented and supported innovative programs to improve quality of services and child outcomes such as, Eat Well Play Hard, Early Reading First, NYS Quality Stars rating program.
- Developed key partnerships with major business, government and community stake holders such as Buffalo Promise Neighborhoods, First Niagara, Key Bank, Empire State Development and Buffalo Public Schools.
- Spearheaded agency preparation for triennial federal compliance review,
- Developed assessment tools for program design, management grantee review, and self-assessment.
- Raised visibility and awareness of organization through effective marketing and public relations campaigns.
- Built a cohesive team environment through training, staff/leadership development and diversity initiatives.
- Named Top 40 under 40 Leaders in WNY by Business First.

CAO HEAD START, Buffalo, NY 8/2009 -11/2009

Disabilities Coordinator

Responsible for planning and administering the disabilities and mental health program services for children and families. Coordinated services with SED, OPWDD and Erie County School Districts. Provided ongoing assessment of the quality of services provided. Ensured individualization for each child with a disability.

- Initiated, implemented and supported innovative programs to improve quality of services and child outcomes such as, Eat Well Play Hard, Early Reading First, NYS Quality Stars rating program.
- Provided training and guidance to staff, parents, and community on a variety of pertinent topics in the area of disabilities and mental health.
- Ensure on-going monitoring, tracking, follow-up and analysis of disabilities and mental health services.
- Maintain record keeping and reporting systems, including service area plan, schedules, timelines policies and procedures for disabilities and mental health services in accordance with Head Start Performance Standards and applicable laws and regulations.
- Ensure coordination of communication with staff, parents, program consultants and community to enhance services to children and families.

THE STATE UNIVERSITY OF NEW YORK COLLEGE AT BUFFALO, Buffalo, NY 2008-2009

Volunteer Service Learning Associate

Responsible for the development and oversight of service learning courses for the school of Arts and Humanities. Implemented the college's efforts to establish powerful relationships with community partners and supporters. Developed outreach, education and volunteer programs which inspired community members and organizations to join the network of volunteerism.

Key responsibilities/accomplishments:

- Provide support, supervision, and evaluation of service-learning partnerships and student internships.
- Serve as a liaison between community agencies and faculty by establishing and maintaining contact with directors and appropriate staff at these agencies.
- Develop and lead meetings and workshops designed to assist community partners to become more effective at facilitating service learning experiences for students from varied backgrounds.
- Procured grant funding and financial support for program initiatives.
- Facilitated training programs for local nonprofits and government agencies who worked with BSC service learning students.
- Serve as a member of the VSLC management team
- Contributed to the BSC newsletter and other media to share successes and developments in service learning community partnerships.

DAEMEN COLLEGE/SOUTH PARK HIGH SCHOOL Amherst/Buffalo, New York

Liberty Partnerships Program at South Park High School

Program/Academic Coordinator, 2006-2009

Responsible for the development, implementation, and coordination of various activities and projects associated with the Daemen College Liberty Partnerships Program. Served as the primary administrator for the Liberty Partnerships Program at South Park High School.

Key responsibilities/accomplishments

- Developed a three part academic cycle for at risk- high school students' grades 9-12.
- Initiated and facilitated organization's first leadership training and several other programs for high school students at South Park High School such as the Student Employment Program, For Girls only and the Certified Nursing Assistant Program.
- Expanded the introduction of innovative programs in health and safety, HIV/AIDS awareness, environmental education, conflict resolution, recreational and others.
- Succeeded in increasing school and program attendance of habitual documented truants.
- Recruited a full team of support staff to assist in facilitation of the program.
- Providing program financial support by grant writing and fundraising.
- Developed and managed relationships with schools, training centers, and community based organizations.

EDUCATION

Harvard Business School Club of Buffalo
Non-Profit Management Certificate, May 2012

Daemen College,
M.S. Executive Leadership and Change, May 2009

State University College of New York at Buffalo,
B.A. Public Relations/Communications and Marketing, 2005

National Head Start Association, April 2010
Administrative Credential, San Antonio, TX

HONORS & AWARDS

Top 40 Under 40 Leaders in WNY Business First

John R. Oishei Foundation 2011 Top 20 under 40 Leaders

Leadership certificate of Merit from the Erie County Legislator's Office

Named Miss Daemen College for Volunteer initiatives and Commitment to Community 2000

Nominated for Daemen College 2012 Executive Leadership and Change Alumni of Distinction

Affiliations and Boards

CSI Charter School Founder-Chair of Community Engagement

Discussion on Poverty-United Way

United Partners for Public Education

National Association of University Women

School Trustee Background Information

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

Name: Melodie K. Baker

Charter School Name: The Charter School of Inquiry

Charter School Address: 105 Ashland Buffalo NY 14222

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

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

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

Background

8. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☒ I affirm.

11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

    I was invited by Helene Kramer and informed of the opportunity to participate on the planning committee and eventually serve on the board of trustees after working closely together on the Early Reading First Grant in partnership with Read to Succeed and several other organizations.

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

As a mother, an African American, an advocate for education and a graduate of the Buffalo Public School District, I feel the necessity of being an active participant in providing viable high quality options for underserved and at-risk populations.

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

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

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
I know Helene Kramer and Patricia Dyer through a professional relationship working with the Early Reading First grant (2007-2011). I know Betty Evans through a collaboration between Bethel Head Start and the Buffalo Board of Education. I have been working with founders Peter Dow and Elizabeth Schoellkopf during the CSI planning process.

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. ☐ X Yes.
If yes, please indicate the precise nature of your relationship here:

I know Elizabeth Schoellkopf, a founding member, who will serve as an Inquiry Coach for CSI.

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.

It is my firm conviction that any board member that is believed to be working for their own benefit or the benefit of their friends and family should be brought before the board and if found guilty of such action/behavior should be dismissed from the board.

Educational Philosophy

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

Our mission is to provide a world class education for underserved populations infusing inquiry - based practices, critical thinking and literacy; capitalizing on rich resources in the community and Buffalo-Niagara Region.

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

With the focus areas of literacy and inquiry, students will become investigators, scientists and explorers, learning through experiential, interdisciplinary strategies. The infusion of African-American history and culture in all curricular areas will give CSI's children an understanding of the African and African-American experience. Parents will be partners in their children's education.

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

A successful charter school will be comprised of an experienced school leader, teachers who love their jobs and want to teach, measurable goals, a school culture that encourages learning and a solid governance structure. The Board of Trustees will take the appropriate steps to hire individuals who believe in the mission and vision of the school and teachers who have a demonstrated understanding of, and commitment to, the population of children they serve.

Other

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, I will be responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

I affirm 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, Melodie K. Baker_(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.

Melodie K. Baker 3/19/2014

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]

PETER B. DOW

[redacted]

Curriculum Vita

Education:

AB in History, Harvard University, 1954
AM in Teaching, Harvard University, 1960
EdD in Administration, Planning & Social Policy, Harvard University, 1979

Employment:

Teacher of Math, History, and English: The Cambridge School of Weston (1956-58), Park School of Buffalo (1958-62) (Head: History Dept. 1960-62), and the Germantown Friends School of Philadelphia (Head: History Dept. 1963-65).
Deputy Director, Elem. Social Studies Program, ESI, Cambridge, MA, 1965-6.
Director, Elementary Social Studies Program, EDC, 1966-67.
Director, School and Society Programs, EDC, 1967-75.
President & CEO, Dow & Company, Inc., Buffalo, NY 1975-1989
Lecturer on Education, Harvard Graduate School of Education, 1967-70
Adjunct Associate Professor of Anthropology, SUNY Buffalo 1988-2004
Adjunct Associate Professor of Anthropology, Buffalo State College, 1998-2004
Director, Center for Science Education, Buffalo Museum of Science, 1992-1998
Director of Education, Buffalo Museum of Science, 1993-1998.
President, First Hand Learning, Inc., 1998-2008.

Public Service Activities:

Board of Trustees, Park School of Buffalo, 1978-1987; President, 1985-87
Board of Directors, Documentary Educational Resources; President, 1987-pres.
Board of Managers, Buffalo Society of Natural Sciences, 1985-1991.
Board of Trustees, Buffalo Prep, 1990 to 1996; President, 1993-94.
Board of Trustees, The Gow School, 1993-94.
National Advisory Board, Atrium School, Watertown, MA
National Advisory Board, Education Children for Parenting, Philadelphia, PA
National Advisory Board, The Glenn T. Seaborg Science Center for Teaching and Learning Science and Mathematics, 1994-1996.
National Advisory Board, The National Sciences Resources Center, The Smithsonian Institution, 1996-2004.
National Advisory Board, Cal-Tech Pre-College Science Initiative, 1994-99.
National Advisory Board, MASE, Las Vegas, Arizona 1996-2005.
Committee on Science Education, K-12, National Research Council, 1996-1999. Chair, Inquiry Addendum Sub-Committee, 1997 to 1999.
Committee on Geographic Information Science, National Research Council, 2001-2005.
Board of Directors, The Buffalo Zoo, 2001-pres.
Board of Directors, Buffalo Audubon Society, 2006 to 2008.

Board of Trustees, Park School of Buffalo, 2007 to pres.
Chairman, Firsthand Learning, Inc., 2008- present
Co-founder, The Friends of the Buffalo Story, 2013

Awards:
State Department Grant for travel to Africa under State Department's Short Term Africa Grants Program, 1974. Visited educators in Zambia, Kenya, Ghana, and Sierra Leone.
Alumni Service Award, Park School of Buffalo, 1984, 2003

Selected Publications:
Books:
Schoolhouse Politics: Lessons from the Sputnik Era, Harvard University Press, 1991.
Outdoor Inquiries: Taking Science Investigations Outside the Classroom, with Patricia McGlashan, Kristen Gasser, David Hartney and Bill Rogers, Heinemann, 2007.

Articles:
- "Mover, Shaker, Visionary: The Life and Times of Chauncey Jerome Hamlin", (unpbl.) (2013).
- "Why Inquiry? A Historical and Philosophical Commentary," Foundations, Vol 2, National Science Foundation, Vol. 2, (1999)
- "Teaching with Objects: No Fault Learning?" *The Social Studies* (1994)
- "Past as Prologue: The Legacy of Sputnik," *The Social Studies* (1992)
- "Taming the Textbook Tyranny: Reflections of a would-be School Reformer," chapter in The Textbook Controversy: Issues, Aspects and Perspectives, Ablex Publishers, 1991.
- "MACOS: Social Studies in Crisis," *Educational Leadership*, Vol 43, No. 1, October, 1979.
- "Dusting Off Darwin: Can We Still Afford to Ban Him From the Schools?, *"The American Biology Teacher*, Vol 39, No. 1. January, 1977.
- "MACOS Revisited: A Commentary on the Most Frequently Asked Questions about Man: A Course of Study*, Social Education*, October, 1975.
- with Marilyn Clayton, "Exploring Childhood: A New Way for High School Students to Learn," *Children Today*, March/April, 1973.
- "If You Were a Baboon, How Would You Tell Your Mother You Are Hungry? New and Heavy Lessons for Ten-year-olds," *Natural History Magazine*, April, 1972.

Addresses:
- "Unrealized Dreams: Let's Reinvent the New Social Studies." Opening Address at the Annual Conference of the Social Studies Education Consortium, Woods Hole, MA, 22 June 2000.
- "Revisiting MACOS: Problems and Prospects for Teaching Anthropology in the Schools." Seminar presented at the Department of Anthropology, Syracuse University, 2 December 1998.
- "Informal and Formal Learning in Museum Schools, "Keynote address given at the annual meeting of the New York City Museum Education Roundtable, May 16th, 1997.
- "Sputnik Revisited: Historical Perspectives on Science Reforms," Staff Seminar presented at the National Science Foundation, 26 February 1997.
- "Tweaking the Cat's Whiskers: The Museum as a Catalyst for Educational Reform," Presentation at the Annual Meeting of the Association of Science Technology Centers, Pittsburgh, 26 October 1996

Selected Recent Grants:

Project TEAM: Teacher Education at the Museum, A five-year Teacher Enhancement Grant, National Science Foundation, $1.3 m.) PI.

TEAM 2000, A five-year systemic reform grant, National Science Foundation, ($4.9 m.), PI.

Object Lessons: National History for Elementary Schools ($475,000), Howard Hughes Medical Institute.

Science Firsthand: Partners in Discovery. A five-year mentoring program to create after-school science experiences for urban youth in community-based organizations. National Science Foundation, ($1.5 m) (PI)

Project SKILL: Science Knowledge Improves Language Learning, John R. Oishei Foundation, $94,000, 2013.

School Trustee Background Information:

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

Name: Peter B. Dow

Charter School Name: Charter School of Inquiry

Charter School Address: 105 Ashland Avenue, Buffalo, NY 14222

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 to participate in the development of the school, and to join the board, ~~but~~ by the school's founder, Helene Kramer.

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

As a professional educator, and long time promoter of innovation in public education, I am a strong supporter of the inquiry-based teaching model endorsed by the 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.

Yes. I currently serve on the board of the Park School of Buffalo, an independent school founded on the educational philosophy of John Dewey. I am a graduate of the school. Following nine years of teaching in independent schools, I gravitated to the public sector, serving for several years in various administrative capacities at Education Development Center (EDC) (formerly Educational Services, Inc.) in Cambridge, Massachusetts, an educational research and development organization engaged in federally-funded curriculum development, particularly the National Science Foundation and the National Endowment for the Humanities. At EDC I worked closely with educational psychologist, Jerome Bruner, who at the time was head of Harvard's Center for Cognitive Studies. My book, *Schoolhouse Politics, Lessons from the Sputnik Era,* (Harvard University Press, 1991) documents this work.

My interest and qualifications for service on this board derive from my recent work in science education reform. As Director of Education for the Buffalo Museum of Science in the 1990s, I launched a ten-year effort to build an inquiry-based science program for the Buffalo Public Schools.

During that period we trained 1450 Buffalo Public School elementary teachers to use nationally recognized kit-based materials to teach the life, earth, and physical sciences at the elementary level, and built a science materials center to support the program. The program is still in place, administered by a non-profit corporation, Firsthand Learning, Inc., an organization that I co-founded. I am a strong believer in the power of inquiry-based learning, especially for the underserved.

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.

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.

Conflict of Interest:

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

Yes, I believe I know all of the prospective board members from working closely with them of the development of our charter school proposal.

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

Yes, I know Beth Schoellkopf, whom I believe is being considered for the position of inquiry coach. As a certified elementary school science teacher she is highly qualified for this position. I have worked closely with Beth on the development of the charter school proposal.

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.

Yes. Firsthand Learning, Inc., the non-profit corporation that I co-founded in 1998, plans to seek a contract with the Charter School of Inquiry to provide professional services in the area of curriculum development and teacher professional development. Our successful track-record in this field highly qualifies us to provide the support services that CSI seeks in this area. As noted in my curriculum vita, I served as chair of the National Research Foundation's committee that developed the Inquiry Addendum to the National Science Education Standards. Currently I serve as Chairman of the Board of Firsthand Learning, Inc. (FLI). I will not be personally compensated for the proposed work, but my colleague, David Hartney, the president & CEO of FLI will be, as well as several of the corporation's employees. If CSI elects to engage the services of FLI it will be as a contract for services, not a partnership.

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.

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

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.

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.

See #11. above.

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.

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, other than as described above.

Peter B. Dow
7 March 2014

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 the matter to the attention of the board chair. If no appropriate action was taken by the chair, I would discuss the matter with other members of the board to devise a collaborative way to address the matter. If both those avenues failed, I would seek guidance from the Attorney General's office.

Educational Philosophy

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

CSI's mission is to implement challenging inquiry-based curricula that build upon children's natural curiosity and cultivate high-level cognitive skills such as problem solving, analytical thinking, reasoning from evidence, and synthesizing.

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

The educational program of the school combines the social values of a caring community (The Responsive Classroom) with the cognitive values of the inquiry-based 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.

A balanced budget combined with exemplary academic and social achievement. The board must commit itself to sound fiscal management from the outset – to live within our means – as a prerequisite to ultimate success. Equally important are the other two areas mentioned above: caring community and challenging curricula. To achieve them, we must hire highly skilled teachers and support them through ongoing professional development. Continuous improvement should be our mantra.

Other

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

Responsibility for a charter school is a public trust. By taking taxpayer money to support this enterprise we are committing to provide the public with an educational opportunity for the children of Buffalo that is not currently available elsewhere within the public system. The product of our efforts, in terms of student growth and development, will exceed what is provided for a comparable group of students by the Buffalo Public Schools.

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

At this writing the application is not complete, but I will have read all of the above by the time this application is submitted.

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

Having cc-founded a non-profit corporation a dozen years ago, I am fully familiar with the obligations and responsibilities of non-profit management.

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

STATEMENT OF ASSURANCE

I, PETER B. DOW (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.

Peter B Dow 3/27/14

Signature Date

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

Business Telephone: [redacted]

Business Address: 2[redacted]

E-Mail Address: Pe[redacted]

Home Telephone: 71[redacted]

Home Address: [redacted]

Betty Evans

[redacted]

Education

Bachelors of Science in Elementary Education Certified Pre K-6th grade
The State University of *New York College at Buffalo* *Buffalo, NY* 1973

Master of Education and Minor in Reading
The State University of *New York College at Buffalo* *Buffalo, NY* 1974

Certificate of Administration and Supervision
The State University of *New York College at Buffalo* Buffalo, NY 1998

Experience

Buffalo Board of Education (1974-2010)
Buffalo Public Schools, 712 City Hall Buffalo, New York 14202

Classroom teacher *1974-2000*

- Taught remedial reading to 7th-9th grade
- Taught remedial math and reading to grade school students
- Taught 3rd ,2nd and 1st grades
- Named teacher of the year

Supervisor of Elementary Education 2000-2004

- Supervised all elementary teachers in the Buffalo School District
- In-service early childhood teachers Pre-K-6
- Monitored grants

Director of Early Childhood/Elementary Education *2004-2010*

- Supervised early childhood department
- Responsible for hiring, and managing all elementary school teachers (K-6)
- Provided professional development to teachers
- Responsible for early childhood curriculum
- Assisted in termination of all elementary designated teachers, pK-6
- Was liaison between the City of Buffalo and NYS Pre-K Department
- Oversaw $12 million Early Childhood Grant
- Acted as the representative between the Early Childhood Department and the community

~Retired July 29, 2010~

School Trustee Background Information

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

Name: Betty Evans

Charter School Name: The Charter School of Inquiry

Charter School Address: 105 Ashland Buffalo NY 14222

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

15. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

16. 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.

17. 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.

18. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

    I was asked by Ms. Helene Kramer, the charter school leader to participate on the planning committee and eventually serve on the board of trustees. We worked closely together on a USDOE ERF grant (2007-2010 when I retired) in partnership with the Buffalo Board of Education Pre-K department.

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

My desire is to serve on the board of trustees to develop and monitor the implementation of policies, ensure fiscal responsibility, and provide oversight for the education of children based on the vision of the Charter School of Inquiry.

20. 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):

21. 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 Helene Kramer and Patricia Dyer through a professional relationship working with the Early Reading First grant in partnership with the Buffalo Board of Education. I know Melodie Baker through a partnership between the Pre-K Department of the Board of Education and

Bethel Head Start. I have been working since March 2013 with Peter Dow and Elizabeth Schoellkopf as founding members of CSI.

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.

This would be a conflict of interest for a board member. Any board member that is believed to be working for their own benefit or the benefit of their friends and family should be brought before the board and if found guilty of such action/behavior should be dismissed from the board. This should be documented in written and oral form.

Educational Philosophy

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

Each child deserves a high quality education despite his or her socio-economic status utilizing inquiry-based practices, critical thinking and literacy; encouraging active participation as citizens of their community.

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

Literacy and math are essential components of the CSI design, along with inquiry-based experiential interdisciplinary strategies. Children will also be exposed to African-American history and culture gaining perspectives that they might not otherwise get. CSI will align curriculum with the NYS Common Core standards. Parent engagement will be asset-based and Responsive Classroom will be used to address the school climate.

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 a successful charter school, the classroom teacher believes in and understands the academic and social needs of children. Teachers will conduct continuous monitoring and provide timely interventions so that children do not fall behind. A successful charter must have a rigorous curriculum, high expectations and the commitment to take whatever actions are required to meet the needs of all children. Other characteristics of a successful charter school are an experienced school leader, teachers who love their jobs and want to teach, measurable goals, a school culture that encourages learning and a solid governance structure. The Board of Trustees will need to take the appropriate steps to hire not only individuals who believe in the mission and vision of the school but people who have demonstrated an understanding and commitment to the population they serve.

Other

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, I will be responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

I affirm 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, Betty Evans_(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 Betty Evans Date 3/25/14

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]

JUDGE JAMES A.W. McLEOD

Residence: [redacted]

Born: Utica, New York

Family: Father of three (twin girls and son)

Church Affiliation: Gethsemane Missionary Baptist Church

Education: A.A. Degree - Herkimer Community College
B.A. Degree - SUC Fredonia
J.D. Degree - SUNY, Buffalo School of Law

Admitted to New York State Bar	March, 1975
Admitted to Federal District Court Western District of New York	1976
Admitted to Federal District Court Northern District of New York	1976
U.S. Second Circuit District Court of Appeals	1976

ADMITTED TO ALL NEW YORK COURTS

Legal Experience

Present: Judge/Buffalo City Court

Former Experience: Erie County Family Court Hearing Examiner

Responsibilities: Hearing and determining all issues relative to child support; spousal maintenance, medical insurance, health insurance, etc., for custodial and non-custodial parent.

Former Experience: Second Assistant Erie County Attorney

Responsibilities: Supervisor of the Erie County Family Court Unit.
In this capacity, supervised six (6) attorneys and was responsible for prosecution of juvenile delinquency petitions on a yearly basis. Also responsible for processing of support petitions on behalf of parents seeking child support. Legal advisor to Erie County Probation Department's Juvenile Unit. Worked closely with the Buffalo Police Depart-

ment in formulating a policy to address arrest and detention of juveniles charged with serious crimes.

Supervisor of the Erie County Attorney Civil Unit.
In this capacity, supervised attorneys responsible for all civil litigation involving the County of Erie, its departments and employees.

Former Experience: Former Associate member of law firm - Doyle, Diebold, Bermingham, Gorman & Brown, Buffalo, New York.

Responsibilities: Legal Research, preparation of legal documents, briefs, etc.

Extensive Criminal Defense Experience; defense trial experience in local, state and federal courts.

Public Defenders Office:

Buffalo Legal Aid Bureau, Inc.

Responsibilities: Administrator of Public Defenders Office for Buffalo City Court; preparation of trials and felony hearings for indigents at Buffalo City Court.

Confidential Law Clerk:

Former Confidential Law Clerk for State Supreme Court Justice Hon. Samuel L. Green, State Supreme Court Chambers, Buffalo, New York.

Responsibilities: Legal Research, preparation of memoranda.

Private Practice of Law:

Primarily engaged in criminal defense work at all local court levels, Erie County Courts, New York State Court, for Western District of New York. Preparation and argument of appeals at N.Y.S. Supreme Court Appellate Division Fourth Judicial Department.

Extensive Criminal Experience:

Defense trial experience in local, state, and federal courts; preparation and argument of appeals at Federal Court of Appeals, N.Y.S. Supreme Court, Appellate Division Fourth Judicial Department.

Past and Present Legal Organizations:

Treasurer of Erie County Bar Association;
New York State Bar Association;
Erie County Bar Foundation;
American Bar Association;
Minority Bar Association of Western New York;
American Judges Association;
Thurgood Marshall Lawyers, P.C. of Western New York;
National Criminal Defense Lawyers Association;
Lawyers for Learning Participant.

Community Affiliations: PAST AND PRESENT

Board of Directors - Kaleida Health
Board of Directors - Humboldt/Ferry Y.M.C.A.
Board of Directors - Refuge House
Board of Directors - Phoenix Frontier, Inc.
Board Member - Community Action Information Center, Inc.
Board Member - Buffalo City Mission Spiritual Awareness, Inc.
Board Member - Urban Services Network of Western New York
Board Member - Y.M.C.A., , Humbolt Ferry Branch
Board of Trustees - Irish Classical Theatre
Trustee Council Member - Kaleida Health Systems
Lecturer - New York State Bar Association
Continuing Legal Education Program
3rd Vice President - Buffalo Urban League, Inc.
Buffalo Chapter Southern Christian Leadership Conference
Black Leadership Forum of Buffalo
Children's Hospital Steering Committee
Eighth Judicial District Judicial Commission on Minorities, Subcommittee Chair
Genesis Community Development Corporation
Western New York Chapter Blacks in Courts
Instructor - Medaille College
Chairperson - Black Leadership Forum Near East Side Community
Health Task Force
Board of Directors - Cazenovia Recovery Systems, Inc.
Board of Directors - AIDS Community Services of Western New York, Inc.
Board of Directors - Group Ministries, Inc.
Board of Directors - Phoenix Frontier, Inc.
Board of Directors - University at Buffalo Alumni Association
Board of Directors - Buffalo Prep
Member - Western New York Hispanics & Friends Civic Association
Omega Psi Phi Fraternity, Inc.

School Trustee Background Information

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

Name: HON. JAMES A.W. MCLEOD

Charter School Name: Charter School of Inquiry (CSI)

Charter School Address: c/o 105 Ashland Avenue, Buffalo, NY 14222

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

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 WAS INVITED BY HELENE KRAMER, BETTY EVANS AND CSI FOUNDING MEMBERS BECAUSE OF MY DEEP ROOTS IN THE COMMUNITY AND DEDICATION IN WORKING WITH AT-RISK YOUTH.*

5. Please explain why you wish to serve on the board. *I WOULD SERVE ON THE BOARD BECAUSE EVERY CHILD DESERVES A QUALITY 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. X Yes. (Include description here): *I CURRENTLY SERVE AS BOARD MEMBER AT ORACLE CHARTER SCHOOL, KALEIDA HEALTH AND WESTERN NEW YORK FOUNDATION. I WILL BRING AN EXTENSIVE LEGAL BACKGROUND AND AN UNDERSTANDING OF CHILDREN WHOM ARE AT RISK OF ACADEMIC FAILURE.*

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.
BETTY EVANS IS A COLLEGE FRIEND AND EDUCATOR.

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

X NO. I / we do not know any such persons.

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..

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

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

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

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 NO***

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

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.

ONCE THERE IS DISTINCT PROOF THAT SOMEONE IS DISREGARDING THE CODE OF ETHICS AND SHOWING A CONFLICT OF INTEREST, I WOULD REPORT THE INDIVIDUAL TO THE STATE EDUCATION DEPARTMENT.

Educational Philosophy

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

HAVING SPOKEN WITH THE ORGANIZERS OF THE CHARTER SCHOOL I BELIEVE BASED ON THE MISSION STATEMENT THAT KINDERGARTEN THROUGH GRADE SIX WILL RECEIVE A QUALITY BASED LEARNING ENVIRONMENT . THIS WILL BE ACHIEVED THROUGH A NUMBER OF PRACTICES, SUCH AS, LANGUAGE DEVELOPMENT, INTENTIONAL READING, PROBLEM SOLVING SKILLS ALIGNED DIRECTLY WITH THE CURRICULUM AND SUPPORT SYSTEMS FOR CHILDREN AND FAMILIES.

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

A FEW THINGS THAT THE EDUCATION PROGRAM CONSISTS OF ARE THE NECESSITY OF RESPONSIVE CLASSROOMS, INSPIRING CHILDREN TO LEARN, FOCUS ON LITERACY, PARENT PARTNERSHIP ENGAGEMENT AND INFUSING AFRICAN AMERICAN HISTORY.

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 CHARACTERISTICS OF A SUCCESSFUL CHARTER SCHOOL CONSIST OF VIGOROUS STRONG LEADERSHIP, EXCEPTIONAL DETERMINED TEACHERS, COLLABORATIVE LEARNING ENVIRONMENT, DATA-DRIVEN INSTRUCTION THAT IS INSPIRATIONAL TO THE CHILDREN. LEADERSHIP SHOULD ALSO ALIGN WITH THE CODE OF ETHICS, CONSISTENTLY SHOWING A HEALTHY INSTRUCTIVE ENVIRONMENT THE CHILDREN CAN ASPIRE FROM.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. ***A BOARD MEMBER SHOULD FOLLOW THE GUIDELINES OF THE STATE BOARD OF EDUCATION AND WHILE SERVING SHOULD ALSO:***

- ***EVALUATE DIRECTOR OF SCHOOL***
- ***RECRUIT AND HIRE***
- ***REVIEW BUDGETS AND AUDIT INFORMATION***
- ***DEVELOP STRATEGIC PLANS FOR SCHOOL***
- ***REVIEW STUDENT PERFORMANCE DATA***
- ***ACCESS SCHOOL'S ACADEMIC PROGRESS AND GOAL SUCCESSES***

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

X AFFIRM

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

I BELIEVE THE PROGRAM WILL BE A SUCCESS.

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

STATEMENT OF ASSURANCE

I, JAMES A. W. MCLEOD (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

3·13·14
Date

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

Business Teleph [redacted]

Business Addres [redacted]

E-Mail Address: [redacted]

Home Telephone: _____

Home Address: _____

Attachment 5b: Proposed Bylaws

CHARTER SCHOOL OF INQUIRY (CSI) - BYLAWS

ARTICLE I: APPLICABLE LAW

Section 1.1. Public Charter School.

Charter School of Inquiry (the "Corporation" or the "School") is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the Corporation is an independent and autonomous education corporation and is a public school.

Section 1.2. Not for Profit Corporation Status.

Pursuant to the Education Law of the State of New York, and except as otherwise provided by said law, the Corporation is a New York State not-for-profit corporation as defined in the Not For Profit Corporation Law of the State of New York.

Section 1.3. Non-Membership Corporation.

The Corporation is a non-membership corporation.

ARTICLE II: BOARD OF TRUSTEES

Section 2.1. Management of Corporate Affairs.

Except as otherwise provided by law, the Education Law of the State of New York, the charter as approved by the Board of Regents (the "Charter"), the Provisional Charter issued to the Corporation by the Board of Regents of the University of the State of New York ("Charter") and/or these bylaws, the activities, property and affairs of the Corporation shall be managed by the Board of Trustees.

Section 2.2. Number and Qualifications.

The Board of Trustees (or the "Board") shall consist of at least five (5) and no more than eleven (11) voting members, ten (10) of whom shall be classified as "At-Large Trustees", one (1) of whom shall be classified as "Parent Representative Trustee" and one of whom shall be classified as "Faculty Trustee." All Trustees shall be strongly committed to improving public school educational opportunities for all children and fully supportive of the Charter School of Inquiry's mission statement, goals and objectives. The Parent Representative Trustee shall be a parent/guardian of a child(ren) enrolled in the Charter School of Inquiry. The Trustees may increase or decrease the number of Trustees of the Corporation by vote of the majority of the entire Board, but the number of Trustees constituting the entire Board shall at no time be less than five (5) nor more than eleven (11), and at no time after the opening of the School shall there be any less than one (1) Parent Representative Trustee.

No decrease in the number of Trustees shall shorten the term of any incumbent Trustee. All of the Trustees shall be at least eighteen (18) years of age.

Except for the Initial Board of Trustees (as defined below at Section 2.4.), every Trustee shall be approved and elected to the Board of Trustees by the Board of Trustees, and before being seated as a voting member of the Board of Trustees shall complete and submit a Trustee questionnaire for approval by the New York State Education Department. The Head of School shall serve as a non-voting ex officio member of the Board of Trustees and shall serve as a liaison with the staff of the school.

Section 2.3. Responsibilities of Board Members:

All members of the Board of Trustees shall be familiar with the Charter and its provisions as well as all policies adopted by the Board of Trustees. All Initial and new Trustees shall undergo required training in the roles and responsibilities of Trustees. In their actions as Trustees, Board members shall abide by the Charter and Board of Trustees policies, shall oversee the financial management of the corporation and the Head of School, shall monitor academic progress and shall serve on committees as needed or dictated below. Trustees shall at all times behave in an ethical and effective manner and take necessary and appropriate action to ensure the success of the school.

Section 2.4. Initial Board of Trustees and Initial Terms of Office.

Until the Parent Representative and Faculty Representative Trustee(s) are seated, the activities, property and affairs of the Corporation shall be managed by the Initial Board of Trustees. The Initial Board of Trustees shall consist of the following members, who are At Large Trustees, and whose initial terms of office are to be determined.

Helene H. Kramer	At-Large
Dr. Peter Dow	At-Large
Betty Evans	At-Large
Melodie Baker	At-Large
Hon. James A. W. McLeod	At-Large

Notwithstanding the provisions of Section 2.2. of these bylaws, the minimum number of Trustees constituting the entire board shall be no less than five (5) during the period in which the activities, property and affairs of the Corporation are being managed by the Initial Board of Trustees.

Section 2.5. Term of Office.

At the first Board meeting, initial terms of office shall be determined by drawing numbered cards with a number one, two or three. Subsequent to the initial term of office, each At-Large Trustee term of office shall be for a period of three (3) years. The Parent Representative Trustee term of office shall be the shorter of either a period of two (2) years or until the Parent Representative Trustee no longer has any child(ren) attending Charter School of Inquiry. The Faculty Representative Trustee term will be two (2) years.

Section 2.6. Election of Trustees.

Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, election of At-Large Trustees to fill expired terms shall take place at the Annual Meeting of the Board of Trustees (see Article III, Section 3.3.). The first Parent Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the Board of Trustees at Charter School of Inquiry, from among those who have indicated a willingness to so serve, as soon as said parents/guardians can reasonably be informed of the duties and responsibilities of the Parent Representative Trustee. Thereafter, the Parent Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the Board of Trustees whenever the Parent Representative Trustee term expires or vacancy occurs. Any parent/guardian designated to be the Parent Representative Trustee shall be seated as a voting member of the Board of Trustees upon approval and election by the Board of Trustees and upon approval by the New York State Education Department.

Section 2.7. Vacancies.

At-Large Trustee vacancies occurring on the Board of Trustees for any reason may be filled by vote of a majority of the Trustees then in office. A Trustee elected to fill a vacancy shall hold office until the expiration of the term he or she was elected to complete.

Section 2.8. Resignation.

Any member of the Board of Trustees may resign at any time by giving notice of his or her resignation to the Chairman, Vice Chairman or Board Secretary. A Trustee's resignation will take effect at the time designated by the resigning Trustee. Unless otherwise specified in a notice of resignation from the resigning Trustee, Board of Trustee acceptance of resignation shall not be necessary to make the resignation effective.

Section 2.9. Removal.

Any Trustee may be removed for cause by the affirmative vote of the majority of the entire Board of Trustees in accordance with Education Law 226(8), provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee. Unexcused absence from two (2) consecutive regular meetings of the Board or four (4) regular meetings of the Board in any 12-month period shall, without limitation, be considered cause for removal.

Section 2.10. Contracts with the Corporation.

No member of the Board shall be interested, directly or indirectly, in any contract relating to the operations of the Corporation, nor in any contract for furnishing supplies thereto, unless authorized by the concurring vote of a majority of the entire Board not including the vote(s) of the interested Trustee(s). In the event that any Director, Trustee, officer, employee and/or agent of a for-profit or not–for-profit entity having a business relationship with Charter School of Inquiry also serves as a member of the Charter School of Inquiry Board of Trustees, said Trustee shall recuse him or herself from voting with respect to any matter concerning Charter School of Inquiry's business relationship with that Trustee's for-profit or not-for-profit entity.

Section 2.11. Compensation.

No Trustee shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as a Trustee, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

ARTICLE III: MEETINGS OF TRUSTEES

Section 3.1. Regular Meetings.

Regular meetings of the Board of Trustees of the Corporation are the official convening of a public body for the purpose of conducting public business and may include the use of videoconferencing for attendance and participation by the members of the public body. Regular meetings for the transaction of such business as may be set forth in the notice of the meeting shall be held at such time and place as shall be determined by the Board of Trustees and the notice of meeting shall specify.

The Board of Trustees will hold no fewer than twelve (12) Regular meetings each year between July 1 and June 30.

Section 3.2. Special Meetings.

Special meetings of the Board of Trustees may be called at any time by the Chair, or in his or her absence or disability, the Vice-Chair, and must be called by such officer on written request by three (3) Trustees. Such request shall state the purpose or purposes for which the Special meeting is to be called. Each Special meeting of the Board of Trustees shall be held at such time and place as the person calling the meeting shall determine and the notice of the meetings shall specify.

Section 3.3. Annual Meeting.

The Annual meeting of the Board of Trustees shall be the Regular meeting held in July of each year, or such other Regular meeting as the Board of Trustees shall designate.

Section 3.4. Notice of Meetings.

Notice of each Regular, Annual or Special meeting of the Board of Trustees stating the time and place thereof shall be given by the Chair, the Vice Chair or the Secretary to each member of the Board not less than seven (7) days before the meeting by mailing the notice, postage prepaid, addressed to each member of the Board at his or her residence or usual place of business, or not less than five (5) days before the meeting, by delivering the notice to each member of the Board personally, by telephone or via email to the email address so designated by each member of the Board for Notice of Meeting purposes.

Section 3.5. Quorum and Action of the Board of Trustees.

At all meetings of the Board of Trustees, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, a quorum shall be required for the transaction of business, which quorum shall consist of a simple majority of Trustees not including vacancies, and the vote of a majority of the Trustees present in person or by videoconference shall decide any question that may come before the meeting. Meetings at which videoconferencing may be used to conduct the meetings shall be permissible provided that all Board members in attendance and any members of the public wishing to attend any such meeting are able to attend, listen, observe and participate from and at any site at which any member of the Board may be located.

Trustees who participate in Board meetings by telephone shall not be counted for the purposes of meeting a quorum and shall not be permitted to vote.

Section 3.6. Procedure.

The order of business and all other matters of procedure at every meeting of the Board may be determined by the person presiding at the meeting.

Section 3.7. Public Notice.

In addition to the notice requirements set forth above, public notice of any and all meetings of the Board of Trustees, and of any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York.

ARTICLE IV: COMMITTEES OF THE BOARD OF TRUSTEES

Section 4.1. Executive Committee.

There shall be an Executive Committee that shall consist of the officers of the Corporation, the chair of the Human Resources/Personnel Committee if not an officer and, at the discretion of the Chair one or more other Board members selected by the Chair of the Board. In no event shall the Executive Committee consist of fewer than five (5) members. Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, all acts done and power and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees.

Section 4.2. Audit and Finance Committee.

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from among its members an Audit and Finance Committee that shall consist of a chair and at least two (2) other Trustees. The Audit and Finance Committee shall be responsible for the fiscal health of the Charter School of Inquiry. This committee will monitor finances, review budgets and financial statements and make financial recommendations to the Board of Trustees as necessary. The Board Treasurer shall chair this committee.

Section 4.3. Human Resources/Personnel Committee.

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from among its members a Human Resources/Personnel Committee that shall consist of a chairman and at least two (2) other Trustees. The Human Resources/Personnel Committee shall be responsible for all human resource issues including, but not limited to: (1) recommendations to the Board as to personnel hiring and termination, in consultation with the school's Head of School; (2) recommendations to the Board as to compensation and benefits; (3) recommendations to the Board as to personnel policies and (4) recommendations to the Board as to work place safety. The Board Chair shall designate the chair of the Human Resources/Personnel Committee.

Section 4.4. Other Committees.

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from time to time from among its members such other committees (ad hoc and standing) as the Board of Trustees deems necessary. Any such other committee shall consist of a chair and at least two (2) other Trustees. The Board Chair shall designate the chair of any such other committees.

Section 4.5. Acts and Proceedings.

Every committee shall, at the discretion of the committee chair, be able to appoint such subcommittee(s) as may be necessary. Each committee and subcommittee shall keep regular minutes of its proceedings and report its actions to the Board of Trustees when required.

Section 4.6. Meetings of Committees and Subcommittees.

Committees and subcommittees of Trustees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify. Meetings of committees and subcommittees of Trustees shall be governed by the provisions of Sections 5, 6 & 7 of Article II of these bylaws, which govern meetings of the entire Board of Directors.

Section 4.7. Notice and Public Notice of Meetings of Committees and Subcommittees.

Reasonable notice of meetings of committees and subcommittees shall be provided by the chair of each such committee or subcommittee. In addition, public notice of any and all

meetings of any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York. To the extent of any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

ARTICLE V: OFFICERS

Section 5.1. Officers.

The Board of Trustees shall, at its Annual meeting, appoint or elect from among its members a Chair, Vice Chair, Secretary and Treasurer. The Board of Trustees may from time to time elect or appoint such additional officers as it deems necessary. Such additional officers shall have such authority and perform such duties as the Board of Trustees may from time to time prescribe. The responsibilities of the officers shall be as follows:

Chair: The Chair shall be the chief executive officer of the Corporation, shall preside at all meetings of the Board of Trustees, and shall, in general, perform such other duties incident to the office of the Chair and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees.

Vice Chair: In the absence of the Chair, the Vice Chair shall perform all of the duties pertaining to the office of the Chair. The Vice Chair shall have such other duties as may be assigned to him or her by the Board of Trustees. In case of a vacancy in the office of the Chair, the Vice Chair shall assume the office of the Chair.

Secretary: The Secretary shall keep the minutes of all meetings of the Board of Trustees and, unless otherwise directed, the minutes of all meetings of committees of the Board of Trustees; shall give, or cause to be given, notice of all meetings of members of the Board and all other notices required by law or by these bylaws; shall have custody of the Corporate books and records; shall affix the Corporate Seal to all instruments requiring it when authorized by the Board or the Chair.

Treasurer: The Treasurer shall have care and custody of all monies of the Corporation and deposit same in the name of the Corporation in the depository or depositories selected by the Board of Trustees from time to time; shall disburse said funds as ordered or authorized by the Board of Trustees; shall keep accurate records of receipts and disbursements, submit his or her books and records to the Chair and give an itemized statement of his or her accounts at each Annual meeting of the Board; and shall, in general, perform all other duties incident to the office of Treasurer and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Treasurer shall have oversight of all financial systems of the Charter School of Inquiry, and shall be responsible for reviewing the work of the accounting firm and auditing firm engaged by Charter School of Inquiry.

Section 5.2. Term of Office.

Unless otherwise determined by the Board of Trustees, the officers shall hold office until the next Annual meeting of the Board and until their successors have been elected or appointed and qualified. Each additional officer appointed or elected by the Board of Trustees shall hold office for such term as shall be determined from time to time by the Board of Trustees and until his or her successor has been elected or appointed and qualified. Any officer, however, may be removed or have his or her authority suspended by the majority of the entire Board in accordance with Education Law 226(8) consistent with principles of due process. If the office of any officer becomes vacant for any reason, the Board of Trustees shall have the power to fill such vacancy.

Section 5.3. Resignation.

Any officer may resign at any time by notifying the Chair, Vice Chair or the Secretary of the Corporation in writing. Such resignation shall take effect at the time specified therein and unless otherwise specified in such resignation, the acceptance thereof shall not be necessary to make it effective.

Section 5.4. Duties of Officers May Be Delegated.

In case of the absence or disability of an officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of any officer to any other officer or to any member of the Board, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws.

Section 5.5. Compensation.

No officer of the Corporation shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as an officer, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

ARTICLE VI: INDEMNIFICATION 0F TRUSTEES AND OFFICERS

Section 6.1. Right of Indemnification.

Each Trustee and officer of the Corporation, whether or not then in office, and any person whose testator or intestate was such a Trustee or officer, shall be indemnified by the Corporation for the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and to the fullest extent permitted by New York State law or other applicable law, as such law now exists or may hereafter be adopted or amended; provided, however, that the Corporation shall provide indemnification in connection with an action or proceeding (or part thereof) initiated by such a Trustee or officer only if such action or proceeding (or part thereof) was authorized by the Board of Trustees.

Section 6.2. Advancement of Expenses.

Expenses incurred by a Trustee or officer in connection with any action or proceeding as to which indemnification may be given under Section 1 of this Article VI may be paid by the Corporation in advance of the final disposition of such action or proceeding upon (a) the receipt of an undertaking by or on behalf of such Trustee or officer to repay such advancement in case such Trustee or officer is ultimately found not to be entitled to indemnification as authorized by this Article VI, and (b) approval by the Board of Trustees acting by a quorum consisting of Trustees who are not parties to such action or proceeding or, if such a quorum is not obtainable, then by a vote of a majority of the entire Board of Trustees. To the fullest extent permitted by law, the Board of Trustees shall not be required to find that the Trustee or officer has met the applicable standard of conduct provided by law for indemnification in connection with such action or proceeding before the Corporation makes any advance payment of expenses hereunder.

Section 6.3. Availability and Interpretation.

To the extent permitted under applicable law, the rights of indemnification and to the advancement of expenses provided in this Article VI (a) shall be available with respect to events occurring prior to the adoption of this Article VI, (b) shall continue to exist after any rescission or restrictive amendment of this Article VI with respect to events occurring prior to such rescission or amendment, (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding or, at the sole

discretion of the Trustee or officer or, if applicable, at the sole discretion of the testator or intestate of such Trustee or officer seeking such rights, on the basis of applicable law in effect at the time such rights are claimed, and (d) shall be in the nature of contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the Trustee or officer for whom such rights are sought were parties to a separate written agreement.

Section 6.4. Other Rights.

The rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any other rights to which any Trustee or officer of the Corporation or other person may now or hereafter be otherwise entitled, whether contained in these bylaws, a resolution of the Board of Trustees or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any Trustee or officer of the Corporation or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

Section 6.5. Severability.

If this Article VI or any part hereof shall be held unenforceable in any respect by a court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and the remainder of this Article VI shall remain fully enforceable. Any payments made pursuant to this Article VI shall be made only out of funds legally available therefore.

ARTICLE VII: CORPORATE FINANCE

Section 7.1. Corporate Funds.

The funds of the Corporation shall be deposited in its name with such banks, trust companies or other depositories as the Board of Trustees may from time to time designate. All checks, notes, drafts and other negotiable instruments of the Corporation shall be signed by such officer or officers, agent or agents, employee or employees as the Board of Trustees from time to time may designate. No officers, agents or employees of the Corporation, alone or with others, shall have the power to make any checks, notes, drafts or other negotiable instruments in the name of the Corporation or to bind the Corporation thereby, except as provided by this section.

Section 7.2. Fiscal Year.

The fiscal year of the Corporation shall commence on July 1 and end on June 30.

Section 7.3. Loans to Trustees and Officers.

No loans shall be made by the Corporation.

Section 7.4. Gifts.

Except as otherwise provided by law or the Charter, the Board of Trustees, the Executive Committee or any authorized officer, employee or agent of the Corporation may accept, on behalf of the Corporation, any lawful contribution, gift, bequest or devise for any general or special purpose or purposes of the Corporation.

Section 7.5. Income from Corporate Activities.

All income from activities of the Corporation shall be applied to the maintenance, expansion or operation of the lawful activities of the Corporation.

ARTICLE VIII: CONFLICTS OF INTEREST AND CODE OF ETHICS

Pursuant to requirements of Article 56 of the Education Law of the State of New York, the School shall be subject to the provisions of sections eight hundred, eight hundred one, eight hundred two, eight hundred three, eight hundred four, eight hundred four-a, eight hundred five, eight hundred five-a, eight hundred five-b and eight hundred six of the General Municipal Law of the State of New York to the same extent such sections apply to school districts. In the event that the School adopts any conflict of interest and/or code of ethics policy or policies that are inconsistent with said provisions of law, then, and to the extent of any such inconsistencies, the provisions of applicable New York law shall prevail.

ARTICLE IX: COMPLAINT PROCESS

Any individual shall be able to bring complaints to the Head of School by submitting a letter addressed to the Head of School. If he or she is not satisfied with the response from the Head of School, then the individual will be able to bring the complaint to the Board of Trustees by submitting a letter addressed to the Chair of the Board of Trustees. Complaints made to the Board of Trustees shall be addressed by the first Board meeting following the meeting at which such complaint was made known.

Any individual not satisfied with any response from the Board of Trustees to a complaint will be able to appeal that decision to the New York State Board of Regents. Notwithstanding any statute, rule, regulation or ordinance to the contrary, all of the requirements, provisions and procedures contained in New York Education Law §3813 governing the presentation of claims against the governing body of any school district or certain state supported schools shall be fully applicable to and shall govern the presentation of claims against the Charter School of Inquiry.

ARTICLE X: CLOSURE OR DISSOLUTION

In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York.

In the event of closure or dissolution of the Corporation for any reason, the Board and staff of Charter School of Inquiry shall take the following steps:

- Engage legal counsel, auditors and any other needed professionals to prepare the Corporation for closure.
    - Responsible Party: Chairman of the Board of Trustees.
    - Time: Immediately following Board action to close the school.
- Send written notification to families that shall include key dates and an invitation to a meeting to learn about transfer options and enrollment in new schools.
    - Responsible Party: Head of School.
    - Time: Within two weeks of Board action to close the school.
- Send written notification to the school district(s) of residence and local private and charter schools that invites representatives to meet with parents to inform and recruit students.
    - Responsible Party: Head of School.
    - Time: Within two weeks of Board action to close the school.

- Transfer student records to either the student's new school (if enrolled), or to the district of location.
    - Responsibility: Director of Operations
    - Time: Within 30 days of the last school day.
- Send written notification to school employees including key dates and an invitation to a meeting to learn about closure procedures, benefits and employment opportunities at local schools.
    - Responsible Party: Head of School.
    - Time: Within two weeks of Board action to close the school.
- Send written notification to the school district(s) of residence and local private and charter schools that invites representatives to meet with employees to recruit teachers and other staff.
    - Responsible Party: Head of School.
    - Time: Within two weeks of Board action to close the school.
- Submit final reports to SED.
    - Responsible Party: Head of School.
    - Time: Within 60 days of the last day of school.
- Settle debts and close out accounts, including a final audit.
    - Responsible Parties: CSI's Certified Public Accounting and Board Treasurer.
    - Time: Within 120 days of the end of the final fiscal year.
- Transfer any remaining assets to the closest charter school to Charter School of Inquiry in the district of location.
    - Responsible Party: Board Treasurer.
    - Time: Following the approval of the final audit.

ARTICLE XI: BYLAW AMENDMENTS

These bylaws may be adopted, amended or repealed at any meeting of the Board of Trustees by a vote of two-thirds (2/3) of the entire Board of Trustees. Notice of a meeting to vote on adoption, amendment or repeal of any bylaw(s) shall include details and specification of the proposed action.

I hereby certify that these Bylaws were approved by unanimous vote of the Board of Trustees of Charter School of Inquiry on _____.

By: _____
, Secretary

Attachment 5c: Charter School of Inquiry Code of Ethics

Dated:_____

The Charter School of Inquiry trustees, officers and employees shall at all times be in compliance with the following code of ethics:

1. The Board of Trustees (the "Board") shall conduct or direct the affairs of the School and exercise its powers, subject to the limitations of the New York State Education Law, the Not-for-Profit Corporation Law, the school's charter and its bylaws. 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. The Corporation has no members.

2. Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to (a) a "self-dealing transaction" (see below), (b) a conflict of interest, (c) indemnification of that Trustee uniquely, or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the officers and employees of the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the school, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. A Trustee, an officer, or any employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is the Director, a Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entities proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.

7. Trustees will disclose when they have a financial, organizational, or personal interest in a matter before the Board

8. Trustees must abstain from voting on matters in which they may have a financial, organizational, or personal interest.

9. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys
b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such Charter School
c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
d) Members of the faculty of the Charter School

10. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.

11. Trustees, officers, or employees of any entity organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

12. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

13. Trustees shall make all appropriate financial disclosures whenever a claim of conflict of interest is lodged against them.

14. A Trustee shall not use his or her position with the Charter School to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.

15. Charter School Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Attachment 8a. Hiring and Personnel Policies and Procedures

Hiring Policies and Procedures

***Equal Opportunity Employer*. T**he Charter School of Inquiry is an equal opportunity employer and will hire the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status or disability. CSI will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination.

We welcome applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990. Consistent with this policy, CSI is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible;
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

***General Employment Practices*.** CSI staff is hired "at will" which means that either the employee or CSI can terminate the employment relationship with or without cause. In some cases, the Board of Trustees may enter into a contract with an employee, in which case the contract will prevail.

All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by CSI. Classroom teachers, special education teachers, and special teachers will be required to provide their teaching certifications and provide any other information required to prove that they meet qualifications for the job.

Teachers will be hired in a configuration of one-third new teachers, one-third teachers with several years of teaching experience and one-third with significant teaching experience. CSI will recruit a diverse staff with a variety of backgrounds, experiences and interests, giving preference to teachers with experience in an urban setting.

The overarching criteria for all staff hired by CSI are that they contribute to the kind of culture CSI intends to create:

- Firm belief in CSI's mission.
- Joyful creativity and inquisitiveness.
- Willingness to collaborate and work in teams that conspire for children's success.
- Deep respect for all.
- Believe without reservation in seeing all students excel to their full potential.
- Understand the importance of engaging parents as full partners in their children's education.

Hiring Timeline and Process: Recruitment of staff will begin in January 2015 after all members of the CSI Board of Trustees are recruited and seated (except for the Parent and Faculty representatives who will be seated later), officers elected, bylaws ratified, and the first year budget is approved. The first position the CSI Trustees will recruit is the Head of School. Trustees will conduct a national search for a dynamic person with experience in managing a

school with positive outcomes, and who can fuel a creative and innovative environment that will resonate throughout the school.

Head of School

Search Committee: The Chair of the Board of Trustees will chair the Search Committee, which will be comprised of interested board members and other education or inquiry experts it recommends to participate in the selection process. The Search Committee will meet to discuss the criteria for selection of the successful candidate, the recruitment process they will use and timeline for completing the process. The process outlined here is a draft that may be refined once the Search Committee is actually convened.

Recruitment. As the instructional leader of an inquiry school where the educational model is to develop inquiring minds and the school culture is one of collaboration, it is imperative that CSI Trustees establish a process that yields the "right person" to fill the Head of School position. CSI will establish a rigorous recruitment, screening and selection process, ensuring the appointment of a highly qualified Head of School with outstanding professional and management experience. We will conduct a national search by posting the job description in *Education Week*, and on nonprofit websites such as Teach for America, the New York Charter Schools Association, EdJoin, educationamerica.net, schoolspring.com and others. The Search Committee will also use their personal networks and the networks of Board members and CSI founders to identify applicants who may be interested in applying for the position.

Reviewing Resumes. Once resumes are received by the stated deadline, the Search Committee will review the materials from applicants, and select the top candidates based on the established criteria and CSI's mission and key design elements, experience and recommendations.

Screening/Skype Interviews: The Search Committee will develop a set of questions to ask potential candidates, which will serve as a guide for the specifics we want to know about the candidate. The Search Committee will conduct *Skype* interviews with the top candidates as a way to narrow the candidate pool. Candidates will be questioned regarding their philosophy and experience, in addition to their potential areas of strength and development, their reasons for interest in the position and other related questions.

***Interviews*:** Once a small pool of candidates is identified (approximately 2-4 candidates), the Search Committee will invite them for a second interview, this time in person. Prior to the interview, however, candidates will be asked to provide a writing sample, a statement of leadership philosophy and vision about a school environment such as the Charter School of Inquiry, and student demographic and performance data from their current school. As with the *Skype* interview, candidates will be questioned, but in more detail this time, regarding their philosophy and experience, in addition to their potential areas of strength and development in the following areas: fit with CSI's mission, experience with an inquiry-based curriculum, knowledge of early literacy and how best to achieve positive outcomes, thoughts about the infusion of African-American curriculum, interdisciplinary curriculum, philosophy of education, data analysis and accountability, collaboration, and leadership. Ratings will be assigned to candidates in these areas and others that may be determined at the time.

In addition to assessing strengths and weaknesses in the areas identified above, candidates will be asked to review a videotape of a teacher delivering a lesson and then role play a coaching role. Candidates will also be asked to look at and analyze student performance data; they will be

asked to discuss the data and present a plan for achieving breakthrough student achievement levels. Finally, the Search Committee may choose to ask finalists to meet with groups of parents, teachers, and other stakeholders whose opinions will be sought verbally and in a written survey. These results will be collated into a report for the Board to consider when they interview the final candidate(s).

Recommendation to the Board: The Search Committee will develop recommendations following the panel interview and present the candidate(s) to the full Board. In the event that there is more than one strong candidate, the Search Committee will present all candidates to the Board for a final determination.

Prior to making a final offer to a candidate, she or she will be asked to undergo fingerprinting and a background check.

Teachers

Recruiting effective teachers. Studies routinely point out that the single most important factor determining a child's education is the quality of his or her teacher. CSI teachers will demonstrate exemplary teaching skills, set high expectations and believe that their students, including underachievers, can and will meet their full potential. CSI believes that recruiting, developing, supporting and retaining high-quality teachers are essential to the success of our school.

School leaders will select teachers based on the criteria outlined in the Job Description section for Classroom Teachers (below). Teachers will have a Master's degree (or Bachelor's degree and sufficient proof of excellence), appropriate NYS credentials, and demonstrated subject matter competence.

CSI will establish a Search Committee, including the Head of School and one or two of the current teaching staff, to develop a rubric that clearly defines the requirements; qualifications and personal characteristics desired of its teachers. Then, CSI will advertise widely through postings on the CSI website, through professional networks, through postings on online websites that serve to recruit educational professionals, with local universities that have education credentialing programs, and through the professional networks of CSI founders and Trustees. All recruitment materials will ask candidates who are interested to submit their resumes, proof of their teacher certification, school transcripts, along with an explanation of why they want to teach at CSI.

Resumes will be collected and vetted against the rubric established for selecting candidates. Candidates who meet the requirements for open positions will be contacted and invited to participate in a telephone interview. During the phone interview, CSI staff members will ask questions such as:

- What position are you interested in and how do you qualify for the position?
- How does your own educational philosophy align with the mission and key design elements of CSI?
- Why are you interested in teaching at CSI?
- Talk about previous teaching experience and how it is similar or different from what you expect at CSI?
- What strengths or unique skills do you bring to the school?

Candidates will be scored using the rubric. The CSI Search Committee will discuss each candidate's responses and determine who qualifies for a personal interview. Successful

candidates will be scheduled for a personal interview; they will be asked to bring a video of their actual teaching to see how they interact with children and how they present lessons.

Initial Personal Interviews: Candidates will be given a tour of the school, an overview of the philosophy and design principles of the school, and time to observe in classrooms. They will participate in a session to develop curriculum with other grade-level teachers and the literacy and inquiry coaches to determine their knowledge of CCSS, how creative they are at aligning curriculum, and how well they collaborate with others. They will also meet with the CSI interview team for a formal interview. CSI's Search Committee will ask in-depth questions about their philosophy of education, their previous experience, their perspectives on the school, and what they think they can contribute to the school. The candidate will be given ample time to ask questions.

Once the initial formal interview is over, the interview team will view the video of the candidate teaching, review the teacher's past performance data, will debrief about the interview, will review the selection rubric and make a decision about the suitability of the candidate for further consideration.

Follow-up interviews will be scheduled for the teachers selected after the first interview. This time, they will be asked to prepare a sample lesson on a topic the Search Committee will choose and will be offered a chance to teach a demonstration lesson in a CSI classroom. The Search Committee will meet with each candidate after the demonstration lesson to ask additional questions and to field questions. There will also be an opportunity for the candidate to meet current faculty and staff in a meet-and-greet session.

Our thorough and rigorous selection process will ensure that the selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills, as well as a willingness and capacity for ongoing development. A third interview may be scheduled for the top-tier candidates.

Offer of Employment. Candidates who complete the process, and are recommended by the Search Committee, will be offered a position by telephone and in a formal written letter with the title of the position, salary and benefits, a statement about the position being at-will and instructions for accepting or rejecting the offer. The candidate will have one week to sign the offer letter. Teachers who are selected to work at CSI will be asked to undergo fingerprinting and a background check before they begin teaching.

Retaining effective teachers: CSI recognizes that effective teachers are hard to find and harder to replace. Every effort will be made to retain teachers by providing the following:

- Effective and supportive leadership.
- High quality and authentic professional development. Teachers will have many opportunities to enhance their professional skills through dedicated common planning time, learning new skills, and by attending workshop or conferences.
- A collaborative professional learning community where each person is respected and each shares their knowledge and concerns to become the best teachers they can be.
- A small teacher to student ratio with a maximum class size of 25 students, a teaching assistant, and the assistance of literacy and inquiry coaches that allows teachers to invest fully in each student.

- Professional and collegial work environment: creating and maintaining a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.
- Competitive compensation and benefits (including health insurance and contributions to a retirement plan) are offered to all employees commensurate with their experience and job responsibilities.

CSI's Head of School will have an open door policy and will work to resolve any issues prior to escalation. In addition, CSI will conduct an annual teacher survey to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. CSI leadership will use the results to make adjustments as necessary.

Personnel Policies and Procedures

The Head of School, whom we expect to hire during the planning period, will draft a set of policies and procedures governing the recruitment, hiring, management, and termination of school staff during the charter term. The set of policies and procedures drafted by the Head of School, with help from the Human Resources Consultant CSI will hire, and CSI legal counsel, will be reviewed by the CSI Board of Trustees. Once the Board ratifies the set of policies and procedures, they will constitute the CSI Employee Handbook which will be distributed to all new employees. These policies will govern, but not be limited to, areas such as:

Employment Matters
Employment At-will
School Hours / Work Schedules
Attendance and Punctuality
Paid Time-off Policy
Severe weather and emergency closings
Jobs and Employment Classifications
Professional Development and Other Professional Opportunities
Payroll and Payroll Periods
Performance Evaluations

Employee Benefits
Health Insurance
Dental Insurance
Change in Family Status
Life Insurance
Short-Term Disability
Long-Term Disability
Workers' Compensation
Retirement Plan
Jury Duty
Bereavement Leave
Military Leave

Working Environment
Building and Office Access
Smoking Policy
Dress Code / Personal Appearance
Telephone and Email Usage Policies
Computer Use Policy
Use of Office Equipment and Supplies
Personnel Files
Changes in Personal Status
Solicitation and Distribution of Materials

Financial Matters
Expense Reimbursement
Travel – Mileage rates, Per Diems

Employment Practices
Equal Employment Opportunity Policy
Non-harassment Policy
ADA Policy
Secondary Employment
Employee Protection/Whistle-Blower Policy
Confidentiality
Telecommunications Usage Policy

Personnel Job Descriptions
The following is a list of the personnel that CSI intends to hire, along with their major job responsibilities and expected minimum qualifications:

Head of School. The Head of School is the educational leader of the school and, as such, is responsible for aligning all school activities with the school's mission. The successful candidate will create a culture of shared responsibility that ensures all school stakeholders collaborate in the best interests of children, set high expectations for children and staff, establish a fiscally viable school with resources directly aligned to support student achievement, and include teachers and parents as partners in decision-making and student outcomes.

Responsibilities:

- Serve as staff to the Board of Trustees and provide leadership and direction to staff (including contractors, consultants, faculty and staff).
- Recruit, evaluate, and terminate staff with approval of the Board of Trustees.
- Implement and follow policies and procedures as ratified by the Board of Trustees.
- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law.
- Participate in planning and recommend changes in policies and procedures as required.
- Coordinate the collection of data required for the preparation of reports.
- Make formal reports to the Board of Trustees and the Board of Regents.
- Administer scheduling, enrollment and curriculum.
- Create a welcoming and collaborative environment for the faculty and staff, parents, children, and guests of the school.
- Serve as staff to Parent Association and Faculty Association
- Facilitate parent engagement and participation in the school.
- Serve as liaison between parents and teachers, the staff and the Board.
- Provide a safe environment for learning.
- Develop relationships with community stakeholders and agencies to support the school.
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.

Minimum qualifications:
Master's degree
NYS certification as a school administrator
Five years of successful work in a school setting

Director of Operations. The Operations Manager assists the Head of School with administrative, financial, personnel, building and maintenance, record-keeping, student registration, purchasing, safety and security, vendor relations, computer/technology and associated school operations; works closely with and supervises Administrative Assistant:

Responsibilities:

- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law.
- Oversee construction projects, including working with contractors, architects, and inspectors.
- Oversee the maintenance and operations of the physical plant.

- Coordinate transportation scheduling and food service operations with BPS and resolve any issues that may arise.
- Coordinate and oversee all student data management and reporting, including tracking student enrollment and attendance, Title I eligibility and special education and ELL enrollment as it relates to state and federal entitlements and other grants.
- Order all computer equipment and software, including servers, laptops, projectors, service contracts, maintenance and upgrades.
- Compile required reports for external agencies and the chartering entity.
- Oversee and coordinate the charter renewal process.
- Ensure that the school is in compliance with state and local regulations on all matters of health and safety.
- Work with the Head of School to develop and revise safety/security plans.
- Provide oversight to ensure compliance of non-instructional programs.
- Work with the Head of School to coordinate the collection of data required for the preparation of reports to the chartering entity and other regulatory bodies.
- Enter and manage student and staff data in the CSI computer system.
- Oversee compliance with RttT (Race to the Top) and the School's approved APPR (Annual Professional Performance Review) plan.
- Maintain a record of employee certifications and/or licenses.
- Maintain staff attendance records.
- Maintain a record of staff evaluations.
- Complete and manage grant applications, budgets, and expenditure reports.
- Oversee the procurement of goods and services.
- Ensure that the school is in full legal compliance in all areas, including recruitment and retention of students, hiring and termination of staff, background checks and certifications, the annual financial audit, and reporting to the chartering entity and other external bodies
- Ensure that CSI is in full compliance with the oversight plan developed by the chartering entity.
- Ensure that the CSI is operating in compliance with the Charter. Report discrepancies to Head of School.
- Other related duties as required by the Head of School.

Minimum Qualifications:

Bachelor's Degree or Associates Degree
Five years of experience in operations management
Excellent verbal and written communication skills
Proficiency with computer applications such as word processing, database management, electronic spreadsheets and Power Point.

Classroom Teachers. Teachers will demonstrate mastery in the areas of children's development of cognitive and social skills. They will know the Common Core Standards and how to align curriculum to them. They will be creative and excited about teaching and learning.

***Responsibilities*:**

- Plan and implement instructional units which adhere to the New York State standards and the curriculum of the Charter School of Inquiry.

- Attend and participate in all professional development for instructional personnel including but not limited to professional development in Responsive Classroom, literacy and inquiry-based instruction.
- Assess and evaluate student progress.
- Utilize formal and informal assessments to plan instructional program
- Work with Literacy and Inquiry coaches to review student assessment data and create differentiated individual instruction plans for each student.
- Collaborate with other faculty to meet program requirements of the Charter School of Inquiry.
- Create an inviting, exciting, and innovative learning environment.
- Maintain open communication with parents, including monthly phone calls to each student's parents or guardian.
- Maintain a classroom environment conducive to learning by following the Responsive Classroom and Cooperative Discipline models.
- Perform other instructional duties, as deemed appropriate by the Head of School.

Minimum Qualifications:
Bachelor's degree from an accredited college or university
Valid New York State Teaching Certificate and/or NCLB "highly qualified" status
Teachers who are not certified must meet one or more of the criteria listed in section 2854(3) (a-1) of Education Law

Teaching Assistant. Provides instructional support to students under the direct supervision of a teacher.
Responsibilities

- Works with teachers to address individual needs of students
- Works with students individually or in small groups, under supervision
- Delivers instruction planned by lead classroom teacher
- Assists in classroom management
- Keeps students on task
- Prepares class materials
- Completes documentation for Response to Intervention
- Implements Behavior Intervention Plans
- Leads guided reading groups
- Provides AIS under direction of lead teacher
- Other duties may be determined

Minimum qualifications
Valid NYS Teaching Assistant Certification
Workshop on identifying and reporting child abuse
Workshop on violence prevention in schools
Previous experience in an instructional setting with elementary school children

Special Education Teacher. The special education teacher identifies students with special education needs in relation to grade level objectives, applies a program of instruction consistent with student learning needs and curriculum objectives as outlined in the Individual Education Plan (IEP), uses appropriate teaching strategies and instructional materials, and assesses student

progress. Furthermore, the special education teacher creates and manages a classroom environment consistent with student learning, following the Responsive Classroom and Cooperative Discipline models.

Responsibilities:

- Identify student knowledge and skills at school entrance with pretesting and reviewing prior IEPs and achievement records.
- Identify specific student learning outcomes to be attained in relation to student learning needs and IEP objectives and maintain appropriate documentation.
- Determine a sequence of learning experiences, utilizing instructional materials and appropriate supplementary materials adopted by CSI.
- Develop and utilize written plans that may include long-term and daily/weekly plans, as the basis of instruction.
- Apply appropriate teaching strategies consistent with student needs, selected curriculum, and time allocations.
- Make appropriate accommodations for student physical, educational, or behavioral disabilities.
- Train assigned instructional assistants or interns and make effective use of their services.
- Assist in training regular education teachers regarding successful integration of students with special needs into their classes and activities; assist with modification of activities if needed.
- Consult and collaborate with regular education staff, support staff, and administration regarding strategies for student success.
- Provide assistance to students with special education needs in regular education classes when appropriate.
- Develop and communicate to students and parents the expectations regarding student behavior and related consequences as outlined in CSI policies.
- Coordinate other services to the student as needed, for example, speech therapy, adapted physical education, occupational and physical therapy.
- Make appropriate use of instructional time; maintain an appropriate physical environment and appropriate individual, class, and program records.
- Communicate regularly to parents regarding student progress, utilizing means such as parent-teacher conferences, telephone calls, and quarterly written progress reports.
- Receive parent requests for information and assistance and respond through conferences, telephone conversations, and written communications.
- Engage parents and offer strategies for them to provide in-home support.

Minimum Qualifications:
Valid NYS Special Education Teacher Certification as required by law
Bachelor's degree from an accredited college or university

Specialty Teachers. Responsible for teaching a special subject or for providing specific academic support to students and classroom teachers. Such teachers will include: a physical education teacher, an ESL teacher, an Art teacher, or others as required by CSI's program. Teachers who are not certified will meet one or more of the criteria listed in section 2854(3)(a-1) of Education Law.

Minimum Qualifications:
Bachelor's degree from an accredited college or university

Valid New York State Teaching Certificate and/or NCLB "highly qualified" status
Teachers who are not certified must meet one or more of the criteria listed in section 2854(3) (a-1) of Education Law

Literacy Coach. Plans, coordinates and implements a literacy program for the instructional staff that facilitates their learning of literacy-based best practices to enhance students' literacy skills so they can reach their highest potential in reading, writing and language arts. The literacy coach, an adult educator, will provide embedded and external professional development in the classroom and in in-service workshops.

Responsibilities

- Assess teachers' level of knowledge about teaching literacy, and needs for professional development.
- Help the Head of School and classroom teachers to create a literacy-rich environment in the school and individual classrooms.
- Work with inquiry coach and classroom teachers to create and align curriculum with Common Core Standards around interdisciplinary themes. Select classroom resources/materials needed and work with CSI's Director of Operations to order them.
- Facilitate instruction based on current reading/study/thinking research throughout the total instructional program.
- Demonstrate (model) reading/learning strategies in classrooms and provide feedback.
- In collaboration with the Head of School and instructional staff, establish student learning goals for literacy at each grade level.
- Conduct diagnostic assessments of students to determine their current proficiency levels in grade-level standards.
- Create data reports of assessment results school-wide, by classroom, and by individual student.
- Work with classroom teachers to evaluate data and to improve instruction and develop individualized instruction plans, with appropriate instructional interventions for each student based on identified needs.
- Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action.
- Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction
- Work with the school's leadership team to determine the school's strengths and needs for improvement in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement
- Assist teachers with planning, sequencing, and scaffolding of instruction.
- Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions.
- Attend scheduled meetings and parent conferences.
- Provide in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms.
- Work with teachers individually and in collaborative teams to provide practical support on a full range of reading, writing, and communication strategies.

- Observe and provide feedback to teachers on instruction related to literacy development and content area knowledge.
- Continue professional growth and strengthen professional teaching knowledge, skills, and strategies through an ongoing program of workshops, seminars, conferences, and/or advanced course work.
- Maintain a collection of professional and reading/learning materials related to reading and which reflect current research.
- Provide staff development for teachers, volunteers, parents, paraprofessionals, administrators, and other appropriate personnel as needed.

Minimum Qualifications:
Master's Degree in B-6 Literacy
Valid New York State teacher certification
At least one to three years of experience in literacy coaching in an urban setting
Experience in the development and delivery of professional development
Be a charismatic, visionary, collaborative team player with energy and flexibility
Have excellent organizational and time management skills
Show strong communication skills

Inquiry Coach. The Inquiry Coach will develop and coordinate the Inquiry Program with the instructional staff by providing content knowledge, resources, and curriculum development. Select instructional materials, provide materials support, present professional development, facilitate planning meetings, and engage the faculty to continuously improve inquiry instruction. The Inquiry Coach will listen, observe, question, and offer support to help classroom teachers grow, reflect, and make effective instructional decisions related to the Inquiry Program.

Responsibilities:

- Collaborate with the classroom teachers and literacy coach to create and align curriculum with the New Generation Science Standards and the CCSS around interdisciplinary themes.
- Assist teachers with planning, sequencing, and scaffolding of inquiry instruction.
- Collaborate with the Head of School and classroom teachers when establishing skills benchmarks for inquiry at each grade level.
- Support classroom teachers in their development of inquiry Explorations.
- Select resources and materials needed for the inquiry labs with input from faculty and Head of School.
- Assist classroom teachers with the planning of inquiry-based fieldwork.
- Facilitate daily planning meetings with grade level teams to support inquiry instruction.
- Demonstrate by modeling strategies associated with inquiry-based instruction.
- Team-teach inquiry-based lessons as needed to support classroom teachers.
- Assist classroom teachers with administration and analysis of formal and informal assessment data on inquiry-based curriculum.
- Work with classroom teachers to evaluate data and to improve instruction based on identified needs.
- Work with the Head of School to determine the school's strengths and needs for improvement in inquiry-based instruction.

- Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions.
- Attend scheduled meetings and parent conferences.
- Implement a professional development program to guide faculty in becoming excellent teachers of inquiry.
- Provide in-service professional development and follow-up coaching to assist classroom teachers in the use of inquiry based instruction.
- Work with teachers individually and in collaborative teams to provide support on strategies to use during inquiry-based instruction.
- Regularly observe teachers and meet with them to provide feedback.
- Maintain a learning library of professional reading materials related to inquiry that reflect current research.
- Identify articles to read together and other external professional development opportunities for the classroom teachers.
- Advise Head of School on scheduling and programming decisions to ensure that they are driven by instructional needs of students.
- Continue professional growth and strengthen professional teaching knowledge, skills, and strategies through an ongoing program of workshops, seminars, conferences, and/or advanced course work.
- Provide professional development for teachers, volunteers, parents, administrators, and other appropriate personnel as needed.

Minimum Qualifications:
Master's Degree in appropriate field (i.e. Elementary Education, Science, Math, etc.) from an accredited university
Valid New York State Certification in Elementary Education, Science, Math or related field.
3+ years of classroom teaching experience in an urban setting desired
Coaching or mentoring experience preferred
Experience in the development and delivery of professional development

Librarian/Media Specialist. Collaborates with teaching staff in the development of student literacy through the administration of the library media program, provides specialized instruction to students and teaching staff, and oversees the selection, organization, utilization, and maintenance of library, information, and curriculum resources. The mission of the library media program is "to ensure that students are effective users of information enabling them to be lifelong learners."

Responsibilities:
- Provide instruction for students and staff in the use of print and electronic reference tools and information literacy processes;
- Promote literacy and enjoyment of reading.
- Provide a scheduling plan that assures all students and teachers access to the Library Media Center.
- Plan and teach library and research skills as an integral part of the curriculum.
- Serve as a resource for teachers in supporting their classroom curriculum efforts.
- Guide students in the selection of reading and research materials.

- Promote reading and the use of library programs as an integral part of the school, including the organizing and implementing of such library-related activities as author visits, book talks, and book fairs.
- Encourage and incorporate technologies appropriate to the library setting for purposes of instruction.
- Manage the library by:
  - supervising, teaching and directing the work of volunteers and student assistants;
  - organizing, managing, and maintaining the Library Media Center;
  - maintaining an organized, attractive physical appearance of the library;
  - supervising the circulation process;
  - managing the budgets for purchase of library books and resources; and
  - managing the library collection by selective purchasing and weeding.
- Serve on school-based committees.
- Maintain a connection between the school's library program and the Buffalo and Erie County Library programs and activities.

Minimum qualifications:
Bachelors or Master's degree in Library/Media Science from an accredited college or university
NYS certification as a library/media specialist
Experience teaching, modeling, and coaching educational technology for both students and staff
Demonstrated ability to work successfully with staff and students

School Nurse. This is a part-time position. The School Nurse will work two hours per day, five days week, and will be on-call during the remaining school hours if needed. CSI recognizes that a student's health status is directly related to his or her ability to learn as children with unmet health needs have a difficult time engaging in the educational process. CSI's school nurse supports student success by providing health care through assessment, screenings, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. The school nurse not only provides for the safety and care of students and staff but also addresses the need for integrating health solutions into the education setting.

Responsibilities:
- Promote and protect the optimal health status of CSI's children
- Store and dispense medication with doctor's prescription and parent's consent.
- Conduct health assessments on all CSI children:
  - Obtain a health history, including required immunizations
  - Screen and evaluate children's vision, hearing, scoliosis, dental, growth, etc.
  - Observe the child for development and health patterns in making nursing assessment.
  - Identify abnormal health findings to CSI Social Worker.
- Develop and implement a student health plan
  - Interpret the health status to parents and school personnel
  - Initiate referral to parents, school personnel or community health resources for intervention, remediation and follow-through
  - Provide ongoing health counseling with students, parents, school personnel or health agencies.

- Identify existing health resources to recommend to parents for appropriate care of students.
- Maintain, evaluate and interpret cumulative health data to accommodate individual needs of students.
- Develop and implement school health management protocols.
- Participate in home visits to assess the family needs as related to the child's health as needed.
- Develop procedures and provide for emergency nursing management for injuries/illnesses.
- Promote and assist in the control of communicable diseases.
- Provide health education and anticipatory guidance:
  - Provide direct health education, and health counseling to assist students and families in making decisions on health and lifestyles that affect health.
  - Participate in health education directly and indirectly for the improvement of health by teaching children and their families to become more assertive health consumers and to assume greater responsibility for their own health.
- Serve as a resource person to the school staff members in health instruction.
- Coordinate school and community health activities and serves as a liaison health professional between the home, school and community.
- Engage in research and evaluation of school health services to act as a change agent for the school's health programs and school nursing practices.
- Provide consultation in the formation of health policies, goals and objectives for CSI.
- Where applicable, participates in the IEP plan development.

Minimum Requirements
Bachelor of Science in Nursing or RN with a bachelor's degree in a related discipline.
Minimum of one (1) year experience in public health nursing, community health nursing, school health nursing or pediatric nursing.
Qualified to practice as a Registered Nurse in the State of New York.
Certified in CPR or Basic Life Support (or obtain in the first 6 months).

Administrative Assistant/Receptionist. Will be CSI's first point of contact for callers and visitors, assists Director of Operations with her/his duties and supports faculty and staff with general office work, record keeping, data management, personnel time sheets, invoices, accounts payable/receivable, completing and filing personnel paperwork and reports.

Responsibilities:

- "First Impressions Manager" greet parents and visitors, answer phones.
- Manage communication with parents, particularly helping to resolve issues or concerns raised, and ensuring that parents know about school events, parent conference days, etc. Coordinate parent volunteer activities with faculty and staff.
- Work with Head of School and Director of Operations to ensure smooth and efficient operations.
- Assist in developing operational policies and procedures.
- Create an organized filing system and maintain office files.
- Liaison with CSI's contracted accounting service to manage accounts payable/receivables.

- Develop and maintain vendor relationships and contracts.
- Inventory office and instructional supplies and keep in stock items necessary for daily use.
- Manage and distribute mail.
- Receive checks and cash for recording to daily cash receipts journal.
- Maintain student attendance records.
- Assist with maintenance of individual classroom budgets and records.
- Work with the Head of School to coordinate the collection of data required for the preparation of reports to the chartering entity and other appropriate bodies.
- Enrolls students in school database.
- Maintains student folders.
- Other related duties as required.

Minimum qualifications:
Associates or Bachelor's Degree
Three to five years of successful experience in an administrative position
Computer literacy, particularly with word processing, database management, electronic spreadsheets and accounting software
Excellent writing and verbal skills
Demonstrated organizational skills
Demonstrated effective people skills; maintaining open communication and relating sensitively to others – especially parents and student

New York State Education Department

Request for Proposals to Establish Charter Scho Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at https://stateaid.nysed.gov/charter/ Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Applicaton Budget(s) & Cash Flow(s) Template

	Charter School of Inquiry
Contact Name:	Helene Kramer
Contact Email:	[redacted]
Contact Phone:	
District of Location	Buffalo
	Examples
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

Charter School of Inquiry
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30, 2015

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue		150,000
Total Expenses		145,470
Net Income		4,530
Actual Student Enrollment		-
Total Paid Student Enrollment		-
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	-	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		150,000
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		150,000
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		-
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		**150,000**

EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management			
Instructional Management	-	-	
Deans, Directors & Coordinators	0.50	45,000	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	11,250	
Administrative Staff	0.50	8,750	
TOTAL ADMINISTRATIVE STAFF	1.50	65,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	0.20	8,400	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	0.20	8,400	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.70	73,400	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		8,070	
Fringe / Employee Benefits		9,000	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		17,070	
TOTAL PERSONNEL SERVICE COSTS	1.70	90,470	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		42,000	
TOTAL CONTRACTED SERVICES		42,000	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		-	
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		6,500	
Staff Development		-	
Staff Recruitment		2,000	

Student Recruitment / Marketing	2,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	2,000
TOTAL SCHOOL OPERATIONS	12,500
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	500
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	145,470
NET INCOME	4,530

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Charter School of Inquiry

	PROJECTED CASH FLOW FOR PRE-OPENING PERIOD							PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *												
	January 1, 2015 to June 30, 2015							January 1, 2015 to June 30, 2015												
								* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year												
Total Revenue	30,000	24,000	24,000	24,000	24,000	24,000	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	25,065	24,084	24,081	24,080	24,080	24,080	145,470	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	4,935	(84)	(81)	(80)	(80)	(80)	4,530	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	(4,916)	84	83	83	83	83	(4,500)	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	19	-	2	3	3	3	30	-	-	-	-	-	-	-	-	-	-	-	-	-
	January	**February**	**March**	**April**	**May**	**June**	**TOTAL**	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**TOTAL**
REVENUE																				
REVENUES FROM STATE SOURCES																				
Per Pupil Revenue																				
District of Location	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants																				
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING																				
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants																				
Charter School Program (CSP) Planning & Implementation	30,000	24,000	24,000	24,000	24,000	24,000	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	30,000	24,000	24,000	24,000	24,000	24,000	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE																				
Contributions and Donations, Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	30,000	24,000	24,000	24,000	24,000	24,000	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-
EXPENSES																				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions																			
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	0.50	7,500	7,500	7,500	7,500	7,500	7,500	45,000	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	1,875	1,875	1,875	1,875	1,875	1,875	11,250	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.50	1,459	1,459	1,458	1,458	1,458	1,458	8,750	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.50	10,834	10,834	10,833	10,833	10,833	10,833	65,000	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS																				
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	0.20	1,400	1,400	1,400	1,400	1,400	1,400	8,400	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	0.20	1,400	1,400	1,400	1,400	1,400	1,400	8,400	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS																				
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.70	12,234	12,234	12,233	12,233	12,233	12,233	73,400	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS																				
Payroll Taxes		1,345	1,345	1,345	1,345	1,345	1,345	8,070	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		1,500	1,500	1,500	1,500	1,500	1,500	9,000	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		2,845	2,845	2,845	2,845	2,845	2,845	17,070	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.70	15,079	15,079	15,078	15,078	15,078	15,078	90,470	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES																				
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	7,000	7,000	7,000	7,000	7,000	7,000	42,000	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	7,000	7,000	7,000	7,000	7,000	7,000	42,000	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS																				
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,900	920	920	920	920	920	6,500	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	334	334	333	333	333	333	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	334	334	333	333	333	333	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	334	334	333	333	333	333	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	2,902	1,922	1,919	1,919	1,919	1,919	12,500	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE																				
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	84	83	84	83	83	83	500	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**25,065**	**24,084**	**24,081**	**24,080**	**24,080**	**24,080**	**145,470**	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**4,935**	**(84)**	**(81)**	**(80)**	**(80)**	**(80)**	**4,530**	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS																				
OPERATING ACTIVITIES																				
Example - Add Back Depreciation	84	84	83	83	83	83	500	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	84	84	83	83	83	83	500	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES																				
Capital Equipment Purchases	(5,000)	-	-	-	-	-	(5,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(5,000)	-	-	-	-	-	(5,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES																				
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**(4,916)**	**84**	**83**	**83**	**83**	**83**	**(4,500)**	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**19**	-	**2**	**3**	**3**	**3**	**30**	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**19**	-	**2**	**3**	**3**	**3**	**30**	-	-	-	-	-	-	-	-	-	-	-	-	-

Charter School of Inquiry
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2015 to June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	2,199,750	130,800	-	-	-	2,330,550
Total Expenses	1,071,156	128,150	-	-	996,144	2,195,450
Net Income	1,128,594	2,650	-	-	(996,144)	135,100
Actual Student Enrollment	150	8				158
Total Paid Student Enrollment	150	8				158

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
Buffalo	12,005	1,800,750	-	-	-	-	1,800,750
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,800,750	-	-	-	-	1,800,750
Special Education Revenue		-	115,200	-	-	-	115,200
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,800,750	115,200	-	-	-	1,915,950
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	15,600	-	-	-	15,600
Title I		45,000	-	-	-	-	45,000
Title Funding - Other		4,000	-	-	-	-	4,000
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		350,000	-	-	-	-	350,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		399,000	15,600	-	-	-	414,600
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-
TOTAL REVENUE		2,199,750	130,800	-	-	-	2,330,550

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	-	-	-	-	90,000	90,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	45,000	45,000
Administrative Staff	1.00	-	-	-	-	35,000	35,000
TOTAL ADMINISTRATIVE STAFF	3.00	-	-	-	-	170,000	170,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.40	464,600	-	-	-	-	464,600
Teachers - SPED	2.00	-	76,000	-	-	-	76,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	6.00	132,000	-	-	-	-	132,000
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	18.40	596,600	76,000	-	-	-	672,600
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	16,000	-	-	-	-	16,000
Librarian	1.00	40,000	-	-	-	-	40,000
Custodian	-	-	-	-	-	24,000	24,000
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.50	56,000	-	-	-	24,000	80,000
SUBTOTAL PERSONNEL SERVICE COSTS	22.90	652,600	76,000	-	-	194,000	922,600
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		68,542	7,982	-	-	20,376	96,900
Fringe / Employee Benefits		108,472	-	-	-	26,528	135,000
Retirement / Pension		35,792	4,168	-	-	10,640	50,600
TOTAL PAYROLL TAXES AND BENEFITS		212,806	12,150	-	-	57,544	282,500
TOTAL PERSONNEL SERVICE COSTS	22.90	865,406	88,150	-	-	251,544	1,205,100
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	-	-
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-
Nurse Services		5,000	-	-	-	-	5,000
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	40,000	-	-	-	40,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		42,000	-	-	-	80,000	122,000
TOTAL CONTRACTED SERVICES		47,000	40,000	-	-	80,000	167,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials		62,000	-	-	-	-	62,000
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		2,000	-	-	-	-	2,000
Supplies & Materials other		6,500	-	-	-	-	6,500
Equipment / Furniture		-	-	-	-	-	-
Telephone		-	-	-	-	9,000	9,000
Technology		-	-	-	-	25,000	25,000
Student Testing & Assessment		11,250	-	-	-	-	11,250
Field Trips		7,500	-	-	-	-	7,500
Transportation (student)		30,000	-	-	-	-	30,000
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	21,000	21,000
Staff Development		-	-	-	-	15,000	15,000
Staff Recruitment		-	-	-	-	1,000	1,000
Student Recruitment / Marketing		-	-	-	-	8,000	8,000
School Meals / Lunch		-	-	-	-	-	-

Travel (Staff)	-	-	-	-	1,000	1,000
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	13,900	13,900
TOTAL SCHOOL OPERATIONS	119,250	-	-	-	95,900	215,150
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	36,200	36,200
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	360,000	360,000
Repairs & Maintenance	-	-	-	-	20,000	20,000
Equipment / Furniture	39,500	-	-	-	-	39,500
Security	-	-	-	-	-	-
Utilities	-	-	-	-	52,500	52,500
TOTAL FACILITY OPERATION & MAINTENANCE	39,500	-	-	-	468,700	508,200
DEPRECIATION & AMORTIZATION	-	-	-	-	100,000	100,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**1,071,156**	**128,150**	**-**	**-**	**996,144**	**2,195,450**
NET INCOME	**1,128,594**	**2,650**	**-**	**-**	**(996,144)**	**135,100**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
Buffalo	150	8		158
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**150**	**8**	**-**	**158**
REVENUE PER PUPIL	**14,665**	**16,350**	**-**	**14,750**
EXPENSES PER PUPIL	**7,141**	**16,019**	**-**	**13,895**

Charter School of Inquiry
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2015 to June 30, 2016

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		529,591	20,000	345,091	15,000	345,092	15,000	345,092	15,000	345,092	15,000	340,592	-	2,330,550
Total Expenses		89,514	89,514	201,641	201,641	201,643	201,643	201,643	201,643	201,643	201,643	201,643	201,635	2,195,450
Net Income		440,077	(69,514)	143,450	(186,641)	143,449	(186,643)	143,449	(186,643)	143,449	(186,643)	138,949	(201,635)	135,100
Cash Flow Adjustments		(168,250)	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	(99,500)
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income		271,827	(63,264)	149,700	(180,391)	149,699	(180,393)	149,699	(180,393)	149,699	(180,393)	145,199	(195,385)	35,600
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	**CY** Per Pupil Rate													
Buffalo	12,005	300,125	-	300,125	-	300,125	-	300,125	-	300,125	-	300,125	-	1,800,750
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-
		300,125	-	300,125	-	300,125	-	300,125	-	300,125	-	300,125	-	1,800,750
Special Education Revenue		19,200	-	19,200	-	19,200	-	19,200	-	19,200	-	19,200	-	115,200
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		319,325	-	319,325	-	319,325	-	319,325	-	319,325	-	319,325	-	1,915,950
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		2,600	-	2,600	-	2,600	-	2,600	-	2,600	-	2,600	-	15,600
Title I		7,500	-	7,500	-	7,500	-	7,500	-	7,500	-	7,500	-	45,000
Title Funding - Other		666	-	666	-	667	-	667	-	667	-	667	-	4,000
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		199,500	20,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	10,500	-	350,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		210,266	20,000	25,766	15,000	25,767	15,000	25,767	15,000	25,767	15,000	21,267	-	414,600
LOCAL and OTHER REVENUE														
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		529,591	20,000	345,091	15,000	345,092	15,000	345,092	15,000	345,092	15,000	340,592	-	2,330,550
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Administrative Staff	1.00	2,916	2,916	2,916	2,916	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
TOTAL ADMINISTRATIVE STAFF	3.00	14,166	14,166	14,166	14,166	14,167	14,167	14,167	14,167	14,167	14,167	14,167	14,167	170,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	10.40	-	-	46,460	46,460	46,460	46,460	46,460	46,460	46,460	46,460	46,460	46,460	464,600
Teachers - SPED	2.00	-	-	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	76,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	6.00	-	-	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	13,200	132,000
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	18.40	-	-	67,260	67,260	67,260	67,260	67,260	67,260	67,260	67,260	67,260	67,260	672,600
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	0.50	-	-	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	16,000
Librarian	1.00	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Custodian	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.50	2,000	2,000	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	80,000

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

SUBTOTAL PERSONNEL SERVICE COSTS	22.90	16,166	16,166	89,026	89,026	89,027	89,027	89,027	89,027	89,027	89,027	89,027	89,027	922,600
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		1,698	1,698	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	9,350	96,900
Fringe / Employee Benefits		11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Retirement / Pension		4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,217	4,213	50,600
TOTAL PAYROLL TAXES AND BENEFITS		17,165	17,165	24,817	24,817	24,817	24,817	24,817	24,817	24,817	24,817	24,817	24,813	282,500
TOTAL PERSONNEL SERVICE COSTS	22.90	33,331	33,331	113,843	113,843	113,844	113,844	113,844	113,844	113,844	113,844	113,844	113,840	1,205,100
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	500	500	500	500	500	500	500	500	500	500	5,000
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	122,000
TOTAL CONTRACTED SERVICES		-	-	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	16,700	167,000
SCHOOL OPERATIONS														
Board Expenses		166	166	166	166	167	167	167	167	167	167	167	167	2,000
Classroom / Teaching Supplies & Materials		-	-	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	62,000
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	200	200	200	200	200	200	200	200	200	200	2,000
Supplies & Materials other		-	-	650	650	650	650	650	650	650	650	650	650	6,500
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		750	750	750	750	750	750	750	750	750	750	750	750	9,000
Technology		2,084	2,084	2,084	2,084	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Student Testing & Assessment		-	-	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	11,250
Field Trips		-	-	750	750	750	750	750	750	750	750	750	750	7,500
Transportation (student)		-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	21,000
Staff Development		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Staff Recruitment		84	84	84	84	83	83	83	83	83	83	83	83	1,000
Student Recruitment / Marketing		666	666	666	666	667	667	667	667	667	667	667	667	8,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	100	100	100	100	100	100	100	100	100	100	1,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	1,390	13,900
TOTAL SCHOOL OPERATIONS		5,500	5,500	20,415	20,415	20,415	20,415	20,415	20,415	20,415	20,415	20,415	20,415	215,150
FACILITY OPERATION & MAINTENANCE														
Insurance		3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,017	3,013	36,200
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Repairs & Maintenance		1,666	1,666	1,666	1,666	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Equipment / Furniture		3,291	3,291	3,291	3,291	3,292	3,292	3,292	3,292	3,292	3,292	3,292	3,292	39,500
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	4,375	52,500
TOTAL FACILITY OPERATION & MAINTENANCE		42,349	42,349	42,349	42,349	42,351	42,351	42,351	42,351	42,351	42,351	42,351	42,347	508,200
DEPRECIATION & AMORTIZATION		8,334	8,334	8,334	8,334	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		89,514	89,514	201,641	201,641	201,643	201,643	201,643	201,643	201,643	201,643	201,643	201,635	2,195,450
NET INCOME		440,077	(69,514)	143,450	(186,641)	143,449	(186,643)	143,449	(186,643)	143,449	(186,643)	138,949	(201,635)	135,100
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Depreciation		8,334	8,334	8,334	8,334	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		8,334	8,334	8,334	8,334	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
INVESTMENT ACTIVITIES														
Capital Equipment Purchases		(174,500)	-	-	-	-	-	-	-	-	-	-	-	(174,500)
Reserve for dissolution		(2,084)	(2,084)	(2,084)	(2,084)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(25,000)
Total Investment Activities		(176,584)	(2,084)	(2,084)	(2,084)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(2,083)	(199,500)
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		(168,250)	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	(99,500)
NET INCOME		271,827	(63,264)	149,700	(180,391)	149,699	(180,393)	149,699	(180,393)	149,699	(180,393)	145,199	(195,385)	35,600
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		271,827	(63,264)	149,700	(180,391)	149,699	(180,393)	149,699	(180,393)	149,699	(180,393)	145,199	(195,385)	35,600

Charter School of Inquiry
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	2,330,550	2,625,200	3,286,650	3,950,700	4,585,650
Total Expenses	2,195,450	2,549,300	3,273,805	3,797,159	4,288,675
Net Income (Before Cash Flow Adjustments)	135,100	75,900	12,845	153,541	296,975
Actual Student Enrollment	150	200	250	300	350
Total Paid Student Enrollment	150	200	250	300	350

		Year 1	Year 2	Year 3	Year 4	Year 5	
		6/30/2016	6/30/2017	6/30/2018	6/30/2019	6/30/2020	
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	**CY** Per Pupil Rate						
Buffalo	12,005	1,800,750	2,401,000	3,001,250	3,601,500	4,201,750	No increase in State Aid assumed for all five years. All students from Buffalo district.
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
		1,800,750	2,401,000	3,001,250	3,601,500	4,201,750	
Special Education Revenue		115,200	140,500	181,300	223,400	240,300	
Grants							
Stimulus		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,915,950	2,541,500	3,182,550	3,824,900	4,442,050	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		15,600	19,500	24,700	31,200	33,800	
Title I		45,000	60,000	75,000	90,000	105,000	
Title Funding - Other		4,000	4,000	4,000	4,000	4,000	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		350,000	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		414,600	83,500	103,700	125,200	142,800	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Interest Income, Earnings on Investments,		-	200	400	600	800	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	200	400	600	800	
TOTAL REVENUE		**2,330,550**	**2,625,200**	**3,286,650**	**3,950,700**	**4,585,650**	

EXPENSES							*List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)*
ADMINISTRATIVE STAFF PERSONNEL COSTS	**No. of Positions**						State number of postions for years 2 thru 5 in assumptions if differ from year 1.
Executive Management	1.00	90,000	90,900	166,800	168,500	170,200	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	45,000	45,500	46,000	46,500	47,000	
Administrative Staff	1.00	35,000	35,400	60,800	61,500	62,200	Admin Asst added in Year 3 - 2FTEs for Years 3 through 5
TOTAL ADMINISTRATIVE STAFF	3.00	170,000	171,800	273,600	276,500	279,400	
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**						
Teachers - Regular	10.40	464,600	551,300	712,800	843,600	1,023,100	10.4 FTEs in Year 1 to 21.4 FTEs in Year 5 with addition of students and add'l classrooms
Teachers - SPED	1.00	76,000	76,800	96,600	154,400	156,000	2 FTEs in Year 2 to 4 FTEs in Year 5
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	
Aides	6.00	132,000	177,200	222,800	268,800	315,200	6 FTEs in Year 1 to 14 FTEs in Year 5
Therapists & Counselors	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	17.40	672,600	805,300	1,032,200	1,266,800	1,494,300	
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**						
Nurse	0.50	16,000	16,200	16,400	16,600	16,800	
Librarian	0.50	40,000	40,400	40,800	41,200	41,600	
Custodian	-	24,000	29,100	39,200	39,600	40,000	
Security	-	-	-	-	-	-	
Other	-	-	-	20,000	40,000	40,400	social worker hired at .5 in Year 3
TOTAL NON-INSTRUCTIONAL	1.00	80,000	85,700	116,400	137,400	138,800	
SUBTOTAL PERSONNEL SERVICE COSTS	21.40	922,600	1,062,800	1,422,200	1,680,700	1,912,500	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		96,900	111,600	149,300	176,500	200,800	
Fringe / Employee Benefits		135,000	243,960	408,480	546,480	685,920	
Retirement / Pension		50,600	58,600	104,500	123,500	141,900	
TOTAL PAYROLL TAXES AND BENEFITS		282,500	414,160	662,280	846,480	1,028,620	
TOTAL PERSONNEL SERVICE COSTS	21.40	1,205,100	1,476,960	2,084,480	2,527,180	2,941,120	
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	-	
Legal		-	-	-	-	-	
Management Company Fee		-	-	-	-	-	
Nurse Services		5,000	10,000	10,000	10,000	10,000	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		40,000	41,600	60,000	62,400	64,900	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		122,000	155,620	177,330	195,970	215,090	
TOTAL CONTRACTED SERVICES		167,000	207,220	247,330	268,370	289,990	
SCHOOL OPERATIONS							
Board Expenses		2,000	2,100	2,200	2,300	2,400	
Classroom / Teaching Supplies & Materials		62,000	82,670	103,340	124,010	144,680	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		2,000	2,000	5,000	5,000	5,000	
Supplies & Materials other		6,500	8,500	10,500	12,500	14,500	
Equipment / Furniture		-	-	-	-	-	
Telephone		9,000	7,000	7,400	7,800	8,200	
Technology		25,000	25,000	25,000	25,000	25,000	
Student Testing & Assessment		11,250	15,000	18,750	22,500	26,250	
Field Trips		7,500	10,000	12,500	15,000	17,500	
Transportation (student)		30,000	31,500	33,075	34,729	36,465	
Student Services - other		-	-	-	-	-	

Office Expense	21,000	31,100	41,200	51,300	61,400
Staff Development	15,000	15,750	21,540	22,620	23,750
Staff Recruitment	1,000	1,000	1,000	1,000	1,000
Student Recruitment / Marketing	8,000	11,200	17,500	17,600	17,700
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	1,000	1,100	1,200	1,300	1,400
Fundraising	-	-	-	-	-
Other	13,900	14,320	14,760	15,230	15,930
TOTAL SCHOOL OPERATIONS	215,150	258,240	314,965	357,889	401,175
FACILITY OPERATION & MAINTENANCE					
Insurance	36,200	38,410	42,830	45,900	49,180
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	360,000	367,200	374,540	382,030	389,670
Repairs & Maintenance	20,000	20,650	21,310	21,990	22,680
Equipment / Furniture	39,500	28,120	35,850	41,300	42,360
Security	-	-	-	-	-
Utilities	52,500	52,500	52,500	52,500	52,500
TOTAL FACILITY OPERATION & MAINTENANCE	508,200	506,880	527,030	543,720	556,390
DEPRECIATION & AMORTIZATION	100,000	100,000	100,000	100,000	100,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	**2,195,450**	**2,549,300**	**3,273,805**	**3,797,159**	**4,288,675**
NET INCOME	**135,100**	**75,900**	**12,845**	**153,541**	**296,975**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
Buffalo	150	200	250	300	350
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**150**	**200**	**250**	**300**	**350**
REVENUE PER PUPIL	**15,537**	**13,126**	**13,147**	**13,169**	**13,102**
EXPENSES PER PUPIL	**14,636**	**12,747**	**13,095**	**12,657**	**12,253**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Depreciation	100,000	100,000	100,000	100,000	100,000
Other	-	-	-	-	-
Total Operating Activities	100,000	100,000	100,000	100,000	100,000
INVESTMENT ACTIVITIES					
Capital Equipment Purchases	(174,500)	(53,000)	(68,000)	(88,000)	(88,000)
Reserve for dissolution (required by NYSED)	(25,000)	(25,000)	(25,000)	-	-
Reserve for future				(10,000)	(10,000)
Total Investment Activities	(199,500)	(78,000)	(93,000)	(98,000)	(98,000)
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**(99,500)**	**22,000**	**7,000**	**2,000**	**2,000**
NET INCOME	**35,600**	**97,900**	**19,845**	**155,541**	**298,975**
Beginning Cash Balance	-	35,600	133,500	153,345	308,886
ENDING CASH BALANCE	**35,600**	**133,500**	**153,345**	**308,886**	**607,861**