

Prospective Applicant Survey for Round 3--Buffalo Only

Created Tuesday, October 28, 2014

Updated Wednesday, October 29, 2014

Page 1

Applicant groups interested in submitting an application to establish a Regents-authorized charter school within the city of Buffalo are asked to complete this brief survey. The Department will use the information to plan and coordinate peer review panels with appropriate expertise to evaluate the Full Applications.

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).

Children First Charter School

b. 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	Dr. Frank Herstek	[REDACTED]	[REDACTED]	[REDACTED]

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

(Multiple responses permitted)

- Parent
- Current or former Teacher
- Current or former School Administrator
- Community Resident

d. 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	5-6	88	88	88	88	88
1st	6-7	88	88	88	88	88
2nd	7-8	88	88	88	88	88
3rd	8-9	88	88	88	88	88
4th	9-10	88	88	88	88	88

5th	10-11	88	88	88	88	88
6th	11-12	0	88	88	88	88
7th	12-13	0	0	88	88	88
8th	13-14	0	0	0	88	88
Total		528	616	704	792	792

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

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

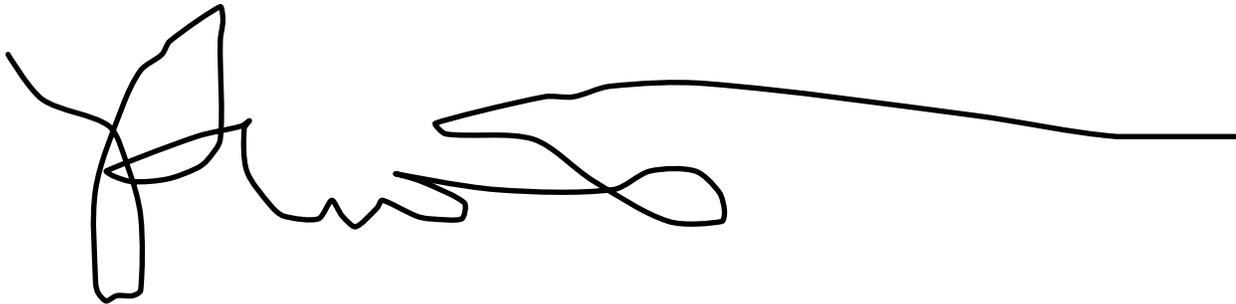
Proposed Management Company
Partner Organization 1
Partner Organization 2

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylist to sign your name below.

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)

2014/10/28

Thank you for completing this survey so that the Department may plan its review panel accordingly.

APPLICATION SUMMARY

Charter School Name ¹	Children First Charter School		
Applicant Name(s)	Dr. Frank Herstek		
Applicant(s) Email Address	Fherstek172@yahoo.com		
Applicant(s) Contact Telephone Number	(716)531-2104		
Public Contact Name	Fred Saia		
Public Contact Email Address	fsaia@oneidagroup.com		
Public Contact Telephone Number	(716)913-5766		
District of Location	Buffalo City School District		
Opening Date	August 2015		
Proposed Charter Term ²	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	Year	Grade Span	Enrollment
	2015-2016	K-5	528
	2016-2017	K-6	616
	2017-2018	K-7	704
	2018-2019	K-8	792
	2019-2020	K-8	792
Projected Maximum Enrollment and Grade Span	792, K-8		
Mission Statement	Children First Charter School will empower children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy skills, across all content areas.		

Objectives: We intend to create an alternative to the New York State public elementary education options currently in place in Buffalo, New York for economically disadvantaged and under-educated students. CFCS’s primary objective will be to provide a challenging education aligned to the Common Core Learning Standards so that all students will have the skills and tools to enter, succeed, and graduate from their high school of choice. CFCS will create an exceptional learning environment and provide students with a sound foundation in literacy and leadership skills necessary to actively participate in the 21st century global economy.

Key Design Elements: CFCS’s academic model will ensure that all of our students are prepared to enter, succeed and graduate from their high school of choice. To that end we will (consistent with New York State Education Law §2850):

- **Empower children to become the Leaders of Tomorrow** – Preparing students to become leaders is at the core of CFCS’s mission. The culture and climate of CFCS begins with our motto, “Every Child, Every Day,” in which we are committed to addressing the social, emotional, academic, physical safety, health and wellness needs of every child, every day. CFCS’s motto is directly aligned with the philosophy that every child can be a leader, has talent, and has the ability to achieve greatness. *The Leader in Me* supports our philosophies and addresses the key issues raised throughout this application in improving the academic achievement of students who are at risk of academic failure, whether by the implications of poverty, or the direct consequences of previously attending persistently low achieving schools.

The Leader in Me instills in students from early ages an awareness of the similarities and interdependence of all people and teaches them how to understand others by looking at things from their point of view. This spirit of empathy has a positive effect on our students’ social behavior for the rest of their lives.

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2018.

Using training developed around Steven Covey's *7 Habits of Highly Successful People*, we will develop a culture of leadership that will build capacity in our students to set goals and work toward them. From kindergarten through grade 8, we will build new daily habits of goal setting, teamwork, critical thinking, communication, creativity, and problem-solving. Students will begin to see the relevance of what they are doing related to their goals in elementary school, accept opportunities to identify and pursue areas of personal passion in middle school and leave CFCS with the ability and vision to build career skills to become college and career ready.

- **Provide a sound foundation in literacy skills across all content areas** - Children First Charter School's academic program includes a comprehensive curriculum based on the New York State Common Core Learning Standards (CCLS), Next Generation Science Standards (NGSS), and New York State Social Studies Standards, and a pedagogical philosophy informed by Core Knowledge, Understanding by Design, and the Coalition of Essential Schools.

The key to our success will be our robust **integrated literacy program** that uses variations of co-teaching instruction to enhance proficiency in reading, writing, speaking, and listening skills. Through regular benchmarking we will monitor and evaluate student progress and proficiency.

Our staff will use a **balanced literacy approach** in all grades, across all content areas because of its alignment with our education philosophy, availability of resources, professional development opportunities, but most of all, because it is anchored in research-based methodologies. This approach has been demonstrated to work well with our student population and will allow us to achieve our mission and meet our accountability goals.

The **daily, weekly, and annual calendars** reflect our deep belief that more time on literacy and learning in core subjects is critical for student success. In grades k-2, where the foundations are being laid for literacy success, students have a 120 minute block of literacy instruction daily, as well as an additional 40 minute academic enrichment block. As students' progress through the instructional program at CFCS, they will benefit from extended blocks of core content daily, with a strong emphasis on literacy skills in that content.

- **Set high expectations for all students** - Students will receive coaching on how to use the formative feedback provided by teachers to maximize their academic success in the **Standards Based Grading (SBG) system**. Standards Based Grading allows for teachers to gain baseline data for each student on the standards that will be assessed. With instruction and direct practice, students build their capacities in each standard throughout the school year. SBG allows for students to continually work towards mastery on standards, whereas traditional grading models limit student mastery to designated marking periods. For the students who are struggling to meet mastery, interventions and supports are put in place. Tier II and Tier III interventions are coordinated through a collaborative effort of parents, teachers and the Instructional Support Team.

Student-Led Conferences, consistent with the Leader in Me process, require students to reflect on their learning and evaluate their progress over time. The collection and organization of artifacts into a portfolio provide the evidence for student-led presentations on learning and growth in two conferences throughout the year. Students support their reflection with evidence from the SBG system, formative and summative assessments as well as standardized assessment data.

- **Involve families and the Community - Collaborative partnerships** have been developed with The Buffalo Museum of Science, Tiff Nature Preserve, Computers for Children, and the Buffalo and Erie County Public Library. We envision CFCS functioning as a hub through which existing community resources are coordinated to create a wrap-around network of services to support our educational program and meet the needs of our students and families. In support of this vision, our priority is to cultivate deep roots in the community we serve through parent and community outreach efforts, community mapping and the development of meaningful relationships with service providers, academic supports and enrichment partners in the area. We will continue to identify and build new relationships with critical stakeholders in the community. In furtherance of the mission and vision of the school, our breadth of community partnerships provide opportunities for the type of real-world experiences we encourage our students to pursue. As such, our students will contribute greatly in the process of deepening Children First Charter School's ties in the community.

More information about Children First Charter School can be found in our full application or by visiting our website at www.childrenfirstcs.wix.com/childrenfirstcs

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Children First Charter School
 Proposed School Location (District) BUFFALO PUBLIC SCHOOL SYSTEM

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

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

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

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

Signature of Applicants:	<u>Dr. Frank Herstek</u>
Date:	<u>11-16-14</u>
Print/Type Name:	<u>FRANK HERSTEK</u>

⁶ N.Y. Education Law § 2854(2)(a)

⁷ ESEA § 5203(b)(3)(J)

⁸ ESEA § 5203(b)(3)(K)

⁹ ESEA § 5203(b)(3)(N)



Proposal for

Children First Charter School

to the

New York State Education Department

Submitted by: Dr. Frank Herstek

November 16, 2014

Table of Contents

I.	Mission, Key Design Elements, Enrollment, and Community	1
	A. Mission Statement and Objectives	1
	B. Key Design Elements	2
	C. Enrollment, Recruitment, and Retention	3
	D. Community to be Served	7
	E. Public Outreach	9
	F. Programmatic and Fiscal Impact	11
II.	Educational Plan	
	A. Achievement Goals	12
	B. School Schedule and Calendar	13
	C. Curriculum and Instruction	14
	D. Assessment System	19
	E. Performance, Promotion, and Graduation Standards	24
	F. School Culture/Climate	27
	G. Special Student Populations and Related Services	29
III.	Organizational and Fiscal Plan	
	A. Applicant(s)/Founding Group Capacity	33
	B. Board of Trustees and Governance	35
	C. Management Staffing	38
	1.Charter Management Organization (not applicable)	
	2.Partner Organization (not applicable)	
	D. Evaluation	41
	E. Professional Development	43
	F. Facilities	45
	G. Insurance	48
	H. Food, Health, and Transportation Services	48
	I. Family and Community Involvement	49
	J. Financial Management	50
	K. Budget and Cash Flow	52
	L. Pre-Opening Plan	54
	M. Dissolution Plan	57

Attachments

- Attachment 1: Admissions Policies and Procedures
- Attachment 2: Samples of Evidence of Community Outreach
- Attachment 2a: Evidence of District Support for Restart/Turnaround
- Attachment 3a: Sample Daily Schedule
- Attachment 3b: First Year Calendar
- Attachment 4: Student Discipline Policy
- Attachment 5a: Charter School Trustee Background Information
- Attachment 5b: By-Laws
- Attachment 5c: Code of Ethics
- Attachment 6a: CMO Information (not applicable)
- Attachment 6b: Proposed Management Contract with CMO (not applicable)
- Attachment 7: Partnership Information (not applicable)
- Attachment 8a: Hiring and Personnel Policies and Procedures
- Attachment 8b: Resume for Proposed School Leader
- Attachment 9: Budget and Cash Flow Template
- Attachment 10: Replication Strategic/Business Growth Plan (not applicable)

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

I. A. Mission Statement and Objectives

Mission: Children First Charter School will empower children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy skills, across all content areas.

Objectives: We intend to create an alternative to the New York State public elementary education options currently in place in Buffalo, New York for economically disadvantaged and under-educated students. CFCS's primary objective will be to provide a challenging education aligned to the Common Core Learning Standards so that all students will have the skills and tools to enter, succeed, and graduate from their high school of choice. CFCS will create an exceptional learning environment and provide students with a sound foundation in literacy and leadership skills necessary to actively participate in the 21st century global economy.

Furthering the Objectives of Education Law:

CFCS intends to meet all six objectives of the New York State Education Law 2850:

The primary objective of CFCS is to *raise student* achievement to a level that prepares students to enter, succeed, and graduate from their high school of choice. We will accomplish this through our relentless focus on a rigorous academic program with an emphasis on literacy skills in all content areas (*see II.A, II.C, and II.D*).

CFCS's model is built around *expanding the learning opportunities for all* students by establishing a high quality charter school that will create an alternative elementary/middle school choice within the city of Buffalo, where only 13% of students have achieved proficiency on NYS ELA and math assessments (*see I.D*).

We will implement *innovative teaching methods* that have been proven to be effective among all students, including students with disabilities, English Language Learners, students who qualify for free/reduced price lunch program, and advanced students. These methods will include direct instruction, a balanced literacy approach –including the use of the workshop model in all content areas, utilizing co-teaching strategies, small group and individualized instruction, and establishing a culture of leadership among faculty, staff, students, and families.

CFCS will create *new professional opportunities for teachers and staff* by establishing a high quality learning environment where teachers, staff, and students will foster collaboration and growth. There will be weekly, monthly, and yearly opportunities for embedded professional development with follow-up and professional learning communities. Additionally, in the spirit of the original charter legislation, CFCS will function as a professional development laboratory for schools in the City of Buffalo, providing opportunities for teachers and administrators at neighboring schools to participate in professional development at CFCS and learn from our innovative teaching methods (*see III.D and III.E*).

In exchange for a high degree of autonomy in the design and implementation of our program, CFCS staff will be held *accountable for meeting measurable student achievement results* that

demonstrate performance at the highest levels. We will hold our students and staff to high academic standards, always keeping the school’s mission and objective in mind (*see II.A and II.E*).

I. B. Key Design Elements

CFCS’s academic model will ensure that all of our students are prepared to enter, succeed and graduate from their high school of choice. To that end we will (consistent with New York State Education Law §2850):

- **Empower children to become the Leaders of Tomorrow** – Preparing students to become leaders is at the core of CFCS’s mission. The culture and climate of CFCS begins with our motto, “Every Child, Every Day,” in which we are committed to addressing the social, emotional, academic, physical safety, health and wellness needs of every child, every day. CFCS’s motto is directly aligned with the philosophy that every child can be a leader, has talent, and has the ability to achieve greatness. *The Leader in Me* supports our philosophies and addresses the key issues raised throughout this application in improving the academic achievement of students who are at risk of academic failure, whether by the implications of poverty, or the direct consequences of previously attending persistently low achieving schools.

The Leader in Me instills in students from early ages an awareness of the similarities and interdependence of all people and teaches them how to understand others by looking at things from their point of view. This spirit of empathy has a positive effect on our students’ social behavior for the rest of their lives.

Using training developed around Steven Covey’s *7 Habits of Highly Successful People*, we will develop a culture of leadership that will build capacity in our students to set goals and work toward them. From kindergarten through grade 8, we will build new daily habits of goal setting, teamwork, critical thinking, communication, creativity, and problem-solving. Students will begin to see the relevance of what they are doing related to their goals in elementary school, accept opportunities to identify and pursue areas of personal passion in middle school and leave CFCS with the ability and vision to build career skills to become college and career ready.

- **Provide a sound foundation in literacy skills across all content areas** - Children First Charter School’s academic program includes a comprehensive curriculum based on the New York State Common Core Learning Standards (CCLS), Next Generation Science Standards (NGSS), and New York State Social Studies Standards, and a pedagogical philosophy informed by Core Knowledge, Understanding by Design, and the Coalition of Essential Schools.

The key to our success will be our robust **integrated literacy program** that uses variations of co-teaching instruction to enhance proficiency in reading, writing, speaking, and listening skills. Through regular benchmarking we will monitor and evaluate student progress and proficiency.

Our staff will use a **balanced literacy approach** in all grades, across all content areas because of its alignment with our education philosophy, availability of resources, professional development opportunities, but most of all, because it is anchored in research-based methodologies. This approach has been demonstrated to work well with our student population and will allow us to achieve our mission and meet our accountability goals.

The **daily, weekly, and annual calendars** reflect our deep belief that more time on literacy and learning in core subjects is critical for student success. In grades k-2, where the foundations are being laid for literacy success, students have a 120 minute block of literacy instruction daily, as well as an additional 40 minute academic enrichment block. As students' progress through the instructional program at CFCS, they will benefit from extended blocks of core content daily, with a strong emphasis on literacy skills in that content.

- **Set high expectations for all students** - Students will receive coaching on how to use the formative feedback provided by teachers to maximize their academic success in the **Standards Based Grading (SBG) system**. Standards Based Grading allows for teachers to gain baseline data for each student on the standards that will be assessed. With instruction and direct practice, students build their capacities in each standard throughout the school year. SBG allows for students to continually work towards mastery on standards, whereas traditional grading models limit student mastery to designated marking periods. For the students who are struggling to meet mastery, interventions and supports are put in place. Tier II and Tier III interventions are coordinated through a collaborative effort of parents, teachers and the Instructional Support Team.

Student-Led Conferences, consistent with the Leader in Me process, require students to reflect on their learning and evaluate their progress over time. The collection and organization of artifacts into a portfolio provide the evidence for student-led presentations on learning and growth in two conferences throughout the year. Students support their reflection with evidence from the SBG system, formative and summative assessments as well as standardized assessment data.

- **Involve families and the Community - Collaborative partnerships** have been developed with The Buffalo Museum of Science, Tiff Nature Preserve, Computers for Children, and the Buffalo and Erie County Public Library. We envision CFCS functioning as a hub through which existing community resources are coordinated to create a wrap-around network of services to support our educational program and meet the needs of our students and families. In support of this vision, our priority is to cultivate deep roots in the community we serve through parent and community outreach efforts, community mapping and the development of meaningful relationships with service providers, academic supports and enrichment partners in the area. We will continue to identify and build new relationships with critical stakeholders in the community. In furtherance of the mission and vision of the school, our breadth of community partnerships provide opportunities for the type of real-world experiences we encourage our students to pursue. As such, our students will contribute greatly in the process of deepening Children First Charter School's ties in the community.

I. C. Enrollment, Recruitment, and Retention

Children First Charter School will enroll students in grades K-5 during its first year and will grow to serve students in grades K-8 during its first charter term. The founding group took a variety of factors into consideration when planning CFCS's enrollment. These factors included but were not limited to: the current status of the Buffalo City School District (BPS), community input, capacity and expertise of the founding group, and the number of students attending persistently low achieving elementary and middle schools in Buffalo. We acknowledge and understand the enormity of starting with 528 students in year one. To assist the administrative

team, faculty, staff, parents, and students with a smooth start, we have elected to stagger the start date for students. In other words, our calendar reflects a Preparation Academy students will attend the week before Labor Day. During that week, grades 3-5 will start school on Monday while K-2 will start on Thursday. Additionally, structures and supports are in place to alleviate the challenge of starting with such a large number of students such as, a student and family orientation prior to the start of the school year, frequent faculty and staff contact with students and families throughout the month of August and September (via home visits, phone calls, etc.) in order to establish clear lines of communication and to enforce the schools mission, vision, and goals. Enrollment in the first charter term is reflected below:

Projected Enrollment Table Over the Charter Term ¹						
Grade	Ages*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	5-8	88	88	88	88	88
1st	6-7	88	88	88	88	88
2nd	7-8	88	88	88	88	88
3rd	8-9	88	88	88	88	88
4th	9-10	88	88	88	88	88
5th	10-11	88	88	88	88	88
6th	11-12		88	88	88	88
7th	12-13			88	88	88
8th	13-14				88	88
Totals		528	616	704	792	792

*Ages of students may be outside the range indicated depending on whether or not students were advanced a grade or held back a grade prior to entering CFCS

Growth Plan: We have proposed a K-8 school in response to an identified need for an elementary/middle school with a focus on developing students with a sound foundation in literacy and leadership skills, thus preparing them to enter, succeed, and graduate from the high school of their choice. Opening in August 2015, CFCS will begin with students in grades K-5. Each grade will have four classrooms with a maximum of 22 children in each. An additional grade will be added each year until year 5, when a total of 792 children will be enrolled. Our low teacher/student ratio², made possible by using co-teaching strategies -pushing in intervention specialists (special education, reading specialists, ELL specialist), allows us to keep class, grade, and overall school size at a level that encourages a close-knit community where all students are known and supported by adults, but also affords us the resources necessary to employ a robust instructional team right from the start³.

Enrollment Rationale: There is an urgent need to expand educational opportunities for students in the Buffalo Public School District (BPS). Of the thirty-six elementary schools located in the District, twenty-nine have been labeled as focus or priority schools and BPS as a whole has been designated as a Focus District⁴. Of the seven schools considered to be in good standing, two have been identified as having little to no space available and two require students to take an entrance

¹ NY Education Law 2851(2)(i)(l)(p)

² <http://nepc.colorado.edu/pubication/does-class-size-matter>

³ <http://www.ncpublicschools.org/docs/charterschools/best/highgrowth.pdf>

⁴ <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

exam. No Child Left Behind dictates that “parents are given options to prevent their children from being trapped in schools in need of improvement.” Under the law, parents are supposed to be equipped with new choices⁵. In September of 2013 a total of 2,110 families attempted to exercise their right to request a transfer for their children from a priority or focus school into a school of good standing⁶. Only 245 requests were offered, however, and 141 of those offers were declined leaving 95% of the students to remain in low performing public schools⁷. As a result, NYSED informed the BPS that it had failed to offer students who attend Title I Priority and Focus Schools Public School Choice (PSC)⁸.

Recruitment and Enrollment Process: CFCS will engage in a broad, grassroots recruitment plan to attract a diverse student body, demonstrate our commitment to serving targeted populations, and ensure all families are informed about the new school. Provided on-going education will continue along with active recruiting efforts to Holy Cross Head Start Programs, local pre-schools such as Westminster Early Childhood Center, Rose Garden Early Childhood Center, YWCA Early Childhood Center, and family-based day-care centers, social services, faith-based and non-profit organizations such as Iglesia Hispana Metodista Libre Nueva Visión, Concerned Ecumenical Community Center, Jericho Road Program, West Side Community Services, Northwest Community Center, Buffalo Dream Center, the WASH Project, especially those that deal more predominantly with underserved children. We will employ target mailings, information, information sessions, and door-to-door distribution of materials and will contact organizations, agencies, and housing areas that generally work with families whose children are eligible for free and reduced lunch. CFCS will continue to conduct community information sessions and mailings and will continue to explain our school’s program, school culture, and services for all students. Interest surveys are continually distributed throughout the community. We will be available at festivals such as the Burmese Water Festival, Discover Amherst Street Festival, Taste of Diversity, Buffalo Caribana, Elmwood Village Art Festival, and the Allentown Art Festival. We will take full advantage of a variety of media outlets including local radio, television, print and internet outlets, such as WBFO, The Buffalo News, Buffalo Rising, Artvoice, and WNED. CFCS maintains a Facebook page, an email address, as well as a website (www.childrenfirstcs.wix.com/childrenfirstcs)

Our marketing materials clearly indicated (in English and Spanish) that this is a free, secular public school and open to any student including those with disabilities and English language learners.

As a school of choice, parents must submit an application to enroll their child in CFCS. The application will be simple, accessible, and available in English and Spanish (at a minimum) via walk-in, email, post, and website. If there are more applicants than seats, we will hold a random lottery to select students for each class. Preference will be given to those who live in the Buffalo Public School district and those who have siblings in CFCS. Students not chosen via lottery will be waitlisted in the order in which they were drawn and offered a seat should one become available (*see Attachment 1*).

⁵ <https://www2.ed.gov/parents/schools/choice/schoolchoice.pdf>

⁶ <http://www2.ed.gov/nclb/choice/schools/choicefacts.html>

⁷ <http://www.p12.nysed.gov/accountability/T1/titleia/docs/buffalo-psc-cap-data-summary.pdf>

⁸ <http://www.p12.nysed.gov/accountability/T1/titleia/schoolchoice.html>

Enrollment and Retention Targets: CFCS believes that a school that draws from diverse populations can enrich both the educational and the interpersonal experiences of its students (Kahlenberg & Potter, 2012, Frakenberg & Orfield, 2007). Accordingly, CFCS will use application, lottery and admissions, and enrollment policies, in alignment with the Federal Charter Schools Program and the New York State Charter Schools Act, to enroll a student demographic that reflects the diversity of the district in which it is located. As permitted by the NYS Charter Schools Act, CFCS will work with NYSED’s Charter School Office to establish a weighted lottery and variable admission preferences for at-risk students. CFCS’s board will use the most up-to-date enrollment and retention target calculations provided by the Board of Regents - provided on NYSED’s Charter School Office web page - to determine the appropriate targets for the school. During the pre-opening year, school leadership will determine if any variable admissions preferences for students eligible for free and reduced lunch program (FRLP), students with disabilities, or students living in poverty need to be set. As of the writing of this application, the founding team expects to attract, and is prepared to reach out to families, by employing a comprehensive recruitment and retention strategy described throughout this section (*see Attachment I*).

We believe that retention of at-risk students depends primarily on their academic progress. As such, the most important retention efforts for at-risk populations will be the development of strong relationships, highly effective and individualized instruction and regular review of data that ensures all students are receiving the academic and affective supports and services they need to be successful. CFCS’s RTI model will organize instruction and provide resources to meet the diverse needs of all learners. Also, in addition to our comprehensive academic and affective supports, the school will employ an Instructional Support Team (*see II.G*) to help identify, support, and monitor students with academic, social, and/or emotional challenges.

The school’s educational approach of individualized learning and differentiated instruction also will support a comprehensive ELL program to ensure the success of ELL’s both in academic achievement and language proficiency. The school will focus on supporting a responsive general education classroom and Sheltered English Instructional Strategies that will provide ELLs with access to the general education program. All teachers and staff will support ELLs on their individualized learning pathways and will provide appropriate supports to help them achieve linguistic and academic progress (*see II.G*).

Based on our recruitment strategies, our academic program design, and existing demand for school choice, we believe the school will attain both enrollment and retention targets. Each year, the Board of Trustees will review its strategies for attracting and retaining the required special populations of students and make adjustments accordingly.

Assessment of Community Support: The CFCS applicant group and founders have been engaged with local stakeholders and parents. The purpose of the engagement has been to gain a deeper understanding of the interest in and need for a new school and to learn how Children First Charter School might best address this need. In the course of these conversations, stakeholders have consistently voiced the immediate need for an elementary school with a focus on literacy. Through informational sessions and one-on-one discussions we have gained a deep understanding of their hopes, interests, and concerns with public schooling in Buffalo. These

families also have provided feedback on aspects of our model and we have incorporated this feedback in our planning for the school (*see I.E*). These families and parents have expressed a genuine interest in options that meet their children's needs and their desire to have their child(ren) attend Children First Charter School should it be approved.

I. D. Community to be Served

We are a nation based on opportunity. We also value choice, yet we give neither to children born into poor or working-class families. According to the 2012-2013 NYSED Annual Report Card for BPS, 82% of students in the district fall within the category eligible for Free and Reduced Price Lunch (FRPL), reflecting the vast population of residents in the city of Buffalo living below the national poverty level. Families have limited options for their children. It is unlikely that families can afford to move to higher performing suburban districts or afford to send their children to costly private schools.

Buffalo's Business First's ranking of 276 public and private elementary schools in the eight counties of Western New York are based on four years of test data from the NYSED. The 2014 elementary school rankings listed 34 of the 36 Buffalo Public Schools in the bottom 25%, and twenty-five of them in the bottom 10%⁹. The 2012 - 2013 NYSED Annual Report Card for BPS supports the rankings in Business First and calls for immediate and intensive interventions in English Language Arts (ELA) and Mathematics. Proficiency rates for students in grades 3 are at 12%. This is alarming because extensive research underscores the urgency of ensuring that children develop proficient reading skills by the end of third grade, especially those living in poverty or in impoverished communities. ELA proficiency rates for economically disadvantaged students in BPS are at 10%, 8%, 7%, 9%, 8%, and 10% for grades 3 - 8 respectively. The 2013 report, "Early Warning: Why Reading by the End of Third Grade Matters," by the Annie E Casey Foundation supports the link between reading deficiencies and broader social consequences, including how living in poor households and high-poverty neighborhoods contribute to racial disparities in literacy skills in America and how low achievement in reading impacts an individual's future earning potential.¹⁰ The Casey Foundation research is further supported in the data extracted from the BPS NYSED Report Cards in grades 4 - 8. Proficiency rates of 11%, 10%, 12%, 11% and 14% respectively do not indicate improvement as students' progress through these grade levels, and are well below the state average of 31%. BPS students had similar results on the math assessments for the same time period. Achievement levels are held stagnant at 13%, 10%, 9%, 11%, 7% and 7% for grades 3 - 8 respectively. Again, well below the state average of 31%. Benchmarks for mathematics, including varying levels of number sense and students' abilities to recall basic math facts can indicate wide learning and achievements gaps. Maintaining a balance between arithmetic and mathematical thinking discussion becomes critical as students enter fourth grade; by middle school, students who are not mastering key standards will increasingly struggle. By eighth grade, Algebra becomes the gatekeeper or gateway for students. Students struggling in algebra, may lack critical prerequisite skills, including facility with and understanding of fractions and fluency with basic number operations.¹¹ Civil rights activist Bob Moses founded the Algebra Project, a widely influential mathematics literacy intervention focusing on low-income students

⁹ <http://www.bizjournals.com/buffalo/news/2014/06/10/western-new-york-elementary-school-rankings-in.html?page=all>

¹⁰ <http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf>

¹¹ <http://www.gse.harvard.edu/news/ed/10/05/it-stems-algebra-professor-chris-dede-and-assistant-professor-jon-star>

and students of color. Moses proclaimed that Algebra is really the “new civil right,” stressing the critical importance of success in algebra to students' ability to fully participate in today's society.¹² Unfortunately, failure or poor performance in foundational math classes such as algebra is a national epidemic facing urban education and adversely impacting students of color. Proficiency results in both ELA and math decline considerably, by an average of 3%, when disaggregated by students considered economically disadvantaged. Low income students in BPS show a similar drop in math proficiency rates at 10%, 7%, 6%, 8%, 5%, and 4% for grades 3 - 8 respectively.¹³ The National Assessment of Educational Progress states that the “overwhelming number of low-achieving students in algebra are black and Hispanic and attend big urban, high-poverty schools where they are more likely to fall through the cracks”.¹⁴ Therefore, improvements for the earliest learners (especially in underachieving districts) will impact the outcomes for years to come.

Additionally, 2,886 elementary students in the district are assessed as English Language Learners (ELLs), and 15% of them face additional challenges to learning by qualifying for Special Education services. District wide, 21% of students qualify for and receive Special Education services. Our high-poverty, ethnic minority and English Language Learner students are at risk of arriving at kindergarten with less prior knowledge and skill and are therefore more likely to lag behind better-equipped peers¹⁵. As students enter kindergarten, the readiness gap becomes an achievement gap that often persists. Without direct intervention in instructional quality, including support for literacy, students who do not overcome learning gaps in kindergarten will be doomed to additional years of lagging achievement. Children, their learning, nor their social and behavioral needs are not luxuries. They are moral imperatives and necessary for a community's. Schools can help reduce the effects of poverty, but only by increasing opportunities for children.

CFCS will be an ideal choice for parents who have heretofore been deemed exercising their school choice rights under NCLB because the school will employ a best practices approach, founded on research-based curriculum, instructional practices (*see II.C*), and professional development (*see III.E*). CFCS also will have an innovative school culture focused on the work of Steven Covey's *7 Habits of Successful People* (*see II.F*) to develop leadership skills and cultivate the genius in every child. At CFCS parents will be able to enroll their children in an innovative school committed to academic achievement for every student, every day. The sections that follow are the culmination of extensive research, strategic planning, grassroots community outreach (*see I.E*), and the engagement of key community stakeholders (*see Attachment 2*). Our priorities have clear direction and we are purposeful and persistent in reaching measurable goals (*see II.A*) through absolute personal accountability for the success of our charter and the advancement of the students enrolled at CFCS.

¹² <http://www.algebra.org/>

¹³ <http://data.nysed.gov/profile.php?instid=800000052968>

¹⁴ http://www.brookings.edu/~media/research/files/reports/2008/9/22%20education%20loveless/0922_education_loveless.pdf

¹⁵ National Early Literacy Panel (2009) *Developing Early Literacy: Report of the National Early Literacy Panel*. Washington DC: National Institute for Literacy.

I. E. Public Outreach

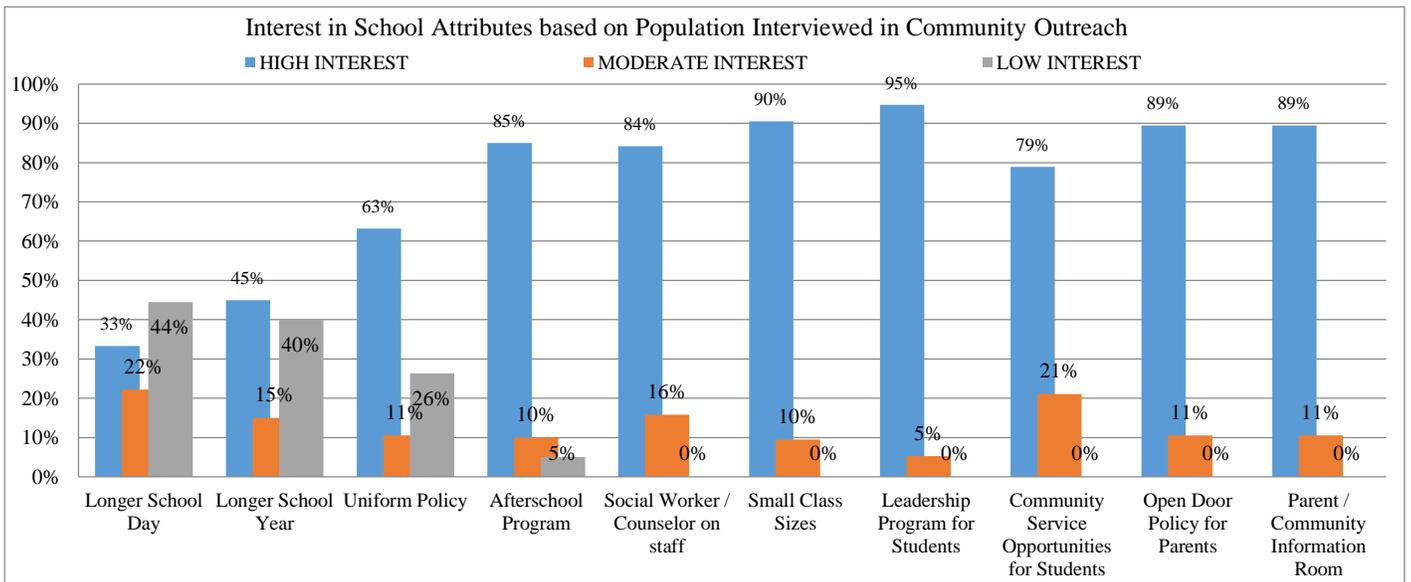
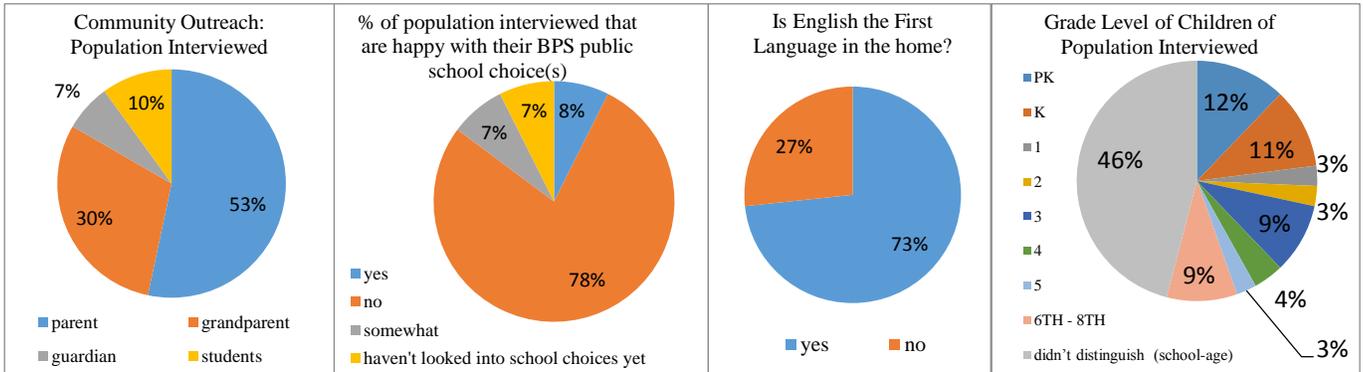
“The research is abundantly clear: nothing motivates a child more than when learning is valued by schools, families, and community working in partnership. These forms of involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention¹⁶.” CFCS’s public outreach has been strategic and intensive. We researched the demographics of the Buffalo Public School community, especially the West Side of Buffalo where the school is expected to be located. In addition, we read through the many reports, interview transcripts and press releases submitted by the District Parent Coordinating Council of Buffalo, the Buffalo Parent-Teacher Organization and We the Parents Buffalo. We found a great deal of public criticism regarding education in the city of Buffalo. Families are eager to be heard, yet feel their opinions regarding their wants and needs for their children are not being taken into consideration. There are many opportunities to get involved; with public rallies, town hall meetings, parent council meetings, PTO meetings, and We the Parents meetings, just to name a few. However, with skeletal attendance at these events, the impact is insurmountable. The families of Buffalo are living in poverty. Many households are home to the working poor. Either there is no form of reliable transportation or parents are working long hours at multiple jobs and cannot attend evening events. Therefore, we decided to take our message directly to the community, in a grassroots style of public outreach. We went to them - in their neighborhoods, where they live, shop, convene, and celebrate. We were equipped with five basic questions (*see Attachment 2*). The results were impressive. Most people spoke to us for an extended period. The families in the city are passionate about education and have a clear vision of what they hope we will bring to the community.

We polled parents, grandparents, and guardians in the community over the course of four weeks at separate locations throughout Buffalo. We visited the TOPS Friendly Market located within walking distance of our proposed location on busy Sunday mornings. On one occasion, in only a few hours the families of over 100 children stopped to discuss educational opportunities with us. The largest Head Start Program in Buffalo, Holy Cross educates 182 children daily. We spent time there during drop-off and pick-up getting input from families regarding their needs as their children prepared for kindergarten. The Universal Pre-K at the Northwest Community Center also welcomed us to talk to their families, as well as the 21st Century Afterschool Program. In addition, we canvassed the community on foot during the weekends, attended masses at neighborhood parishes and had dozens of telephone interviews and informational conversations. The cumulative results are presented at the end of this section.

To date, we have contacted approximately 100 community centers, area businesses, health care centers, politicians, churches, pre-schools, daycare centers, libraries, and cultural centers throughout Buffalo. Collaborative partnerships have been developed with The Buffalo Museum of Science, Tiff Nature Preserve, Computers for Children, and the Buffalo and Erie County Public Library. In addition, we participated in a press conference with Senator Mark Grisanti and the Diocese of Buffalo regarding the need for educational options for Buffalo families. We are continuing to build collaborative partnerships throughout Buffalo. We have scheduled meetings with the Jericho Rd. Medical Center, the Hope Refugee Drop-in Center, the Jericho Parent-Child Home Program, FLY (Focused Learning for Youth) After-school Program, and the Jericho ESL

¹⁶ Michael Fullan (1997a, pp.34-48). Broadening the concept of teacher leadership. In S.Caldwell (Ed.), *Professional development in learning-centered schools*. Oxford, OH: National Staff Development Council.

Program. The Northwest Community Center, Holy Cross Head Start, and 15 area day care centers have circulated informational fliers to their families and have agreed to distribute registration information for the 2015-2016 school year upon approval. Informational fliers have been posted throughout the city of Buffalo at area gyms, community centers, supermarkets, and doctor offices (see Attachment 2). Every flyer, business card, and survey distributed contained our contact information; including the school Facebook page, web address, phone numbers and email addresses. Links to complete a survey via Survey Monkey and to provide comments and feedback are found on both Facebook and our website.



What are the most important qualities you are looking for in a school?		OTHER SUGGESTIONS - Open Question	
Educational Advancement, High Expectations	8%	make sure teachers are available at parent schedules	7%
Safe and Secure, No violence	10%	PTA	6%
Good relationships with teachers	8%	Family Activities on weekends or after work hours	4%
High quality teachers	8%	volunteer opportunities	4%
Aides in every room	3%	fundraising	10%
More books in the school for kids to read / borrow	5%	vacations time aligned with BPS	13%
Teach the kids to read better	11%	Longer school year but longer vacation time for holidays	3%
Languages other than English	7%	good Special Ed program	15%
Vocational Classes	3%	Strict Discipline	19%
Clubs & Sports (drama, plays, musicals)	15%	Access to teacher and classrooms before and after school hours	15%
Hold parents accountable	5%	field trips	5%
Better Food	5%	help with homework for parents	3%
Clean facilities / New facilities	5%	Use the Ron Clark Story	1%
		Timely updates	13%
		monthly calendars	10%

I. E. Programmatic and Fiscal Impact

Programmatic Impact - The programmatic impact on existing schools in Buffalo will be minimal, if any at all. Enrollment for CFCS is projected at 792 students by year four, while BPS serves 30,000 students. Enrollment at CFCS will be less than one percent (0.02 percent) of the total enrollment of BPS and it is highly unlikely that the enrollment at this School alone will initiate programmatic changes on behalf of BPS. Rather, city residents will have an alternative choice for a high quality public school. CFCS will have a strong educational program that prepares students to become the Leaders of Tomorrow – creating a culture of self-empowerment, leading our students to academic success and admission into the high school of their choosing. CFCS will function efficiently on less funding per student than BPS and will operate in an educationally and fiscally sound manner. Thus, CFCS anticipates it will have a positive programmatic impact on area schools. CFCS’s focus on collaboration and sharing best practices will improve educational outcomes for all children in the city of Buffalo. The Buffalo Board of Education, Buffalo Public, Private and Charter School leaders, and local political, and community leaders, are welcome and encouraged to join us in a dialogue that encourages collaboration to achieve the best outcomes for all students in Buffalo, not only the students in attendance at CFCS. By working together, the educational opportunities for all children in the city of Buffalo will improve exponentially. In addition, we will maintain open communication on behalf of all students who enroll at Children First Charter School with BPS and other area agencies to ensure all special services, reporting, and required documentation are accurate, and timely.

Fiscal Impact -Financially, CFCS’s budget represents .8% of the BPS budget in the first year of operation and 1.2% of the budget by CFCS’s fifth year of operation. The assumption was made that the BPS budget will remain the same during the five-year charter. If there are increases in the BPS budget, then CFCS’s financial impact will be lower.

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

II. Educational Plan

II. A. Academic Goals

CFCS will utilize the New York State Education Department's Charter School Performance Framework as the foundation for our goals. More specifically, our achievement goals will mirror the measures identified in Benchmark 1: Student Performance, with the addition of some mission specific goals. These goals will be used by our board to hold ourselves accountable to the charter; they also will be utilized to evaluate the executive director and administrative teams' success.

#	Indicator	Measure	Meets Level
1. Student Progress Over Time (Growth): Students in grades 3-8 will demonstrate an increase in performance by one grade level each year...			
1a.	Aggregate growth	Unadjusted Mean Growth Percentile (MGP) for all students on NYS assessments.	State Average
1b.	Subgroup growth	Unadjusted Mean Growth Percentile (MGP) for all accountability subgroups.	State Average
1c.	Performance Index: Aggregate growth to proficiency	Performance Index (which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8)	Effective Annual Measurable Objective Target
1d.	Performance Index: Subgroup growth to proficiency	Performance Index (which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8).	Effective Annual Measurable Objective Target
2. Student Achievement (Attainment): Students in grades 3-8 will demonstrate attainment of age/grade level proficiency benchmarks...			
2a.	Aggregate Proficiency	% of students proficient on 3-8 state assessments for all students	State Average
2b.	Subgroup Proficiency	% of students proficient on 3-8 state assessments for all accountable subgroups	State Average
2c.	Similar Schools Comparison	Effect Size in Comparative Regression Analysis controlling for prior academic performance (when possible) and student characteristics	Statistically significant positive effect size

2d.	District Comparison	% of students proficient on 3-8 state assessments	Exceeds the district average
2e.	Subgroup Comparison	% of students proficient on 3-8 state assessments	Exceeds the district average
3. State and Federal Accountability System			
3.	State and Accountability Designation	Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	Good Standing
4. Charter Specific Goals			
4a.	Student Progress and Achievement	a. Students in grades K-2 will demonstrate attainment of age/grade level proficiency benchmarks on the appropriate CCMAP and MPG Assessment. b. Students in grades K-8 will demonstrate an increase in reading performance by at least one grade level equivalent each year on the BAS.	
4b.	Attendance	a. The average daily attendance rate will meet or exceed 95% for all grades annually. b. Student re-enrollment rate/retention rate will meet or exceed 90% yearly.	
4c.	Student Culture Assessment Profile	a. 98% of faculty, students, and parents will consider CFCS to be a “safe school” b. 98% of faculty, students, and parents will indicate satisfaction with the school culture and climate (<i>see 2f</i>)	

II. B. School Schedule and Calendar

The daily, weekly, and annual calendars reflect our deep belief that more time on literacy and learning in core subjects is critical for student success, particularly students who are at risk of academic failure, whether by the implications of poverty, or the direct consequences of previously attending persistently low achieving schools. Designed to provide time for rigorous instruction, CFCS’s extended school day is based on the practices of high performing urban schools. Students will attend school from 8:00am until 3:45pm, providing 20% more instructional hours than a typical Buffalo Public School, each year.

According to the National Center on Educational Statistics, the average school year in New York is composed of 6.6-hour days and 1,201 hours of instruction for the entire year.¹⁷ At CFCS, the average day will be 7.75 hours long, which provides 1,433.75 hours per year of instruction. This amounts to an additional 35 school days. CFCS also will provide an after school program offering up to 416 more hours of learning and summer programs up to five weeks each summer, which will provide 100 hours of additional learning time. These programs offer a potential 78 days of learning to our students. Over the course of 9 school years, the 35-day difference will contribute to nearly 1.75 more years in school for a CFCS student as compared to a student attending the average New York school. Please *see attachment 3a and 3b* for the sample weekly student and teacher schedules and the proposed first year calendar.

¹⁷ http://nces.ed.gov/programs/digest/d13/tables/dt13_203.90.asp

All students will begin the school year by attending a Preparation Academy, where they learn about CFCS’s expectations and prepare for the requirements of grade level work. The Preparation Academy will allow the school to utilize a staggered start approach (grades 3-8 begin on Monday; k-2 begin on Thursday) the week prior to Labor Day.

Our daily and weekly schedule are evidence of our commitment to our mission of “empowering children to become Leaders of Tomorrow by developing well rounded, culturally proficient students with a sound foundation in literacy skills across all content areas.” Students will build a strong classroom culture by participating in discussions and activities using the Seven Habits, first thing every morning and will end each month with a Community Gathering, during which time we will honor student success, from displays of leadership to achieving their personal best. All CFCS stakeholders are always welcome and invited to these rituals and enjoy these Friday celebrations of school life and success. In grades k-2, where the foundations are being laid for literacy success, students have a 120 minute block of literacy instruction daily, as well as an additional 40 minute academic enrichment block. As students’ progress through the instructional program at CFCS, they will benefit from extended blocks of core content daily, with a strong emphasis on literacy skills in that content. In addition, all content area teachers in grades 3-8 will be trained in and teach writers workshop every day from 8:30am -9:00am.

After-school supports are an important part of the life of the school - to support struggling students, challenge advanced students, modify behavior of some students, and provide additional engaging activities for those who wish to be involved in activities such as basketball, chess, or dance. Therefore, CFCS has reached out to and begun discussions with a number of organizations, including Boys and Girls Club, 21st Century Program, and the YMCA to develop a program in which our students can attend until 6:00 pm each night.

Summers at CFCS will comprise of four important parts of our program: Extended Learning Opportunity (Summer School) for students, Curriculum Design, strategic planning, and the Professional Development Academy. The extended learning opportunity will be an up to a 5-week summer program from 8:00 am - 12:00 pm from Monday to Friday starting the first weekday after Independence Day. The Curriculum Design team will be invited to work over the summer to further refine our curriculum additionally the Strategic Planning Team will work to further school improvement based on assessment data and best practices. Lastly, our Professional Development Academy will be held from the second Monday in August until the first day of the students Preparation Academy (the first week of September).

II. C. Curriculum and Instruction

Philosophy- Children First Charter School’s academic program includes a comprehensive curriculum based on the New York State Common Core Learning Standards, Next Generation Science Standards (NGSS), and New York State Social Studies Standards, and a pedagogical philosophy informed by Core Knowledge, Understanding by Design, and the Coalition of Essential Schools:

- **Content is Key:** Founded by E.D. Hirsch, the Core Knowledge Foundation holds that schools “need to teach a coherent, cumulative, and content-specific core curriculum.” We believe depth of content knowledge is integral to developing both basic and critical thinking skills, particularly for many low-income and limited English proficient students

who lack the background knowledge necessary to support and accelerate learning. Our school will be explicit about the core content students need, paying particular attention to common knowledge that facilitates communication and understanding.

- **Standards-Based Backwards Design:** Understanding by Design employs the backwards design approach pioneered and refined over time by Grant Wiggins and Jay McTighe. Backwards design reverses the traditional approach to instructional planning by starting with the Common Core Learning Standards (what the students should know and be able to do), then developing strategies for assessing whether students achieved the standards, and only then creating the lesson activities and selecting materials and resources. This aligns with our focus on key content as our framework for teaching and learning.
- **Essential Questions:** We also believe that instruction should be driven by essential questions based on the works of the Coalition of Essential Schools, which holds that “[c]urriculum and courses should be organized not around answers but around big ideas - questions and problems to which content represents answers.” Again, content is critical, but this approach forces teachers to help students acquire knowledge and skills in a deeper, more enduring manner. By challenging them to ask and answer essential questions, students must understand, analyze and evaluate information, which increases motivation and confidence and teaches them to become independent learners and critical thinkers.

The key to our success will be our robust integrated literacy program that uses variations of co-teaching instruction to enhance proficiency in reading, writing, speaking, and listening skills. Through regular benchmarking of reading levels and the NWEA CCMAP and MPG (*see II.D*) we will monitor and evaluate student progress and proficiency.

Our staff will use a balanced literacy approach in all grades, across all content areas because of its alignment with our education philosophy, availability of resources, professional development opportunities, but most of all, because it is anchored in research-based methodologies. Balanced literacy requires a comprehensive, integrated approach, demanding that teachers know a great deal about literacy research related to emergent literacy, assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, appropriately leveled readers, reader response, writing process, and constructivist learning. “[E]ffective literacy teachers provide good classroom management and scaffolded balanced literacy instruction with a focus on explicit skills and authentic opportunities to read, write, and discuss the text. Effective schools provide a collaborative learning environment, share the responsibility for student learning, reach out to families, and support teachers and student learning.”¹⁸

This approach has been demonstrated to work well with our student population and will allow us to achieve our mission and meet our accountability goals (*see II.A*). Balanced literacy provides opportunities to address phonemic awareness, decoding, fluency, comprehension, vocabulary, grammar, and critical thinking. Key components of our curriculum include:

¹⁸ Frey, B.B, Lee, S.W., Tollefson, N., Pass, L., Massengill, D., *Balanced Literacy in an Urban School District*, 2005

English Language Arts -

- **Readers and Writers Workshop:** The workshop model, supported by Be Core Ready, Core Ready Lesson Sets, and Accelerated Literacy, employs choice, authentic tasks, and extended time for students to read and write in order to tap students' motivation and improve skills. "Workshopping" allows teachers to use a variety of strategies including whole-class, group and independent activities. Workshops typically include: a mini-lesson where teacher models a specific strategy, scaffolded practice activities, opportunities for more broad application and demonstrations of student learning ending with a summary discussion.
- **Interactive Read-Aloud:** Teachers engage students in a variety of genres by modeling how to use mentor texts to deepen thinking, build vocabularies, strengthen comprehension strategies, and discuss literary elements. Read-alouds will be used in all subjects to build literacy skills while simultaneously deepening content knowledge, which aligns with the common core focus on informational texts. This modeling is particularly valuable for emergent readers. Read-alouds are made interactive through questioning and discussion and opportunities for peer interaction, such as "turn and talks" and "pair shares."
- **Guided Reading:** Teachers guide small group instruction of 4-6 students using books that they can all read at about 90% accuracy level to cement their understanding of a strategy. Pre-reading activities include prediction making, vocabulary introduction, or discussing background knowledge required for understanding the text. Teachers coach individuals by providing prompts, asking questions, and scaffolding. Students will be assessed regularly to ensure appropriate grouping, allowing them to develop at their own pace, including allowing more advanced students to tackle more challenging texts.
- **Literacy Centers:** While their peers are involved in guided reading groups with teachers, other students will work independently or in small groups on tasks in literacy centers. These may address the objectives of the day's mini-lesson or reinforce knowledge and skills students have already learned. Literacy centers are an important aspect of providing students with choice, empowering them to become independent learners. Center activities may also promote cooperative learning, such as buddy reading for younger students and literature circles and peer editing for older students.
- **Phonics:** Time will be allocated for explicit phonics instruction, but it also will be integrated and reinforced during workshop activities. Research findings show that a phonics program must contain two elements in order for instruction to lead to real reading results: systematic instruction and practice (National Reading Panel, 2000). During the planning year instructional leaders will select a program and resources that are research-based, aligned with our overall literacy program and Common Core standards, and provide effective guidance and supports to teachers. Examples of possible programs and resources include Words Their Way, SRA Phonemic Awareness, and Orton-Gillingham.
- **Vocabulary:** Teachers will be expected to use, model and teach appropriate and subject-specific vocabulary in all classes. Key vocabulary will be identified in each unit and consistently spiraled through lessons. Teachers will hold students accountable for using this vocabulary in their speaking and writing. Students also will be taught to use etymology in order to figure out new or related words. In addition, teachers will use word walls and labeling throughout the classroom and school building to visually reinforce vocabulary development for English language learners.

- **Intervention Programs:** We anticipate many of our students may enroll as emergent readers without basic pre-literacy skills. We will supplement our general literacy program with the Fountas and Pinnell Leveled Literacy Intervention Program - designed to quickly accelerate low-performing students so they can benefit most from grade-level instruction. These programs will be administered during literacy instruction or the academic enrichment block (*see II.B*).
- **Independent Reading:** Our students will have access to a rich assortment of engaging texts, through our partnership with the Buffalo and Erie County Public Library System (*see I.E*). Students will be taught and encouraged to use any down time to pull out a book and read and will be expected to read at home for increasingly longer periods of time as they grow older.

Teachers will rely primarily on authentic literature and informational text as the instructional resources for our literacy program, though they may also adopt anthologies and/or textbooks that meet our selection criteria. In keeping with our emphasis on the importance of literacy across the contents, resources will be selected that deepen our students' understanding of the world, enhance their vocabulary, develop a common knowledge base, and promote character and values, consistent with the *Leader in Me*. As students' progress into middle school, they will be encouraged to engage with original versions of great literature and primary sources. We believe a rich, character infused curriculum is the best way to develop both the academics and social/emotional skills our student's need (*see II.F.*). EngageNY, Core Knowledge, Expeditionary Learning, and Junior Great Books resources will be consulted to help identify high quality materials, including stories, plays, speeches, poems, myths and biographies.

Mathematics - As with literacy, our Math program uses multiple strategies to develop both procedural skills and conceptual understanding in keeping with the focus on Common Core Learning Standards. Students will explore math not only in formal math classes, but also through morning meeting activities in elementary grades where students discuss calendars and time as well as math being integrated into science, social studies, art and other lessons. In the elementary grades, students will engage in inquiry-based activities that develop number sense and use practice activities to develop automaticity with basic facts that serve as the foundation for higher level mathematical thinking.

Key components of our Mathematics program include: whole class mini-lesson, small group instruction, rotating centers, and independent work. Elementary grades will have a daily morning meeting that addresses "real-world" math. Materials and tasks will be differentiated, and targeted instruction will be scaffolded to individualize teaching. We will utilize the NYS Mathematics Common Core Modules for grades K-8 with the workshop model approach.

We strive to make our students literate in the language of mathematics. Our students will be given experience in dissecting the language of word problems and will be prompted to explain their mathematical thinking in written response. Our end of workshop discussions will provide many opportunities for students to verbally explain their problem solving methods and receive constructive feedback about their clarity.

Science - Students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, including science. “All students face language and literacy challenges and opportunities that are specific to science. We propose that when students are adequately supported to “do” things with language, both science learning and language learning are promoted.”¹⁹ At CFCS every student will participate in science instruction every day, in order to develop a deep understanding of the scientific method as well as the content knowledge needed for high school and beyond. Using the NYS CCLS and NGSS as the guiding forces of our science curriculum, teachers will create opportunities for students to engage in skills such as: collaboration, problem solving, and research. Within each curricular unit teachers will provide students with opportunities to demonstrate mastery of scientific inquiry, authentic projects, performance tasks and kinesthetic learning, collaborative and deeper learning, and expansive and insightful thinking. An interactive, hands-on approach that teaches science by doing science is a major component of the science curriculum that allows for students to answer an overarching essential question through the application of inquiry, active learning and the application of technology. We will utilize resources such as science kits (through Erie1 BOCES) that provide multimedia curricular experiences in science, technology, engineering, and math (STEM) for K-8th grade students, including career exploration, as well as fostering collaboration with the Buffalo Museum of Science to enhance our Science curriculum. Science classes will include the following features:

- **Close reading and literacy-based activities:** Students read and annotate scientific articles, articulate main ideas and details and provide summarization of the research shared that informs the acquisition of content knowledge.
- **Experiential learning:** Students will conduct laboratory activities that allow for the application of inquiry skills.
- **Data analysis:** Students analyze data, looking for patterns, trends or relationships, in order to develop or support an answer to essential questions; and
- **Reflection and self-assessment activities:** Students discuss their findings, and ultimately answer the essential questions that have guided the investigation. Students evaluate their data findings, discussing sources of errors and variables that have decreased the reliability of results. Students will problem solve and propose changes that allow for improved experimental designs for future lab experiences.

Social Studies - Instruction in Social Studies will be closely aligned with literacy as student’s practice using their reading and writing skills to learn about historical events and people, explore geography and cultures. We will place a heavy emphasis on non-fiction in accordance with the Common Core Learning Standards and expect our teachers to expose students to primary sources as much as possible. Curriculum content will be aligned to the NYS CCLS and the NYS Social Studies Scope and Sequence. Additionally, CFCS will support the curriculum by using the rigorous, relevant, and text-rich materials from History Alive!. This program uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level. In kindergarten through 8th grade, students study the world through interactive activities that capture their imaginations and help them remember key content. This history program engages students in the lessons of the past, and allows them to correlate those with lessons for today.

¹⁹ Lee, O., Quinn, H., and Valdes, G., *Science and Language for English Language Learners in Relation to Next Generation Science Standards and With Implications for Common Core State Standards for English Language Arts and Mathematics*, 2013

Curriculum Planning and Design - To begin, the Director of Curriculum and Instruction will prepare core maps for each subject area; then during the summer Professional Development Academy, teachers will be supported by the Curriculum Design Team (including lead teachers and instructional coaches) to translate grade-level Common Core Learning Standards (CCLS)/New York State Standards (NYSS) into a set of thematic units grouped around the enduring understandings that are most important for our students. Facilitated by the Director of Curriculum and Instruction and the Curriculum Design Team, each teacher will start with the relevant CCLS and NYSS for his or her grade and subject and map out a sequence of units that address those standards. In later years, the training period will be used to revise and enhance curriculum maps. Throughout the school year, the Director of Curriculum and Instruction will meet minimally once a month with the Curriculum Design Team to ensure cohesiveness and review curriculum. CFCS will use the following standards for curriculum design:

- **Standards-Based:** Common Core Learning Standards for English Language Arts and Mathematics and New York State Standards for Science and Social Studies will form the foundation of CFCS curriculum. EngageNY will be a valued resource in design.
- **Pacing Calendars:** Will reflect units of study and timeframe for each discipline.
- **Curriculum Maps:** Will be generated for each subject. Each map will include the following components: NYS CCLS (and other applicable standards), Enduring Understandings, Essential Question, Skills, Resources, and Timeframe.
- **Unit Plans:** Will be generated for each unit of study to be taught across content areas. Unit plans will include mini lessons for each learning objective, higher order thinking questions, assessments, and materials.
- **Data Driven Decision Making** (*see II.D*) - Teachers and administrators will collaborate to target the needs of every learner and achieve better student results.

II. D. Assessment System

The purpose of assessment at CFCS is to gather accurate and timely data so informed decisions and actions can be taken to maximize student learning and achieve our academic goals (*see II.A.*). We understand our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals. We have therefore designed the school with the future in mind and created an assessment system that provides us with timely data with which to measure our progress in grades k-8, both vertically and horizontally (including cohorts) and ensure we are successful in preparing all students to enter, succeed, and graduate from their high school of choice.

CFCS has carefully developed a planned assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We are a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth. The following table delineates our assessment schedule.

Assessment Administered	Frequency	Grade Levels	Purpose
NWEA MPG	3-4/year (with fall, winter, spring, and summer intervals)	K-2	This assessment allows the school to generate baseline data about students' reading and mathematics skills and measure their growth over time
NWEA ccMAP	3-4/year (with fall, winter, spring, and summer intervals)	3-8	This assessment allows the school to generate baseline data about students' reading, language use, and mathematics skills and measure their growth over time
Fountas & Pinnell	3-4/year (with fall, winter, spring, and summer intervals)	K-8	This assessment allows the school to determine each child's instructional level for guided reading according to Fountas and Pinnell's A-Z Text Level Gradient
Common Formative Assessments	Regularly	K-8	These assessments provide teachers with information regarding the students' success in mastering the content previously taught.
School Developed Interim Assessments	Every six-eight weeks	3-8	These assessments are created utilizing questions from previous State exams. The school alternates the assessments each month: one month focusing on literacy and the next month focusing on math.
Writing Prompts	3-4/year (with fall, winter, spring, and summer intervals)	K-8	Teachers will develop grade-wide writing prompts and use them to evaluate mastery. Students will be taught to engage in self and peer review.
NYS Assessments for ELA and Math	Once per year	3-8	These assessments provide the school with essential information regarding the school's success towards meeting the Accountability Plan goals and identify students' ability to meet or exceed grade level standards in reading, reading comprehension, writing, mathematical computation, mathematical reasoning, and problem-solving
NYS Assessment Science	Once per year	4 and 8	This assessment provides the school with essential information regarding the school's success towards meeting the Accountability Plan goals in science and identify students' ability to meet or exceed grade level standards in science content and use of scientific tools.
NYSITELL	Once per year	K-8 ELL's only	The NYSITELL is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services.
NYSESLAT	Once per year	K-8 ELL's only	The NYSESLAT is used to measure student progress in developing English language proficiency and to determine if an ELL's proficiency has been met to be removed from ESL services.

Formative Assessments: CFCS emphasizes formative assessment practices to inform daily instruction. Teachers will identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will receive coaching on how to use the formative feedback provided by teachers to maximize their academic success in the Standards Based Grading (SBG) system. Standards Based Grading allows for teachers to gain baseline data for each student on the standards that will be assessed. With instruction and direct practice, students build their capacities in each standard throughout the school year. SBG allows for students to continually work towards mastery on standards, whereas traditional grading models limit student mastery to designated marking periods. Interventions and supports are put in place

for the students who are struggling to meet mastery. Tier II and Tier III interventions are coordinated through a collaborative effort of parents, teachers and the Instructional Support Team (*see II.G*). Examples of formative assessments our teachers will use are:

- **Questioning:** Teachers are trained to use appropriately rigorous levels of questioning based on Bloom’s Taxonomy and Webb’s Depth of Knowledge to ascertain students’ content and conceptual understanding.
- **Common Formative Assessments (CFA’s):** Teachers collaborate to create CFAs that directly assess students’ skills in relation to the NYS CCLS. CFAs are given frequently and data is used to plan for individualized instruction and support. Data is also an indicator of curriculum and instructional quality.
- **Rubrics:** With assistance from instructional leaders, teachers develop grade-wide and common skill rubrics to evaluate student work, especially for reading and writing in the content area, as well as for projects that assess multiple standards.

Additionally, the Curriculum Design Team will design and develop its own interim assessments based on the Common Core State Standards. CFCS will use these six to eight week interim assessment cycles to assess student mastery of standards-based knowledge and skills in grades 3-8. Following each assessment, teachers will analyze student performance data, identify which standards are causing difficulty, and create six to eight week “reteach” plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers will use interim assessment data to help determine which students receive push-in instruction from instructional support personnel during class.

Benchmark Assessments: Teachers administer benchmark assessments to measure progress towards goals.

- Northwest Evaluation Association (NWEA) Common Core MAP and MPG: Teachers administer benchmark assessments to measure progress towards goals. In particular, the NWEA MAP and MPG use computer-based adaptive assessments to evaluate individual student proficiency levels in ELA and math. Students’ scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. The MAP and MPG assessments use an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to serving as a baseline assessment, it is administered in winter and spring to measure progress towards goals and determines the ability of staff to meet the Student Learning Objectives (SLOs) set at the beginning of the academic year. In other subjects, and based on our curriculum maps and scope and sequence, teachers create benchmark assessments to evaluate student mastery of content in each subject.
- Fountas & Pinnell Benchmark Assessment System (BAS): CFCS also will utilize the Fountas & Pinnell Benchmark Assessment System (BAS) to measure students’ current reading levels. As noted previously, our goal is to ensure that students are reading proficiently by the end of grade 3. Because of that, we will administer this assessment, in addition to NWEA, to specifically assess reading skills. The BAS will be administered three-four times per year to students in grades K-8. According to Fountas & Pinnell, BAS “is a series of texts that can be used to identify a student’s current reading level and progress along a gradient of text levels over time.” The BAS captures accuracy, fluency, and comprehension. As also noted on the website, the BAS will help teachers:

- Determine students' independent and instructional reading levels
- Determine reading placement levels and group students for reading instruction
- Select texts that will be productive for student's instruction
- Assess the outcomes of teaching
- Assess a new student's reading level for independent reading and instruction
- Identify students who need intervention
- Document student progress across a school year and across grade levels
- Inform parent conferences

Summative Assessments: CFCS teachers will develop summative performance assessments to be used at the end of units of study in a variety of forms, including written exams, laboratory reports, presentations, and project-based performance tasks. Students are evaluated regularly on their mastery of skills and knowledge as defined by NYS CCLS. To ensure that grade level and/or subject standards are met, CFCS students will participate in all state mandated testing, including the NYS grade 3-8 English Language Arts and mathematics exams, and the grade 4 and 8 science exams. CFCS will meet or exceed its Adequate Yearly Progress (AYP) target growth each year and students will be expected to obtain a minimum of one year's academic growth each school year.

Student-Led Conferences, consistent with the *Leader in Me* process, require students to reflect on their learning and evaluate their progress over time. The collection and organization of artifacts into a portfolio provide the evidence for student-led presentations on learning and growth in two conferences throughout the year. Students support their reflection with evidence from the SBG system, formative and summative assessments as well as standardized assessment data.

Data Collection and Analysis: CFCS will utilize a data management system, such as PowerSchool and/or PerformancePLUS, to accurately capture and maintain our student assessment records. Creating a strong assessment system is the first step in establishing a culture that values finding actionable data to improve student outcomes and helps students reach advanced levels of learning. CFCS's system of assessment is designed to gather accurate and timely data so that informed decisions can be made to maximize student learning. This process is critical to providing students with a rigorous and supporting educational experience. Actionable data helps create an accurate picture of each student's academic strengths and deficits, so teachers can target instruction effectively, increase rigor appropriately, and know when they need to reteach a lesson or perhaps scaffold a complex idea or concept.

CFCS is a learning community with the expectation of operating as a true professional learning community (PLC). Professional learning communities will be used as an instrument for facilitating enhanced learning, teaching, and leadership capacity at all levels of the school. The administration and faculty will take mutual responsibility for effectiveness and consciously create a collaborative infrastructure (*see II.B.*). It is our hope that the resulting interpersonal synergy will help teachers to plan creatively, respond to challenges proactively, and feel a collective sense of efficacy about the work they do.

A Strategic Planning Team will be tasked with collecting, analyzing, and disseminating all standardized testing data at the beginning of the school year. Additionally, teachers and

administrators will collaborate in consistent cycles of inquiry and action research to target the needs of every learner and achieve better student results. Shifting from a focus on teaching to a focus on learning, we will utilize the data inquiry processes outlined in Richard DuFour's Professional Learning Community (PLC):

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

Additionally, an ongoing exploration of three crucial questions will drive the work of those in the professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Use of Results: Our plan for use of assessment results includes:

- Teachers- Identify students' specific learning challenges early by assessing their mastery of specific standards and objectives; create lesson plans designed specifically to strengthen areas of need and accelerate learning; differentiate instruction by organizing and rearranging flexible small group instruction to meet students' needs; facilitate communication between administration, teachers, and parents; monitor progress of students not meeting the standards and revise intervention plans; enhance collaboration among teachers.
- Leaders- Evaluate and hold accountable teachers and other staff; evaluate and improve programs including curriculum, instruction, and assessment; monitor the RTI process and ensure students are placed in appropriate interventions; enable the Instructional Support Team (IST) to identify Students with Disabilities (SWD) and English language learners (ELLs); identify school and individual teacher's needs and guide implementation of staff development program; and facilitate communication with parents, the school board, and the public.
- Board- Evaluate school leaders' performance; monitor and report on progress towards meeting accountability goals; monitor effective implementation of key design elements; review and approve budget to determine optimum allocation of resources; evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals; and to facilitate decision making in such areas as school advocacy, role and status in the community, and to assist in providing needed resources based upon the reputation and success of our program.
- Parents- Monitor child's performance using progress reports that are at least quarterly if not monthly or weekly, standards based reports; access grades and performance online to monitor student performance; identify areas in which they can help and support their child's learning; and assist other parents to make informed choice.
- Students- Use teacher feedback to identify strengths and weaknesses and develop plans for improvement; demonstrate growth over time; reflect on data via artifacts; and build pride and ownership for their school.

II. E. Performance, Promotion, and Graduate Standards

Promotion Criteria and Exit Standards: We expect CFCS students to exit our program with a sound foundation in literacy and leadership skills, preparing them to enter, succeed, and graduate from the high school of their choice. As articulated in assessment systems (*see II.D.*), a standards based grading system will be used at CFCS. To attain promotion from one grade to the next, CFCS students are required to meet grade-level appropriate standards, such as those outlined in the table below. Because retention carries negative social and emotional effects, CFCS will evaluate whether having a student repeat a grade would be beneficial. Due to support systems like looping and Response to Intervention (RTI), we anticipate that it often will not be in a student’s best interest to retain him or her, unless there are significant gaps. The principal, student’s teachers and parents will meet to discuss what is best for each student; i.e. promotion, summer program, or repeating the grade. However, if a student fails two or more core subjects, scores low on interim assessments and does not score at least a 2 on the ELA and Math sections of the NY State Assessments, they may be asked to repeat the grade. CFCS expects retaining a student in the sense of making them repeat a grade will be an extremely rare circumstance impacting less than 1% of students and in most years 0% of students. As stated previously, we are well aware of the negative long-term impacts of retaining students who struggle academically. We are equally aware of the often unseen effects of setting low standards and expectations, and we will in every word and deed seek to create a culture of excellence at our school (*see II.F.*). It is a difficult decision to make, and as such we will always err on the side of promoting a student rather than asking them to repeat the grade.

Special Student Populations: Students with Individual Education Programs (IEPs) and those in the process of evaluation will be promoted on their own individualized promotion criteria and the indicators provided by formative and summative assessment, anecdotal data, standardized test data, samples of student work, and the recommendation of the special education and classroom teacher.

Literacy		
Grade 2	Grade 5	Grade 8
<p>Reading:</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Narrative Texts:</p>	<p>Reading:</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 	<p>Reading:</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 text complexity band independently and proficiently. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 complexity band independently and proficiently. <p>Narrative Texts:</p>

<ul style="list-style-type: none"> Describe how characters in a story respond to major events and challenges. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <p>Informational Text:</p> <ul style="list-style-type: none"> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <p>Decoding/Word Study:</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. <p>Fluency:</p> <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Writing:</p> <ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations). <p>Conventions of Writing:</p> <ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>Narrative Texts:</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <p>Informational Texts:</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <p>Decoding/Word Study:</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <p>Fluency:</p> <ul style="list-style-type: none"> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Writing:</p> <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point-of-view with reasons and information. Write informative /explanatory texts to examine a topic and convey ideas and information clearly. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. <p>Information Text:</p> <ul style="list-style-type: none"> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept Determining a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <p>Writing:</p> <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Conduct a short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <p>Conventions of Writing:</p> <ul style="list-style-type: none"> Form and use verbs in the active and passive voice. Use Punctuation (comma, ellipsis, dash) to indicate a pause or break. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> Produce, expand, and rearrange complete simple and compound sentences. <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and large groups. 	<p>Conventions of Writing:</p> <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. 	<p>clue to the meaning of a word or phrase.</p> <p>Listening and Speaking:</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Mathematics		
Grade 2	Grade 5	Grade 8
<p>Operations and Algebraic Thinking:</p> <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, write an equation to express the total as a sum of equal addends. <p>Number and Operations in Base Ten:</p> <ul style="list-style-type: none"> Understand that 100 can be thought of as a bundle of ten tens — called a “hundred.” Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 	<p>Operations and Algebraic Thinking:</p> <ul style="list-style-type: none"> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <p>Number and Operations in Base Ten:</p> <ul style="list-style-type: none"> Read, write, and compare decimals to thousandths. <p>Fractions:</p> <ul style="list-style-type: none"> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For 	<p>The Number System</p> <ul style="list-style-type: none"> Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. <p>Expressions and Equations:</p> <ul style="list-style-type: none"> Use numbers expressed in the form of a single digit times a whole number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <p>Functions:</p>

<p>or 100 from a given number 100–900.</p> <ul style="list-style-type: none"> Explain why addition and subtraction strategies work, using place value and the properties of operations. <p>Measurement and Data:</p> <ul style="list-style-type: none"> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <p>Geometry:</p> <ul style="list-style-type: none"> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them 	<p>example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</p> <p>Measurement and Data:</p> <ul style="list-style-type: none"> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. <p>Geometry:</p> <ul style="list-style-type: none"> Classify two-dimensional figures in a hierarchy based on properties. 	<ul style="list-style-type: none"> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) value, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

II. F. School Culture and Climate

“The culture of the school is the determining factor in the achievement and well-being of the entire learning community.”²⁰ - The Center for School Culture

The culture and climate of CFCS begins with our motto, “Every Child, Every Day,” in which we are committed to addressing the social, emotional, academic, physical safety, health and wellness needs of every child, every day. CFCS’s motto is aligned with the philosophy that every child can be a leader, has talent, and has the ability to achieve greatness. *The Leader in Me* supports our philosophies and addresses the key issues raised throughout this application in improving the academic achievement of students who are at risk of academic failure, whether by the implications of poverty, or the direct consequences of previously attending persistently low achieving schools. A third-party case study by John Hopkins University on urban schools that have implemented *The Leader in Me*, found the culture was positively improved, with student behavior as the driving force of that improvement. We believe in empowering, enabling, and expecting students of all ages to accept responsibility for their own purposeful learning. We will provide teachers the tools, training and embedded support to shift instruction to a more student-centered, competency-based model focused on the mastery of standards. Consequently, we will see increased numbers of students reaching and exceeding proficiency rates on Common Core Assessments, as well as students prepared to enter, succeed and graduate from their high school of choice.

We will “begin with the end in mind” (*Habit #2*): Thinking about what our kids should be when their primary education years have ended. Using training developed around Steven Covey’s *7 Habits of Highly Successful People*, we will develop a culture of leadership that will build capacity in our students to set goals and work toward them. From kindergarten through grade 8, we will build new daily habits of goal setting, teamwork, critical thinking, communication, creativity, and problem-solving. Students will begin to see the relevance of what they are doing related to their

²⁰ <http://www.schoolculture.net/history.html>

goals in elementary school, accept opportunities to identify and pursue areas of personal passion in middle school and leave CFCS with the ability and vision to build career skills to become college and career ready. This is monitored daily using student leadership journals and weekly student-teacher conversations regarding work toward their goal(s).

Positive Behavioral Interventions & Supports (PBIS) is the umbrella philosophy that guides the tone, spirit, culture, and environment of our school learning community. There is a broad and ever-increasing body of evidence that PBIS works; districts across the country have implemented PBIS models with great success as measured by reductions in referrals, suspensions, & expulsions and increases in student and staff attendance. PBIS's focus on measurable outcomes supported & evaluated by data is an extension to our school's data-driven approach to academic performance & assessment. We will further gauge our success by measuring student & parent satisfaction with our school climate surveys, distributed at least twice throughout the school year. The process closely mirrors The Center for School Culture's School Culture Assessment Profile and includes teacher surveys; teacher, parent and staff interviews; and focused observations of interactions within the building²¹. The assessment provides a school culture profile and includes specific, immediate and long-term areas and actions for improvement.

Utilizing The U.S. Department of Education Office of Safe and Healthy Students' Safe and Supportive Schools Model, The Leader in Me, and PBIS, we intend to create and maintain a sustainable, positive school climate which fosters youth development and learning. This climate includes:

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

The CFCS-home connection does more than remedy deficits in student behavior. It is used to recognize and nurture strengths, competencies, and virtues in our children. Together, we will be less responsive and more "proactive" (*Habit #1*), identifying and amplifying their talents, gifts, and interests, and celebrating them at regular intervals throughout the year. School concerts, art fairs, cultural fairs, back-to-school nights, student lead conferences, Grandparents Day, Leadership Days, parent classes, job fairs, community fairs, parent volunteers, and a purposeful Parent-Teacher Organization are some suggested events that we will host at CFCS and in the community. We recognize that transportation can be a challenge for many of our families. The community input we received strongly suggested that we find alternative locations within the neighborhoods of our families to host some school events.

The result of our school culture is a personalized and purposeful system in which students are motivated to learn and accept high expectations for success, overriding the barriers children of

²¹ <http://www.schoolculture.net/program3.html>

poverty face each day. This requires a shift in paradigms for many students. Altering anyone's beliefs requires dedicated work and nurturing. We anticipate setbacks in our journey and have devised an approach to discipline based on the best practices of successful elementary charter schools, the proactive implementation of *The Leader in Me*, and the principles of Conscious Discipline. The Student Code of Conduct found in Attachment 4 of this application outlines our approach to behavioral interventions.

II. G. Special Student Populations and Related Services

Children First Charter School is committed to serving the needs of all students - gifted, students with disabilities, English Language Learners (ELL), and those at risk of academic failure. The most recent test scores for 2013-2014 for Buffalo Public School students with disabilities (SWD) and limited English proficiency (LEP) show the need for urgency - only 2% and 3% of SWDs were proficient in ELA and math respectively, while only 1% and 2% of students with LEP were proficient in ELA and math respectively. If we are to fulfill our objective to "provide a challenging education aligned to the Common Core Learning Standards so all students have the skills and tools to enter, succeed, and graduate from their high school of choice," we must make a massive investment in the success of special needs students.

To that end, CFCS will implement structures and systems to engage and challenge all students and hold all teachers and administrators accountable for the performance of students with disabilities (*see III.D*). We have designed our curriculum, instruction, scheduling, and staffing to ensure that all students, especially those in need of additional supports and enrichment, receive a high-quality education tailored to his/her individual needs. Our Response to Instruction (RTI) framework academic/behavioral plans, facilitated by our Instructional Support Team (IST), are underpinned by CFCS's robust intervention programs and staffing which have the capacity to implement recommendations of tiered interventions. Our staffing includes a Director of Student Services, special education teachers, ELL teachers, Reading Specialists, Social Workers as well as access to related service supports (counseling, speech, etc.) provided by qualified providers. We expect that all students will learn from a rigorous curriculum, differentiated individualized instruction, qualified staff and high expectations. Qualified staff will provide related service supports (counseling, speech, etc.) for students who experience social/ emotional issues, language difficulties or other non-academic concerns. CFCS will achieve student success for all students through the differentiation of its curriculum to assist students who may have challenges in their learning environment.

Providing Specialized Instruction to Students in Need of Additional Supports

Academically/Behaviorally Struggling Students: Children First Charter School identifies academically struggling students through class performance on assessments results, and universal screens such as: NWEA CCMAP, MPG and Fountas and Pinnell's BAS. Academically struggling students are identified as those performing below grade level or significantly behind their peers. CFCS provides additional interventions for these students through the Response to Intervention (RTI) process for academics and Positive Behavioral Interventions Supports (PBIS) for behavioral needs. All students in RTI receive Tier I interventions through the high quality instruction received in the classroom utilizing assessment and performance data, including interventions delivered by a certified reading specialist on staff. In addition, the reading specialist serves as an internal resource for all teachers providing content knowledge and resources to

instructional staff regarding strategies to support learning and literacy of struggling learners. All students benefit from Tier I support. The PBIS program will include recognizing positive behaviors through both intrinsic and extrinsic reinforcement and providing and supporting positive behavioral expectations and models. Data will be maintained and reviewed regularly during the prescribed 6-9 week intervention cycles. Students who are not making progress in their current intervention cycle will then be moved within the Tiers for more intensive interventions (Tier II or Tier III). Tier II interventions will include additional support within the general classroom or pull out for specific instruction based on students' specific needs. PBIS interventions may utilize additional programs, such as check-in and checkout / point sheets for behavior. These interventions are implemented for 6-9 weeks, with progress monitoring and review occurring throughout the intervention process. Interventions are changed, continued, or moved to Tier III. Tier III students receive additional intensive supports. These supports are for students who are at risk academically and/or behaviorally, not responding to Tier I and Tier II supports and/or are making minimal progress. Tier III supports may include, but are not limited to, intensive reading/math supports for 30 minutes three to four times weekly, behavioral supports may include counseling, and participation in social skills groups minimally once a week and monitored for success.

Students who are unsuccessful in Tier III will be referred for testing through the special education process. If a student through RTI/PBIS and the IST has been deemed in possible need of services, the school initiates a meeting with the sending district. If the team intends to make a referral, the school submits a referral and supporting data to the district's Committees on Special Education (CSE) to initiate the process. It is the responsibility of the school to provide all the data, including school-based assessments, interventions, and response to intervention prior to the meeting to assist with the determination of eligibility.

Special Education/504 Students: CFCS will educate SWD in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by the Individualized Education Plan (IEP) prepared by the CSE of the students' district of residence and applicable federal laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. CFCS will not discriminate in admission of enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the School will be provided in accordance with Education Law §2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' district of residence.

Identification of Students with Disabilities: Once students have been selected through the lottery process, the school will immediately contact districts to request all student educational records including IEPs, 504s, ELL status, and health records. In addition, communication will be made with families to request information regarding student educational status and any pertinent medical/health information. The school will immediately review information as it arrives to ensure appropriate services. The school maintains a secure process to check-in records as they arrive and follow up on any missing documentation.

Provision of Services: CFCS will hire a certified Director of Student Services who will have oversight responsibilities to ensure compliance of the school's Special Education Program. The

Director works with staff to provide teachers with copies of the appropriate classroom adaptations in accordance with the IEP and 504 plans. The teams review the accommodations and modifications prior to the beginning of school to insure they are in place for students at the beginning of the school year. The Director oversees the security and distribution of information related to students IEPs and 504 plans to necessary staff. Only staff working with these students will receive the information. CFCS will establish an Instructional Support Team (IST), comprised of the classroom teacher, intervention specialist, administrator, parent, and sending district (if they would like to participate) with the purpose of monitoring each special education student's progress. The Director will provide teachers with ongoing professional development and support the implementation of IEP requirements on differentiation, assessment, appropriate modifications, accommodations that align with the NYS CCLS and confidentiality. Staff also will participate in curriculum development, and state mandated training including, but not limited to mandated reporting, bullying/sexual harassment and Title IX.

Services under the IEP and/or 504 plans to address the individual needs of the identified child with special needs students are serviced in the least restrictive environment within the continuum of services, in accordance to their IEP. To serve special education students, CFCS's certified special education teachers will provide services including Special Education Teacher Support Services in both push-in and pull-out setting, in accordance with the IEP. CFCS also will provide related services through a contract with the district for students with IEPs mandated to receive related services that may include, but are not limited to, psychological services; physical and occupational therapy; speech and language therapy, recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. In the event that CFCS is unable to provide services in accordance with the student's IEP, it relies on the school district of the student's residence to provide services in accordance with the student's IEP. All appropriate accommodations and modifications for school, state testing, and for access to the academic environment are implemented in accordance to the IEP. These accommodations may include, but are not limited to, assistive technology, preferential seating, modified assignments and modified homework.

CFCS understands that it is responsible for implementing the requirements of IEPs and Section 504 plans and adheres to all state and federal laws for the inclusion of SWD in the school's academic and non-academic programs. In accordance with these laws, the school ensures all teachers are appropriately certified staff to provide students with a Free Appropriate Public Education (FAPE).

ELL Students: Upon entering CFCS, all families are expected to complete a Home Language Information Survey (HLIS) in a language or format the parent or guardian best understands. This instrument helps the school to identify students that may be ELL and therefore, require further screening. Any student whose home language or whose first language is not English is then interviewed by the school to make an assessment of the student's oral proficiency in English. Once this initial screening process is completed, the school will assess any student who speaks little or no English to determine the student's level of English language proficiency by administering the NYS Identification Test for ELLs (NYSITELL). Future assessments of the student's English language proficiency are conducted in the spring using the NYS English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is the only assessment used to determine ELA

proficiency and exit from ELL status. The parents of any student who is entitled to a bilingual program will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have the student remain at Children First Charter School, they will receive an explanation as to how ELL services will be provided at the school. The student will be provided a special language instructional program that is designed to teach English, as well as the general curriculum outlined in the ESL standards.

Instructional Program Provided to ELLs: Within its inclusive classrooms, and utilizing co-teaching strategies, CFCS will implement a research-based ELL program model. Research of English as a Second Language (ESL) programs indicates successful performance and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include sheltered instruction (Cummins, 1999). The goal of the CFCS program is to develop English language and academic skills among ELL students. Content instruction is provided in English with instructional methods to make content comprehensible.

Teachers will use special instructional strategies sometimes referred to as Sheltered English Techniques (SET) or Specially Designed Academic Instruction in English (SDAIE), for delivering content for ELLs in English. At CFCS, ELLs will receive instruction from their classroom teachers and, as needed, discrete ESL instruction from the highly qualified ELL Teacher on staff. CFCS will use the ESL standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELLs meet the same standards as the general student population. Professional development for teachers and administrators in instruction methodology appropriate for ELLs (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to ELLs are equal to those of the general population.

Inclusion in Curricular and Extracurricular Activities: CFCS ensures that ELLs will not be excluded from curricular activities based on an inability to speak and understand the language of instruction. Additionally, ELLs will not be assigned to special education solely because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and other information from the School in their native language to encourage participation in the School. Semi-annually the Director of Student Services or his/her designee review ELL participation in extracurricular activities to identify an impediment to their full participation. The results of this review, along with recommendations for improvement, if necessary, will be presented to the Board of Trustees.

Appropriate Staff, Curricular Materials and Facilities: CFCS plans to contract with the Regional BOCES to train teachers who are directly involved with ELL students. This training will become a standard part of the Children First Charter School annual professional development plan. The staff development program will enhance staff appreciation for ELL's native language and cultures, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs. In addition, CFCS has an ELL teacher on staff.

Evaluation Standards: The federal law *No Child Left Behind* Act (NCLB) requires that the language arts proficiency of all students who are ELL be measured annually as part of school and district accountability. NCLB also requires that the English proficiency of all ELLs be annually assessed. CFCS will administer the NYS ELA assessment to ELLs who have attended school in the United States for one year or more. As of April 1, 2016 students who have been enrolled in school in the United States (including Puerto Rico) for less than one year may use the NYSESLAT in lieu of the 3-8 New York State Testing Program (NYSTP) in ELA to meet NCLB requirements for AYP in elementary/middle level ELA. Students may be exempt from only one administration of the NYSTP in ELA. Any student classified and receiving educational services as an ELL, who subsequently tests above the established cut-off point on the NYSESLAT, will be deemed to be no longer in need of ELL services.

Continued Program Assessment and Modification: CFCS will provide a process for continued program assessment. ELLs’ academic programs and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. CFCS will use this information to determine student academic progress, as well as the level of English language acquisition. This information also will be used to modify program services to ELLs, where necessary, determine if exit criteria has been met, and to report outcomes.

Accelerated Learners: At CFCS our target population are students at risk for academic failure, however, we acknowledge that not all of the students at CFCS will fit into that demographic. To ensure the success of all students even those who are performing at the highest level, teachers will be trained on how to differentiate instruction to ensure their continued growth. Teachers will administer baseline assessments CCMAP or MPG and BAS to identify those students that are suspected of performing above grade level.

III. Organizational and Fiscal Plan

III. A. Applicant(s) / Founding Group Capacity

Name	Current Employment	Relevant Experience/Expertise	Proposed Role
Dr. Frank Herstek	Educational Consultant	Former teacher, supervisor, coordinator of parent education, college professor, family resource developer, assistant superintendent and reader for Pearson. Published author. Served on at least seven non-profit boards, i.e. Child and Family Services, Mental Health Association. Founding member of Parent Network and developed curriculum and programs for Leadership Niagara Youth.	Lead Applicant
Fred Saia	President and owner of Oneida Sales and Service	Founder and former board president (12 years) of Charter School for Applied Technologies (CSAT). Lead applicant for Health Sciences Charter School. Founder of several businesses to include: Oneida Fence, Oneida Trucking, Heron’s Landing and Iroquois Bar Association. Active community member having served on the following	Board of Trustees President

		boards: Buffalo Zoo, WNED, Erie County Industrial Agency and Buffalo Niagara Partnership. Named Entrepreneur of the Year by Ernst and Young.	
Marc Adler	Owner of Why Not Marketing, LLC	Adjunct lecturer at University at Buffalo (UB), teaching courses in: Advertising, Marketing and Entrepreneurship. Serves on the UB School of Management Alumni Association board, and the UB Intercollegiate Athletic board. Marketer for several WNY area schools to include: Oracle Charter School, CSAT, Elmwood Franklin School, Buffalo Seminary, St. Francis High School, Hilbert College and UB.	Board of Trustees Member
Charles D. J. Case	Lawyer and Author	Lawyer with experience in corporate governance, litigation, education law and regulation, labor and employment. Advocate for students with disabilities.	Board of Trustee Member
Christopher T. Dunstan	Founder and owner of CT Dunstan, LLC	Former CFO of Rich Products, CFO and treasurer of Adelpia Cable Corporation, CFO of Sentry Group, CFO of Trico Products, Director of Strategic planning for Schlegal Corporation, CPA for Peat Marwick, and sale manager for General Electric Credit Corporation. Executive Advisory Committee member at Simon School of Business, at the University of Rochester. Served on John R. Oishei Foundation board for sixteen years.	Board of Trustees Member
Laurie Irish-Jones	CEO of Irish Welding	Former educator, tutor in the Lawyers in Learning Program and law clerk. Former President of the Center of Entrepreneurship Advisory Board, at UB, President of the School of Management Alumni Board, at UB, chairman of the NY Propane and Gas Association, chairman of International Beverage and Equipment Association, Vice-president of the Hope Chest Board, and member of Journey's End Refugee board.	Board of Trustees Member
Patricia Pitts	Project manager for Center of Educational Innovation-Public Education Association	Former director of New York State Empire State Development, senior communications manager of Cannon Design, executive director of Buffalo Niagara Partnership's Charter School Initiative, public relations and marketing director for Hurtwitz & Fine, P.C., and communications manager at M&T Bank. Founder and former board member at CSAT, founder and former board member of Buffalo ReformEd, former board chair for Holy Angels Academy, and former board member of Board of Catholic Education, Diocese of Buffalo.	Board of Trustees Member
Mark Phillips	Director of Ernst & Young LLP	Former corporal, who served at the White House, in security clearance. Currently serving as board member for the Buffalo YMCA. Former member of the Annunciation Parish Finance Committee,	Board of Trustees Treasurer

		chairman of Annunciation School Board, and business division chairman of the United Way. At Ernst & Young, oversees \$3 billion in revenue.	
Susan G. Toomey	Executive Director of Niagara Frontier Education Council	Former director of grant writing and development, high school principal, assistant principal, school psychologist, coordinator of special education, and school counselor. While at CSAT, managed grant writing and fundraising initiatives.	Board of Trustees Member

We are a group of concerned individuals drawn from fields, faiths, and backgrounds, working together to increase quality educational options for underserved families in Buffalo. We have been meeting and discussing ways to improve schools for the diverse children of Buffalo for 8 months which has culminated in this proposal to open a charter school to serve them. Dr. Frank Herstek submitted an RFP as Lead Applicant to the NYSED Charter School office during Round 2 of 2014. Unfortunately, the proposed Board was not asked to capacity interviews and, decided to withdraw the application. After analyzing the NYSED feedback, a strategic group (each with a specific area of expertise that has been critical to the planning process and to the successful implementation of the proposed CFCS), including some of the same members, came together to continue to explore ways to bring educational choice to the families of Buffalo. Since September 2014, we have met weekly, with breakout groups devoted to community outreach, the education plan, and the organizational and fiscal plan meeting daily via in-person meetings and conference calls. Through a series of meetings, we conducted community outreach and solicited feedback, explored potential school locations, and contacted several existing high-performing schools. All along, we have continued to speak to families and leaders in the community about their educational needs and desires. This document truly represents the collaborative effort of the proposed board while reflecting the assessed needs of the community.

III. B. Board of Trustees and Governance

Trustee Name	Voting	Position on the Board	Length of initial term
Fred Saia	Yes	Chairman	3 years
Marc Adler	Yes	Member	2 years
Charles D. J. Case	Yes	Member	2 years
Christopher Dunstan	Yes	Member	3 years
Laurie Irish-Jones	Yes	Member	2 years
Patricia Pitts	Yes	Member	3 years
Mark Phillips	Yes	Treasurer	3 years
Susan G. Toomey	Yes	Member	3 years
TBD	Yes	Parent Member	1 year
TBD	Yes	Parent Member	1 year
Frank Herstek	No	Advisor	2 years

In addition to the named individuals listed above, the BOT will seek to elect two parents/guardians who resides in Buffalo and whose child attends or has attended Children First Charter School. *Attachment 5a* provides detailed information on each proposed member, including, employment experience and previous experience on a charter school board. The Children First Charter School’s BOT will have overall responsibility for governance. The proposed founding BOT’s range of essential skills and experience includes education, business and finance,

management, and communications. Members have prior experience with school start-up and administration and financial management. All share a common interest in contributing to the advancement of educational opportunities in Buffalo. As is evident from their skills and experience, the founding Board members have the requisite capacity to oversee the start-up and growth of the school that adheres to its charter.

The activities and responsibilities of the BOT are defined in the Children First Charter School's By-laws contained in Attachment 5b By-laws. The BOT is responsible for conducting and directing the affairs of Children First Charter School, subject to all applicable education and charter laws, the Charter, and the By-laws. While the Board may delegate day-to-day management and other activities of the School to the Executive Director (ED), it is understood that the Board will at all times retain absolute authority, oversight, and responsibility, for managing the affairs of the School. Among the Board's responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and school's charter; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and evaluating the performance of the ED; 4) ensuring the school meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. With respect to its role as liaison to the authorizer, representatives of the Board will communicate frequently with the NYSED Charter School Office (and/or so authorize the ED), prepare all required reports, coordinate authorizer site visits and take all appropriate actions in response to authorizer site visit findings and other requirements. The Board also will ensure that any material changes in the school's programs or operations are approved by the authorizer before they are enacted.

The BOT is comprised of no less than 5 and up to 11 members and will include the following officer positions: Chair, Secretary, and Treasurer. Detailed job descriptions for these officers are included in Attachment 5b. The officers are elected for a one-year term, renewable at the annual meeting of the school's BOT. The table above indicates the proposed officers of the BOT. Trustees will be elected by the Board by a majority vote of the Trustees then in office. Any Trustee elected to fill an unexpired term will serve until the next election. A Trustee may resign at any time and, in such instance, a new member may be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of education law. Grounds for removal from the BOT include anything that is in violation of the school's conflict of interest policy, code of ethics (*see attachment 5c*) or by-laws, consistent failure to attend BOT or committee meetings or any illegal activity. No school employee or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve on the BOT. Also, at no time will more than 40% of Trustees be employees of a single organization. In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to the mission, goals, and programs of Children First Charter School. The qualifications for service on the BOT will include being at least 18 years of age and having experience and expertise in a professional field that would benefit the Board and the School. The BOT sets the tone for the culture of the school.

BOT meetings will be held monthly at the school and will be open to the public, in full compliance with the Opening Meetings Law, the New York Charter School Act and the Children First Charter

School by-laws. The agenda for each meeting will be prepared by the Chair in consultation with the Chair, Vice Chair, Treasurer and ED. A majority of voting BOT will constitute a quorum. A vote by a majority of Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. As governed by the By-Laws, the BOT will govern Children First Charter School and have final authority for its policies and operations. The BOT will delegate to the ED the day-to-day decision making and authority for instructional leadership and hiring and evaluation of staff. The ED will be accountable to the BOT, as noted above, the BOT will retain absolute authority and responsibility for all activities and functions of Children First Charter School.

The BOT will act as a whole and may appoint committees as needed to carry out its work. All committees will be accountable directly to the BOT, and a written committee description will be developed for each committee outlining what the BOT expects from the committee. The Board will have three standing committees - i.e. An Executive Committee chaired by the Chair, a Finance Committee chaired by the Treasurer, and an Academic Committee. Standing committee assignments will be made at the first BOT meeting. Additional committees may be established at any time. The Executive Committee is comprised of at least five members led by the Chair and includes all Officers. It facilitates effective decision-making by the board. It acts as an advisor to the ED and as liaison between the ED and the full BOT. The Audit and Finance Committee is responsible for selection of an outside auditor, meeting with the auditor to receive the audit report and management letter, and discussing the management letter with the full BOT and the senior staff. It may audit the expenses of the BOT and the ED and is responsible for oversight of the preparation of the annual budget and school's financial performance in meeting its budgeted revenues and expenses. The Academic Committee is comprised of the Chair, ED and has a total of 3 to 5 members. This Committee works to ensure the school is meeting its accountability goals related to student achievement, helps ensure academic quality and credibility of the school as an academic institution and supports the ED in the maintenance, promotion and improvement of the academic standards set forth in the charter.

The BOT is cognizant of the need it will have to continue to recruit new members. The BOT will identify new candidates who 1) represent the various constituent groups including teachers, students, and parents; 2) reflect the diversity of the Buffalo community including age, race and ethnicity, socioeconomic background, and geography; and 3) have skill sets, knowledge and expertise in education, governance, law, finance, fundraising, marketing, human resources, youth development, and charter school development; 4) have strong ties to the community; and 5) have a demonstrated ability to work collaboratively and make decisions in the best interests of the school and the students served.

The BOT will engage in professional development each year to ensure that all Trustees have a common vision of the BOT's roles and responsibilities and to address needs or gaps identified by the Chair based on an annual self-evaluation completed by all BOT members. In addition, all new BOT members will participate in an orientation that includes written orientation materials (i.e. the charter, the by-laws, the Code of Conduct, previous BOT and Committee meeting minutes and information and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board Chair and Chair of any Committee on which the new Trustee will serve. Professional Development for all members will include training to ensure that Trustees

understand their legal and financial obligations (e.g. duty of loyalty, duty of care) as well as the laws and regulations that govern how a BOT may do business (e.g. the Open Meetings Law).

III. C. Management and Staffing

The organizational chart below shows the management and reporting structure for Children First Charter School. As the chart shows, the BOT is ultimately responsible for maintaining fidelity to the charter and retains absolute authority and oversight for managing the affairs of the school. A detailed description of the roles and responsibilities of the Board of Trustees is defined in the previous section (*see III.B*). Although everyone employed by CFCS is expected to conduct themselves at all times as representatives of the Children First Charter School in accordance with our mission, the BOT and Executive Director will be ambassadors in the community, assisting in the development of vital community partnerships and securing grant funds.

The BOT will delegate day-to-day operations to the Executive Director. The ED will provide leadership and direction to the administrative team and will be involved in the hiring and termination of staff in collaboration with the supervising administrator. The organizational structure is designed to separate operational duties from academic responsibilities and to allow the instructional leader (Principal) to focus the bulk of his/her time on supporting instruction.

In spite of this division of responsibilities, every member the administrative team must share a passion for and innate belief in the mission and vision of the Children First Charter School. It is the responsibility of the Executive Director and the entire Administrative Team to create a culture within the building of mutual respect and open collaboration based on the educational philosophies of positive reinforcement, empowering leadership, and absolute personal accountability. Expectations for success will not be negotiable among all faculty and staff at CFCS and must be modeled by the Executive Director and the entire Administrative Team. Attachment 8a provides a detailed record of the responsibilities and qualifications required of all faculty and staff employed at CFCS. Section III.D outlines how each person will be held accountable and evaluated on both school-wide and individual performance goals.

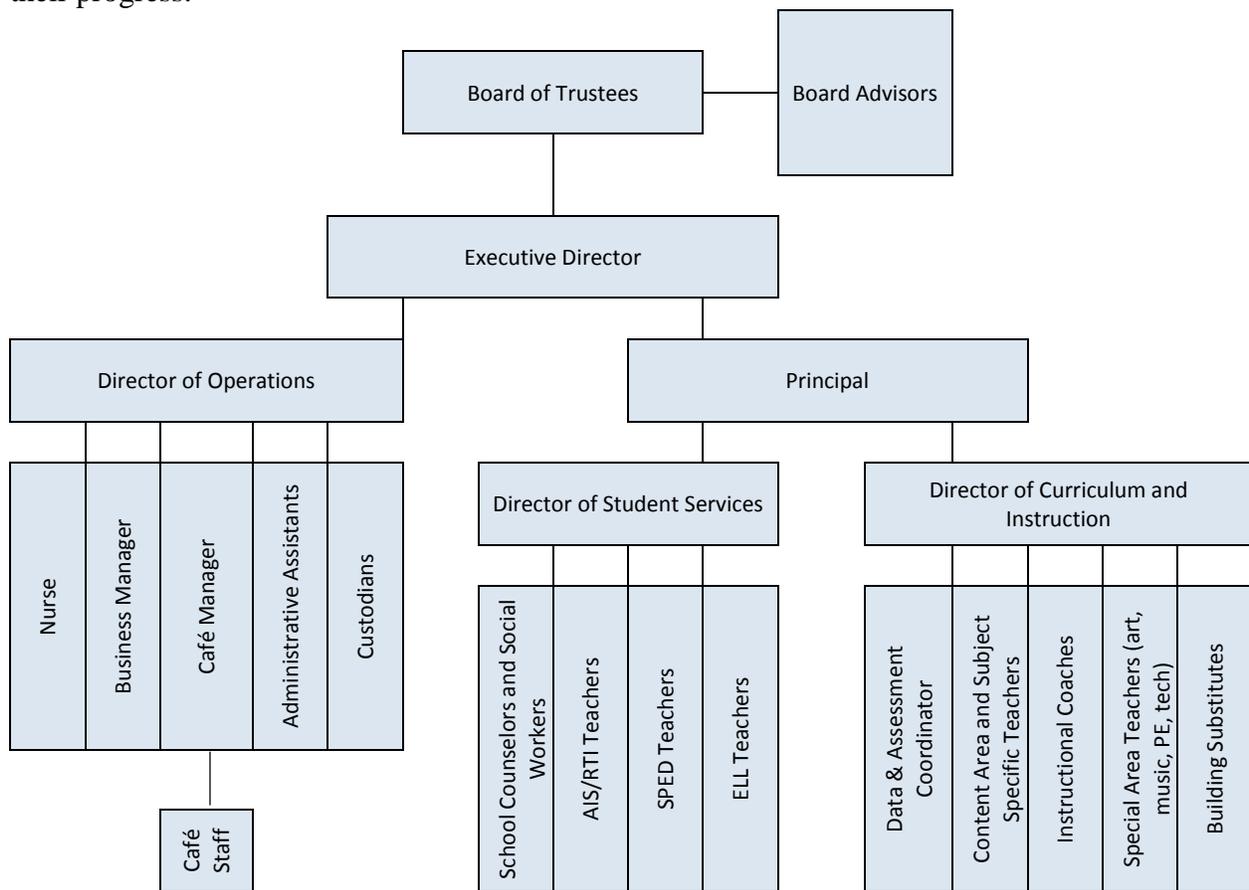
Highly effective, caring, and engaging faculty are the largest driver of student achievement. Therefore, it is imperative that we pursue highly qualified, well educated, energetic, and creative minds to the instructional positions at CFCS. A strategic talent management process has been established for CFCS based on the best practices of hiring effective instructional staff offered by The New Teacher Project (*see Attachment 8a*). Five non-negotiable qualities and the indicators of each have been identified and are expanded upon in Attachment 8a, in addition to the required qualifications listed in individual job descriptions. Preference will be given to employees that have experience working in an urban, high-need educational setting. Applicants with a proven record of success in literacy, specifically among students whose benchmark assessments score below grade-level are strongly desired.

The table below represents a viable staffing plan adequate for effective implementation of our academic program (*see II.C*) to ensure we achieve our achievement goals (*see II.A*) and support the enrollment projections explained in section I.C.

Position	YR #1	YR #2	YR #3	YR #4	YR #5
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Curriculum & Instruction	1	1	1	1	1
Director of Student Services	1	1	2	2	2
Total Admin	5	5	6	6	6
General Education Teachers	24	28	32	36	36
Special Education Teachers	5	5	6	7	7
Building Substitute Teacher	2	2	3	3	3
AIS/RTI Math & ELA Teacher	12	14	16	16	16
Special Area Teachers (Art, Music, PE, Tech)	8	8	12	12	12
Foreign Language Teacher	0	0	2	2	2
In School Suspension Teacher	1	1	1	1	1
ELL Teacher	1	1	2	2	2
Total Teacher	50	56	71	76	76
Data and Assessment Coordinator	1	1	1	1	1
Business Manager / HR	1	1	1	1	1
Teacher Assistants	5	5	6	6	6
Social Workers / Counselors	3	3	4	4	4
Nurse	1	1	1	1	1
Librarian	0	0	1	1	1
Instructional Coach	2	2	2	3	3
Custodian	2	2	2	2	2
Administrative Assistant	2	2	2	2	2
Nutritional Services – Café Manager	1	1	1	1	1
Nutritional Services – Staff (part time)	3	3	3	3	3
Total "Other" Staff	21	21	24	25	25
Total Staff	76	82	101	107	107

The staffing plan was purposefully developed to reflect the CFCS motto of “Every Child, Every Day.” District demographic and achievement data was used to create a strategic plan for hiring enough staff to ensure the needs of every child are met daily. Assumptions were made using the data obtained that the majority of students enrolled will be at risk of academic failure; whether by the implications of poverty or the direct consequences of previously attending persistently low achieving schools. We anticipate our initial student population will arrive performing below grade level standards, approximately 20% will need special education services or supports (IEP, 504, occupation therapy, physical therapy, speech therapy), and approximately 12% will be English language learners.

The number of general education teachers will increase annually to accommodate four classes of no more than 22 students per grade level to guarantee individualized attention and targeted instruction. We will employ a large number of AIS/RTI teachers to support the assumed need for advanced literacy interventions, one special education teacher for every 8 classrooms and an ELL specialist to assist our instructional staff in the full inclusion and integration of students with English as a second language. Full time social workers and school counselors will provide additional support to students and families and ensure wrap-around services to meet social-emotional needs in and out of the school building. Finally, the inclusion of special area teachers (art, music, physical education, and technology – with foreign language added year three) will assist in developing the talents of our most artistic students as we develop the whole child to discover and exploit their talents and leadership abilities. The combination of small class sizes and additional support staff allows us to meet every child where they are and strategically track their progress.



III.C1. Charter Management Organization

Not applicable to Children First Charter School

III.C2. Partner Organization

Not applicable to Children First Charter School

III. D. Evaluation

Overall School Effectiveness: The success of CFCS will be based on how it succeeds in making progress toward its mission. Organizational success goals have been explained in this proposal (*see 2a*) and are incorporated by reference here. The methods of evaluation for the school's organizational success goals will include ongoing internal and external audits, Student Culture Assessment Profile – annual staff and family surveys, daily attendance records and compliance with all federal and state laws. The BOT and administrative team will use the Charter School Performance Framework to inform planning and monitor compliance. A data management program will track and monitor academic progress. The infrastructure is in place (*see 2b and Attachment 3a and 3b*) to allow staff to collaborate with administrators, referred to as the Strategic Planning Team, to review data and create teams and plans for revising policies, curricula, programs, training, coaching, monitoring, staffing, resources, the use of time, or making other adjustments to improve outcomes. In addition to the data above, the Board and management reports will include operations, financial, and compliance data.

Twice a year, a Quality Review will take place– in October and in March – to evaluate the school's effectiveness in reaching its mission aligned goals. Reviews will be modeled after New York City's Quality Review, formally reporting on the following five indicators: curriculum; pedagogy; assessment; high expectations; and professional collaborations. The Quality Review will be a one day process conducted by 3-4 experienced educators acting as critical friends who are members of the founding team's professional network, including school leaders, administrators, and teachers. Review team members will have expertise in such areas as school finance and operations, curriculum, assessment, and student support services including special education, English Language learners, and students at risk of academic failure. Areas in need of growth that are identified in the October review will be the focus of the March review.

CFCS will submit an Annual Report to our authorizer detailing our performance and progress toward our accountability goals. We also will seek to participate in inter-visitation with other high performing school that result in critical feedback. We expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

Plan for the evaluation of the effectiveness of the BOT: The BOT will set annual goals for itself, by which it will measure its performance. Each trustee will complete an annual self-evaluation regarding his or her own attendance and participation as part of the overall BOT evaluation process. The BOT will use multiple data points in its evaluation, including parent and staff satisfaction, student and staff attritions, and financial health indicators. The BOT will seek input from school leadership regarding the clarity of its priorities and direction, timelessness and effectiveness of support, and quality of resources provided to ensure the school's success. Ultimately, the BOT will measure its success by achievement of the school mission, as measured by student performance.

Plan for evaluation of the administration: Dramatic changes have put education at the forefront of education policy research and debate. Research has taught us that school leaders are crucial to improving instruction and raising student achievement. School leaders must be held accountable to the performance of the school as a whole. Therefore the BOT will evaluate the Executive

Director, Principal, and Director of Operations, using the Educational Leadership Policy Standards as adopted by the National Policy Board for Educational Administration. Similar to the annual teacher evaluation, the Educational Leadership Standards and student/parent and faculty survey results will account for 60% of the evaluation, with the remaining 40% being dedicated to student achievement measures. The Board will complete a narrative assessment of the school leader's strengths and areas for growth, using the various data sources discussed throughout the application as the basis for drawing conclusions. The evaluation will be written primarily by the Board Chair in conjunction with the Executive Committee, and will be provided to the ED, Principal, and DOO for review in advance of his/her annual Evaluation Meeting.

The Principal will utilize the same framework as the BOT to evaluate the Director of Curriculum and Instruction, the Director of Student Services, and the administrator added in year three, occurring twice per year (mid-year and end of year). See Attachment 8a for School Hiring Personnel, Policies, and Procedures. Student achievement performance for students with special needs and ELLs will be a part of every administrator's performance evaluation.

Plan for evaluation of teachers: Teachers will be evaluated using "The Framework for Teaching Evaluation Instrument," a research based evaluation tool for teachers, from Charlotte Danielson. Teachers will be trained on using the Danielson Framework during the Professional Development Academy. Teachers and staff will receive regular performance feedback, as well as receiving formal and informal evaluations. Teacher effectiveness will be measured using the four domains and will be explored and enhanced during professional development. Annually, each teacher will receive a formal written evaluation of his/her performance based on the Danielson Framework, including student/parent survey results (60%), and student achievement measures (40%). The teacher evaluation also will include a self-assessment component, where teachers reflect on their own strengths and areas for growth, along with the administrator's assessment.

Annual development of a professional portfolio: Over the course of the school year, teachers will create a portfolio of their professional work that will aim to capture authentic examples of their growth over time. This portfolio will include the administrator's write-ups of clinical supervision cycles, examples of lesson plans, notes from informal classroom visits, as well as reflections from on-site and off-site professional development sessions, and peer coaching cycles. The portfolio can also incorporate evidence of leadership opportunities the teacher took part in, including plans and materials from professional development or initiatives that the teacher led. This portfolio will be considered by the administration in developing the teacher's Danielson score.

Describe how family and student satisfaction will be gauged and the process for gathering and publicizing family and student satisfaction results: Twice a year, parents, students, and faculty will each take the Student Culture Assessment Profile (survey) to gauge their satisfaction with the school's education program, learning environment, and adherence to the mission. The Executive Director will be responsible for overseeing the successful implementation of all parent, student, and faculty surveys. The results of the survey will be tabulated and published (results sent home to parents and reviewed at the monthly parent information meetings) within two weeks of the survey's completion. Surveys can be conducted online or if preferred, in writing. Students will receive an incentive for a completed parent survey to ensure a large survey response. Student

and faculty surveys will be completed in class during homeroom to ensure a near full response from the student and faculty body. Further, the Executive Director will ensure that parents (and when appropriate) students with disabilities will take a survey specific to the quality of SPED services offered twice a year as well as after each IEP meeting. The results of the twice a year survey will be shared with parents within two weeks of the collection of the surveys. At the end of the year, a report about how parents and students feel about the level of SPED services will be reviewed by the BOT and a final report shared with the parents. We believe a strong communication at every level (students, parents, teachers, administration, and the board) is essential to the development of a highly effective educational program.

III. E. Professional Development

Professional development (PD) will be an essential part of CFCS's success. PD at CFCS is designed explicitly to advance our two paramount goals: (1) to establish a culture where students have the skills and discipline to be leaders and are ready to learn, and (2) to ensure that the school fosters academic excellence and rigor and that students achieve at the highest levels.

Developing excellence and effectiveness in CFCS faculty will be the top priority of the Executive Director, Principal, and School Directors. To ensure that CFCS instruction and classroom management are continuously improving, the administrative team will employ and refine a robust portfolio of PD throughout the summer and school year. The administration will serve as the primary, in-house professional developers for programs, supported by outside experts when needed. Additionally, to promote a "Leader in Me" learning environment, teachers who have evidence based expertise and skills will be slated to facilitate PD. CFCS's PD will be delivered throughout the year and will include 15 summer days, 8 full PD days during the year, job-embedded PD during common planning time and/or after-school work hours, and outside programs and courses chosen by individual teachers with the support of the School Directors and instructional coaches. All PD sessions will use a variety of delivery methods including the workshop model as well as the *Power of Protocols* (Joseph McDonald, et al), an important tool to facilitate deep thinking and learning within the PD sessions.

CFCS PD Content: CFCS's PD program is aligned with our Instructional Program (see 2C), based on best practices, and integral in the implementation of CFCS's school-wide systems, strategies, and tools. The PD program is designed to ensure school-wide consistency of culture and rigor, consistent and appropriate use of ongoing assessments, and efficient use of instructional time - each of which are crucial components of the positive impact excellent teachers have on student learning. Throughout the year, the administrative staff and instructional coaches will provide intensive, hands-on training as well as daily observations of classrooms for all staff in the schools core curricular and assessment systems.

CFCS's PD program is designed to support teachers' taking full responsibility for the success and failure of each of their students, regardless of students' ELL classification, special needs or academic level. To this end, the PD program aims to prepare teachers to be strategic, deliberate, and purposeful in instruction. It provides CFCS teachers instruction in classroom managements and instructional interaction to prepare them to hold all students to high standards. It reinforces the change to do whatever is necessary to help students meet these standards.

Professional Development Academy (summer PD): CFCS faculty will participate in a 15-day Professional Development Academy that begins August 10, 2015. In July, the Executive Director and Principal will finalize the curriculum and schedule for the Professional Development Academy. Staff and consultants will collaborate to ensure PD sessions are rigorous, engaging, and aligned with CFCS’s curriculum and best practices and after year one, also incorporating feedback from the previous year’s evaluation of the PD programming. The administrative team in conjunction the instructional coaches will lead sessions, develop action plans, and review teacher work developed during the summer PD. CFCS will develop the capacity of teachers to deliver PD to colleagues.

To ensure teachers are prepared to teach rigorous academics, the Professional Development Academy sessions are focused on creating a strong and disciplined culture in the school and in the classrooms as well as on specific content areas. PD sessions are targeted and differentiated according to teacher need. Some sessions will be foundational for all teaching staff; other sessions will target literacy, special education, and ELLs. During the Professional Development Academy, we will focus foundational programming on teaching techniques and also ensuring that all staff (administrators, teachers, regardless of experience level) will be prepared to address the diverse student population of CFCS including students at risk of academic failure, students with disabilities, and English language learners. Consistent with our mission of “empowering children to become the leaders of tomorrow,” all teachers will be trained in using “The Leader in Me,” based on Steven Covey’s 7 Habits of Highly Effective People, which uses a common language to develop key leadership skills essential for success in the 21st century. In addition, all staff will be trained in embedding literacy skills and instruction in all content areas, personalizing learning using formative assessment, and how to adapt instruction from formative data feedback

Professional Development Academy sessions will focus on the following areas: Children First Charter School’s Charter including its mission and goals; the assumed student population; “The Leader in Me” process to create a structured school culture conducive to learning; curriculum and academic standards, including the Common Core Learning Standards and the core knowledge sequence; effective thematic unit/lesson development using the Understanding by Design (UbD) framework; direct instruction, including a balanced literacy approach and the workshop model; embedding literacy in all content areas; teaching using a conceptual approach in mathematics—using the workshop model; response to intervention; effective analysis of student performance data through PLC’s; role clarity and responsibilities of the general education teachers, ELL specialist, special education teachers, and service providers; and Danielson’s Teaching Framework and Rubrics.

Mastery of these professional ideas and methodologies are critical for Children First Charter School to actualize our stated mission and goals. While most of our initial professional development is meant for all teachers, eventually differentiation of PD will be necessary to meet the needs of every teacher. Ongoing benchmarks, observations, program delimiters and teacher surveys will help us reduce training redundancies so we may focus our resources on our greatest needs.

Professional Development during the school year: During the school year, a 45-minute block at the end of the day and full day of PD each month, to ensure a relentless focus on a rigorous

academic culture with common language and consistent expectations. Time also will be reserved during the day for teachers to collaborate in examining student work and assessment data, serve on school committees, and perform peer teacher observations. If schedules conflict, and peer observations are not able to happen in real time, structures will be in place for teachers to collaborate with their colleagues and further develop their skills through video footage. As needed, teachers will identify specific areas that they wish to develop, record and select video clips of their teaching, and analyze footage according to the Danielson Framework, to support self-reflection. Schedules will be designed to ensure that teachers teaching similar grades and content will have 60 minutes of common planning time each day. To maximize the use of the common planning time, teachers will be trained in the PLC process. Instructional coaches will facilitate and then observe meetings as teachers become familiar with the PLC process. From time to time, expert consultants will be brought in to support the entire staff as appropriate, and CFCS staff members will regularly lead PD sessions on topics in their expertise.

While frequent faculty-wide PD is an important element of building CFCS school culture, CFCS also wants to ensure that individual teachers are given the opportunity to pursue PD outside of what is offered through the school. Outside PD may include courses, retreats, conferences, visits to additional schools, or other opportunities deemed valuable and necessary by the faculty member in conjunction with the administration.

A recent large scale study of charter school management organizations²² concluded that teacher coaching is a key characteristic of the most effective charter schools. Instructional coaches will be responsible for mentoring their teaching team cohorts and will receive professional training prior to the Professional Development Academy. They will be expected to include teaching team partners in all planning activities, define clear roles in the classroom, and use a gradual release of responsibility to enhance their skills. They will provide the principal with feedback regarding their progress. During the first year, CFCS will identify and develop mentor teachers to assist and eventually assume the mentoring role.

CFCS has established and will continue to pursue additional partnerships with local charter schools, area colleges, community organizations, and business in order to provide exceptional opportunities for teachers, administrators and other educational professionals to engage in a variety of external PD activities including the following: instruction, curriculum, and best practices; participating in district sponsored (Teacher's Center) and BOCES PD sessions; visiting other schools to observe and learn from their instructional strategies and to investigate efficiencies through shared services.

III. F. Facilities

Based on CFCS's educational program and anticipated enrollment, at full capacity, CFCS will require approximately 87,560 square feet of space (assuming 110 square feet per student) and approximately 66,000 square feet in Year 1. Facility requirements in Year 1 include: 35 classrooms (include General Ed SPED, art, music, AIS/RTI, ELL), 8 private administrative offices, main office, adult and student bathrooms, teacher work space, a dedicated entrance, cafeteria,

²² Researchers from the University of Washington and New Jersey-based research firm Mathematica (Lake et al., 2012)

gymnasium with storage closet and locker rooms, technology/media lab, 2 science labs, guidance counseling/social work office, OT/PT area, nurse's office, parent/community room, custodians' office and storage area, and a large gathering space for school and community purposes. At full capacity, CFCS will require all of the above, with an additional science lab (3 total) and an additional 20 classrooms (55 total classrooms). It is expected that the initial facility will be of sufficient size to meet CFCS's needs at full capacity, serving 792 students in grades K-8. Thus, physical expansion is not anticipated. CFCS will not provide any residential facilities.

Mr. Resetarits, President and owner of Resetarits Construction, has committed to the purchase and renovation of the property chosen (*see below*). Therefore, the budget includes costs related to facility rental, utilities, furniture, and unexpected building emergencies. The annual cost of leasing a building is estimated conservatively at a rate comparable to market trends in leasing real estate. CFCS will lease the facility from RC Construction, with the option to purchase. Two properties have been identified as potential sites for Children First Charter School. 100 Forest Ave is a 21 acre, 486,571 square foot former pharmaceutical production facility. The property and buildings are fully fenced with ample free parking and will be divided to suit our needs. The location is on a bus route and is 4/10 of a mile away from Rte. 198. The second property is a vacant elementary school previously utilized by BPS. Located at 370 Normal Ave, the building includes an auditorium with stage and balcony, gym library and center light court. Located on 1.83 acres it is 83,948 square feet, also located on a bus route and 1.1 miles to Rte. 198.

We are confident, based on conversations with Mr. David Resetarits and Mr. Michael Anderson, owner and lead architect of Abstract Architecture, that a facility will be identified, acquired, renovated and furnished within the required timeframe. Once a facility is secured, CFCS will notify the NYSED and the Board of Regents within ten days and will obtain a Certificate of Occupancy prior to the date on which instruction is to commence at CFCS.

Conservatively, Mr. Resetarits aims to close on a lease agreement with us by February 1, 2015 and have all renovation work completed by June 30, 2015. This timeframe allows adequate cushion and gives CFCS a comfortable window for furnishing and outfitting the facility for opening. In the event of any unforeseeable hindrances to a new acquisition, CFCS is exploring alternative arrangements to ensure the timely opening of CFCS. CFCS will ensure the private facility leased conforms to all federal, state, and local laws relating to accessibility for people with disabilities and local building codes addressing architectural access. In addition, any building that CFCS occupies will be highly accessible to public transportation.



November 14, 2014

RE: Children First Charter School

To Whom this May Concern:

As the President and Owner of Resetarits Construction, I would like to express my full support of and commitment to the Children First Child School.

Having worked with Charter schools over the years, I am familiar with their requirements and responsibilities. Currently, we are committed to identifying, purchasing, and leasing back with an option to buy a building with sufficient capacity for CFCS.

I have read and agreed to Section F (Facilities) and am confident in our ability to meet those deadlines. My firm's experience in the education market, and also in fast-track construction, will be valuable assets to ensure the timely completion of space.

Should there be any questions regarding our ability or the feasibility of these dates, please do not hesitate to contact me for more information.

Sincerely,
Resetarits Construction Corporation

A handwritten signature in blue ink, appearing to read 'D. Resetarits', is written over the typed name.

David W. Resetarits

III. G. Insurance

CFCS understands the importance of full insurance coverage at all levels. We will carry property and equipment loss coverage; general liability; Directors and Officers insurance; hired and non-owned auto; and an Umbrella policy, as well as NYS Disability and Workers Compensation coverage for employees. The NYS Disability and Workers Compensation coverage will be in accordance with NYS requirements based on a school's workforce. \$1 million in coverage for each of general liability, Directors and Officers insurance, and an Umbrella policy is anticipated. The actual amount of property and equipment loss coverage will be determined once the facility has been identified. However, the amount of coverage is expected to be over \$100,000. This amount will be adjusted based upon the facility and corresponding lease, secured along with the number and value of computers, equipment and furnishings that will be housed in the facility. The Board of Trustees President and Treasurer met with and received an estimate from First Niagara Risk Management Insurance and we have included sufficient funds in our budget to obtain adequate insurance coverage.

III. H. Food, Health, and Transportation

Health Services: CFCS's health services program ensures that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contradictions and religious exemptions). Prior to the first day of school, CFCS staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources and an automated external defibrillator (AED) equipment to ensure ready and appropriate access to use during emergencies and CFCS shall ensure that at least two (2) staff members are trained in the use of such equipment as required by §917 of the Education Law. Prior to the beginning of each school year, CFCS will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate. CFCS will comply with all health services requirements applicable to public schools, including Education Law §901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, CFCS will provide on-site health care services similar to those services available to children attending all Buffalo public schools, including a full-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided in accordance with §2853(4)(a) and §912 Education Law. The school nurse is responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities in accordance with §2853(4)(a) and §912 of Education Law.

Food Services: CFCS will offer breakfast, lunch, and snacks in compliance with all requirements of the School Breakfast Program and the National School Lunch Program served in a manner consistent with State and Federal Guidelines. Over 80% of the students in Buffalo Public Schools are eligible for Free or Reduced Price Lunch (FRLP). All students enrolling at CFCS will complete the Schools Meal Application forms required for participation in the federal Free or Reduced Price Lunch Program for breakfast, lunch, and afternoon snack. CFCS will comply with all applicable guidelines regarding nutritional value, meal pricing, determination of eligibility, and reporting requirements. CFCS intends to have a full kitchen, furnished with the necessary equipment to

prepare, sustain, and serve meals. In the event that the school's kitchen facilities are not ready, CFCS will contract with an approved vendor or Buffalo Public Schools to provide hot meals.

Transportation Services: CFCS 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 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. CFCS students who live under .7 miles from CFCS will walk to school. Students who live .7 miles or farther from CFCS will be offered bus transportation to and from school. BPS will transport CFCS children on days when the BPS schools are open. On the other days when CFCS is in session, but BPS are not, CFCS will arrange bus transportation directly with First Student, the contractor BPS uses; CFCS 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 CFCS's yearly calendar. The Director of Operations will handle special parent requests or issues with transportation.

III. I. Family and Community Involvement

CFCS's objective of preparing students to enter, succeed, and graduate from the high school of their choice requires dedication and determination on the parts of both students and their families. CFCS is designed to meet the learning needs of all students, including ELLs, students with disabilities and students at risk of academic failure whether by the implications of poverty, or the direct consequences of previously attending persistently low achieving schools. As our mission states we are committed "to empowering children to become the leaders of tomorrow by developing well rounded, culturally proficient students with a sound foundation in literacy skills, across all content areas." Making sure families are familiar with CFCS's mission, values, and expectations is important to ensuring that students get the academic, social, and emotional support they need to succeed.

We envision CFCS functioning as a hub through which existing community resources are coordinated to create a wrap-around network of services to support our educational program and meet the needs of our students and families. In support of this vision, our priority is to cultivate deep roots in the community we serve through parent and community outreach efforts, community mapping and the development of meaningful relationships with service providers, academic supports and enrichment partners in the area.

CFCS has been designed to promote and facilitate a high level of parent engagement both at the individual student level and in the governance and operation of the school. As discussed throughout this application, are structures in place to promote parental involvement and communication to further student achievement. Such structures include a student and family orientation prior to the start of the school year, monthly Community Gatherings to celebrate student success, access to an online data management system to monitor and track student progress and achievement, and access to a parent/family community room at the school, that will have many offerings to support CFCS families including information regarding community organizations, computer/internet access (with computer training), resume writing, and access to the school social

worker to provide guidance concerning raising their children. In addition, teachers will have regular and consistent communication with parents and each teachers Office Hour schedule is disseminated both to parents and students to allow families to plan accordingly. School sponsored parent/student activities will be shared and posted on the school website and parents will be encouraged to attend. Staff also will collaborate with the Parent/Family Teacher Organization and administration to provide informational sessions and activities to address parent areas of concern and provide school-based information. The school will distribute to parents and students a Parent and Student Handbook that details the rules, guidelines, and expectations for students at school. The Handbook also will be available on the schools website.

Parents will be encourage to participate in the governance of the school. The By-Laws indicate that the BOT shall include two parents or guardians of current or former students at the school, who will be voting members of the BOT. Parents and community members will be surveyed each year to provide opportunities for input and recommendations for ongoing school improvement. The BOT will post its meeting agenda and minutes, policies, school report card, financial audits, and Annual Report, and any other information on its website for public viewing and comment. The school also will conduct its Student Culture Assessment Profile (survey) twice each year.

The process of deepening and expanding our relationships with service providers, academic supports, and enrichment partners in the area will be continuous throughout the life of the school (*see I.E*). We will continue to identify and build new relationships with critical stakeholders in the community. In furtherance of the mission and vision of the school, our breadth of community partnerships provide opportunities for the type of real-world experiences we encourage our students to pursue. As such, our students themselves will contribute greatly in the process of deepening Children First Charter School's ties in the community.

III. J. Financial Management

Under the direction of the Board of Trustees, the Executive Director (ED) will be directly responsible for financial oversight and management during the pre-opening phase until the Director of Operations (DOO) is hired. At which time, the DOO will be responsible for financial management obligations and will report to the ED, although the BOT will retain executive discretion.

CFCS will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard financial assets. A financial chain of command will assure appropriate checks and balances are maintained and fiscal responsibility is secure. CFCS will use accrual basis accounting in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. The Charter School Annual Financial Statement Report will be completed as required and include an external independent audit opinion. A local audit firm with government funding experience will be utilized. Upon approval we will competitively bid to accept proposals for audit services. The budget reflects an estimate of the cost of such services provided by Dresher and Malecki. In addition, CFCS will participate as required, in public school audits conducted by the New York State Comptroller.

CFCS will contract with a firm like Paychex or ADP to administer payroll and related services. Under the guidance of the BOT, the DOO will establish a schedule and set of procedures to ensure

we obtain and secure all necessary employee data, payroll process, and prepare and submit required records and reports to the contracted service company in a timely manner. The payroll management and human resources processes will be reviewed on an ongoing basis and modified, as needed. The DOO will be responsible for processing payroll.

In the pre-opening phase, the BOT, Executive Director (ED) and DOO will establish a purchasing and acquisition system. The system will ensure assets are secure, and supplies purchased are tracked. Purchase orders for goods up to \$10,000 may be processed pending approval from the BOT and ED. For agreed upon standard purchases less than \$10,000, the DOO, with the ED's approval, can acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding \$10,000, at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products. The ED will be responsible for signing all checks subject to the authority by the Board. All checks over \$100 shall be issued only when approved by the ED. All checks in excess of \$5,000 will require the signature of the ED and the BOT.

The DOO will be responsible for all operational functions related to ensuring that CFCS is in compliance with the charter and all governmental regulations with oversight from the ED. The DOO also will provide oversight to all areas of compliance for: Title I-V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, and COBRA letters. In addition, s/he will plan for annual sexual harassment and anti-bullying seminars (including dignity for all students act (DASA) regulations) for all staff during the summer Professional Development Academy and for all new hires.

After the budget has been completed and cash balances determined, the DOO, ED and BOT will create an investment strategy for a portion of investable funds. Investment options may include saving accounts, CDs, treasury bills and money market funds. The management team will pursue and establish a banking relationship to secure a line of credit to meet cash flow needs. A preliminary relationship has been discussed with Five Star Bank of Warsaw, NY.

The BOT shall take the required steps to establish and maintain the charter school status as a tax-exempt organization under federal 501(c)(3) and if applicable, state law, such that contributions to the charter school are tax deductible to the donors for federal income tax purposes.

The proposed budget is solvent and based upon conservative assumptions for both revenue and expenditures. Estimate quotes for various expenditures, including insurance, payroll services, professional development, etc., were sought wherever possible. We used these quotes to develop the expenditure assumption, increasing confidence that CFCS is more than adequately covered and ensuring that CFCS will not deviate much from the proposed expenditures. Within the first three years of operation, the BOT will establish a dissolution fund of \$75,000 by setting aside \$25,000 per year for the first three years.

Acquiring, maintaining, and tracking comprehensive demographic and academic information is imperative to the opening and operation of the school. Extensive conversations between CFCS and Erie I BOCES regarding student information systems have occurred. BOCES will provide services to support the use of PowerSchool (PS) as our student information system, allowing for the

collection and reporting of a variety of data to the BOT, school administrators, teachers, and NYSED. NYSED required data will be uploaded weekly through PowerSchool by BOCES to the Western New York Regional Information Center (WNYRIC) or Level 0. The data and assessment coordinator (our designated PowerUser), Executive Director and Director of Operations will have access to view and verify data to be uploaded to Level I & II. BOCES will provide training in PS through professional development and regular scheduled meetings.

Data security is a priority of CFCS. The guidance of BOCES and NYSED will drive the data and security protocol at CFCS. The Director of Operations and any staff members designated by him/her will attend all data security workshops, seminars and trainings offered by PowerSchool and NYSED through Erie I BOCES. A formal data security protocol will be developed by the Director of Operations and Executive Director, and approved by the BOT upon approval of the charter application. All BOT members, administrators, staff, and faculty will be explicitly instructed on protocols to ensure the security of student, family and staff data, and will be required to sign a statement of understanding. In addition, an acceptable use policy for all technology will be created and presented to all staff and students.

III. K. Budget and Cash Flow

The pre-opening budget and cash flow statement, first year budget and cash flow statement, and five-year budget has been provided in Attachment 9, including assumptions. The budget plans are conservative, realistic and financially sound. Each budget document was intentionally designed with appropriate assumptions on both the revenue and expense sides. In addition to referencing other school applications and budgets, we met with area charter schools and asked about actual revenue and expenses. The extensive experience of the BOT in managing and overseeing the fiscal health of successful businesses, nonprofit organizations, and charter schools; and the hiring requirements of key administration staff (see Attachment 8A), makes us confident in the fiscal stability of our plan. CFCS will implement conservative fiscal policies and procedures outlined in this application, and establish a Fiscal Policies and Procedures Manual that will be officially adopted following the approval of the charter application and the hiring of the Director of Operations in coordination with the Board of Trustees and the Executive Director. This includes processes for purchasing and procurement, disbursements, payroll, developing and presenting accurate monthly financial reports, inventory tracking, and grant compliance, among other fiscal-related responsibilities.

The budget supports CFCS's mission and educational plan by making a massive investment in intervention and support teachers to advance literacy skills across grade levels; supporting enough teachers to maintain small class sizes, provide special education and ELL services, and adequate special area teachers to ensure every student is exposed to art, music, PE and technology. In accordance with the state's goal of developing highly effective teachers and school leaders, we made investments in teacher and leader effectiveness with instructional coaches, professional development and leadership training for administration, faculty, staff, students and families.

We aggressively are pursuing an enrollment number greater than many charter schools dare to tackle in order to provide the greatest benefit we can to the underserved population of the city of Buffalo. In order to open on time, fully prepared and ready to reach our achievement goals we will secure the Executive Director, and the Administrative Team to implement key aspects of the

pre-opening plan. The ED and two additional administrators will start in January 2015, while the remaining 2 between March and June 2015. If we are awarded the additional CSP money through the Design Priority Grant for our commitment to service students from persistently low achieving schools in high-need areas; or secure funds from private philanthropy, our pre-opening budget will increase to include an Administrative Assistant.

A number of assumptions have been made in the preparation of the financial plan.

- The budget assumes a flat \$12,225.00 per pupil revenue from the BPSD over the life of the charter.
- The \$500,000.00 CSP grant will be awarded upon charter approval.
- We will receive additional grant based awards throughout the first five years of operation. (Based on the founding group's track record)
- Mr. Resetarits, President and owner of Resetarits Construction, has committed to the purchase and renovation of the property chosen. Therefore, the budget does not reflect the purchase or renovation costs, only includes costs related to facility rental, utilities, furniture, and unexpected building emergencies.
- Our student demographic will mirror that of the Buffalo Public School District with a similar number of students designated as special needs and English language learners.
- 82% of its students will be eligible for free and reduced price lunch (for Title I revenue and school breakfast, lunch and snack program purposes) as determined by the demographic data for BPS.
- The USDA Food and Nutrition Service, School Breakfast Program (SBP) and National School Lunch Program (NSLP) reimbursement of \$2.93 per student for lunch, \$0.80 per student for snack and \$1.55 per student for breakfast. (assumed from the FRPL demographic data)
- The receipt of \$6.00 per student for library books and \$58.25 per student for textbooks and workbooks from the BPSD over the life of the charter.
- New York State Teacher Retirement System and New York State and Local Retirement System employer contributions are estimated at 18.5%
- Employer medical and dental contributions are estimated at 22%.

Assumptions made, but not included, in the budget.

- It is likely, but not guaranteed, that the \$250,000.00 Design Priority Grant will be included in our award.
- We received a verbal commitment from the non-profit organization, Computers for Children Inc., to provide computers for our classrooms and technology lab.
- The Buffalo Public School District will receive \$56,000,000.00 from the Smart Schools Bond approved in the November 2014 election. It is expected that technology funds will follow the students to their school of choice.
- The Peter and Elizabeth Tower Foundation supports programming that addresses services and programs for children with intellectual disabilities, learning disabilities, mental health issues, and substance use disorders. Preliminary discussions are positive and a formal grant proposal will be submitted when the charter application is approved and our student demographic is known.
- Many additional grant opportunities are probable upon approval of the charter.

CFCS budgets for reasonable annual and cumulative surpluses. CFCS projects full insurance coverage for all periods, including the pre-opening phase. CFCS recognizes the importance of

maintaining a positive cash flow, especially in its critical first year. CFCS does not anticipate experiencing any issues, but will consider deferring invoices, delaying noncritical equipment purchases, and pursuing emergency philanthropy and/or bridge loans if necessary. As required of all charter schools, allowances have been made to establish a dissolution fund. CFCS will establish an escrow account of \$75,000 within the first three years of operation. This will be done by setting aside \$25,000 each year.

Research was conducted to ensure we provide competitive salary and benefit packages to recruit and retain talented individuals. The teaching load is reasonable and therefore the staffing plan is sustainable on this budget. Adequate salaries (as compared to other local public, private, and charter schools in Buffalo, NY, and based on experience) and annual Cost of Living Adjustment (COLA) increases have been included in the budget for every position. New York State Teacher Retirement System (NYSTRS) and New York State and Local Retirement System (NYSLRS) contributions are included as well as comprehensive medical and dental insurance coverage.

The budget reflects all costs of operating CFCS including capital costs, academic purchases, textbooks, assessments, furniture for students and staff, computers for students and staff, utilities, long and short term maintenance, and insurance among other daily expenses. All expenses are estimated based on the written estimates received from vendors.

As stated previously and explained section III. F, CFCS does not anticipate incurring debt for the acquisition of facilities, but may consider this option if advantageous financing becomes available. The facility plan is viable. CFCS, with assistance from a developer and architect, has identified two permanent facility options that are economically feasible at annual rate less than what was budgeted and are comparable to the facility costs of similar charter schools in the City of Buffalo and Western New York. The budget reflects a lease rate conservatively based upon observed rental prices in Buffalo and under the guidance of the anticipated developer. CFCS is determined not to see its building costs corrupt its educational program.

Through the various assumptions and strategies mentioned above, CFCS expresses a commitment to maintaining the financial viability of the school and offers a plan for sustainability beyond the start-up period.

III. L. Pre-Opening Plan

Domain	Task Description	Timeline	Responsibility
Academic	Finalize school calendar	May	P, DSS
	Conduct Summer Professional development	August	ALL
	Curriculum and Assessment: Secure and develop curricular resources, Ensure alignment with the CCLS, develop first year scope and sequence, finalize assessment protocol.	Jan - April	P,DCI
	Develop Strategic Plan	June	P, DCI
	Design initial summer and year-long PD	April - June	ED, P, DCI
	Contract with related Services Providers	April - June	DSS

Facility	Select facility location in coordination with Mr. Resetarits	January	ED, BOT
	Work with development company to ensure facility compliance and usability.	Jan - June	ED, DOO, BOT
	Secure facility lease	February	BOT, ED, DOO
	Ensure phone lines, phone systems, etc. are installed and tested	March - June	DOO
	Ensure wireless internet is installed and connected	March - June	DOO
	Obtain Certificate of Occupancy	May - June	ED, DOO
	Finalize facility preparations (offices, room signs, staff, mailboxes, staff work room)	May - July	DOO
	Set up classrooms and educational spaces	May - Aug	
Finance	Develop and approve fiscal policies and procedures, review and approve pre-opening budget	January	BOT
	Obtain 501(c)3 status and establish bank account	January	BOT
	Establish a chart of accounts, ensure federal title applications are submitted in a timely fashion, set up annual audit schedule	January	BOT, ED
	Approve budget FY 2015-2016	March	BOT, ED, DOO
	Complete initial statement of financial controls	July	DOO
Governance	Recruit BOT with specific experiences essential for school start-up	Ongoing	BOT
	Ratify By-laws and Code of Ethics	January	BOT
	Obtain Insurance, file IRS form SS-4, apply for unemployment number, create FOIL policy	January	BOT
	Appoint Board Officers, Finalize Board Calendar, Conduct	January	BOT
	Recruit Executive Director	January	BOT
	Solidify metrics of ED, Principal and DOO evaluations	May	BOT
	Hold BOT training session	March	BOT
Staff Recruitment, Screening, Hiring & PD	Recruit and hire Principal, DOO, DCI and DSS	Upon hiring of ED	BOT, ED
	Finalize all personnel job descriptions, policies and procedures (BOT approval required)	January	ED, P, DCI, DOO, DSS
	Identify healthcare provider, negotiate and sign contract	January	ED, BOT, DOO
	Negotiate and sign payroll services contract	January	ED, BOT, DOO
	Ensure timely posting of all available positions through multiple methods	February	DOO
	Conduct review of teacher applications and writing samples, screen and schedule interviews and sample lessons.	Ongoing	ED, P, DCI, DOO, DSS
	Reference checks and criminal background checks.	Ongoing	DOO
	Recruit, hire and process non-instructional employees (custodians, nurse, café manager)	May - July	DOO

	Welcome packet, benefit packet, staff handbook, personnel policies, all HR documents signed.	Jan - July	DOO
	Schedule Summer Professional Development Academy and notify staff of required attendance dates.	May - July	DOO
	Train staff on financial, operational, HR, and Safety procedures	August	ED, DOO
Operations	Sign up for administrative access to NYSED TEACH system	January	ED
	Request BEDS number	February	ED
	Acquire, install, and receive training on student information system (SIS)	February	ED, DOO
	Establish a system to report student enrollment info to school districts of residence	February	ED, DOO
	Select server and computers, complete long-term technology plan	March - May	DOO
	Purchase and accept delivery of all necessary furniture, fixtures, equipment, and technology necessary for school operations	May - July	ED, DOO
	Input all faculty, staff and student info into the SIS as collected	Ongoing	
	File all student enrollment forms as required by law	May - August	DOO
	Secure first aid resources, train staff, establish protocols for storing and administering medicine, establish records storage system	May - June	Nurse, DOO
	Complete School Safety Manual	May - June	DOO
	Complete Operations Manual	May - June	DOO
	Secure transportation with First Student	May - June	DOO
	Use student demographic data acquired during admissions to analyze staffing structure and make adjustments	May - June	ALL
	Report all demographic information obtained through the SIS to NYSED, BPS and BOCES to secure funding.	June	DOO
	Attend all data trainings with BOCES for BOY (Beginning of Year) reporting timelines and guidance	May - August	DOO
Student Recruitment & Admissions	Update school website and Facebook pages with admission information	January	ED, DOO, Principal
	Create recruitment package (brochure, application, school info)	January	
	Initiate marketing plan for students recruitment	February	
	Conduct community information sessions at local organizations and libraries	Feb - Mar	
	Conduct school lottery, send out acceptance letters, and prepare waiting list.	April	
	Conduct Family meetings and open houses for admitted students	August	
	Distribute Student Handbook	April - August	

III. M. Dissolution Plan

Children First Charter School has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

In the event of closure or dissolution of Children First Charter School, the BOT Chairman will convene a meeting with the administrative team that will include at least the Executive Director, Principal, and Director of Operations. The purpose of this meeting is to develop a dissolution plan and timeline in accordance with Education Law §2851(2)(t) as specified by the NYS Education Department. Throughout the closing process, CFCS will be in regular communication with CFCS's liaison at the New York State Education Department (NYSED) Charter School Office as well as the admissions and records offices of BPS. We will keep NYSED informed of the progress and will ensure all tasks are completed in accordance and compliance with Education Law §§ 219 and 220 and any closing procedures specified by NYSED.

The BOT shall delegate to the Executive Director and the Director of Operations the responsibility to manage the dissolution process as the Closure Team. The Closure Team will immediately convene all employees and contractors associated with CFCS to discuss the dissolution plan and timeline. All employees and contractors also will receive written notification of the closure procedures. Written notification also will be distributed to all families and community partners within no more than five days of the adoption of the closure plan by the Board. The Closure Team will follow up with a community meeting to provide information on the closure and on the students' options for other schools in the area. The first such meeting will be convened no more than 10 business days following the adoption of the closure plan by the Board. Within 15 business days of adoption of a closure plan, the school will (i) transfer student records to the district; (ii) notify the parents and legal guardians of enrolled students of the transfer of such records; and (iii) 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. CFCS's staff also will work with students and their families to identify appropriate schools with programs 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. A complete list of end of year and school closure procedures is below.

After satisfaction of outstanding debts pursuant to Education §220, the remaining assets of Children First Charter School attributable to public funding are to be paid back to BPS.

PROCEDURE	GOVERNED BY
In preparation of closure and dissemination of student and teacher information review and understand applicable school and NYS laws pertaining to FERPA, HIPPA, FOIL	BOCES guidance & School Policy
Secure Technology Services Required for End of Year Reporting and NYSED Assessment Result Collection and Dissemination (Data Warehouse, NYS Data Collection and Reporting Portal, PowerSchool software, PowerSchool information backup, NYSED Assessment scoring, WNYRIC Assessment data support)	NYSED End of Year Reporting Requirements
Secure student records	NYSED closure proceedings
Create parent contact list per SED guidelines	NYSED closure proceedings
Create a faculty contact list per SED guidelines	NYSED closure proceedings
Transfer of NYSED Testing Materials	NYSED closure proceedings
Internal Verification of TSDL and Staff Assignment Data for State Provided Growth Scores and APPR ratings	NYSED Reporting Requirements
Create documents necessary to document the transfer of student records and information to SED, student district of residence and projected school of attendance (follow NYSED guidelines)	BOCES guidance & School Policy NYSED Closure proceedings
Create student transcripts from PowerSchool	BOCES guidance & School Policy
Generate Student Transcripts by Family for distribution	BOCES guidance & School Policy
Extract 13-14 FRPL Eligible Students (May 30)	NYSED Reporting Requirements
Charter School Bi-monthly enrollment report	NYSED Reporting Requirements
13-14 Certification of FRPL Eligible Students Verification (June 6)	NYSED Reporting Requirements
Copy all student records - secure 1 copy at CCS, transfer 1 copy	BOCES guidance & School Policy
Final Submission of TSDL and Staff Assignment Data to L2RPT for State Provided Growth Scores (July 2014)	NYSED Reporting Requirements
13-14 TSDL Staff Assignment Data Certification (July 2014)	NYSED Reporting Requirements
PD-8 Report of Disciplinary Removals of Students w disabilities	NYSED Reporting Requirements
Transfer of Student Records to new school or district. (demographic, enrollment, transcripts, attendance, IEP, 504, Immunizations)	NYSED closure proceedings
Charter School July Enrollment Reconciliation Report	NYSED Reporting Requirements
Notification of Final Report Cards	NYSED closure proceedings
Documentation of NYSED State Assessment Scores upon release	NYSED Reporting Requirements
Generate and Distribute State Test Score Results to student families upon release	NYSED Reporting Requirements
Charter School Bi-monthly enrollment report	NYSED Reporting Requirements
Charter School Annual Report ROUND 1	NYSED Reporting Requirements
VR-10 Report of Students w Disabilities Exiting Special Education	NYSED Reporting Requirements
Generate NYSED Student Inquiry Reports from L2RPT for distribution to school / district of attendance	NYSED Reporting Requirements
Final Submission of all 13-14 SIRS data to Level 2 for Accountability Status Determination (Aug 22)	NYSED Reporting Requirements
13-14 Data Certification of Special Ed Data Elements VR13, VR15, VR16 through PD system (completed by BPS - certified by Charter)	NYSED Reporting Requirements
Verification of Teacher Growth Scores as calculated by NYSED from NYSED Assessments	NYSED Reporting Requirements
Calculation of Teacher APPR ratings by state approved APPR calculation	NYSED Reporting Requirements
13-14 SIRS Data Certification Form Due (except VR 1-9) (Aug 29)	NYSED Reporting Requirements
ESEA Consolidation Application	NYSED Reporting Requirements
Title I Application Supplement	NYSED Reporting Requirements
APPR Implementation Certification Form Due (Aug 29)	NYSED Reporting Requirements
VADIR Summary Form	NYSED Reporting Requirements
13-14 Data Certification of Special Ed Data Elements VR 11-12 and VR 14 through PD Data System Due	NYSED Reporting Requirements
Final Submission of 13-14 evaluation composite ratings, composite scores and subcomponent scores to the SIRS	NYSED Reporting Requirements
13-14 Data Certification of Special Ed Data Elements VR 11-12 and VR 14 through PD Data System Due	NYSED Reporting Requirements
Withdraw ALL grant applications for 2014-2015 (e-rate, title I)	NYSED closure proceedings
Formal Document Records Transfer - NYS Assess Reports	NYSED closure proceedings
Charter School Audited Financial Statements Report	NYSED Reporting Requirements
Title I Comparability Report	NYSED Reporting Requirements
Race To The Top Summary Budget Report	NYSED Reporting Requirements
RTTT Annual Performance Report	NYSED Reporting Requirements
13-14 Staff Evaluation Certification Form Due Dec 31, 2014	NYSED Reporting Requirements
FINAL CERTIFICATION OF ALL 2014 VERIFICATION REPORTS (18)	NYSED Reporting Requirements
Timeline created with the knowledge that all reports and deadlines are at the discretion of the NYSED Charter School Office and can be changed at any time.	

ADMISSION POLICY

Compliance with Applicable Laws

As a public school, CFCS will be open to children who are eligible under the laws of New York State for admission to a public school. The school will follow all applicable state and federal laws in admitting students. The school will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other unlawful grounds.

Eligibility

Only applicants living in New York State may apply for, enroll in, or attend the School, and all New York State residents are so entitled. A child will be eligible to apply for kindergarten only if he is scheduled to turn 5 years old by December 1 of the matriculation year. For students in first through eighth grade, a child will be eligible for initial admission to the school for any grade served if the student successfully completes the preceding grade by the scheduled date of admission to the succeeding grade and falls within the age ranges for the applicable grade.

Publicity and Outreach

Each year, the school will hold tours and voluntary information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at pre-k and nursery schools, schools, and/or other locations. The school will schedule information sessions during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter, and spring as the Board considers appropriate to build a student body and community of families that reflect the diversity of Buffalo. CFCS also will implement measures of outreach with consideration to parents of children with special needs and English language learners (ELLs).

Outreach sessions for students will be publicized using flyers, signage at the school, and contact with community organizations. Families will be encouraged to visit the school, talk to instructional, administrative and other staff, visit classes, and meet currently enrolled students.

CFCS will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. Given the geographic location of the CFCS and the surrounding demographics, the application will be available in English and Spanish. For any parent that requests assistance in completing the application, CFCS will provide help. If translation services are required and CFCS staff is unavailable, we will hire translators during the admission period.

Attachment 1: Admissions Policy and Procedures

Application and Admission

Families interested in enrolling a child at CFCS will be required to submit an application. Applications will state the next application deadline date. It is CFCS's policy to encourage and support the development and strength of its student and family community as far in advance of new student enrollment as practically possible. CFCS believes the early establishment of the home/school relationship will contribute to the academic success of its students and the school's achievement of its mission. Further, CFCS acknowledges that the families of public school children make practical and emotional commitments to their children's future school notwithstanding that formal enrollment in public school generally occurs as late as the spring or summer immediately prior to the initial matriculation. Consistent with this policy, it is expected that the application deadline and lottery dates will be as early as possible during the prior school year as soon as the student outreach program (described above) is conducted. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools.

Lottery and Other Procedures Admission and Waitlist

If CFCS has more applicants than available space, it will select students (from among qualified applicants) using a random selection method, a public lottery (the lottery). If there are fewer applicants for a grade than there are places available in the grade, all applicants will be admitted to the grade on the date the lottery was to have been held.

The random selection drawing will be open to the public, and the school will notify all applicants of the time and place which will generally be between April 2-15, subject to circumstances beyond the reasonable control of the school. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year. The waiting list will not have to be reset annually. If the school decides to reset the waiting list it will clearly state this to its families prior to the commencement of the next application period. After all eligible names have been drawn, the school will add the names of the applicants who submitted applications after the 5:00 p.m. deadline on April 1st. All post-deadline applicants will be added in the order in which they are received.

As spaces become available, CFCS will make enrollment offers in the order of placement on the waiting list. Lotteries for all grades for an academic year are expected to be conducted on the same day and will be publicized in a manner consistent with the requirements of section 104 of the Public Officers Law and be open to the public. Lotteries are expected to be conducted from highest grade to lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in person or in writing. Openings for seats in a grade (or on a waiting list for a grade) after the admission and enrollment processes are complete will be filled on a first-come, first-served basis.

Attachment 1: Admissions Policy and Procedures

The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places still available in the siblings' respective desired grades when the applicant's name is drawn, or will entitle the siblings to the next places on the waitlist for the desired grade if there are no available places in the desired grade; provided the School will have the right but not the obligation to add places in a grade on a non-discriminatory basis in compliance with applicable laws for a sibling under these circumstances even if the grade is otherwise closed.

As of the date of its application for a charter, it is the policy of CFCS to admit new students to the School only in kindergarten (kindergarten - grade 5 (year 1)) and to enroll students in the remaining grades as they are promoted from the preceding grade at CFCS, subject to the availability of space, and also subject to the preferences set forth below. However, CFCS may elect to admit new students to the remaining grades (not K) on a non-discriminatory basis, in accordance with other provisions of this Policy and in compliance with applicable laws, subject to space and availability, if CFCS determines its programs and design will properly serve those students and such decision is otherwise consistent with the achievement of the CFCS's mission. In such case, this information will be included in the application and lottery materials and the New York State Education Department's Charter Schools Office must be notified.

Enrollment

CFCS requires all students admitted or waitlisted as provided above to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the school's admissions policy and the procedures thereunder, or to be placed on a waitlist in the same manner as a late application. CFCS may request that families confirm the enrollment of children enrolled in the School for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at CFCS) in order to promote or ensure contemplated enrollment in each grade at the School so the school may best execute its programs, serve its student body and achieve its mission. The intentional provision of untruthful information at application, admission, or enrollment will entitle the School to permanently exclude the child from the School, even if the student was admitted, enrolled, or permitted to attend.

Preferences and Intent to Enroll

The School will give preferences to the following pupils, in the following order of priority:

- to pupils returning to it in its second and subsequent years of operation,
- to the siblings of enrolled pupils, and

Attachment 1: Admissions Policy and Procedures

- to all students who live within the Buffalo Public School District where CFCS is located, consistent with New York State charter law, and
- at-risk kids (defined as those who qualify for free and reduced price lunch, students with special needs and English language learners). The weighted seats for at-risk kids will be determined using the enrollment and retention targets published by the Regents in advance of any lottery and in collaboration with NYSED's Charter School Office.

In order to confirm the intent to maintain enrollment, the school will send an "Intent to Return" letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return to CFCS the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After reasonable efforts to contact the family to confirm enrollment, the school may elect not to enroll students who have not confirmed.

Waiting lists will not be carried over from year to year. The school may send an application or other information directly to families who have previously applied.

Student transfer and/or withdrawal procedures

CFCS will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from CFCS will be asked to complete a request for student withdrawal form. CFCS personnel will offer to meet with the family and discuss their reasons for withdrawing from CFCS, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, CFCS will ensure the timely transfer of any necessary school records to the student's new school.

CFCS will not impose any arbitrary requirements for application beyond completion of the one-page CFCS application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

Attachment 2 – Evidence of Public Outreach



MAKING BUFFALO BETTER

237 MAIN STREET, SUITE 1500
BUFFALO, NEW YORK 14203
Tel: 716.849.2626 | Fax: 716.843.8683
www.leadershipbuffalo.org



NFIEC/BAE

Celebrating 40 years of Building Bridges between Industry and Education



November 10, 2014

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

Dear Ms. Megna:

The parents of students in the city of Buffalo are in dire need of alternative educational choices for their children. Children First Charter School will create a culture that supports excellent teaching and successful learning through the implementation of a school wide leadership program and the utilization of data-driven best practices in curriculum and instruction.

I support the application submitted by Children First Charter School. Their mission of achieving academic success by empowering students to become the leaders of tomorrow and creating culturally proficient, well-rounded students is directly aligned with Leadership Buffalo's four core values of Service, Inclusion, Diversity and Openness to Change. I believe that by developing these life skills in children we can then help them achieve academic success and create life-long learners.

Thank you for your consideration.

Regards,

A handwritten signature in black ink, appearing to read "Althea E. Luehrsen".

Althea E. Luehrsen
Executive Director
Leadership Buffalo, Inc.

November 10, 2014

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

Dear Ms. Megna,

I am writing this letter in support of the application being submitted by the Children First Charter School. As Executive Director of the NFIEC/BAE, I am acutely aware of the problems with the educational system in the City of Buffalo and the lack of strong alternatives for parents to choose. The Children First Charter School will offer parents and their families a strong choice to ensure the success of their children. The infusion of literacy throughout the curriculum will serve to reinforce common core standards and form a strong foundation for the students.

As a former principal, school psychologist and Director of Development for the Charter School for Applied Technologies, I am very impressed with the diligence and commitment of the applicants, so much so, that I have agreed to serve on the board.

Sincerely,

Susan G. Toomey
Executive Director

Niagara Frontier Industry Education Council/Buffalo Alliance for Education
WNY Educational Service Council
SUNY at Buffalo
222 Baldy Hall
Buffalo, NY 14260-1000

SERVICE • INCLUSION • DIVERSITY • OPENNESS TO CHANGE

Attachment 2 – Evidence of Public Outreach

Inspiring curiosity through exploration



November 10, 2014

To Whom It May Concern,

This letter is an indication of support from the Buffalo Museum of Science for the application of the Children First Charter School. The opening of a literacy-based charter school on the West Side of the City of Buffalo would indeed be an important feature in the educational landscape of the community that contains such a culturally and economically diverse population.

The Buffalo Museum of Science has been a leader in providing science literacy to the local families, educators and school children since the Buffalo Society of Natural Sciences was established in 1861. The Museum and Tiff Nature Preserve, its Environmental Education site, have been utilizing its rich collection of natural history specimens and cultural artifacts to inspire curiosity and create lifelong learners. We are excited about the endless possibilities to tap our resources to highlight the connections between reading literacy and science inquiry. This is especially critical when only 3% of the Buffalo Public School third graders are reading at grade level.

An elementary school that focuses on literacy as an integrating context is much needed in the community. The depth of educational experience among the planning team indicates a competent group to lead the effort. The addition of our unique assets provides a distinctive opportunity for learning that extends beyond the classroom. I am confident that this proposal is worthy of approval and give my recommendation.

Sincerely,

A handwritten signature in blue ink that reads "Karen Wallace".

Karen Wallace
Director of Science Learning and Interpretation

Carl P. Paladino
295 Main Street, Suite 210
Buffalo, New York 14203

November 10, 2014

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

Re: Children's First Charter School

Dear Ms. Megna:

As a member of the Buffalo Board of Education I am in support of the application for Children First Charter School to open in the fall of 2015.

We need to increase the number of public school options, including charter schools, to provide children and families with meaningful opportunities to receive a high quality education especially considering that our Buffalo Public Schools are dysfunctional.

After careful evaluation of their charter application I am convinced that they will accomplish their mission of empowering children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy skills, across all content areas. Children need a challenging education aligned to the Common Core Learning Standards to develop the skills and tools necessary to enter, succeed, and graduate from their high school of choice. CFCS will create an exceptional learning environment and provide students with a sound foundation in literacy and leadership skills necessary to access and actively participate in the 21st century global economy.

Thank you for your consideration.

Very truly yours,

A handwritten signature in blue ink that reads "Carl Paladino".
Carl Paladino

Attachment 2 – Evidence of Public Outreach



United Way
of Buffalo & Erie County

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

Board of Directors

Chair

Steve Finch

Vice Chair

Rich McCarthy

Treasurer

Keith Stolzenburg

Secretary

LuAnne Kingston

Counsel

Herbert J. Glose

Members

Jamie Batt
Jeremy Beck
Jennifer Constantine (Stanonis)
Pionne Corbin
Reena Dutta
Dennis Elsenbeck
Robert Feldman
Gretchen Geltter
Brian Gwitt
Roderick Hennings
Evelyn Hidalgo
David Hore
Frank Hotchkiss
Donald Ingalls
Dr. Richard Jurasek
David Kimelberg
Lisa Lindquist
David McNamara
Eileen Morgan
Susan O'Sullivan
Jennifer Parker
Eugene Partridge
Dr. Khalid Qazi
Patrick Radtke
Sharon Randaccio
Hon. Robert Russell
Elizabeth Savino
James Wallshauser
A. Scott Weber
Darley Willis

President and CEO

Michael Weiner

November 10, 2014

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

Dear Ms. Megna:

United Way of Buffalo & Erie County views education as a major focus area. We believe in making many alternatives available to the students and parents of our community. Accordingly, we urge you to give thorough review and appropriate consideration to the charter school application of Children First Charter School. Children First Charter School will boast:

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

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

Sincerely,

A handwritten signature in cursive script that reads "Michael Weiner".

Michael Weiner
President & CEO

Attachment 2 – Evidence of Public Outreach



MISSION STATEMENT

Computers For Children enhances educational opportunities and enriches lives through technology.

CHRISTINE M. CARR
Executive Director

BOARD OF DIRECTORS

President -- ANN SEYBOLDT
R&D Technology Business Analyst, Praxair

Vice President--KEVIN BOWMAN
VP of Sales, Norazzo Corporation

Secretary--DONALD MATTESON
*Chief Program Officer,
The Peter and Elizabeth C. Tower Foundation*

Treasurer--JIM WARNER
VP, Sanderson & Company, LLC.

MEMBERS

MICHAEL BERCHOU
Partner, Phillips Lytle

JAMES C. CORNELL
President, CEO, Praxix Business Advisors

RICKI HARPER
Retired - Senior Administration, KPMG

STEVEN J. HARVEY, Ph.D.
*Past President --Executive Director
WNY Consortium for Higher Education*

THOMAS KELLY
VP Operations & Sales, Azerty/United Stationers

THERON R. HOWARD
HSBC Technology & Services, HSBC Bank USA

ADVISORY BOARD

JOHN FLANNERY
Director, Legal & Compliance, Greatbatch, Inc.

JOHN GALLO
Past President -- Retired Blue Bridge Financials

BRIAN GRIFFIN
M&T Bank -- Procurement

RICHARD HAMISTER
First VP, Private Client Services, First Niagara

DAVID HATRICK
Marketing Manager, Stampede Pres. Products

DONALD J. JACOBS PH.D.
U.B. Center for Applied Technologies

KENT KEATING
Chairman of the Board, Seevast

KEVIN KELLY
President, Stampede Presentation Products

DAVID KENSINGER
Regional Sales Manager, First Niagara FNIS

THOMAS POPEK
Phillips Lytle, LLP

DAVE ROGERS
CFO, Sovran Self Storage

GRETCHEN SHEPPARD
WNY Health Care Careers

JEFFREY S. WILLIS
Stampede Presentation Products

November 15, 2014

To Whom It May Concern:

This letter is in support of the Children First Charter School that will be positioned West Side of Buffalo, NY. Children First Charter School will empower children to become the leaders of tomorrow by developing well rounded, culturally proficient students with a solid foundation in literacy skills across all content areas. The plan includes starting K-5 grades, with 528 students; adding one grade level per year until year four and 8th grade integration, 792 students.

The mission is develop the school culture and climate through the full adoption and implementation of The Leader In Me, an elementary school leadership program that trains adults and children based on Steven Covey's 7 Habits of Highly Effective People.

As technology is very important for schools, administration, teachers, parents and of course students, Computers For Children's commitment to support the school with necessary equipment and advocacy for administration and education as well as the bridge from school to home is significant and will be defined by the school's plan for technology.

Computers For Children has equipped schools and our community by providing over 30,000 computers and peripherals, as well as technology training to low-income youth since 1997. Computers For Children's mission is to enhance educational opportunities and enriches lives through technology.

A recent conversation with the IT Department of the City of Buffalo Public School District about the NY State Smart Schools \$2B bond that passed with the vote 3:1, Buffalo will receive \$56,020,356, and will include the Buffalo charter schools. This funding will help build the broadband and technology needs of the school communities in our city.

The Children First Charter School's location on the west side of the city will also support the growing number of immigrant and refugee student influx into the City of Buffalo, where specialized efforts need to be addressed to help bridge this population's barriers of culture, low literacy, and English second language students.

Sincerely,

Christine Carr, Executive Director

Computers For Children, Inc., 701 Seneca St., Suite 601., Buffalo, NY 14210,
Phone: (716) 823-7248, Fax: (716) 823-0960, www.computersforchildren.com

Thank You for your Support! EIN # 16-1535023

Attachment 2 – Evidence of Public Outreach

On 4 Nov 2014, at 11:45, Amy Brackenridge wrote:

Hello Don,

I was given your name today by Christine Carr at Computers for Children. Christine and I have worked together developing programs for inner city children in the past and I reached out to her today regarding my current project.

I am a part of a team writing an application to open a Charter School on the West Side of Buffalo in the fall of 2015. The Children First Charter School will serve the diverse refugee and multicultural population in that area. We intend to open with 528 students (K-5) and add 1 grade per year until we reach 986 students in year 4 (K-8). We are working in conjunction with a number of community organizations and groups in that area to ensure that we are meeting the needs of the families and students, social, emotional, health and wellness, and academic.

One of our biggest challenges in the application process so far, is determining where and how we will acquire technology and develop capacity and infrastructure to utilize it fully once acquired. Christine referred me to your organization, hoping that we may qualify for one of the many grant opportunities you offer.

Obviously, we cannot apply until our charter is approved by New York State. However, I would like to be able to refer to the grant in our application; if you feel we meet the requirements to apply, of course.

I would love to discuss our school with you further, at your convenience. I attempted to call you directly this morning but was unable to leave a message on your voice mail. Please feel free to email or call at any time. My phone number is 425-6354. I look forward to hearing from you soon.

Amy Brackenridge
Children First Charter School

Please take a look at our website and Facebook pages to learn more about our projected school!

<http://childrenfirstcs.wix.com/childrenfirstcs>
https://www.facebook.com/childrenfirstcs?ref=aymt_homepage_panel

On Fri, Nov 7, 2014 at 9:33 AM, Donald Matteson <dwm@thetowerfoundation.org> wrote:
Hi Amy -

Thank you for your email! Your charter school application sounds very exciting -- you'll be serving a vibrant and diverse community on the West Side.

The Tower Foundation is focused exclusively on funding programming that addresses intellectual disabilities, learning disabilities, mental health issues, and substance use disorders.

While there's no question in my mind that these issues will touch on the students served at Children First Charter School, we won't be able to provide any support until the school is opened and there's an explicit need to address one or more of the Foundation's focal issues.

We would be very open to having conversations about programming to support special education and/or students assistance programs that align with our issue areas.

I wish you the greatest success as you complete your charter application!

Warmest regards,

Don Matteson - Chief Program Officer
The Peter and Elizabeth C. Tower Foundation
2351 North Forest Road - Suite 106; Getzville, NY 14068
(Voice) 716-906-8903 (Fax) 716-689-3716
dwm@thetowerfoundation.org
Twitter: @towerdwm
<http://www.thetowerfoundation.org>

From: Amy Brackenridge <abrackenridge31@gmail.com>
Date: Fri, Nov 7, 2014 at 10:38 AM
Subject: Re: referred to you by Christine Carr
To: Donald Matteson <dwm@thetowerfoundation.org>

Thank you Don,
I will absolutely reach out to you again once we are approved and have registration data. At that point we will have a general idea regarding our special education population and the areas in which we will need to provide support. Based on demographic research of the area, we anticipate a large number of students that will need services and we will need as much support as we can get to ensure their needs are served.

Enjoy your Thanksgiving and I look forward to taking to you again after the holiday season!
Amy

COMMUNITY NOTICE OF CHARTER SCHOOL PROPOSAL
FOR THE WEST SIDE OF BUFFALO

CHILDREN FIRST CHARTER SCHOOL

“Every Child, Every Day”

Children First Charter School will empower children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy, across content areas.

- Focus on **LITERACY** in all content areas
 - Reading, writing, speaking, listening, comprehension, critical thinking
- Projected to open August 2015 in the West Side of Buffalo
- Serving children in grades K - 5 (adding 1 grade per year until we are K-8 in 2018)
- All faculty, staff and students will be trained in The 7 Habits of Highly Effective Leaders - “The Leader In Me” Program.
- Highly trained professional teachers and staff
- Strong Community Involvement
- Full kitchen, home cooked, healthy meals
- A safe, warm and welcoming environment
- Afterschool Program
- Extended School Day and Year
- Culturally Diverse Student Body
- Physical Education and Recess
- Computer / Technology Classes
- Full-time Social Workers and School Counselors on staff
- Art & Music Classes that embrace the cultural diversity of the Buffalo community



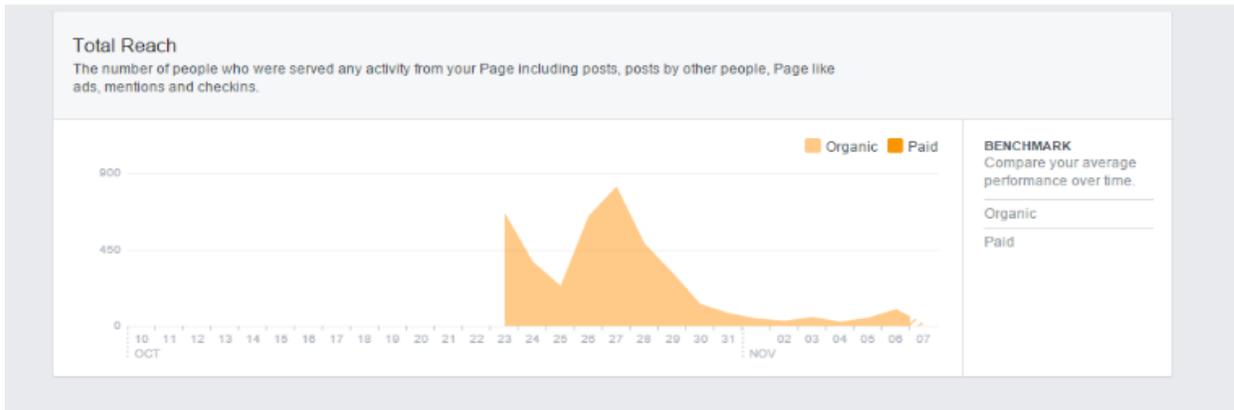
For more information, visit us on Facebook & at our website!

<https://www.facebook.com/childrenfirstcs>

<http://childrenfirstcs.wix.com/childrenfirstcs>

Or contact us at: childrenfirstcs@gmail.com

Attachment 2 – Evidence of Public Outreach



Activity	Insights	Settings	Export	Build Audience	Help
Likes	Reach	Visits	Posts	People	
To all of the young goblins and ghouls out trick-or-treating tonight, have a safe and happy	48	3	9	Boost Post	
We can all learn from Kid President! "Create something that will make the world awesome."	42	1	3	Boost Post	
We came out to support the resurgence of the west side of Buffalo and meet more of the	114	53	2	Boost Post	
When we aren't out polling the neighborhood for their opinion on education, we are researching	170	30	21	Boost Post	
We know you may not be able to come to the locations we visit in our community outreach. Your	58	6	1	Boost Post	
Please take a few minutes to provide your thoughts and opinions below. This will help guide	165	13	1	Boost Post	
We spent another morning at the Northwest Community Center in Buffalo talking to parents.	191	40	10	Boost Post	
This morning we are visiting the Northwest Community Center and Holy Cross Head Start!	251	25	19	Boost Post	
Today we spoke to the parents, grandparents and guardians of 56 children on the West Side about	353	33	19	Boost Post	
Join us this morning at Tops Markets on Grant and Amherst to discuss education in Buffalo!	632	128	27	Boost Post	
Just a reminder... We will be at Tops Market on the corner of Grant St. and Amherst St. tomorrow	72	2	3	Boost Post	
Representatives from Children First Charter School will be at the Tops market on the corner of	227	2	8	Boost Post	
Representatives from Children First Charter School will be at Northwest Community Center's	90	5	3	Boost Post	
The NYS Charter School Office opened up an unprecedented third round of applications for new	213	18	10	Boost Post	
Children First Charter School's cover photo	58	5	0	Boost Post	



Attachment 2 – Evidence of Public Outreach

The image shows a screenshot of the Children First Charter School website and a survey form. The website header includes the school's name, logo, and navigation links. The main content area features a quote: "EVERY CHILD, EVERY DAY" and a "COMMENTS" button. Below this is a paragraph: "From the time we enter kindergarten until the time we graduate, we are told we are leaders because we all have gifts." The website also includes sections for "MISSION", "LOCATION", and "CONNECT WITH US ONLINE". A "SURVEY" button is prominently displayed. The survey form below the website screenshot contains the following questions:

1. Are you happy with the school options available in Buffalo?
 Yes
 Somewhat
 No
 Other (please specify) _____

2. What are the most important qualities you are looking for in a school for your child?

3. Please rate the following school qualities based on your level of interest.

	High Interest	Moderate Interest	Low Interest
Longer School Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Longer School Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uniform Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afterschool Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Worker/Counselor on Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Class Sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Program for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service Opportunities for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open Door Policy for Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Community Information Room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)			

4. Is English the first language in your home? If not, what is it?

5. What should we offer that would make you, as parents feel welcome and comfortable in our school?

6. Address

Name: _____
 City/Town: _____
 State/Province: _____
 ZIP/Postal Code: _____
 Email Address: _____
 Phone Number: _____

Done

Attachment 2 – Evidence of Public Outreach

Informational fliers distributed in the community.

CHILDREN FIRST CHARTER SCHOOL “Every Child, Every Day”

Children First Charter School will empower children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy, across content areas.

- Projected to open August 2015 in the West Side of Buffalo
- Serving children in grades K - 5 (adding 1 grade per year until we are K-8 in 2018)
- All faculty, staff and students will be trained in The 7 Habits of Highly Effective Leaders – “The Leader in Me” Program.
- Focus on **LITERACY** in all content areas
 - Reading, writing, speaking, listening, comprehension, critical thinking
- Highly trained professional teachers and staff
- Strong Community Involvement
- Full kitchen, home cooked, healthy meals
- A safe, warm and welcoming environment
- Afterschool Program
- Extended School Day and Year
- Culturally Diverse Student Body
- Art & Music Classes that embrace the cultural diversity of the Buffalo community
- Physical Education and Recess
- Computer / Technology Classes
- Full-time Social Workers and School Counselors on staff

For more information, visit us on Facebook & at our website!

<https://www.facebook.com/childrenfirstcs>

<http://childrenfirstcs.wix.com/childrenfirstcs>

Or contact us at: childrenfirstcs@gmail.com

NIÑOS PRIMERO LA CARTA DE LA ESCUELA “Todos los niños, todos los días”

Children First Charter School será capacitar a los niños a convertirse en los líderes del mañana a través del desarrollo bien redondeados, estudiantes culturalmente competente con una base sólida en materia de alfabetización, a través de las áreas de contenido.

- Proyectado para abrir 08 2015 en el West Side de Buffalo
- Servir los niños en los grados K - 5 (añadiendo 1 grado por año hasta que estemos K-8 en 2018)
- Todo el profesorado, el personal y los estudiantes serán capacitados en Los 7 Hábitos de Líderes Altamente Efectiva - Programa “El líder dentro de mi”.
- centrarse en la alfabetización en todas las áreas de contenido
 - de lectura, escritura, expresión oral, comprensión auditiva, la comprensión, el pensamiento crítico
- Los maestros y el personal profesional altamente capacitado
- Participación en la Comunidad Fuerte
- Cocina completa, caseras, comidas saludables
- Un ambiente seguro, cálido y acogedor
- Programa Después de la Escuela
- Extended Day School y Año
- Cuerpo Estudiantil Culturalmente Diversa
- Arte y Música Clases que abrazan la diversidad cultural de la comunidad de Buffalo
- Educación Física y Recreo |
- Computadora / Clases Tecnología
- Trabajadores Sociales de tiempo completo y los consejeros de la escuela en el personal

Para obtener más información, visite nuestra página en Facebook y en nuestra página web!

<https://www.facebook.com/childrenfirstcs>

<http://childrenfirstcs.wix.com/childrenfirstcs>

O póngase en contacto con nosotros en:

childrenfirstcs@gmail.com

Attachment 2 – Evidence of Public Outreach

Children First Charter School Informational Outreach

Dear Neighbors,

We are reaching out to residents, business owners and community activists regarding the proposed charter school that would be located in the West Side of Buffalo near the Niagara St / Forest Ave intersection. Prior to proposing this school to the New York State Board of Education, we are looking for feedback and interest from local residents like you.

Please take a few minutes to provide your thought and opinions below. This will help guide us as we move forward in the development of our school.

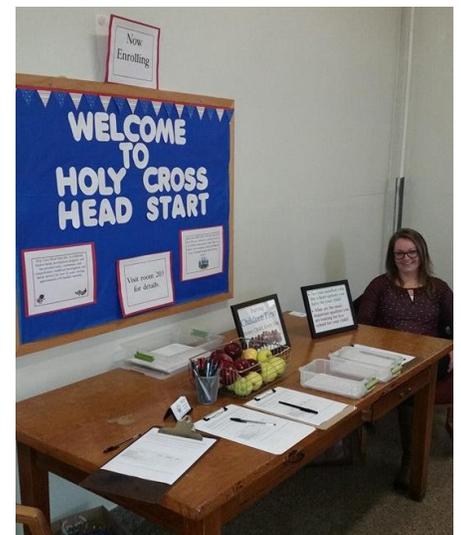
1. Are you satisfied with the school options you have for your child entering elementary school?
2. What are the most important qualities you are looking for in a school for your child?

3. Please rate the following school qualities based on your level of interest.

ATTRIBUTE	HIGH INTEREST	MODERATE INTEREST	LOW INTEREST
Longer School Day			
Longer School Year			
Uniform Policy			
Afterschool Program			
Social Worker / Counselor on staff			
Small Class Sizes			
Leadership Program for Students			
Community Service Opportunities for Students			
Open Door Policy for Parents			
Parent / Community Information Room			

4. Is English the first language in your home? If not, what is it?

5. What should we offer that would make you, as parents feel welcome and comfortable in our school?



Attachment 2 – Evidence of Public Outreach

Sample of feedback received from parents and community members

Parent

Children First Charter School
Informational Outreach at TOPS Friendly Market

Dear Neighbors,

We are reaching out to residents, business owners and community activists regarding the proposed charter school that would be located in the West Side of Buffalo near the Niagara St / Forest Ave intersection. Prior to proposing this school to the New York State Board of Education, we are looking for feedback and interest from local residents like you.

Please take a few minutes to provide your thought and opinions below. This will help guide us as we move forward in the development of our school.

14207

1. Are you satisfied with the school options you have for your child entering elementary school?
Not satisfied. attend catholic schools

2. What are the most important qualities you are looking for in a school for your child?
Undergarments, strict better foundation/values background

3. Please rate the following school qualities based on your level of interest.

ATTRIBUTE	HIGH INTEREST	MODERATE INTEREST	LOW INTEREST
Longer School Day			
Longer School Year <i>all year program</i>	<input checked="" type="checkbox"/>		
Uniform Policy	<input checked="" type="checkbox"/>		
Afterschool Program			
Social Worker / Counselor on staff			
Small Class Sizes	<input checked="" type="checkbox"/>		
Leadership Program for Students	<input checked="" type="checkbox"/>		
Community Service Opportunities for Students			
Open Door Policy for Parents	<input checked="" type="checkbox"/>		
Parent / Community Information Room			

weekly emails teaching manners

4. Is English the first language in your home? If not, what is it?
can walk in the school and talk to teachers

5. What should we offer that would make you, as parents feel welcome and comfortable in our school?
*uniform, strict yet loving, high standard for success
teachers available
↳ can go into classroom in the morning.
teachers - walk kids out*

Grandparents
↳ custody of 1

Children First Charter School
Informational Outreach

Dear Neighbors,

We are reaching out to residents, business owners and community activists regarding the proposed charter school that would be located in the West Side of Buffalo near the Niagara St / Forest Ave intersection. Prior to proposing this school to the New York State Board of Education, we are looking for feedback and interest from local residents like you.

Please take a few minutes to provide your thought and opinions below. This will help guide us as we move forward in the development of our school.

1. Are you satisfied with the school options you have for your child entering elementary school?
Sy. Khabary. 6 grandchildren

2. What are the most important qualities you are looking for in a school for your child?
*Proximity
Continuity
SPED prog. 14 IEP 1HR 2/wk
O.T. 2/wk (school & home)
Speech Therapist 2/wk (school & home)*

3. Please rate the following school qualities based on your level of interest.

ATTRIBUTE	HIGH INTEREST	MODERATE INTEREST	LOW INTEREST
Longer School Day			<input checked="" type="checkbox"/> <i>K</i>
Longer School Year			<input checked="" type="checkbox"/> <i>time to play</i>
Uniform Policy			<input checked="" type="checkbox"/>
Afterschool Program			<input checked="" type="checkbox"/> <i>Be @ home if family</i>
Social Worker / Counselor on staff	<input checked="" type="checkbox"/>		
Small Class Sizes	<input checked="" type="checkbox"/>		
Leadership Program for Students			
Community Service Opportunities for Students			
Open Door Policy for Parents	<i>Safe & Secure</i>	<input checked="" type="checkbox"/>	
Parent / Community Information Room		<input checked="" type="checkbox"/>	

FOOD BREAKFAST & LUNCH

4. Is English the first language in your home? If not, what is it?
Yes

5. What should we offer that would make you, as parents feel welcome and comfortable in our school?
*phone calls
face to face
newsletters
calendar of events*

Attachment 2 – Evidence of Public Outreach

Sample of feedback received from parents and community members

Children First Charter School
Informational Outreach

Parent & Grandparent

Dear Neighbors,

We are reaching out to residents, business owners and community activists regarding the proposed charter school that would be located in the West Side of Buffalo near the Niagara St / Forest Ave intersection. Prior to proposing this school to the New York State Board of Education, we are looking for feedback and interest from local residents like you.

Please take a few minutes to provide your thought and opinions below. This will help guide us as we move forward in the development of our school.

(pulled kid + grandkids out of Buffalo)

1. Are you satisfied with the school options you have for your child entering elementary school?
Baker Academy 7th, Grandson 2nd grade \$ twins - 3y old (3) std

2. What are the most important qualities you are looking for in a school for your child?
Small classes (ADHD services)
→ Boys & Girls Club
• Help w/ homework
• Extra field trips
• Sports
• Mentors

3. Please rate the following school qualities based on your level of interest.

ATTRIBUTE	HIGH INTEREST	MODERATE INTEREST	LOW INTEREST
Longer School Day	X		
Longer School Year	X		
Uniform Policy			
Afterschool Program	X		
Social Worker / Counselor on staff			
Small Class Sizes	X		
Leadership Program for Students		X	
Community Service Opportunities for Students	X		
Open Door Policy for Parents	X		
Parent / Community Information Room	X		

4. Is English the first language in your home? If not, what is it?

5. What should we offer that would make you, as parents feel welcome and comfortable in our school?
Hard for parents that work
Email, phone calls, more personal connection
LIKE
"Ron Clark Story"

Children First Charter School
Informational Outreach

AUNT / GRANDMA OF NIECE

Dear Neighbors,

We are reaching out to residents, business owners and community activists regarding the proposed charter school that would be located in the West Side of Buffalo near the Niagara St / Forest Ave intersection. Prior to proposing this school to the New York State Board of Education, we are looking for feedback and interest from local residents like you.

Please take a few minutes to provide your thought and opinions below. This will help guide us as we move forward in the development of our school.

1. Are you satisfied with the school options you have for your child entering elementary school?
14, 8, 9, 6 y.o.

2. What are the most important qualities you are looking for in a school for your child?
- Sports, swim, track, X country
- big gym
- no violence
- accelerated prog.
better communication - find out about plus immediately
like City Harms.

3. Please rate the following school qualities based on your level of interest.

ATTRIBUTE	HIGH INTEREST	MODERATE INTEREST	LOW INTEREST
Longer School Day		X	
Longer School Year		X	
Uniform Policy	X		
Afterschool Program	X		
Social Worker / Counselor on staff	X		
Small Class Sizes	X		
Leadership Program for Students	X		
Community Service Opportunities for Students	X		
Open Door Policy for Parents	X		
Parent / Community Information Room	X		

→ KIDS SA NO

4. Is English the first language in your home? If not, what is it?
Yes

5. What should we offer that would make you, as parents feel welcome and comfortable in our school?
Address pbm immediately
mth home
email & calls

Attachment 2 – Evidence of Public Outreach

COMMUNITY OUTREACH													
ORGANIZATION	STREET	CITY	STATE	ZIP	PHONE 1	CONTACT	WEB	MISC INFO	EMAIL	Sent Letter w flyer	Phone Call	Meeting	
Senator Mark Grisanti	65 Court Street Rm 213	Buffalo	NY	14202	716-854-8705		http://www.senatormarkgrisanti.com/	met at press conference 10/18 regarding education tax credit, education reform, city voucher pgm	email October	mass mailings week of Oct 20	x		
Sister Carol Cimino, SSI, EdD	795 Main St	Buffalo	NY	14203	716-847- 8388	Supt. Bflo Diocese Schools	http://www.srscarol.com/	met at press conference 10/18 w Grisanti	email 10/21 & 10/22	x	x		
Buffalo Science Museum	1020 Humboldt Pkwy	Buffalo	NY	14211	(716) 896-5200	Karen Wallace, Mark Mortenson	www.sciencebuff.org/	in school science programming & labs	email Oct	x	x	mon nov 10	
Buffalo Zoo	300 Parkside Ave	Buffalo	NY	14214	(716) 837-3900	Tiffany Vanderwerf	www.buffalozoo.org/	in school science programming & labs	24-Oct	x			
Coronation of the Blessed Virgin Mary	348 Dewitt St	Buffalo	NY	14213	716-882-2650	Fr. Pater Nguyen		attended mass 10/19, met Fr Peter	23-Oct	x	x	12-Oct	
The Rose Garden Early Childhood Center	257 Lafayette Avenue	Buffalo	NY	14213	(716) 816-0078	Judith Fritzen, Director	therosegarden.us	Early childhood center 18mo - 5 yo, preK and K	20-Oct	x			
St. Mary Center	241 Lafayette Avenue	Buffalo	NY	14213	(716) 884-8221		http://www.ssmn.us/homepage.html	community outreach west side and around the world (multicultural and diverse)	20-Oct	x			
New Beginnings	376 Dewitt Street	Buffalo	NY	14213	(716) 884-4952	Debra Cannon	http://www.cazenoviarecovery.org/programs/new-beginnings	recovery shelter for homeless men suffering from substance abuse disorders.	21-Oct	x	x		
Concerned Ecumenical Community Center	286 Lafayette Avenue	Buffalo	NY	14213	716-882-2442		http://cembuffalo.org/blog/	STAR pgm. K - grade 12. Afterschool and summer programs	20/23	x			
Jericho Rd. Medical Center	184 Barton St	Buffalo	NY	14213	716-348-3000		http://www.jrm-buffalo.org/		email 10/23/2014	x	x	tues nov 18	
Hope Refugee Drop In Center (Jericho Rd Pgm)	233 West Ferry	Buffalo	NY	14213	(716) 881-0539	Olivia Gerhardt	olivia.gerhardt@jrhc.org	refugee services	email 10/23/2015	x	x	tues nov 18	
Priscilla Project (Jericho Rd Pgm)	166 Barton Street - lower	Buffalo	NY	14213	(716) 886-0771	Karen Forster	karen.forster@jrhc.org	http://www.jrm-buffalo.org/Community/Priscilla-Project.aspx	serves low-income, pregnant, refugee women	email 10/23/2016	x	x	tues nov 18
Parent-Child Home Program (Jericho Rd Pgm)	301 14th Street	Buffalo	NY	14213	(716) 828-8690	Debbie Fleischmann	deb.fleischmann@jrhc.org	http://jrhc.org/Community/Parent-Child.aspx	serves low income families with children age 18 mo - 4 years to enhance cognitive, verbal and literacy skills in children.	email 10/23/2017	x	x	tues nov 18
FLY (Focused Learning for Youth) Afterschool pgm (Jericho Rd Pgm)	301 14th Street	Buffalo	NY	14213	(716) 828-8692	Bethany Ortquist	bethany.ortquist@jrhc.org	http://jrhc.org/Community/After-School.aspx	designed in to meet the specific needs of refugee middle school students that hail from various African and Asian countries, including Somalia, Rwanda, Burundi, Ethiopia, Iraq, Nepal, and Burma	email 10/23/2018	x	x	tues nov 18
Jericho Rd ESL Program	301 14th Street	Buffalo	NY	14213	(716) 828-8690	Anna Matejova	anna.matejova@jrhc.org	http://jrhc.org/Community/ESL.aspx	developed to address the most-often self-identified needs of post-resettlement adult refugees in Buffalo: practical, conversational English language instruction at accessible times and locations	email 10/23/2019	x	x	tues nov 18
Polly Project (Jericho Rd Pgm)	1609 Genesee Street	Buffalo	NY	14211	(716) 892-2775	Deirdre Wright	deirdre.wright@jrhc.org	http://jrhc.org/Community/Polly-Project.aspx	mentoring program for economically disadvantaged, single mothers, age 16-24, who are pursuing an educational goal.	email 10/23/2020	x	x	tues nov 18
Bradely / Dart / Danforth Block Club	1319 City Hall	Buffalo	NY	14202	716-851-6500	The Board of Block Clubs of Buffalo and Erie County		voicemail message 10/23/2014		x			
Grant / Amherst Business Association		Buffalo	NY	14202						x			
PLDG West (Parkdale, Lafayette, West Delaware, and Greenwood) Neighborhood Assoc		Buffalo	NY	14202						x			
Grant / Ferry Neighborhood Assoc		Buffalo	NY	14202	716-851-6503					x			
West Side Community Services	161 Vermont Street	Buffalo	NY	14213	(716) 884-6616	Sandra Sheppard PhD, Exec Dir	ssheppard@roadrunner.com	http://www.westsidecommunityservices.org/index.html	educational and recreational programs youth age 6 - 18 and their families.	email 10/23/2013	x		
1st United Methodist Church	332 Baynes St	Buffalo	NY	14213	(716) 440-7354	Larry Baird, Pastor	lrbaird@buffalohotmail.com	http://unyumc.org/churches/detail/138		x			
Iglesia Hispanic Methodist Church		Buffalo	NY							x			
Our Lady of Hope		Buffalo	NY							x			
Holy Cross Head Start NW Comm Cntr	155 Lawn Ave	Buffalo	NY	14207	716-877-5022	Meghann Loncar, Center Director		182 children enrolled in UPK (9 classes)	spoke to Charla Smith 10/23/2014 scheduled outreach for 10/27 and 10/28	x	x	Oct 27 & 28	
North West Buffalo Community Center	156 Lawn Ave	Buffalo	NY	14207	716-877-5022	Larry Pernick		afterschool pgm	voicemail message 10/23/14	x	x	22-Oct	
MAP (Massachusetts Ave Project)	271 Grant St	Buffalo	NY	14213	716-822-5327		http://mass-ave.org/	FARM - 389 Massachusetts Ave, farm education, community education, youth education, sustainability and food		x	x		
Grant St Neighborhood Center	271 Grant St	Buffalo	NY	14213	(716) 884-0356		http://pushbuffalo.org/gsnrc			x			
PUSH Buffalo (part of Grant St Neighborhood Ctr)	272 Grant St	Buffalo	NY	14213	(716) 884-0356	Aaron Bartley, Exec Dir	http://pushbuffalo.org/gsnrc			x			
Buffalo Dream Center	PO BOX 934	Buffalo	NY	14201	716-854-1001	Pastors Eric and Michelle Johns	information@buffalodreamcenter.org	http://www.buffalodreamcenter.org/index.php	children's outreaches, a mobile food pantry, a bus ministry, and many other programs that feed, clothe, and bring hope. Christmas outreach (Boxes of Love)	23-Oct	x		
Asarese-Matters Community Center	50 Rees St	Buffalo	NY	14213	(716) 886-1040			free programming ages 8 - 18		x	x		
Grace Family Daycare	79 Ross Ave	Buffalo	NY	14213	716-777-4872					x	x		
Delina Daycare	430 Herkimer	Buffalo	NY	14213	716-650-8549			6-12 yrs		x	x		
5 Loaves Farm	1172 West Ave	Buffalo	NY	14213	716-703-VINE	contact through Vineyard City Church	http://5loavesfarm.blogspot.com/	5 Loaves Farm creates sustainable market gardens on Buffalo's Upper West Side that produce healthy foods along with educational and economic opportunities for neighborhood residents.		x			

Attachment 2 – Evidence of Public Outreach

Vineyard City Church	175 Potomac Avenue	Buffalo	NY	14213	716-703-VINE		buffalovineyard@gmail.com	http://www.buffalovineyard.org/		23-Oct	x		
Great Lakes Seaway Trail		Buffalo	NY					http://grace4-6.weebly.com/	Expeditionary Learning Model grade 2 - 8 free afterschool program		x		
House of Grace	175 Potomac Avenue	Buffalo	NY	14213	716-464-2401			buffalogracehouse.blogspot.com			x	x	
Global Villages	216 Grant St	Buffalo	NY			Louise Sano					x		
International Institute of Buffalo	864 Delaware Avenue	Buffalo	NY	14209	716-883-1900	Eva Hassett, Exec Dir	ehassett@iibuff.org	http://www.iibuff.org/	ESL Adult Classes & assisting refugees and immigrants to become independent, informed and contributing members of the community, and by promoting and supporting cultural competence, multiculturalism and global connectedness throughout the region.	22-Oct	x	x	
Westminster Presbyterian Church	724 Delaware Ave	Buffalo	NY	14209	716-884-9438	Karen Kones-Dearing (Director)	kdearing@westminster-bfio.org	http://www.wpcbuffalo.org/	Early Childhood Program	20-Oct	x	x	
ENERGY Afterschool Program	436 Grant Street	Buffalo	NY	14213	(716) 507-8216		energy@wedibuffalo.org	http://www.wedibuffalo.org/after_school	ENERGY (Education, Nurture, Encouragement, Readiness, Guidance for Youth) a robust place for children, most of them recent immigrants to this country, to develop English language skills, self confidence and cultural awareness.		x	x	
Hands Across Buffalo	960 Main St	Buffalo	NY	14202	716-853-1101		info@wnyhomeless.org	http://www.handsacrossbuffalo.org/	Standing for Diversity, United Against Poverty		x	x	
OPEN Buffalo		Buffalo	NY		716.852.4191 x123		info@openbuffalo.org	http://www.openbuffalo.org/	Restorative Justice will work with the Buffalo Public Schools and the criminal justice system to develop practices in which all the stakeholders affected by an injustice discuss its effects and decide what should be done to repair the harm, offering more satisfying resolutions to victims and better results for offenders and communities. Worker Equity will address poverty, inequity, and training needs among workers, particularly minorities, refugees, youth, and ex-offenders, with a special focus on those working temporary and contingent jobs.		x	x	
Salsa for the Soul	230 Lexington Ave	Buffalo	NY	14222	(716) 980-7851	Sarah Haykel		http://sarahhaykel.com	youth and community programs in dance		x		
Devi Bollywood Dance	920 Niagara Falls Blvd	Buffalo	NY	14223		Gaitrie Devi	gdev820@gmail.com	http://www.devibollywooddance.com/	indian dance, yoga		x		
BreadHive Worker Cooperative Bakery	123 Baynes	Buffalo	NY	14213							x		
WASH Project (West Side Art Strategy Happening)	417 Massachusetts Ave	Buffalo	NY	14213	716.253.1068		thewashproject@gmail.com	http://thewashproject.org/	The WASH Project @ Westside Value Laundromat establishes an outlet to create & engage in art, music & literacy, as well as a neighborhood access point for information regarding a wide range of community services & cultural opportunities.	23-Oct	x	x	
Young Audiences of WNY	1 Lafayette Sq	Buffalo	NY	14203	716-881-0917	Rachel Jordan, Arts and Ed Coord		youngaud.wny	focus on working w youth @ risk of ed failure		x	x	
Urban Roots Nursery		Buffalo	NY								x		
5 Points Bakery		Buffalo	NY								x		
Next Generation		Buffalo	NY								x		
West Side Bazaar	25 Grant St	Buffalo	NY	14213	716-464-6389						x		
Urban Land Institute WNY		Buffalo	NY								x		
West Side Sustainability Community Plan		Buffalo	NY								x		
WEDI (Westminster Economic Development Initiative)	436 Grant St	Buffalo	NY	14213	(716) 393-4088	Blard President - Betsy Mitchell	info@wedibuffalo.org	http://www.wedibuffalo.org/	mission is to improve the quality of life on the West Side of Buffalo by connecting people wanting the West Side to be a successful neighborhood with the resources to make it happen. Our mission was revised in 2013 to be "WEDI offers business and educational opportunity to the people of Buffalo's West Side" to help achieve our vision for a vibrant, stable, inviting community.	10/23/2014	x	x	
Community Music School	415 Elmwood Ave	Buffalo	NY	14222	716-884-4887	Jeff Paterson, Exec Dir		www.communymusicbuffalo.org	music therapy, music programming		x		
LIBRARY Niagara Branch	280 Porter Ave	Buffalo	NY	14201	716-882-1537			http://www.buffalolib.org/content/library-locations/area-libraries?lib=Niagara+Branch			x	x	21-Nov
Congress for the New Urbanism		Buffalo	NY						mission - revitalizing Buffalo's West Side		x		
TOPS Grant/Amherst	Grant/Amherst					Keith Navef MGR				spoke to 10/23, will call back w a schedule	x	x	Oct 19 & 26
Bills Play 60					312-8603	Preston Teague	preston.teague@bills.nfl.net				x		
Food Bank of WNY					852-1905	Stephanie Lawson	slawson@foodbankwny.org				x		
Boys Scouts					512-6215	Stuart Schmettler	stuart.schmettler@scouting.org				x		
4H					652-5400 x140	Angela Northern	an@cornell.edu				x		
Buffalo Bills					312-8644	Preston Teague	preston.teague@bills.nfl.net				x		
Squeaky Wheel					884-7172	Kate Ross	kate@squeaky.org				x		
Independent Health Fitness for Kids					635-4802	Jen Mitri	jen.mitri@independent.health.org				x		
Erie County Sheriff Channel 2					667-5220	Sharon Morgan Scott Levin	sharon.morgan@erie.gov scott.levin@wgrz.com				x		

Attachment 3a: Sample Daily Schedules

K-2 Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:25	Breakfast & Leader in Me - Homeroom				
8:30-10:30	Literacy Block				
10:30-10:50	Recess	Recess	Recess	Recess	Recess
10:55-11:15	Academic Enrichment				
11:20-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:35	Science/Social	Science/Social	Science/Social	Science/Social	Science/Social
12:40-1:40	Special (PE, Art, Music, Tech)				
1:45-3:15	Math	Math	Math	Math	Math
3:20-3:30	DEAR (Drop Everything and Read)				
3:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-6:00	*Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program

* Families will have the option of enrolling their children in an afterschool program free of charge

K-2 Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:25	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me
8:30-10:30	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
10:30-10:50	Recess	Recess	Recess	Recess	Recess
10:55-11:15	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment
11:20-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:35	Science/Social	Science/Social	Science/Social	Science/Social	Science/Social
12:40-1:40	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time
1:45-3:15	Math	Math	Math	Math	Math
3:20-3:30	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)
3:40	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
3:40-4:30	**Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours

**Based on feedback we received from parents and community members, they suggested teacher's having specific hours in which they can come in to speak with them regarding their child. In the event a parent cannot come after school, arrangements will be made to meet with them during the day. On days in which teacher's do not have assigned office hours, afterschool professional development will be offered.

Attachment 3a: Sample Daily Schedules

3-5 Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:25	Breakfast & Leader in Me - Homeroom				
8:30-9:00	Writers Workshop				
9:00-9:57	ELA	ELA	ELA	ELA	ELA
10:00-10:57	Social Studies				
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:20-11:47	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:47	Math	Math	Math	Math	Math
12:50-1:47	Science	Science	Science	Science	Science
1:50-2:30	Academic Enrichment				
2:35-3:35	Special (PE, Art, Music, Tech)				
3:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-6:00	*Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program

* Families will have the option of enrolling their children in an afterschool program free of charge.

3-5 Sample ELA Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:25	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me
8:30-9:00	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)
9:00-9:57	ELA – 5A	ELA – 5A	ELA – 5A	ELA – 5A	ELA – 5A
10:00-10:57	ELA – 5B	ELA – 5B	ELA – 5B	ELA – 5B	ELA – 5B
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:20-11:47	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:47	ELA – 5C	ELA – 5C	ELA – 5C	ELA – 5C	ELA – 5C
12:50-1:47	ELA – 5D	ELA – 5D	ELA – 5D	ELA – 5D	ELA – 5D
1:50-2:30	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment
2:35-3:35	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time
3:40	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
3:45-4:30	**Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours

**Based on feedback we received from parents and community members, they suggested teacher's having specific hours in which they can come in to speak with them regarding their child. In the event a parent cannot come after school, arrangements will be made to meet with them during the day. On days in which teacher's do not have assigned office hours, afterschool professional development will be offered.

Attachment 3a: Sample Daily Schedules

6-8 Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:25	Breakfast & Leader in Me - Homeroom				
8:30-9:00	Writers Workshop				
9:00-9:57	ELA	Social Studies	Math	Science	ELA
10:00-10:57	Social Studies	Math	Science	ELA	Social Studies
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:20-11:47	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:47	Math	Science	ELA	Social Studies	Math
12:50-1:47	Science	ELA	Social Studies	Math	Science
1:50-2:30	Academic Enrichment				
2:35-3:35	Special (PE, Art, Music, Tech)				
3:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-6:00	*Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program

* Families will have the option of enrolling their children in an afterschool program free of charge.

6-8 Sample ELA Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:25	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me	Arrival/Breakfast & Leader in Me
8:30-9:00	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)	Writers Workshop (with homeroom)
9:00-9:57	ELA – 7A	ELA – 7B	ELA – 7C	ELA – 7D	ELA – 7A
10:00-10:57	ELA – 7B	ELA – 7C	ELA – 7D	ELA – 7A	ELA – 7B
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:20-11:47	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:47	ELA – 7C	ELA – 7D	ELA – 7A	ELA – 7B	ELA – 7C
12:50-1:47	ELA – 7D	ELA – 7A	ELA – 7B	ELA – 7C	ELA – 7D
1:50-2:30	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment
2:35-3:35	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time
3:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-4:30	**Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours	Leader in Me Staff Meeting and Office Hours

**Based on feedback we received from parents and community members, they suggested teacher's having specific hours in which they can come in to speak with them regarding their child. In the event a parent cannot come after school, arrangements will be made to meet with them during the day. On days in which teacher's do not have assigned office hours, afterschool professional development will be offered.

Attachment 3b: First Year Calendar

July 2015					July 2015: <i>July 1-July 31: Orientation, Training and Professional Development for: BOT, Administration, Instructional Coaches, Social Workers and Counselors, front office staff, and the Data and Assessment Coordinator</i>
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	
August 2015					August 2015: 1 day of instruction August 10: First day of work for teaching staff August 10-31: Professional Development Academy (Staff Orientation, Training and Professional Development) August 24-28: Student and Family Orientation August 31: Preparation Academy (First Day of Classes for Grades 3-5) (We will stagger our start to accommodate a new school of 528 students. Grades 3-5 will begin Aug 31, K-2 will begin Sept. 3.)
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					
September 2015					September 2015: 21 days of instruction September 3: First Day of Classes for Grades K-2 September 7: Labor Day (School Closed) September 25: Community Gathering
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			
October 2015					October 2015: 20 days of instruction October 12: Columbus Day (School Closed) October 13: Professional Development (School Closed for Students) October 30: Community Gathering
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	
November 2015					November 2015: 17 days of instruction November 3: Professional Development (School Closed for Students) November 10: Veteran's Day (School Closed) Third week of November: End of First (1 st) Marking Period November 20: Community Gathering November 26-27: Thanksgiving Recess (School Closed)
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					
December 2015					December 2015: 16 days of instruction December 14: Professional Development (School Closed for Students) December 18: Community Gathering December 24-31: Holiday Recess (School Closed)
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

Calendar Key: School Closed (Grey) Professional Development Academy (Green) No Students Staff Professional Development (Yellow)
School in Session (No Color)

Attachment 3b: First Year Calendar

January 2016					January 2016: 18 days of instruction
M	T	W	T	F	
				1	January 1: New Year's Day (School Closed)
4	5	6	7	8	January 18: Dr. Martin Luther King Day (School Closed)
11	12	13	14	15	January 19: Professional Development (School Closed for Students)
18	19	20	21	22	January 29: Community Gathering
25	26	27	28	29	
February 2016					February 2016: 16 days of instruction
M	T	W	T	F	
1	2	3	4	5	February 15: Winter Recess (School Closed)
8	9	10	11	12	Second week of February: End of Second (2 nd) Marking Period
15	16	17	18	19	February 26: Community Gathering
22	23	24	25	26	
29					
March 2016					March 2016: 17 days of instruction
M	T	W	T	F	
	1	2	3	4	March 18: Community Gathering
7	8	9	10	11	March 25-31: Spring Recess (School Closed)
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		
April 2016					April 2016: 19 days of instruction*
M	T	W	T	F	
				1	April 1: Spring Recess (School Closed)
4	5	6	7	8	Third week of April: End of Third (3 rd) Marking Period
11	12	13	14	15	April 29: Community Gathering
18	19	20	21	22	
25	26	27	28	29	(*anticipating one Superintendent Conference Day for NYS ELA 3-8 scoring)
May 2016					May 2016: 20 days of instruction*
M	T	W	T	F	
2	3	4	5	6	May 27: Community Gathering
9	10	11	12	13	May 30: Memorial Day (School Closed)
16	17	18	19	20	
23	24	25	26	27	(*anticipating one Superintendent Conference Day for NYS Math 3-8 scoring)
30	31				
June 2016					June 2016: 16 days of instruction
M	T	W	T	F	
		1	2	3	June 13: Professional Development (School Closed for Students)
6	7	8	9	10	June 24: Community Gathering
13	14	15	16	17	June 29: Last day of School for Students
20	21	22	23	24	June 30: Last day of School for Staff
27	28	29	30		Last week in June: End of Fourth (4 th) Marking Period

185 Instructional Days

209 Staff Days

Anticipated dates for Summer School: July 5, 2016-August 5, 2016

Attachment 4: Student Discipline Policy

DRAFT STUDENT DISCIPLINARY POLICY

CFCS's Student Code of Conduct is based on the best practices of successful charter schools for our age demographic, the proactive implementation of The Leader in Me, the principles of Conscience Discipline;¹ respect for self, respect for others, and respect for the environment. High expectations for appropriate behavior will guide our students to develop the leadership skills necessary to feel in control of themselves and their lives. Students will become "Leaders of Self" and "Leaders of Others," leading to improved self-confidence, 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. 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 on Habit #1 - Be Proactive, we prevent problems and promote success, and the need for disciplinary action is reduced. Students at Children First Charter School must adhere to the following standards:

- 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.

Displaying Conduct Standards

Each class will display the Student Conduct Standards in a place where all students can revisit and discuss when needed. The class display of CFCS Conduct Standards will include the correlating Habit and pictures/drawings for younger students not yet reading.

Copies of Conduct Standards

Upon enrollment at CFCS, parents and students will sign a contract outlining expectations. Additionally, parents will receive a copy of the Student Conduct Standards so they are aware of the behavioral norms, morals, and values expected of each child. Teachers will inform parents of the process in which the students are made aware of CFCS conduct standards. They will include the conduct standards defining appropriate behavior expected while participating in field trips, community service projects, attending performances, and dealing with conflict.

¹ consciousdiscipline.com/about/dr_becky_bailey.asp

Attachment 4: Student Discipline Policy

Responding to Misbehavior

All teachers will follow a set protocol associated with the philosophy of Responsive Classroom.² Using visual and verbal cues, increasing teacher proximity and logical consequences will be in place if experiencing disruption to CFCS's Conduct Standards. 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."³ "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.

Chronic Problems

CFCS school climate and culture are designed to help children feel safe emotionally and physically. While CFCS does not expect chronic problems in its children's behavior, the school will follow 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. Following a suspension, the student's behavior will be monitored for at least the full duration of the academic year. Students with significant behavioral concerns will have the Instructional Support Team meet with the classroom teacher. The Instructional Support Team consists of special and general education teachers and the Director. Together, they confer to offer the teacher possible strategies. Such strategies might include principles of frequency, intensity, and duration of target behaviors; determining antecedents, concurrent events, and consequences that support problem behaviors; identifying skill deficits that contribute to the behavior(s); and putting in place a set of strategies that may include: developing a contract with the student, implementing an individual behavior management plan using reinforcers. If this collaborative opportunity does not lead to student improvement, the Director will meet with the parent and/or child to develop a behavior program or a more formal Functional Behavior Plan, if necessary. This plan shall include devising a home-school communication system, teaching anger management skills, and assigning a peer or adult mentor.

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 Executive Director 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, as per Project SAVE (Safe Schools Against Violence in Education, November 2000), is an out-of-school suspension for five schooldays or fewer. The Executive Director will have the power, under the law, to grant a short-term suspension.

² responsiveclassrooms.org/about-responsive-classroom

³ responsiveclassroom.org/article/positive-time-out

Attachment 4: Student Discipline Policy

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 tests or quizzes, or commits plagiarism.
- 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.
- Engaging 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 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 Executive Director 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.

Attachment 4: Student Discipline Policy

- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation of a 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 except 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. CFCS 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.

In-School Short Term Suspension

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive instruction in an alternative location. The student and his or her parent(s) or guardian(s) must be given a reasonable opportunity for an informal conference regarding such suspension with whoever was involved in imposing the suspension. The Director shall assign in-school short-term suspension.

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 Buffalo Public school district. 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 the law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the Buffalo Public school district either through agreement with the school district or by operation of law.

Special Education Discipline Policy

CFCS 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 from discrimination or harassment. When a student with a disability violates the CFCS Code of Conduct, the staff will work with the Academic Counselor to determine whether or not the disability is a contributing factor. If the child's behavior relates to his or her disability, CFCS 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

Attachment 4: Student Discipline Policy

according to the tenant in the school's Student Discipline Policy, or if applicable, to the student's Behavior Intervention Plan (BIP).⁴ In the event that a student with disabilities is suspended, CFCS will assure that the alternative instruction plan complies with provisions of the student's IEP.⁵ If the student does not have a BIP and is removed from their placement or suspended for more than 10 days, CFCS will convene an IEP meeting to create a Functional Behavior Assessment plan within 10 days of the removal. CFCS's Academic Counselor 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 CFCS Student Support Team 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 CFCS, 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.

Appeals

The Executive Director's decision after the formal hearing to impose a long-term suspension may be appealed first to the CFCS 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, 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 NYS Board of Regents. An appeal must be made within 10 days of 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 the Education law 310.⁶ Notice by the individual appealing must be provided to the NYS Board of Regents, 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 306⁷ the Commissioner of Education can remove a trustee and other school officers for willful misconduct or neglect of duty.

Evaluation of School Environment

Students and other stakeholders will evaluate their experiences with CFCS, including how they feel about the safety of the environment, in a survey conducted at the end of each school year.

⁴ www.p12.nysed.gov/specialed/publications/topicalbriefs/BIP.htm

⁵ ncl.d.org/students-disabilities/iep-504-plan/what-is-iep

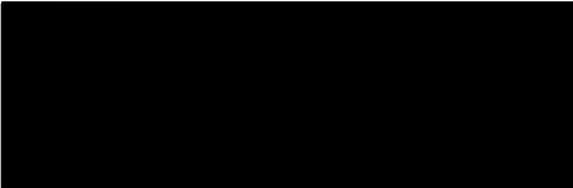
⁶ counsel.nysed.gov/appeals/selectlaw.htm

⁷ codes.lp.findlaw.com/nycode/edn/1/7/306

Fredrick B. Saia

Summary of Qualifications

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



Personal



Education

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

Professional Accomplishments

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

Community Activities

-University of Buffalo Center for Entrepreneurial Leadership at School of Management, Board of Director's 1999-2014
-President, Board of Trustees, Charter School of Applied Technologies 2001-2011
-Buffalo Zoo Board of Directors 2006-2009
- Erie County Industrial Agency Vice Chair, 2002-2008
-Buffalo Niagara Partnership 1986-1992
-WNED Board of Directors 2004

School Trustee Background Information

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

Name: FREDRICK B SAIN

Charter School Name: CHILDREN FIRST CHARTER SCHOOL

Charter School Address: WEST SIDE OF BUFFALO

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

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

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

Background

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

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

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

Educational Philosophy

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

Other

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

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

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

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

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

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

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

19. The goal is prepare eighth graders for high school

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

You keep students engaged by making sure we give them the opportunity tool, and atmosphere for learning – When parents are happy with their children’s education, they are more than willing to help in success of their school. I believe that I am uniquely qualified to build and create success with my proven success at the Charter School of Applied Technologies.

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

22. Have read all the material.

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

See attached Resume

I was founder & founding Board President for Charter School of Applied Technologies in Kenmore, NY. We received our Provisional Charter from NYSSSED on Jan 10, 2001 and I served as Board President until May of 2011. During those 12 years I participated in every phase of Charter School Development to produce a high achieving Charter School for 1600 students K-12. During this time I also was the lead applicant for Health Science Charter Schools now located in Buffalo NY. I helped train and guide the Health Science board and team until they received they're NYSSSED Charter. I will serve as Board President of Children First Academy Charter School when it's approved.

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

STATEMENT OF ASSURANCE

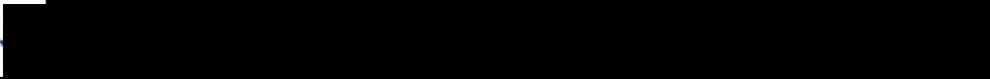
I, FREDRICK B. SAIA (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information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

Fredrick B. Saia
Signature

11-7-14
Date

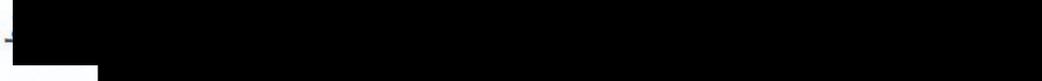
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Laurie Irish Jones

EDUCATION *Bowling Green State University
Bachelor of Science in Elementary
Education, Learning and Behavioral
Disorders and Educable Mentally Retarded
1979*

*University at Buffalo Law School
Juris Doctorate 1983*

EXPERIENCE *Law Clerk
McGrath, Meyer, Lieberman and Lipp
1980 to 1982*

*IRISH WELDING SUPPLY CORP.
1982-Human Resource Manager
1990-Secretary of Corporation
2005-to present - CEO*

**CURRENT
BOARDS** * *New York Propane and Gas Association
Past Chairman of the Board*

*International Beverage and Equipment Association
Past Chairman of the Board*

American Red Cross Board-Board Member

*Center for Entrepreneurship CEL Advisory Board and
School of Management Alumni Board at University
of Buffalo- Past President*

*Luminina Hope Chest Board-Co- President
Journey's End Refugee Board
Buffalo Niagara Partnership Board
ECC Foundation Board*

INTERESTS *TRAVEL, READING, HIKING AND TUTORING*

School Trustee Background Information

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

Name: Laurie Irish Jones
Charter School Name: Children First Charter School
Charter School Address: 100 Forest Avenue, Buffalo, NY

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

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

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

Background

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

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: *Attached as Addendum A*

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

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

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

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

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

No. Yes.

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

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

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

Educational Philosophy

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

Other

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

Addendum A

Laurie Irish Jones

Background Answers

4. I am a 2002 graduate of the Center for Entrepreneurial Program at the University of Buffalo. Through that program I have worked as a reactor with Fred Saia. We are business associates and I worked on integrating our business graduates to get involved with the Charter School of Applied Sciences in programs to introduce businesses to students. I also worked with Patricia Pitts and Susan Toomey.

5. My undergraduate degree is in education and although I have ended up in business I have always been involved in teaching and tutoring through our church and The Lawyers for Learning Tutoring program in the City of Buffalo Public School 18. I have also served on various boards for trade associations and charities. These two areas will help me on understanding what needs to be done from an educational perspective and also from a board perspective. I would be honored to serve on the Children First Charter School Board due to my immense respect for Fred Saia, Patricia Pitts, Mark Adler and Susan Toomey.

6. I am currently serving on the Center for Entrepreneurial Leadership Advisory Board (UB), American Red Cross, Journey's End Refugee Services, Luminina Hope Chest and ECC Foundation Board. I have also been the past chair of the New York Propane Gas Association, The CELAA Alumni Association and the International Beverage Dispensing Association. (IBDEA) I have board experience in leading board meetings, chairing a Dragon Boat Festival and chairing the strategic planning committee for the IBDEA. My board experience has always involved working as a team and coupled with my education background, will give me perspective and input to help the Children First Charter School reach and exceed their goals and objectives.

Conflict of Interest

9. I know Fred Saia, Mark Adler, Patricia Pitts and Susan Toomey. I have met them all through the Center for Entrepreneurial Program at the University of Buffalo and the Charter School of Applied Sciences.

17. I would talk to the board President about the potential conflict of interest. I would ask the President to investigate and defer to his/her handling of the

situation. I believe it is also important to be discreet and confidential in matters such as these and not discuss with other people until all the facts are known.

18. The mission statement is: Children First Charter School will empower children to become the leaders of tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy, across content areas. This philosophy is also my personal philosophy. By concentrating on reading and making sure that students are able to read, all other learning will follow. I have a son with dyslexia and watched him struggle to read. Fortunately, we were able to identify his disability in first grade and we were able to get him the help and resources he needed.

19. The Children First Charter School will make reading the center of all learning. This will be accomplished by instilling a literacy program across all content areas. Intensive interventions by RTI teachers in literacy in all grades in operating years 1-3. Adopting an assessment system that will track and monitor student achievement and development throughout the year. The data will allow the ability to differentiate students based on their level of advancement.

20. The characteristics of successful charter school are to meet or exceed student enrollment and retention target as to students with disabilities, English language learners and students eligible for the free lunch programs, increase student achievement and decrease gaps in reading and language arts and mathematics. To use high quality assessments to measure student knowledge and understanding and ability to apply critical concepts. To establish financial stability of the Children First Charter School and to produce positive financial audits. To build a strong positive relationship and communications with the City of Buffalo school district. To provide a healthy and safe environment for all students, staff and family. To have student performance above and beyond the performance standards of the Board of Regents.

21. The role of a public charter school board member is to support and enhance the vision and mission of the Children First Charter School. This is accomplished by attending board meetings, participating in discussion as to policy and being an ambassador for the school board to the community.

22. I have read the Children First Academy Charter School application and the by-laws. The proposed policies are still being formed.

23. My passion for education has been a part of my entire personal life and my children's lives. I believe that early education is where we need to focus so that every child can read. This means we have to meet every student where they are at and make sure they have the resources that will help them become proficient readers and develop not only the skills of reading but also a love for reading. Reading opens the world to students and also is the building block for all learning. Children First Academy Charter School's focus on reading is why I am very excited to be asked to be a board member.

CEO/COO/CFO Services

Experienced growth and turnaround executive with proven leadership ability to provide anticipatory vision, focus, and execution to create and maximize shareholder value. Areas of expertise include:

- **Food Industry** – Executed five acquisitions for Rich Products as CFO; crafted first company restructuring with \$30 million cost reduction through RIF, expense reduction, and supply chain changes. Revamped company financings and risk management. Devised IT optimization plan to reduce IT spending by one-third. After Rich Products acquired and ran own food processor and distribution company.
- **Corporate Development / Global Business** – Sold two companies at significant profits to shareholders; successfully completed numerous mergers, acquisitions, and divestitures; launched new businesses; and expanded operations into Europe and Asia.
- **Strategic Business Performance** – Uniquely skilled in business analysis, corporate strategy development, performance measurement, and design of incentive programs.
- **Restructuring / Recapitalization / Growth Funding** – AS EVP/CFO led restructuring of Adelpia Cable with 14,000 employees and \$16.2 billion of debt. 16 years of automotive restructuring and turnaround experience. Capable of managing high-tech organization. Over \$4 billion in debt and equity deals.
- **Financial & IT Leadership & Governance** – Comprehensive experience in SEC reporting, treasury, cost analysis, governance, and staff leadership and development.
- **Early Stage Companies**- Interim CFO of TDCP a public development stage company working on volumetric displays, true 3D.

Functional areas of expertise: data science, tax, accounting, finance, IT, human resources, legal, sales, marketing, and manufacturing.

EXPERIENCE AND ACCOMPLISHMENTS

TH BUSINESS ADVISORS / C T DUNSTAN LLC, Pittsford, NY

2008 to Present

Managing Director / Founder www.chrisdunstan.com www.THBusinessAdvisors.com

Provides interim management, restructuring, recapitalization, and M&A advisory services to businesses and manufacturing companies.

- Numerous turn-around engagements for banks including Article 9 sales and forced liquidations
- Capital advisory worked, recently crafted convertible debt deal for LA CRO.
- Big Data application helping large clinical laboratory manage complexity and receivable collections
- Branding and internet technology advisory work.
- SAS 70 review and critique of IT strategy at largest health insurer in WNY
- Valuation and merger advise for two bio-chemical companies.
- IPO for Healthcare Services company, wrote S-1, prepared business plan, prepared policies and procedures for SOX compliance, market analysis.
- Buy-side advisor to a private equity company in the merger/management of two precision manufacturing companies. Performed due diligence and deal structuring, led negotiations; developed integration plan.
- Buy-side advisor to a xerographic solutions company in the acquisition of a related service-based firm to increase the company's geographic and product scope.
-

KASTNER PREMIUM MEATS, Rochester, NY

2006 to 2008

Kastner Premium Meats was a private food processor and distribution company with annual revenues of \$30 million and 50 employees. The company was closed and liquidated in 2008, asset based lender was made whole

Interim Manager, President, Investor

Jointly invested \$1.3 million with other private investors to grow a meat processing and distribution business.

- Negotiated \$1.1 million in debt forgiveness, offering 10% equity in company.
- Grew the company's export, internet, and resort business, and acquired a competitor, doubling revenues from \$15 million to \$30 million in 2 years.
- Spun off the food service distribution business to Sysco for a royalty and exclusive production contract.
- Entered into definitive agreement to sell the company for \$11.5 million. The market crash precipitated wind-up business and foregone opportunity.

RICH PRODUCTS CORPORATION, Buffalo, NY

2003 to 2006

Rich Products Corporation (www.rich.com) is a \$2.5 billion private global food products company.

Executive Vice President and CFO

Provided leadership and direction to the company's finance and IS team (260 employees), with responsibility for treasury, risk management, general accounting, cost accounting, tax, internal audit, credit & collection, international sales & marketing financial analysis support, and IS hardware and software development.

- Successfully launched the company's first restructuring, which reduced headcount, sourced costs, and overhead by \$30 million.
- Contributed to a 40% increase in corporate profitability during tenure through acquisitions, divestiture, restructuring, and organic growth.
- Completed 5 acquisitions and 1 divestiture. Acquired a \$30 million business for \$6 million with a one-year payback. Sold an unprofitable joint venture with a dysfunctional partner in Italy.
- Revamped company's acquisition and divestiture policies, instituting integration planning well in advance of deal structuring.
- Crafted company's Information Systems strategy to reduce costs by over 30%. Consolidated separate IT systems with a uniform SAP solution, driving out 1/3 of IS costs.
- Improved financial controls and risk management. Reviewed and developed a comprehensive definition of risk across all functional areas.
- Board Director of the company's New Ventures Group which explored new entrepreneurial endeavors for company growth.

ADELPHIA COMMUNICATIONS CORPORATION, Coudersport, PA

2002 to 2003

Adelphia Communications Corporation (www.adelphia.com) is a \$3 billion cable company.

Executive Vice President, CFO & Treasury

Retained by the company days after founder John Rigas was forced out. Stabilized and rebuilt the financial function after purge of over 15 senior financial positions. Crafted numerous SEC filings detailing wrong doing at the company. Led establishment of new accounting policies. Replaced external auditors.

- Navigated one of the country's largest bankruptcy filings, serving as an officer or treasurer for 234 legal entities spanning 9 collateral pools, and raised \$1.5 million in DIP financing. Dealt with numerous governance and reporting issues.
- Restructured numerous facets of the company and built \$400 million cash position prior to bankruptcy.
- Featured on front page WSJ article for integrity under fire.

SENTRY GROUP, Rochester, NY

1995 to 2001

Sentry Group (www.sentrysafe.com) is a privately owned consumer fire-safe company, with \$100 million+ in annual revenues and 500 employees.

Senior Vice President Finance and Administration, CFO (1997 to 2001)**VP Finance and CFO (1995 to 1997)**

Recruited to replace a retiring CFO and provide leadership to the company's finance, legal, MIS, sales support, distribution, supply chain management and logistics functions. Assumed additional responsibility for purchasing. Improved financial controls, exchange risk management, and strategic planning and budgeting process.

- Successfully launched a manufacturing plant in Shanghai, China. Established European legal and capital structure for launch of business into Europe

- Reduced raw material costs by over 15% via vendor conferences and long-term contracts, and helped reduce headcount by over 20% over 5 year period
- Self-syndicated the company's revolving line of credit, raising \$25 million.
- Successfully resolved significant litigation against the company via negotiations.
- Established Audit Committee and comprehensive compliance audit procedures.

TRICO PRODUCTS COMPANY, Buffalo, NY

1989 to 1995

Trico Products Company was a \$360 million public automotive supplier, sold in 1995 to the Bessimer Trust.

Executive Vice President and General Manager (1994 to 1995)

Vice Chairman, SVP and CFO (1992 to 1994)

SVP Finance and Administration, CFO (1990 to 1992)

VP Finance and CFO (1989 to 1990)

Recruited to Trico Products Company during an extended period of consolidation in the automobile industry. Areas of oversight included: SEC reporting, treasury, MIS, tax, investor and public relations, legal, insurance, human resources, operations and sales.

- Planned and managed the successful sale of the business at a \$140 million profit to shareholders. In the same calendar year that stock traded at \$15/share, it was sold for \$82.
- Developed two state-of-the-art 360,000 sq. ft. twin plants in Mexico and Texas.
- Successfully negotiated significant re-pricing with automotive OEMs.
- Successfully improved financial controls, strategic planning and budget process.
- Planned and executed three restructurings that significantly reduced cost structure.

SCHLEGEL CORPORATION, Rochester, NY

1982 to 1989

\$300 million private, global manufacturer serving the automotive, building and industrial products segments.

Vice President of Finance, North American Automotive (1988 to 1989)

Treasurer / Director of Strategic Planning / Assistant Treasurer (1985 to 1988)

Manager of Treasury Operations and Treasury Analyst (1982 to 1985)

Managed banking and worldwide deployment of cash and subsidiary capital structure. Negotiated loan agreements with banks and completed company's first long-term private placement. Managed interest rate and foreign exchange exposures. Studied and recommended plant consolidations. Managed pension asset investments including selection of money managers and asset allocation.

UNIVERSITY OF ROCHESTER, Simon School, Rochester, NY

1988 & 2003

Executive Instructor Accounting and Auditing

PEAT MARWICK, Rochester, NY

1981 to 1982

"Big 8" Staff CPA

GENERAL ELECTRIC CREDIT CORPORATION, Rochester, NY

1978 to 1979

Branch Sales Manager

EDUCATION

UNIVERSITY OF ROCHESTER, Simon School, Rochester, NY

MBA Finance and Accounting, elected to Beta Gamma Sigma, 1981
B.A. Social Psychology, *cum laude*, 1977

CORNELL UNIVERSITY, Ithaca, NY

Graduate studies in Management & Labor Relations, 1978
Awarded scholarship for PhD studies. GRE scores qualified for admission to MENSA.

PROFESSIONAL AFFILIATIONS

Board of Directors, The John R. Oishei Foundation (www.oisheifdt.org), 1997 to May 2013
Director of charitable foundation with over \$260 million of asset under management, and annual grants of over \$15 million per year. Chairman of Investment Committee; member of Audit Committee and Grant Committee. Veramark Inc. 2010/2011, public company, director of Audit Committee, designated financial expert. Founding Chair of LaunchNY, a \$15 million 501c(3) venture development organization serving Western New York (www.launchny.org).

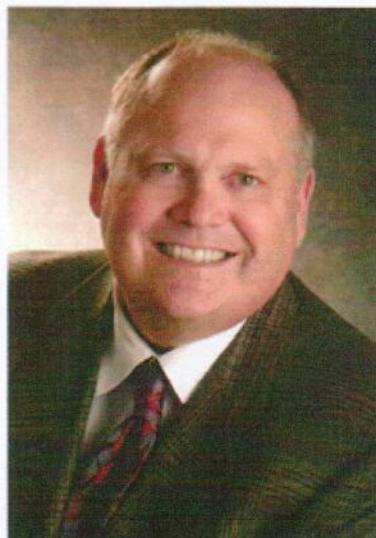
Executive Advisory Committee, Simon School, University of Rochester, 2005 to Present. Member of Dean's "Kitchen Cabinet".

Board Memberships: Director and Treasurer of Easter Seals Society, Director of Blue Shield of Western New York, Director UBMDs, Founding Director of BISSNET, Director of Buffalo Botanical Society and Director of Upstate Chapter National Kidney Foundation.

Adjunct Faculty Simon School of Business: 1988 Accounting, 2003 Auditing and Governance, 2013, 2014 Business Analytics 'Big Data'

PERSONAL

Age 58, married for 35 years, two, successful grown children. Interest include cycling, fitness, piano, jazz, reading and travel.



School Trustee Background Information

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

Name: Christopher Thayer Dunstan

Charter School Name: **CHILDREN FIRST CHARTER SCHOOL**

Charter School Address: Forrest Ave Buffalo New York

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

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

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

Background

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

I have been passionate about the ability of education to change individual lives for the better. I experienced exceptional K thru 8 teachers growing up.

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

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

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

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

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

This does not apply to me.

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

Conflict of Interest

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

Yes I do know prospective board members

If your answer is yes, please indicate the precise nature of your relationship here: **Fred Saia is a friend and we have done business together**

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

We do not know any such person(s)

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

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

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

No we have no interest or contracts or plans to do business with charter school

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

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

Not applicable because the School will not contract with a management company.

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

Not applicable because the School will not contract with a management company.

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

14. **Not applicable because the School will not contract with a management company.**

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **Not applicable because the School will not contract with a management company.**

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

None

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

I would demand that they resign from the Board

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **Children First Charter School will empower children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy, across content areas and provide the exceptional learning experience which children can master science music, arts, reading and technology with a safe nurturing environment with very capable teachers and staff.**
19. Please explain your understanding of the educational program of the charter school. **The educational program of the charter conforms to all the educational requirement of the State. Parent choose to enroll their child in the Charter School based on their belief that their children will receive an exceptional education**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school has a clean vision, mission and philosophy and a tight strategic plan to deliver that plan. All teachers and staff are head accountable to clear measures. The charter school has adequate financial resources to execute its mission. The charter school hires qualified teachers and staff.

Other

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

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

STATEMENT OF ASSURANCE

I, Christopher Thayer Dunstan

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



November 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: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Charles Case, Esq.

EDUCATION

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

EXPERIENCE

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

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

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

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

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

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

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

VOLUNTEERING AND COMMUNITY INVOLVEMENT

Present - Ride for Roswell Corporate Partnerships Committee, Just Buffalo Literary Society.

Past - Buffalo Zoo Docent Organization (2006 – 2009).

School Trustee Background Information

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

Name: Charles D. J. Case

Charter School Name: Children First Charter School

Charter School Address: 100 Forest Avenue, Buffalo New York

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

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

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

Background

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

5. Please explain why you wish to serve on the board. The Buffalo Public School District has been a district in need of improvement for over a decade. Hundreds of parents have requested that their children be placed in schools in good standing, but the BPS only can accommodate a fraction of those requests. Furthermore, only 12% of third graders are proficient in reading. Education is cumulative. The BPS's failure to teach children in early grades puts these children at a huge disadvantage as their educations progress.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: Patricia Pitts and Frank Herstek were consultants for a charter school

for which I was counsel in the past. I met them through my representation of that school.

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

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

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

None Yes

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

I would bring the matter to the attention of the entire board during a regular meeting, if possible. If I felt the matter was urgent and required immediate attention, I would correspond with the entire board to raise the issue. I also would recommend that each board member review the conflicts policy and that the board consider the idea of having its members undergo conflicts training.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. Children First Charter School will embed reading into its entire curriculum with a goal of beating the state averages for proficiency on state assessments. It will fully embrace the Leader In Me program, a Steven Covey program. The school will reflect Buffalo's diversity.

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

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

Other

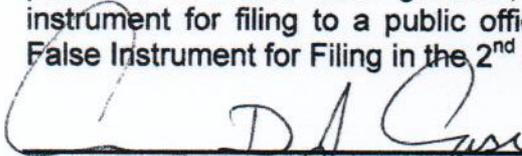
21. Please explain your understanding of the appropriate role of a public charter school board member.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

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

STATEMENT OF ASSURANCE

I, Charles D. J. Case 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.

 Nov. 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.

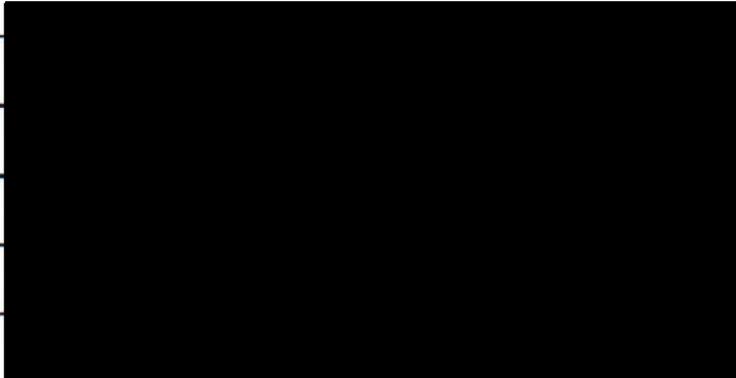
Business Telephone: _____

Business Address: _____

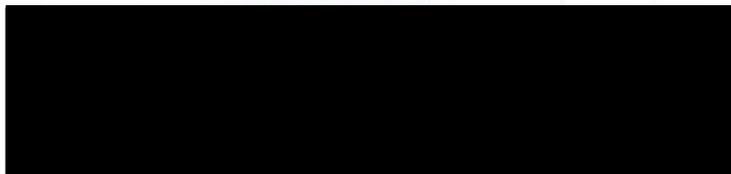
E-Mail Address: _____

Home Telephone: _____

Home Address: _____



Patricia U. Pitts



PROFESSIONAL PROFILE

- Innovative, productive, strategic thinker with broad range of experience in education; banking/finance; legal, planning/design/facilities management; and not-for-profit sectors.
- Experienced as a liaison between organizations and their constituencies.
- Knowledgeable of and able to deal effectively with the complexities of interpersonal/organizational relationships, both internally and externally.
- Experienced motivator, manager, and catalyst who can focus the efforts of diverse groups to achieve common goals.
- Access to key decision-makers, build effective networks to move programs forward, and achieve goals.
- Created operating procedures and programs that had a positive benefit to the organization's bottom line.

Strengths: innovative program design, development and management; budget preparation and development activities; design of policies and procedures; building coalitions; creation and execution of public relations/advertising/marketing/promotions; leadership of volunteer organizations.

PROFESSIONAL EXPERIENCE

LEADERSHIP/ MANAGEMENT

- Developed and managed successful attainment of \$9.2 million U.S. Department of Education Teacher Incentive Fund Grant supporting five Western New York charter schools.
- Managing TIF grant implementation that includes:
 1. Integrating and coordinating within and among program areas related to school improvement
 2. Grant administration and reporting to Federal government for the grant with a combined 5 year budget totaling over \$9.2 million
 3. Aiding schools in transition to the PICCS School Improvement Model while respecting the individual culture of each school
 4. Providing technical assistance to principals in performance-based compensation systems, effective communications, and school wide planning
 5. Directly supervising staff in Buffalo
 6. Outlining and executing project-wide plans for professional development
 7. Presenting the school improvement model to interested charter school consortia across the region.
- Developed, executed and managed a strategic plan for fundraising for Charter School for Applied Technologies (CSAT)

- Worked with CSAT to determine key programs to support with funds raised; instituted ongoing grant writing program.
- Met with and cultivated prospects and constituents to solicit contributions and worked with CSAT board members on prospect development.
- Developed, executed and managed CSAT's career preparation program for K-12 students.
- Managed marketing communications efforts for Cannon Design's Higher Education and Health Sciences and Primary and Secondary markets. Cannon Design is ranked as the 12th largest architectural, engineering and planning firm in the United States with annual billings of \$87 million.
- Identified and initiated business development opportunities for Cannon principals
- Developed Education + Architecture in the 21st Century Symposium to enhance planning and design efforts for the K-16 Continuum.

- Chaired the Board of Trustees of Holy Angels Academy:
 1. initiated a review of the Board's strategic plan, resulting in the creation of the position of business officer, which enabled the school to upgrade its financial reporting
 2. reorganized the Development office to place a greater emphasis on alumnae relations and enrollment management
 3. initiated a facilities audit
 4. launched the Academy's first capital campaign.
- Led the Buffalo Niagara Charter School Initiative, which resulted in the establishment of seven charter schools in the Buffalo Niagara Region, the largest number of approvals in an urban area outside of metropolitan New York City.
- Provided organization development; led marketing and communications efforts for the establishment of the Partnership's Workforce Development Council to recruit, retain and repatriate employees to the Buffalo Niagara Region.
- Reviewed and approved employer requests for New York State Workforce Investment Board training dollars.
- Led a team of private sector and public sector representatives that included 12 diverse organizations including Erie County, City of Buffalo, the New York State Assembly, and Empire State Development Corporation in the development and implementation of www.iambuffaloniagaraJOBS.com.

PUBLIC RELATIONS MANAGEMENT

- Managed public relations efforts for Cannon's regional offices in Boston, Baltimore, Washington D.C., and Los Angeles.
- Authored/edited and placed articles in news media, trade journals and professional publications.
- Developed collateral material, direct mail announcements, promotional and public relations efforts for conferences, trade shows and special events.
- Developed presentations for national/regional professional organizations, trade journals and media.
- Developed graphic standards guide
- Responsible for Cannon Design's internal communications vehicle, *Cannon Design Today* and the *Mentoring Newsletter*.
- Developed a communications plan and served as a resource to increase awareness of charter schools in the Buffalo Niagara region.

ADVOCACY

- Developed and managed charter school government relations/advocacy program.
- Led a team that identified facilities for charter schools. Advocated for and facilitated financing for purchase of the facility with lending institutions and government organizations. Facilitated lease arrangements.
- Established policies and advocated for an increase in funding for employer driven training programs with the Erie County Workforce Development Council.
- Successfully lobbied for New York state funding for the development of www.iambuffaloniagaraJOBS.com
- Secured grants and private funding for Buffalo Place – Thursday at the Square and other downtown events.
- Advocated for the approval of educationally sound charter schools with the SUNY Board of Trustees, New York State Education Department, and City of Buffalo Board of Education.
- Advocated for funding and transportation policies for charter schools at the municipal and state level.
- Served as liaison to the State Education Department's Charter School unit, the New York State Charter School Resource Center, New York State Charter School Association, and school districts.

COMMUNITY LEADERSHIP

- Served as chair of Holy Angels Academy Board of Trustees for two consecutive terms. During my tenure, the Academy launched the first capital campaign with a goal of \$4.5 million. Ground was broken in June 2007 for Phase 1 of construction.
- Co-chaired the committee that structured the Charter School for Applied Technologies' program for business partnerships, and identified and solicited area businesses for participation in the program.
- As President of Women for Downtown, worked with local leadership in the community, public, private and business sectors to address economic development, housing and retail issues. Developed and implemented the organization's 15th anniversary program that celebrated downtown's architectural heritage. Activities included the production of a brochure that highlighted downtown's architectural treasures.
- Served as chair of the Buffalo Niagara Partnership's Business Issues Forum, a seminar series for small to medium sized business in the Buffalo Niagara region.
- Chaired the Buffalo Place Inc. Marketing Committee. Elected Board secretary for 3 consecutive terms.

AFFILIATIONS AND COMMUNITY MEMBERSHIPS

Buffalo Civic Auto Ramps –Vice Chair

- Budget committee
- Strategic Planning committee

Charter School for Applied Technologies – Founder/Board member (past)

- Career preparation committee

Buffalo ReformEd – Founder/Board member (past)

Buffalo Niagara Partnership – Buffalo Development Council (past)

- Buffalo Public Schools Task Force

Niagara Frontier Industry Education Council – Board member (past)

- Strategic Planning Committee

Erie Community College Foundation – Women’s Advisory Council (past)

Holy Angels Academy – Board of Trustees

- Board Chair (past)

Board of Catholic Education, Diocese of Buffalo – Board Member (past)

Buffalo & Erie County Workforce Investment Board – Board Member, County appointee (past)

Buffalo Place Inc. – Board of Directors, Secretary and Board Member (past)

- Chair – Marketing Committee

Women for Downtown – Past President

Association of Fundraising Professionals

Public Relations Society of America

AWARDS

- Pathfinders Award -presented to individuals who have made a significant contribution to education in Western New York
- Holy Angels Academy Ruth Reinhardt Award – presented to an alumna who has made a significant contribution to the Academy

EDUCATION

M.S.Ed. – Canisius College, Buffalo, New York

B.A. History – Daemen College (Rosary Hill College)

New York State Permanent Teaching Certification, Secondary Education

WORK EXPERIENCE

Center for Educational Innovation – Public Education Association

Project Manager, Partnership for Innovation in Compensation for Charter Schools (PICCS-Buffalo)

Charter School for Applied Technologies

Director, Institutional Advancement

Empire State Development Corporation

Director, Upstate Communications

Cannon Design, Buffalo, New York

Senior Communications Manager/Business Development - Associate of the firm

Buffalo Niagara Partnership, Buffalo, New York

Workforce Development Manager/Executive Director, Charter School Initiative

Hurwitz & Fine, P.C., Buffalo, New York

Public Relations & Marketing Director

M&T Bank, Buffalo, New York

Communications Manager

School Trustee Background Information

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

Name:

Patricia Pitts

Charter School Name:

Children First Charter School

Charter School Address:

Westside of Buffalo (City)

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. 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. **Fred Saia, the proposed board chair asked me to work on the application and serve on the board.**

5. Please explain why you wish to serve on the board. ***Education is my passion and I firmly believe that our city's continued rebirth hinges on providing parents with viable alternatives for their children's education. Charter schools are part of that mix. Children First Charter School will provide its students with a solid foundation in literacy across all content areas. This mission confirms my belief that literacy is the key to a successful educational program.***

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): ***I am the vice chair of Buffalo Civic Auto Ramps – a nfp management corporation that manages parking ramps in downtown Buffalo. I currently serve on the board of St. Mark School; was previously served on and chaired the Holy Angels Academy Board of Trustees; served on the board of the Charter School for Applied Technologies. My expertise in finance, advancement and enrollment management will contribute to the success of Children First Charter School.***

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. X Yes.
If your answer is yes, please indicate the precise nature of your relationship here: ***I know Fred Saia, Susan Toomey through my association with the Charter School for Applied Technologies.***
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 am the project manager for the Center for Educational Innovation and have worked with Frank Herstek, Amy Brackenridge, Kaitlin Sylvester and Michael Tenebrusco. These individuals are involved in the submission of the application for Children First Charter School.***
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. *I would ask that the member resign from the board.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. ***Literacy and leadership training, as demonstrated in the Leader in Me program, will be the overarching foundation of the educational program.***
19. Please explain your understanding of the educational program of the charter school. ***Proficiency in Literacy across all content areas will be accomplished through intensive interventions to ensure that students have the skills necessary to advance successfully from grade to grade. Tracking and monitoring student achievement and development will be accomplished by implementing data driven instruction to allow teachers to differentiate instruction based on student needs. The Leader in Me program will serve as a framework to develop 21st century skills like responsibility, accountability, problem solving which will serve to create a culture of empowerment in the school community.***

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 needs to keep its eye on the ball in terms of its mission, vision, and charter goals to ensure that its students are achieving academically. This is the responsibility of the charter's community – the board, administration, teachers and parents, and students – it is a communal effort. Each member of this community must know the role he/she needs to play and has the ability to hold each other accountable. Children First Charter School is fortunate in that the majority of its proposed board members have charter school experience, and are aware of the expectations of its authorizer, as well as what it takes to be successful.***

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. ***A charter school board creates and enforces policy and ensures that the goals of the charter are met. It ensures that the school is financially sound and the operation of the school is consistent with the charter.***
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. ***I affirm that I have read and understand the application for Children First Charter School.***
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

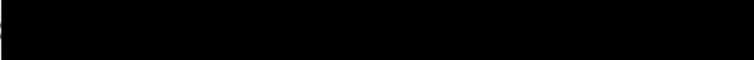
I, Patricia Pitts (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information 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.

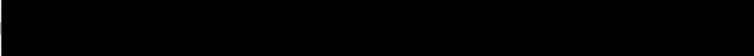
Patricia Pitts Signature 11/17/14 Date

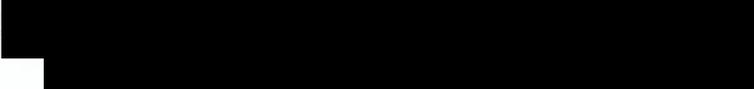
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:  _____

Business Address:  _____

E-Mail Address:  _____

Home Telephone:  _____

Home Address:  _____

School Trustee Background Information

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

Name: Susan G. Toomey

Charter School Name: CHILDREN FIRST CHARTER SCHOOL

Charter School Address: _____

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

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

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

Background

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

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: FRED SAIA - FRIEND
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

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

No. Yes.

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

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

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

Educational Philosophy

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

Other

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

Susan G. Toomey



Education

Canisius College	Administration and Supervision	2011	QPA 4.0
Canisius College	M.S. Counseling/Human Services	2003	QPA 4.0
SUNY at Buffalo	M.A. Psychology/Organizational Behavior	1988	QPA 3.4
SUNY at Buffalo	B.A. Psychology	1977	QPA 3.0

Professional Experience

- Niagara Frontier Industry Education Council* *Buffalo, New York*
Executive Director 2014 - present
- Create and provide services linking industry and education
 - Plan annual workshops and forums
 - Maintain BEEP portfolio, and coordinate scholarship program
- Charter School for Applied Technologies* *Buffalo, New York*
Director of Development 2011 - 2013
- Managed grant writing and fundraising obtaining over \$600,000.
 - Coordinated internships and developed and maintained industry contacts.
 - Coordinated college collaborations.
 - Managed entrepreneurial initiatives.
- High School Principal 2009-2011
- Served 415 students and families.
 - Supervised 52 faculty and staff members by working collaboratively.
 - Fostered institutional advancement through business partnerships and articulation agreements
 - Coordinated master schedule, controlled school resources, supervised and evaluated student learning, promoted professional development and promoted a positive learning environment
 - Regents, SAT, AP and ACT test coordinator
- Assistant Principal 2008-2009
- Analyzed data for increasing student performance, and improving teaching and classroom management strategies and coordinate testing.
 - Member of lead team, Scheduling, and SST team.
- School Psychologist/ Coordinator of Special Education/
School Counselor 2001 - 2008
- Coordinated services for 160 special education students and 35 - 504 students working cooperatively with twelve districts.
 - Provided consultation, mediation, and academic and career counseling for students, families and faculty.
 - Developed and presented workshops on workplace improvement and positive learning environment (Learning Environment Trainer)
 - Pursued and wrote grants –
 - Member of the Crisis Intervention, Leadership, Curriculum Development, Expansion, and Achievement Teams.
 - Facilitated parent-teacher conferences and coordinated Kindergarten Screening.
-

Susan G. Toomey

-
- Mount Mercy Academy* *Buffalo, New York*
School Counselor/School Psychologist 1994 - 2001
- Caseload - 275 students (Grades 9-12).
 - Administered and evaluated assessment tests (Grades 9-12).
 - Scholarship Advisor for Senior Class (nearly \$2,500,000 for 00-01 school year).
 - Instituted College Information Night for parents and presented Guidance classes.
 - Wrote curriculum and taught College Transition Course.
 - Revised Crisis Response Plan.
 - Designed, implemented and scheduled students for block scheduling.
 - Served as Drama Club Advisor - producing and directing musicals.
 - Member of the Advisory and Planning Committee.
- South Buffalo Community Development Association* *Buffalo, New York*
Counselor 1979 - 1996
- Worked with BOCES and the Catholic Consortium.
 - Identified, counseled and presented intervention programs to at-risk adolescents (Grades 5-12).
-

Leadership Experiences

<i>NFIEC</i>	Board Member
<i>National Career Development Association</i>	Member and conference presenter
<i>National Association of School Psychologists</i>	Member
<i>Association for Supervision and Curriculum</i>	Member
<i>WNY Women in Administration</i>	Member
<i>New York State Women in Administration</i>	Member
<i>American Counseling Association</i>	Member
<i>American School Counselors Association</i>	Member
<i>WNY Catholic Counselors Association</i>	Past President
<i>National Catholic Educational Association</i>	Teacher Associate
<i>Council on Hotel, Restaurant and Institutional Education</i>	Member
<i>West Seneca Historical Society</i>	Board Member
<i>Hamburg Little Theatre</i>	Past-President
<i>Girl Scouts of Buffalo and Erie County</i>	Leader/Trainer
<i>RSDP Productions (professional theatre company)</i>	Co-owner/Actress
<i>Our Lady of the Sacred Heart</i>	Lector

References furnished upon request

Susan G. Toomey

11/10/14

School Trustee Background Information - additional responses.

4. Fred Saia approached me and asked if I would serve on the board.

5. I wish to serve on the board to share my knowledge regarding charter school operation and specifically how to address the needs of our target population in order to ensure student success.

17. In the unlikely situation of an individual attempting to use their position on the board for their own benefit either or the benefit of friends or family, I would be candid about the conflict of interest and either propose they resign from the board or withdraw the request which would benefit the aforementioned parties.

18. The mission of a charter school is to offer a unique approach to serving the needs of students and families, which is currently not employed in the traditional public school. As data reflects the increase in student achievement, the methods employed would be shared with other schools. Our mission statement is, "Children First Charter School will empower children to become the Leaders of Tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy, across content areas." Our slogan is "Every Child, Every Day."

19. Children First Charter School (CFCS) will provide highly effective New York State Common Core Learning Standards-based instruction which is data driven. There will be an focus on literacy in all content areas (Literacy includes: reading, writing, speaking, listening, comprehension, critical thinking). Our goal is to achieve a higher proficiency rate than the state average and/or the BPS average; whichever is higher. CFCS will use literacy as the gateway to inspire creative, innovative, critical and collaborative thinking scholars who are self-sufficient learners. CFCS will be structured to support its professional learning communities and offer professional development to ensure highly effective, culturally-responsive teachers.

20. A successful charter school needs to be responsive to the needs of its constituents providing a safe, and vibrant learning environment. High expectations for all stakeholders and a "whatever it takes" mentality need to be employed to foster student success. As a board member, I will take an active role in monitoring the progress of the scholars and when appropriate offer solutions to increase student achievement.

21. The role of a public charter school board member is to monitor the progress of the school, make fiscally responsible decisions and offer insight and suggestions to make certain the school is true to its charter.

22. I have read and understood the school board's by laws and proposed policies.

Marc A. Adler, MBA/MA/BA



PROFESSIONAL PROFILE

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

EDUCATION

Center for Entrepreneurial Leadership, University at Buffalo, June 2008

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

- Certificate, International Trade

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

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

- Certificate, International Trade

TEACHING EXPERIENCE

State University of New York at Buffalo

Fall 1993 – present

Intro to Entrepreneurship (UE140)

Applied Marketing Techniques (MFC274)

Marketing Strategies (MFC338)

Principles & Techniques in Advertising (COM443)

Marketing Yourself (UE141)

Advertising & Promotion for PMBA students (MGM620)

Social Media in Business for PMBA students (MGM620)

Daemen College (Leadership Program)

Fall 2005 - present

Guest Lecturer - Marketing

PROFESSIONAL EXPERIENCE

Why Not Marketing

May 2012 – present

President

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

Medical services

Higher Education

K-12 Education

Manufacturing

Environmental Remediation

Retail

Hospitality

Farmer's Market

Commercial and Residential Security Systems

Financial Services

Fundraising

Consulting

Heating & Cooling

Professional Services

Warehouse Operations

KATZ Americas

August 2010 – May 2012

Director of Marketing

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

Flynn & Friends

November 1993 – July 2010

Vice President and Partner

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

Product and services marketing experience:

Home Security Systems

Central Vacuum Systems

Personal Injury

Affordable Housing and Community Development Law

Charter School

Catholic School

Private Independent School

College (small)

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

City Mattress

July 1991 – November 1993

Marketing & Sales Manager

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

Product marketing experience:

Bedding (linens and blankets)

Bedroom furniture

Mattresses

KVS Information Systems

July 1987 – July 1991

Vice President Operations & Marketing

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

Product marketing experience:

Tax assessment software

Tax appraisal software

Financial software

Computer hardware and accessories

Software maintenance contracts

Beitzell & Co

January 1985 – July 1987

Marketing and Purchasing Manager

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

Product marketing experience:

Ice cream and food

Beer, wine and spirits

Transnational Trade Development Corporation June 1982 – December 1984

Marketing Manager

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

Product marketing experience:

Aluminum wire & cable (Costa Rica)

Toilet seats (Guatemala)

Mahogany doors (Costa Rica)

Mahogany furniture (The Philippines)

Rattan & wicker furniture (The Philippines)

Spices (Sri Lanka)

Faucets (Israel)

Canned fruits & vegetables (Spain)

Wines & spirits (Spain)

Galvanized steel products (Barbados)

Clothing (Spain)

Jewelry (Spain)

Wood furniture (Barbados)

Ceramic tile (Spain, Guatemala)

HONORS, AWARDS and CERTIFICATIONS

Volunteer Recognition Award – UBAA, April 2010

UB SOM – Internship Supervisor of the Year 2008

University at Buffalo - Center for Entrepreneurial Leadership, June 2008

Milton Plesur Award for Excellence in Teaching, 2005-2006

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

COMMUNITY EXPERIENCE

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

PRESENTATIONS

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

School Trustee Background Information

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

Name: Marc Adler

Charter School Name: CHILDREN FIRST CHARTER SCHOOL

Charter School Address: FORREST AVENUE BUFFALO NY

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

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. FRED SAIA told me about the charter school and asked me to join the board
5. Please explain why you wish to serve on the board.

I have been involved in education on several levels - from kindergarten through college - as a marketer and an adjunct lecturer. I thoroughly enjoy the opportunity to help students achieve their academic dreams.

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

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: *Fred Sava is a friend and we have done business together. I also know Susan Toomey and Pat Pitts through Fred.*

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:

My wife spent 2 years as a Charter School principal (9 yrs ago)

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. *Upon hearing all the facts I would demand that the individual resign immediately.*

Educational Philosophy

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

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *A board member must be fully engaged and actively involved in the charter school.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm.*
23. Please provide any other information that you feel is pertinent to the Department's review. *No other pertinent information*

18. Children First Charter School will empower children to become the leaders of tomorrow by developing well-rounded, culturally proficient students with a sound foundation in literacy across content areas and provide the exceptional learning experience within which children can master science, mathematics, arts, reading, and technology.
19. The educational program of the charter conforms to all the educational requirements of the State. Parents choose to enroll their child in the Charter School based on their belief that their son/daughter will receive an exceptional education.
20. A successful charter school has a clear vision, mission, and philosophy as well as a strategic plan that supports its operational goals. The board must work as one to make sure goals are realistic for all.

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

STATEMENT OF ASSURANCE

I, Marc Adler (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.

Marc Adler

Signature

11-13-14

Date

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

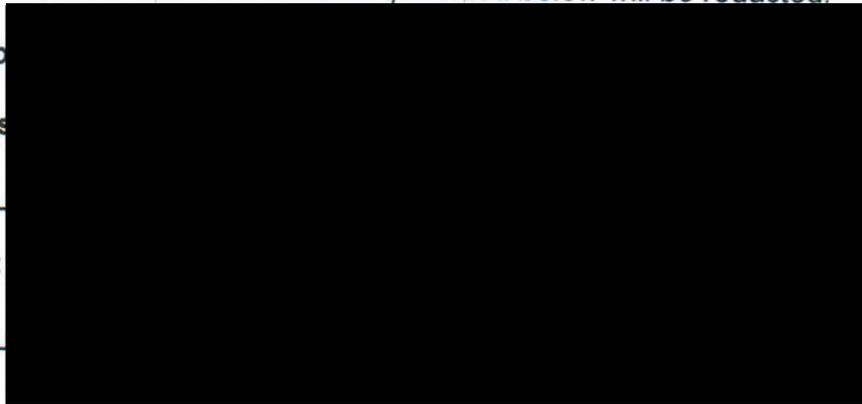
Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



Mark J. Phillips



PROFESSIONAL QUALIFICATIONS SUMMARY

- Service quality leader for Big Four global accounting firm
 - Global client service executive for Fortune 500 clients
 - Turn around business development executive
 - Identifies business opportunities and strategies to meet growth goals
 - Experienced in developing, motivating high performance teams
 - Facilitator and business acumen training professional
-

PROFESSIONAL EXPERIENCE

Ernst & Young LLP, Buffalo NY 2002 – Present
(Big Four global accounting, tax, transaction and advisory services firm)

Director – Core Business Services

- Assessment of Service Quality Leader for \$3 billion Northeast Area Region directing teams in a leading practice process of onsite senior executive interaction.
- Global Client Service Partner for multiple Fortune 500 companies maintaining the entire relationship for all service lines serving the client
- Upstate New York Market Leader for Buffalo, Rochester and Syracuse virtual office environment in all “go-to-market” activities.

Barrister Information Systems Corporation, Buffalo, NY 1995-2000
(American Stock Exchange Company – leader in time capture, management and accounting for 28 years)

Vice President Sales & Marketing and Corporate Officer

- Built and managed North American sales organization to grow the business and turn around a struggling public company.
- Acquired and integrated Silicon Valley Company developing new product introduction strategy for Data Warehouse & Enterprise Information System into the legal vertical market.
- Expanded product and service offering outside the legal vertical into the Fortune 100 market.
- Lead new business development model that included entire cross-functional team to improve productivity and top line growth.

Digital Equipment Corporation, Maynard MA

1984 - 1995

(Fortune 50 worldwide supplier of network computer systems, software and services)

Global Account Manager

Eastman Kodak Company

- Served as global business relationship leader of \$65million annual provider engagement.
- Directed CEO-to-CEO strategy sessions to expand strategic product partnership.
- Lead turnaround plan to revive faltering business relationship
- Improved product, services and outsourcing business agreements to stabilize and prepare the account for growth.

Corning Incorporated

- Lead all aspects of \$15 million Profit & Loss relationship.
- Expanded multi service line engagements to capture 65% of information technology infrastructure spend.
- Implemented a "Total Quality Management" team process to mirror Corning's environment and positioned Digital Equipment as a top tier provider.
- Achieved significant new executive presence and more than doubled the annual business engagements.

Branch Manager, Syracuse NY

- Developed and directed the sales team from a low performer to a top tier team over a three year period.

- Doubled branch sales in three year period.
- Developed a new “go-to-market” approach that reduced sales volatility risk and significantly increased revenue results.

Burroughs Corporation, Jamestown, NY and Erie, PA

Territory Marketing Representative

- Client facing role serving manufacturing production control and financial systems needs in large corporations and contractors in a three state area.

EDUCATION / PROFESSIONAL DEVELOPMENT

St. Bonaventure University, Olean, NY

Master’s in Business Administration

Graduated with Honors 1982

State University of New York at Fredonia, Fredonia, NY

Bachelor of Science – Business and Psychology

Graduated with Honors 1979

American Production and Inventory Control Society

CPIM (Certified in Production & Inventory Management)

1984

MILITARY

United States Marine Corps – Marine Barracks 8th & I

1972-1974

- President’s Own Honor Guard, Washington, DC
- White House Security Clearance

COMMUNITY

- **YMCA Board Member, Buffalo, NY** 2009 – present
- **Annunciation Parish Finance Team & Facilities Elma, NY** 2002 – present
- **Annunciation School Board Chairman, Elma, NY** 1999 – 2009
- **United Way - Division Chairman, Syracuse & Corning, NY** 1984 - 1993

School Trustee Background Information

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

Name: MARK J. Phillips

Charter School Name: Children First Academy Charter School

Charter School Address: street address - to be determined, Buffalo, NY

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

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

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

Background

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

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: *MR. Frederick SAIA - ERNST + YOUNG business Relationship.*

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

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

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

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

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

No. Yes.

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

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

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

Educational Philosophy

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

Other

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

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

STATEMENT OF ASSURANCE

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


Signature

13 November 2014

Date

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

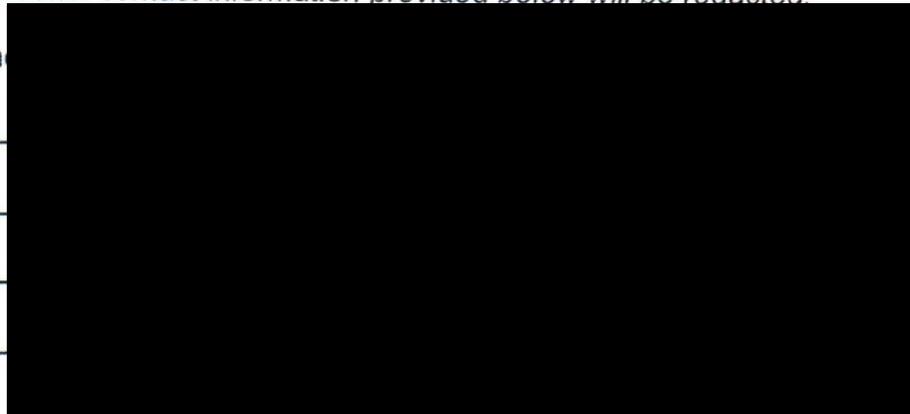
Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



School Trustee Background Information – continued

Mark Phillips – Children First Academy Charter School

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

- I learned of the initiative to create the Children First Academy Charter School from Mr. Frederick Saia to help meet the demands of the Buffalo Public School community. Having spent nearly a decade serving the needs of a K-8 parochial school at the Annunciation parish in Elma, NY as a Board member and Chairman, I was very interested to learn more and consider volunteering. At the same time, it was announced the Annunciation School would be closed following the 2014 school year and I was convinced the Children First Academy opportunity would be a great alternative to serve the western New York community. I believe it is important to give back to the community and I believe I can add value supporting a school.

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

- Anytime there is a suspicion of an independence violation, one must follow the direction of our Code of Conduct and report it for proper scrutiny. It is a Board member responsibility to follow protocols in place in any matter of professional or criminal misconduct.

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

- We are dedicated to facilitating all scholars get a good education. However, we believe it is critical that a relentless focus on developing reading skills will be essential to their short and long term success. The Children First Academy Charter School will place reading skill development as the highest priority in helping our scholars achieve overall academic and lifelong success.

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

- The academic program is designed to meet all of the Common Core needs of our scholars. However, an emphasis to develop reading skills will always be present and reinforced. It also incorporates a strong element of the arts while requiring a level of scholar discipline and respect that creates a learning environment conducive for all to achieve their best.

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

- A successful charter school must deliver on their mission to educate its scholars to a high competence level and do so in a sustainable way. The board must therefore recruit and retain educators that will consistently meet the current and evolving needs of their scholars. The

board must also insist on a business protocol that allows the mission to be accomplished in a business fashion. That means the board must monitor, coach and remediate where needed to keep both the academic and fiscal plans in balance. One cannot succeed without the other. The board must actively meet to measure the key performance indicators of both plans and continually push these standards to meet the changing needs of our children.

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

- Similarly to needing a balance between academic and fiscal plans for the school, a board member should maintain a balance between coach and mentor along with practicing professional skepticism. This means the board member must be supportive when challenges arise and school leadership needs support, but a board member must be prepared to challenge the status quo and be the instigator of behavior change to meet the needs of today and tomorrow.

BYLAWS OF CHILDREN FIRST CHARTER SCHOOL

A New York State Education Corporation

ARTICLE I

NAME

Section 1.1 The name of this corporation is Children First Charter School (hereinafter the “Corporation”).

ARTICLE II

PURPOSE

Section 2.1 The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with Articles of Incorporation or these Bylaws.

ARTICLE III

MEMBERSHIP

Section 3.1 The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”) of Children First Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

ARTICLE IV

BOARD OF TRUSTEES

Section 4.1 Powers. The Board shall conduct or direct affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation’s Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect ad remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Boards judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on business at a profit and apply profits to any activity in which the Corporation may engage;

Attachment 5b – Proposed Bylaws

6. To act as trustee under any trust incidental to the Corporation’s purposes, and to receive, hold, administer, exchange and expend funds and properly subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities;
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 4.2 Number of Trustees. The number of Trustees of the Corporation shall be not less than 5 nor more than 25. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. Such resolution or amendment increasing or decreasing the exact number of Trustees shall require the vote of a majority of the Board. As of the date on which these Bylaws are adopted, the exact number of Trustees is fixed at 11.

Section 4.3 Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
2. Eligibility.
 - (a) The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
 - (b) In addition to other candidates, the Board will consider the following nominees: (i) a parent(s) of an active Children First Charter School student, who is selected by majority vote of the Board. (ii) a parent(s) of an active Children First Charter School student; who is selected by the Parents Association.

With respect to the Parent Board Members selected by majority vote of the Board, parents shall be notified by the Chief Executive Officer that applications are available in the school office for any parent interested in becoming a Board Member. Applications submitted by the

Attachment 5b – Proposed Bylaws

applicable deadline shall be submitted to a vote of all parents, subject to final approval by the Board.

3. Interested Persons. Not more than 49% of the persons serving on the Board may be interested persons. An “interested person” is (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) 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.
4. Terms of Office.
 - (a) The Trustee elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - (b) The terms of offices of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeed annual meeting. Following the expiration of these designed terms the term of each Trustee shall continue for three (3) years. Except the term of any Trustee who is nominated by the Parent Association, shall be one (1) year.
 - (c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of resignation, removal, or death of a trustee; or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
 - (d) A Trustee’s term of office shall not be shortened by a reduction in the number of Trustees resulting from amendment of the Children First Charter School Charter, the Bylaws or other Board action.
 - (e) A Trustee’s term of offices shall not be extended beyond that for which the Trustee was elected by amendment of the Children First Charter School Charter, the Bylaws, or other Board action.
5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or a Special Meeting called for that purpose.

Section 4.4 Removal of Trustees. The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law. In addition, any Trustee that has more than three unexcused absences from Regular and Special Meetings in any one school year may at the discretion of the Board be removed.

Attachment 5b – Proposed Bylaws

Section 4.5 Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Section 4.6 Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of a vacancy pursuant to these Bylaws, or upon a Trustee’s death. A vacancy also is deemed to exist upon the increase by the Board of the authorized number of trustees.

Section 4.7 Compensation of Trustees. Trustees shall serve without compensation. The Board may approve reimbursement of a Trustee’s actual and necessary expenses while conducting Corporation Business.

ARTICLE V OFFICE

Section 5.1 The Corporation’s principal office shall be located in the City of Buffalo and the State of New York, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall make any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE VI MEETINGS OF THE BOARD

Section 6.1 Place of Meetings. Board meetings shall be held at the Corporation’s principal office or at any other reasonably convenient place as the Board may designate.

Section 6.2 Annual Meetings. An annual meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 6.3 Regular Meetings. Regular Meetings shall be held at various times within the year as the Board determines.

Section 6.4 Special Meetings. A Special Meeting shall be held at any time called by the Chair or by any Trustee upon written demand of not less than one-fifth of the entire board.

Section 6.5 Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6.6 Notices. Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws of the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days’ notice by first-class mail or 48 hours’ notice delivered personally or by telephone, facsimile or email. Notices will be deemed given when deposited in the United States mail, addressed to

Attachment 5b – Proposed Bylaws

the recipient at the address shown for the recipient in the Corporation’s records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 6.7 Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into minutes of the meeting.

Article VII

ACTION BY THE BOARD

Section 7.1 Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or any specified item of business.

Section 7.2 Actions by the Board.

1. Actions Taken at Board Meetings: Except as otherwise provided by statute or by these By-Laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum, the Trustees who are present may adjourn the meeting until a quorum is obtained.
2. Action by the Board without a Meeting: Any action required or permitted to be taken by the Board or any committee may be taken without a meeting upon written consent of the Board or the committee or the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or committee shall be filed with the minutes of the proceedings or the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Open Meetings Law.
3. Board Participation by Other Means: Trustees may participate in a Board meeting through the use of videoconferencing equipment to the extent permitted by the Open Meetings Law, so long as all Trustees participating in such a meeting can simultaneously hear one another, provided members of the public can observe and hear the Board meeting at least at one site where at least one Trustee is participating in the meeting. In such circumstances, a quorum of the Board may be established by Trustees physically present and/or Trustees participating by videoconferencing. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

Section 7.3 Committees.

Attachment 5b – Proposed Bylaws

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of the Trustees. A Board standing committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - (a) The election of Trustees;
 - (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
 - (c) The fixing of Trustee compensation for serving on the Board or on any Committee;
 - (d) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
 - (e) The appointment of other Committees of the Board, or the members of the Committees.
3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are governed by the provision of these Bylaws with respect to the calling of meetings.

Section 7.4 Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties of any Board Committee, in good faith and with the degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:
 - (a) One or more Offices or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - (b) Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person’s professional or expert competence;or
 - (c) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation’s Charter or Bylaws, as to matters within its designated authority, provided the Trustee acts in good faith, and with that degrees of care specified in Paragraph 7.4.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investigating and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described in Paragraph 7.4.1. and shall consider among other relevant considerations the long and short term needs of the corporation in carrying out its purposes, including its present and anticipated financial requirements. The

Attachment 5b – Proposed Bylaws

Board may delegate its investment powers to others, provided that those are exercised within the ultimate direction of the Board.

Section 7.5 Rights of Inspection. Every Trustee has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law.

Section 7.6 Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below.

Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee, or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 7.7 Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes, which take place at any of the Board's Executive Sessions. Moreover, any Children First Charter School faculty or student representative may be disciplined, including immediate dismissal, for disclosing confidential Board information relating to discussions and votes which take place at any properly held Executive Session of the Board.

ARTICLE VIII OFFICERS

Section 8.1 Officers. The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary, and a Chief of Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's Duties and, when so acting, shall have all the Chair's powers and be subjected to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was a Regular or Special Meetings (and if a Special Meeting, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporations Charter

Attachment 5b – Proposed Bylaws

and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial conditions; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Section 8.2 Election, Eligibility, and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting or a Regular Meeting call for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service or until his or her successor is elected.

Section 8.3 Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE IX

NON-LIABILITY OF TRUSTEES

Section 9.1 The Trustees shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE X

INDEMNIFICATION OF CORPORATE AGENTS

Section 10.1 The Children First Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-For-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

**ARTICLE XI
SELF-DEALING TRANSACTIONS**

Section 11.1 The Corporation shall not engage in any self-dealing transactions except as approved by the Board. “Self-dealing transactions” means transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest (“interested Trustee(s)”). 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 which is part of a public or charitable program of the Corporation, 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.

**ARTICLE XII
OTHER PROVISIONS**

Section 12.1 Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

Section 12.2 Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract to execute and deliver any instrument in the name of the or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation’s credit, or to render it liable monetarily for any purpose or any amount.

Section 12.3 Check and Notes. Except as otherwise specifically provided by the Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by any two of the following: the President, the Treasurer or other persons authorized by the Board of Trustees.

Section 12.4 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in the Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Attachment 5b – Proposed Bylaws

- Section 12.5 Conflict of Interest. Any Trustee, Officer, key employee, or Committee member having any interest in a contact, other transaction or program presented or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its action 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 Corporation’s interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, or use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discuss). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:
1. Regular annual statements from Trustees, Officers, and key employees to disclose existing and potential conflicts of interest; and,
 2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, 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 Corporation, or is a Director, Trustee, or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

- Section 12.6 Interpretation of Charter. Whenever any provisions of the Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII AMENDMENT

- Section 13.1 Amendment of Bylaws. A majority of the Trustees may adopt, amend or repeal the Bylaws.

Certificate of Secretary

I, _____, hereby certify:

That I am duly elected and acting Secretary of Children First Charter School, and hat the foregoing Bylaws constitute Bylaws of Children First Charter School, as duly adopted at the meeting of the Board held on _____.

IN WITNESS WHEREOF, I have hereunder subscribed my name this ____ day of ____, 20__.

_____, Secretary

**CHILDREN FIRST CHARTER SCHOOL
CODE OF ETHICS**

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and staff of Children First Charter School (CFCS) must conduct their affairs in the best interests of the school; avoid conflict or the appearance of conflict, between their personal interests and those of CFCS; and ensure that they do not receive improper personal benefit from their positions.

Accordingly, the CFCS Board of Trustees (the “Board”) has adopted the following procedures to govern CFCS’s decision-making processes. Moreover, Board Members, experts, advisors, and CFCS staff of any level is subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - Student records
 - Financial information
 - Personnel records
 - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules
 - Sexual or other unlawful or unwelcome harassment
 - Excessive absenteeism or any absence without notice

1. Board Members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member’s knowledge, the Board Member’s

Attachment 5c- Proposed Code of Ethics

Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which CFCS is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom CFCS is considering a transaction, and (b) any person who has a significant position in an entity with which CFCS is considering a transaction.

2. CFCS senior staff (including, but not limited to, the Chief Executive Officer, the Principal, or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Chief Executive Officer (or CEO's designee), orally or in writing, any Interest as defined above, and shall, unless the Chief Executive Officer (or CEO's designee) determines otherwise, recuse her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by CFCS below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom CFCS is considering a transaction, and (b) any person who has a significant position in an entity with which CFCS is considering a transaction.

3. No Board Member or staff member shall accept or solicit payments for expenses associated with CFCS-related travel, meals, or other professional activity from actual or potential suppliers of CFCS. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for CFCS, except (a) gifts presented to CFCS where the recipient is representing CFCS and thereafter presents the gift to CFCS, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official CFCS duties. In general, a recipient should make every effort to decline to accept gifts on behalf of CFCS, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, CFCS.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.

b. No trustee, officer or employee shall:

- I. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form,

Attachment 5c- Proposed Code of Ethics

under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- II. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- III. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
- IV. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;

c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school. If amendments are made to the Code of Ethics, all employees, officers and trustees shall receive an updated copy. Time will be allotted at an appropriate board and staff meeting to explain the Code. The Director of Operations shall serve as the Compliance Officer to ensure compliance with the Code of Ethics and one Trustee will be appointed to oversee the Director of Operations in this role.

Not Applicable

Not Applicable

Not Applicable

Hiring and Personnel Policies and Procedures.

Procedures for Recruitment, Hiring, and Termination.

An Equal Opportunity Employer. First Charter School (CFCS) will seek out and employ the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status, or disability. CFCS will ensure equal opportunity for the advancement of staff members and equal treatment in all areas of personnel management, including hiring, training, promotion, layoff, or termination.

CFCS is committed to providing a work environment that is free of harassment. CFCS will not tolerate harassment based on an individual's sex, race ethnicity, national origin, age, sexual orientation, disability, religion or any other legally protected characteristic. CFCS will comply with the Americans with Disability Act (ADA) of 1990, and welcomes applicants with disabilities. Consistent with this policy, CFCS is committed to:

- Recruit, hire, and promote on the basis of an individual's qualifications and competence for the position;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible;
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

Fingerprinting and Criminal Background Check. All employees will be required to get fingerprinted and undergo a criminal background check before they are formally employed by CFCS. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school must also be fingerprinted and have a criminal background check. Classroom volunteers who have consistent, regular presence in the school and who work with students in an unsupervised capacity must also meet these requirements. Parent volunteers present in the school for general community activities will not be required to fulfill these requests as they will not have regular, unsupervised access to CFCS's students.

Drug Free Workplace. All employees are required to notify their direct supervisor within five (5) days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or use of controlled substances are prohibited in the workplace.

Smoking. All facilities of Children First Charter School will be smoke-free.

Talent Management Process at CFCS.

Utilizing the four (4) best practices for hiring effective teachers as identified by The New Teacher Project, we crafted a rigorous hiring and orientation process to set accurate expectations for what all faculty and staff will experience at CFCS.

Practice #1. Invest in Hiring Throughout the Year.

Upon approval, we will begin the recruitment process. We intend to cultivate candidates early and hire by the spring to ensure the strongest candidates from the largest pool. Our process will be methodical and reflective to ensure the strongest and most qualified candidates that fit into our school culture, never to simply put a body in a room.

Attachment 8a: Hiring and Personnel Policies and Procedures

The Trustees will begin with a widespread search for the Executive Director. The Board of Trustees (BOT) will be searching for a dynamic person with experience in managing an urban school and obtaining positive outcomes. Once appointed, the Executive Director will work with the BOT to secure the remaining positions. The majority of the administrative team is expected to be recruited and secured by February 1, 2015. Recruitment of staff and faculty will be on-going, in conjunction with the administrative search. Resumes and writing samples will be accepted and reviewed on a rolling basis. All positions are expected to be filled by June 30, 2015 to ensure full attendance at the Professional Development Academy in the summer of 2015.

Practice #2 Recruit and Select Candidates that Meet the Needs of CFCS.

Recruitment. Our strategic recruitment campaign will center on our school's mission in an attempt to attract candidates that relate to our philosophy. It is our intent to recruit a diverse staff with a variety of backgrounds, experiences, and interests. We will tap into the strong relationships we have with mission-aligned partner organizations, undergraduate and graduate universities, and diversity-focused student groups on local campuses for recommendations and referrals. Additionally, our external marketing strategies are strategically intended to establish an effective recruitment pipeline. Internet sites, referrals, college and campus recruitment, career fairs, publicity, radio and TV ads, flyers, brochures, community outreach, print ads and the use of social media are only a few outlets we will utilize.

Define the Ideal Member of the Children First Charter School Team. An ideal faculty member at Children First Charter School is 100% committed to the mission of CFCS. S/he understands that our name is also our priority; Children must come first at all times. We have identified "5 Non-Negotiables" which reflect our mission and every member of the Children First Charter School is expected to possess and uphold. Candidates are encouraged to reflect on their comfort level with these traits before applying. The application process will include a writing sample in which we ask each candidate to reflect upon the following five (5) Non-Negotiables:

1. **ABILITY.** Demonstrate an appropriate knowledge of content and pedagogy, and a commitment to continuous learning.
2. **ATTITUDE.** Be able to establish a positive culture and climate conducive to student learning.
3. **ACCOUNTABILITY.** A commitment to raising achievement in an urban/high needs school.
4. **ACHIEVEMENT.** Demonstrates success in achieving student learning and other goals.
5. **ABSOLUTE PERSONAL RESPONSIBILITY.** Assumes accountability for reaching outcomes despite obstacles.

We will select candidates to continue through this initial phase of the hiring process based on a review of the application: their resume, proof of certification, and the content of their writing sample.

A HIRING RUBRIC has been developed to help reviewers measure and rate the INDICATORS for each of the 5 characteristics named above. The writing sample will NOT be the only item used to rate these 5 traits. The interview will also be used as an assessment for these non-negotiables. The rubric is at the end of this section.

Practice #3 –Set Clear Expectations Throughout the Application Process Which Reflect What all Faculty and Staff will Experience at CFCS.

We will implement a disciplined hiring process to ensure consistency and thoroughness in selection; identifying what competencies are being assessed and what tools are used in the

Attachment 8a: Hiring and Personnel Policies and Procedures

process. Talent Management begins recruitment, progresses through the application packet (resume and writing sample review outlined above), and advances into the interview phase.

Interview. Interviews will be conducted by a panel of representatives committed to CFCS. At least one member from each of the following groups will be in attendance: the administrative team, the BOT, teachers, and parents. A master list of questions will be asked of each candidate in the same order and with the same wording. Questions will require a candidate to discuss past situations and problems and how they were resolved. New teachers are not expected to have every experience before getting their first job but candidates who can talk about what they learned in classroom observations, field experiences and student teaching will be better prepared to start their own classrooms. Additional clarifying questions may be asked based on the candidate's answers and information provided in their resume and writing sample.

Questions will vary depending on the available position and a rubric will be utilized as an assessment instrument. Sample questions may include but are not limited to:

1. What have you done in the past to refocus a class and get it back on task?
2. How have you modified assignments for English language learners or special education students in your class?
3. In your view, what is the purpose of discipline in the classroom?
4. If you and a colleague are not getting along, what would you do to seek a more collaborative partnership?
5. What activities would you like to participate in or lead that are outside of your classroom responsibilities?
6. What curriculum assessments or standards are you familiar with?
7. What was the most creative lesson you ever taught?
8. If you are hired, in what area do you feel you would require the most support?
9. Describe a unit of study that you taught. How would you improve on that lesson?
10. How have you divided a large amount of material to be covered?
11. How do you write a daily lesson plan and what is included?
12. Share an example of an effective communication tool you use with parents.

The panel will review each applicant using the Interview Scoring Rubric and the Hiring Rubric. Applicants who rate an overall of "Meets" or "Exceeds" will be invited to provide a sample lesson.

Sample Lesson. The sample lesson process involves planning and teaching a brief lesson followed up with a reflective discussion. The applicant will be given clear direction and a sample of the scoring rubric to ensure transparency with our expectations.

Background Check. If the Selection Committee decides to make an offer to a qualified candidate, a thorough background check will be done, including conversations with at least three professional and personal references. Credentials will be verified and qualifications will be confirmed. Upon clearance of the criminal background check and fingerprint screening an offer will be made.

Practice #4 – Review & Reflect on the Hiring Process and Set New Goals.

We will utilize data to track the success of our recruitment strategies and revisit these processes to improve. We will collect data such as: where a candidate first heard of our school, where they acquired information about CFCS, demographics we want to consider in hiring (subject areas, experience, diversity, etc.), and how many candidates advance to each round in the process. Throughout the school year we will revisit these data points to consider how they differ for our

Attachment 8a: Hiring and Personnel Policies and Procedures

most effective teachers, how much time and money each source cost, and which sources gave the highest quality candidates. Adjustments will be made throughout the year as the needs of the CFCS community evolve. We will accept and review applicant packages throughout the year, maintaining a pool of qualified applicants in the event of unforeseen circumstances, maternity leave, disability, a leave of absence, or teacher turnover.

Faculty will be compensated according to a salary scale based on research of comparable schools in Western New York. Annual increases are determined under the guidance of the Board of Trustees.

Retention. Our goal is to retain 95% of the instructional staff who score Effective or Highly Effective on their APPR annually. The BOT and administrative team will do everything possible to ensure teachers are given the professional development and supports necessary to achieve high success. In the event that a teacher scores Ineffective or Developing and is retained for the following school year, they will be required to work with administration, mentor teachers and instructional coaches to develop an individual, targeted, and purposeful intervention plan for the subsequent year. Specific and measurable short and long term goals will be created and evaluated regularly.

Children First Charter School realizes that highly effective faculty are hard to find and harder to replace. CFCS is dedicated to investing the time, money and resources necessary to assist in the development of exceptional teachers and leaders. We will retain highly effective faculty and staff members by providing:

- highly effective and supportive leadership;
- an environment where employees are held to high standards, work hard and feel satisfied because they are part of a team that is mission-aligned and successful;
- opportunities for teachers and staff members to lead their peers and develop facilitation and leadership skills;
- high quality and authentic professional development;
- efficient and purposeful common planning time;
- a collaborative professional learning community;
- a small teacher to student ratio with a maximum class size of 22 students;
- additional support from instructional coaches;
- assistance and support from Social Workers, AIS/RTI teachers, SPED teachers, and ELL specialists;
- intensive leadership training based in Steven Covey's 7 Habits of Highly Effective People;
- professional and collegial work environment where everyone's voice is valued;
- high quality and effective critical feedback regarding instructional practices and student achievement on a regular basis;
- autonomy and support in the development of curriculum and assessments, and the delivery of instruction.

According to research, schools with strong instructional cultures, and an atmosphere of mutual respect and trust, who hold great teaching as a top priority and do not tolerate poor instruction, retain more highly effective teachers. Moral and atmosphere contribute to retention and we are committed to the establishment and maintenance of our school culture. In addition, we will offer competitive packages to our employees. Our employee packages are the direct result of thorough

Attachment 8a: Hiring and Personnel Policies and Procedures

research of the salaries and compensation plans offered by the Buffalo Public School system, local charter schools and comparable districts in Western New York and Erie County.

Personnel Policies and Procedures. The Board of Trustees, in coordination with the Executive Director and Administrative Team, will draft a set of policies and procedures governing the management and terms of termination of school staff. The set of policies and procedures will be drafted under the guidance of CFCS’s legal counsel and approved by the Board of -Trustees. Once the BOT ratifies the set of policies and procedures, they will establish the CFCS Employee Handbook which will be distributed to all employees and explicitly taught during the Professional Development Academy. An employee hired during the school year will be ,orientated regarding these policies and procedures by a representative of the Hiring Team and/or the Business Manager. These policies will govern, but not be limited to, areas such as:

Employment Matters

Employment “At-Will”
School Hours / Work Schedules
Attendance and Punctuality
Time-off Policy
Severe Weather and Emergency Closings
Jobs and Employment Classifications
Professional Development
Payroll and Payroll Periods
Performance Evaluations

Employee Benefits

Health Insurance
Dental Insurance
Change in Family Status
Life Insurance
Disability
Worker’s Compensation

Retirement Plan
Jury Duty
Bereavement Leave
Military Leave

Financial Matters

Expense Reimbursement
Travel – Mileage Rates, Per Diems

Working Environment

Building and Office Access
Smoking Policy
Drug-Free Workplace Policy
Dress Code / Personal Appearance
School Telephone and Email Usage Policies
Personal Electronics Usage Policy
Computer Use Policy

Use of Office Equipment and Supplies
Personnel Files
Change in Personal Status
Solicitation and Distribution of Materials

Employment Practices

Equal Employment Opportunity Policy
Non-harassment Policy
ADA Policy
Secondary Employment
Employee Protection/Whistle-Blower Policy
Confidentiality
Mandatory Reporter Requirements

Termination. CFCS staff is hired “at will,” with the exception of certain employees with whom the BOT may choose to enter into a contract. “At will” employment can be terminated by the employee or CFCS with or without cause unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

- Possession, use, sale, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
- Falsifying or altering records.
- Any form of verbal or physical mistreatment or threat of mistreatment to a CFCS scholar.
- Theft of school property.
- Sabotaging or willfully damaging school equipment, property, data, student, or faculty records.
- Insubordination involving but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
- Absence for three days without notice, in which the employee will be deemed to have quit voluntarily.
- Carrying concealed weapons on school property or during any school sponsored event.
- Failure to perform professional duties.
- Poor job performance.

Attachment 8a: Hiring and Personnel Policies and Procedures

- Undermining the CFCS Code of Ethics.

Exit Interviews. All employees are encouraged to participate in an exit interview.

Projected School Enrollment & Staffing. Staffing numbers are subject to change based on the instructional needs of CFCS. Instructional needs will be re-evaluated annually based on enrollment numbers, student demographics, including, but not limited to English Language Learners, students with special educational needs including IEPs and 504s, and student performance data accumulated throughout the school year in conjunction with NYSED Assessment data and growth reporting.

Position	YR #1	YR #2	YR #3	YR #4	YR #5
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Director of Operation	1	1	1	1	1
Director of Curriculum & Instruction	1	1	1	1	1
Director of Student Services	1	1	1	1	1
Total Admin	5	5	5	5	5
General Education Teachers	24	28	32	36	36
Special Education Teachers	5	5	6	7	7
Building Substitute Teacher	2	2	3	3	3
AIS/RTI Math & ELA Teacher	12	14	16	16	16
Special Area Teachers (Art, Music, PE, Tech)	8	8	12	12	12
Foreign Language Teacher	0	0	2	2	2
In School Suspension Teacher	1	1	1	1	1
ELL Teacher	1	1	2	2	2
Total Teacher	50	56	71	76	76

Position	YR #1	YR #2	YR #3	YR #4	YR #5
Data and Assessment Coordinator	1	1	1	1	1
Business Manager / HR	1	1	1	1	1
Teacher Assistants	5	5	6	6	6
Social Workers / Counselors	3	3	4	4	4
Nurse	1	1	1	1	1
Librarian	0	0	1	1	1
Instructional Coaches	2	2	2	3	3
Custodian	2	2	2	2	2
Administrative Assistant	2	2	2	2	2
Nutritional Services – Café Magr	1	1	1	1	1
Nutritional Services PT Staff	3	3	3	3	3
Total "Other" Staff	21	21	24	25	25
Total Staff	76	82	100	106	106

ALL ADMINISTRATORS, FACULTY AND STAFF

Every member of the Children First Charter School must take responsibility for the 5 Non-Negotiable responsibilities and subsequent performance indicators listed below to acquire and maintain employment at CFCS.

- 1. ABILITY. Demonstrates an appropriate knowledge of content and pedagogy and a commitment to continuous learning.** Generates strategies that involve a range of resources. Seeks out & welcomes feedback from others. Seeks out and attends high quality, purposeful professional development. Understands there is an innate ability and genius in everyone.
- 2. ATTITUDE. Establishes a positive culture and climate conducive to student learning.** Speaks to the benefits of leadership training for all. Demonstrates ability to deal effectively with negative student behavior. Conveys willingness to try multiple strategies when things change or when confronted with challenges. Celebrates cultural differences and diversity in their students.
- 3. ACCOUNTABILITY. Committed to raising achievement in an urban / high needs school.** Recognizes that family & community involvement influence student achievement. Maintains high expectations for students when confronted with setbacks; continues to focus on students' academic success. Sets concrete, ambitious goals for students' achievement.
- 4. ACHIEVEMENT. Demonstrates success in achieving student learning and other goals.** Demonstrates pattern of going above and beyond normal expectations. Sets ambitious and concrete goals for both personal and classroom / school-wide student performance. Comfortable taking on challenges or initiatives.
- 5. ABSOLUTE PERSONAL RESPONSIBILITY: Assumes accountability for reaching outcomes despite obstacles.** Holds self-accountable for student learning. Assumes responsibility for school wide environment and culture. Takes ownership of failures, is reflective and learns from past mistakes.

Attachment 8a: Hiring and Personnel Policies and Procedures

Executive Director	
<p>Requirements</p> <ul style="list-style-type: none"> • Lead public relations, marketing and recruitment strategies to develop and foster the school’s reputation in the community. • Actively pursue grant opportunities and corporate sponsorships to enhance the school program. • Own the school’s culture and climate; ensure it builds and reinforces positive self-identity and necessary character strengths. • Conduct all leadership training to the Board of Trustees, administrative team, faculty, staff and students. • Partner with parents, families, and the community to build authentic school-wide community. • Facilitate professional developments on student-teacher relationships, classroom management, parent partnership and school culture. • Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence. • Observe lessons and provide targeted and actionable feedback to teachers. • Actively pursue and cultivate partnerships with like-minded community organizations. • Model the 7 Habits and Leader in Me professional and core values at all times; be a visible and highly engaged leader in the school community. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s degree • A minimum of 7-10 years of leadership in education, preferably in an urban, high needs setting. • A minimum 5-7 years of classroom teaching experience with a proven track record of meeting extremely high standards for student achievement in an urban, high needs setting. • Exemplary management skills. • A proven track record of meeting extremely high standards for personal and professional growth. • High level of personal organization and planning. • Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker. • Proven ability to proactively lead by example, effectively manage adults, and respond positively to feedback. • Team player; maturity, humility, strong work ethic, follow-through, sense of humor, and “roll-up-my-sleeves” attitude. • Strong, internalized, personal belief in the CFCS mission, The 7 Habits, The Leader in Me and the belief that all children possess genius and can achieve greatness.
Principal Reports to the Executive Director	
<p>Responsibilities</p> <ul style="list-style-type: none"> • Accountable for everything that happens in the school. • Ensure compliance with all applicable state and federal laws and regulations. • Fulfill all obligations under initial charter agreement. • Implement school policies and procedures as directed by the Executive Director and Board of Trustees. • Budgeting and financial oversight. • Conduct long-term strategic planning. • Hire, evaluate, promote, and terminate staff. • Implement the school program with fidelity to the charter. • Make formal reports to the Board of Trustees. • Evaluate school programs and recommend policy changes and resource allocation to the BOT. • Respond to grievances and concerns by faculty and staff. • Manage responsibilities of the Administrative Team. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s degree • NYSED Administrative Certification • Commitment to school’s mission, goals, culture and virtues. • High expectations for self, faculty, staff and students. • Demonstrated success in raising urban student achievement. • Management and leadership experience, preferably in an urban setting. • Experience hiring, managing and evaluating employees. • High level of organization and resourcefulness necessary for start-up environment. • Exemplary communication skills and sophisticated analytical analysis. • Thrives in entrepreneurial start-up environment with an ambiguous, fast moving environment while also driving toward clarity and solutions.
Director of Curriculum and Instruction Reports to the Principal	
<p>Responsibilities</p> <ul style="list-style-type: none"> • Provide leadership and direction to all instructional staff. • Provide guidance and support to faculty to improve instruction and raise student achievement. • Evaluate teachers and make recommendations for replacement and retention. • Implement the school educational program with fidelity to the charter. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s degree • Administrative Certification • Management and leadership experience, preferable in an urban school setting. • Experience in hiring, managing and evaluating employees. • High level of organization and resourcefulness necessary for start-up environment.

Attachment 8a: Hiring and Personnel Policies and Procedures

<ul style="list-style-type: none"> • Plan, organize, and facilitate Professional Development, in consultation with other administrative leaders. • Make formal reports to the BOT. • Evaluate school programs and recommend policy changes and resource allocations. • Respond to grievances by parents and staff. • Conduct long term strategic plan. • Conduct formal and informal teacher evaluations. • Maintain accurate records of all teacher observations, meetings, professional development and communications. 	<ul style="list-style-type: none"> • Previous success in raising academic achievement in an urban setting. • Exemplary communication skills and sophisticated analytical analysis. • Commitment to and experience with data-driven instructional practices. • Thrives in an entrepreneurial start-up environment within an ambiguous, fast-paced atmosphere while moving toward clarity and solutions. • Intimate knowledge of instructional best practices in literacy.
<p>Director of Student Services Reports to the Principal</p>	
<p>Responsibilities</p> <ul style="list-style-type: none"> • Manage the school’s RTI process. • Coordinate activities with the Committee on Special Education (CSE) • Determine if entering students have IEPs. • Ensure all IEP services are provided. • Coordinate with any external service providers. • Supervise the completion of SLOs (Student Learning Objectives) by instructional staff. • Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. • Develops and administers disciplinary procedures. • Reviews referrals and confers with students, parents, faculty, community agencies, and law enforcement • Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts. Provides direction to a variety of faculty, staff, and student programs and services • Conducts informal classroom visitations and observations to provide recommendations and suggestions for improvement in student behaviors. • Participates as needed in Individual Educational Plan meetings. • Liaison to the after school program in collaboration with school staff and/or personnel from outside agencies. • Liaison to student government, extracurricular activities, the student athletics program, and other competitive or performance programs and events. • Attends meetings of parent and community groups. • Develops plans for emergency situations in collaboration with other administrators, staff, and public safety agencies. • Works in coordination of the Data and Assessment Coordinator to prepare and maintain a variety of district, county, state, and federal records and reports, including VADIR and DASA. • Directs the organization and maintenance of disciplinary records and reports. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s Degree • Proven commitment to data-driven instruction. • Experience with instructional leadership as a teacher, administrator or district coach. • Strong understanding of Common Core Learning Standards in ELA and math. • Demonstrated ability to prepare and present reports utilizing Microsoft Office Suite. • Knowledgeable about best practices in urban K-8 education. • Experience in preparing and facilitation Professional Development in an educational setting. • Master’s degree • Experience in developing school-wide K-8 disciplinary procedures. • Ability to establishes and maintain productive collaborative relationships with others. • Proved ability to relate to students with mutual respect while carrying out a positive and effective disciplinary program, preferably in an urban setting. • Models district standards of ethics, confidentiality, and professionalism. • High expectations of self, staff and students. • Meets schedules and deadlines. • Plans and organizes work. • Applies knowledge of NYSED law and school policy. • Creates an environment where children from diverse backgrounds are comfortable and experience success. • Builds productive and mutually respectful relationships with families. • Reads, interprets, applies, and explains rules, regulations, policies, and procedures. • Maintains a safe and orderly learning environment. • Uses effective interpersonal skills including tact, patience, and courtesy.
<p>Director of Operations Reports to the Executive Director</p>	

Attachment 8a: Hiring and Personnel Policies and Procedures

<p>Responsibilities</p> <ul style="list-style-type: none"> • Oversee the day to day operational activities of the school. • Manage a team of office personnel, including Business Manager, and Administrative Assistant(s). • Manage emergency and school safety policies and procedures. • Coordinate efforts for new employee orientation. • Manage the operational sector of the school. • Coordinate with food service, health service, and transportation services. • Track and monitor technology needs. • Provide leadership for the development and implementation of the school-wide technology plan in coordination with the Technology/Media Staff. • Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all state and federal workplace regulations. • Oversee procurement and building maintenance, renovations and upgrades. • Maintain inventory of all assets in the school building including computers, equipment, furniture,, uniforms, etc. • Create and maintain all school policies and procedures regarding data security and reporting in compliance with Erie I BOCES and NYSED requirements and recommendations. • Oversee all school personnel responsible for data collection, reporting, and student information systems. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Bachelor’s degree required. • Master’s degree preferred. • Quantitative skills and experience in accounting, budgets, and financial management. • Teaching or education program experience preferred. • Minimum of three years relevant professional work experience, ideally in a charter school or other K-12 educational organization. • Minimum 5-7 years direct relevant experience in operations management. • Demonstrated success providing superior customer service. • Strong interpersonal skills. • Strong communication and presentation skills. • Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively. • Proactive and creative problem solver. • Team-player capable of working both collaboratively and independently.
<p>Data and Assessment Coordinator Reports to the Director of Curriculum and Instruction</p>	
<p>Responsibilities</p> <ul style="list-style-type: none"> • Manage all areas of academic data for the school. • Assemble, review and provide data as mandated by NYSED and Erie I BOCES. • Serve as the direct contact person for all issues related to the Data Warehouse and NYSED data and reporting. • Attend informational sessions provided for CIO’s by the Regional Informational Center and NYSED to ensure compliance with all state and federal mandates regarding data collection, reporting and data security. • Review NYSED reports, resolve errors and ensure accuracy. • Ensure all data in the Student Information System is current and up to date to ensure accurate data upload into the RIC. • Oversee the school data team and ensure appropriate training for team members. • Participate in the instructional and analytical meetings throughout the school as required. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s degree • Commitment to school’s mission, vision, goals, culture and virtues. • Experience in research and data analysis, preferably in an educational setting. • High expectations of self, staff and students. • Management and leadership experience, preferable in an urban school setting. • Experience in hiring, managing and evaluating employees. • High level of organization and resourcefulness necessary for start-up environment. • Previous success in raising academic achievement in an urban setting through the use of data analysis. • Effective and engaging facilitation of professional development for a diverse adult population in an educational setting. • Exemplary communication skills and sophisticated analytical analysis. • Commitment to and experience with data-driven instructional practices. • Thrives in an entrepreneurial start-up environment within an ambiguous, fast-paced atmosphere while moving toward clarity and solutions.
<p>Business Manager Reports to the Director of Operations</p>	
<p>Responsibilities</p>	<p>Qualifications</p>

Attachment 8a: Hiring and Personnel Policies and Procedures

<ul style="list-style-type: none"> • Coordinate all Federal Grants, including, but not limited to Title I, II, and III, in coordination with the Business Manager. • Prepare annual budget and support the annual auditing process, working closely with school leadership. • Manage the day-to-day finances to ensure the overall financial health of the school. • Conduct accurate and timely billing to ensure adequate cash flow. • Manage payroll and benefits. • Manage all faculty data collection and updates. • Work closely with school leadership to find, prepare, apply for and manage grants. • Procurement and accounts payable duties • Govern all compensation, compensation issues, benefits calculations and retirement plans. • Report financials to BOTs at monthly meetings. • Prepare for auditing. 	<ul style="list-style-type: none"> • Bachelor’s Degree • At least 5 years administrative or management role. • Quantitative skills and experience with accounting, budgets and financial management, ideally in a school setting. • Thrives in entrepreneurial start up environment within an ambiguous, fast pace environment while also driving toward clarity and solutions. • Self-starter and demonstrated resourcefulness. • History of getting results • Grant writing and grant management experience. • Values input and feedback. • Highly organized, detail oriented. • Team player, capable of working collaboratively and independently. • Flexible, with strong ability to multi-task. • Strong interpersonal and communication skills.
<p>Social Worker Reports to the Director of Student Services</p>	
<ul style="list-style-type: none"> • Provide crisis intervention, counseling services, support and case management • Maintain student and family confidentiality • Collaborate with families and school personnel to conduct psychosocial assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic reevaluations • Collaborate with families and school personnel to address students’ social, emotional, and behavioral obstacles to academic success • Link students and families with school and community resources • Participate in case conferences involving other school personnel and community resources • Maintain appropriate school records and provide written reports and communications • Follow up on student issues referred by school personnel • Develop, facilitate, and coordinate prevention activities and intervention strategies • Collaborate with school groups to develop coping, social, and decision-making skills • Participate in the Individual Educational Plan (IEP) process as required • Other general counseling and administrative functions as needed. • Incorporate community resources into learning experiences for students both by bringing a variety of resources to the classroom and by taking students to those resources directly • Facilitate a strong and effective Learning Community experience for students • Participate as an active contributor in the shared decision-making process at the team and whole staff level 	<ul style="list-style-type: none"> • Master’s degree in social work with school social work course work. • Maintain appropriate NYSED Certifications in Social Work, • An understanding of the IEP process; familiarity with State of NY special education rules and regulations • Demonstrated leadership capability; evidence of success in report and case history writing and coordination. • Ability to provide group and individual counseling, effectively lead meetings, resolve conflicts, and coordinate resources to benefit students. • Substantial expertise in urban education, including significant work with elementary school families and students as partners in learning, and integration of a wide range of unique, community resources. • Candidate should exhibit integrity beyond reproach and be passionate about furthering educational reform in a public environment. • A commitment to holding all students to high expectations for academic and personal success. • Candidate should have superior written and oral communication skills. • Ideal candidates have experience coordinating school and co-curricular events and activities and capacity to work collaboratively across disciplines. • Experience in urban elementary schools that face instructional and material challenges • Expertise in working with families with significant needs, developing community partnerships and collaborative decision-making and leadership. • Comfortable operating in a flexible, self-directed and fast-paced work environment with limited administrative support. • Experience in an entrepreneurial educational environment is highly desired.

Attachment 8a: Hiring and Personnel Policies and Procedures

<ul style="list-style-type: none"> • Establish and maintain strong connections with community-based organizations, cultural institutions, local and city-wide businesses • Consistently integrate community resources from those partnerships • Establish and maintain regular personal contact with families and student caregivers • Participate as a resource person for in-service training and planning • Collaborate with administrative team to update and implement incoming student orientation program and family workshops 	
<p>Administrative Assistant(s) Report to the Director of Operations</p>	
<p>Responsibilities</p> <ul style="list-style-type: none"> • Warmly greet all visitors to the school and direct them to the appropriate place or person. • Serve as primary contact for all school communication via phone. • Maintain security off the school by ensuring all security policies and procedures are followed. • Maintain records in accordance with legal requirements and audit guidelines. • Ensure confidentiality and security of office space, files, and all information pertinent to students, parents, faculty, staff and the community. • Maintain record of student’s daily attendance, as well as tardy and early release logs. • Communicate trend and patterns in attendance logs to the Dean of Students in a timely fashion. • Type, translate and distribute school correspondence. • Maintain accurate data in Student Information System in accordance with state and federal regulations in coordination with the Chief Information Officer. Assist in ordering and receiving materials. • Provide administrative support, including scheduling meetings, conference calls, maintaining calendars, arranging travel and managing correspondence. • Check and summarize all voicemail messages and respond to general inquiries. • Sort and route mail. • Update school information on the school website, social media, and other school signage. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Associate’s Degree • Minimum 3 years of administrative experience, preferably in a school environment. • Oral and written proficiency, preferably in English and Spanish. • Proficiency in the Microsoft Office Suite. • Experience in proper office procedures, including filing, answering the telephone professionally, greeting all visitors cordially and handling information with confidentiality. • Excellent communication skills. • Strong organizational and communication skills. • Ability to manage the ambiguity and multiple priorities inherent in and entrepreneurial environment. • Relentlessly results oriented. • Detail-oriented team player willing to help out wherever and whenever necessary.
<p>Content Area / Subject Specific Teachers Report to the Director of Curriculum and Instruction Specialty Teachers (AIS/RTI, SPED, ELL) Report to Director of Student Services</p>	
<p>Requirements</p> <ul style="list-style-type: none"> • Must meet the 5 Non-Negotiables for employment listed above. • Prepare comprehensive, relevant and engaging lessons for of up to 22 students. • Regularly assess student learning against measurable benchmarks. • Use student performance data to organize student learning and differentiate daily instruction. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Bachelor’s degree required • Appropriate certification in the subject and grade assigned • Preference will be given to teachers with experience working in an urban, high needs setting. • Preference will be given to teachers with a proven record of success in the advancement of literacy skills. • High expectations for learning and behavior. • Demonstrated success raising the achievement of urban or at-risk students.

Attachment 8a: Hiring and Personnel Policies and Procedures

<ul style="list-style-type: none"> • Work collectively with special area teachers to ensure proper modifications are in place for differentiated instruction. • Make adjustment from critical feedback provided by administration, mentors and peers. • Contribute to the professional community by identifying needs and developing solutions. • Demonstrate the school’s vision and integrate service learning into instruction. Participate in the school’s professional development program by attending trainings and workshops. • Develop and cultivate a classroom culture consistent with the Leader in Me program and the school-wide vision. • Utilize positive disciplinary alternatives in every effort to keep students in the learning environment throughout the day. 	<ul style="list-style-type: none"> • Experience integrating digital resources into teaching and learning. • Strong classroom management skills. • Familiarity with PBIS (Positive Behavior Intervention Systems) • Familiarity with Steven Covey and the 7 Habits of Highly Effective People. • Commitment to educating at-risk students • A “whatever-it-takes” attitude • Reflective and open to feedback with the desire to continuously improve. • Eager to go above and beyond the requirements of the job to innovate and improve education.
<p>Instructional Coaches Report to the Director of Curriculum and Instruction</p>	
<p>Requirements</p> <ul style="list-style-type: none"> • Implement a collaborative coaching and learning approach. • Assist new teachers, in a collaborative model of observation, conversation, and lesson demonstration, to analyze and reflect on their practice to promote quality instructional practices. • Model effective, differentiated instruction. • Provide individualized, classroom-based coaching with teachers to support them in implementing best instructional practices. • Facilitate professional gatherings in which issues related to implementing effective content instruction are considered, current research and writing on effective practice is discussed, engaging lessons are planned, and student work and data are reviewed to inform instruction. • Provide comprehensive/balanced training in and across given subject areas and curricular areas. • Participate fully in school-wide professional development • Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments. • • Work collaboratively and collegially with administration, classroom and special area teachers. 	<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s degree strongly preferred • Minimum of 5 years successful teaching experience • Demonstrated knowledge of NYS Common Core Learning Standards in ELA and math. • Deep knowledge of reading, writing, literacy development, and/or math • Previous coaching or teacher leadership experience • Deep knowledge of and experience in: content, instructional strategies, and assessment driven instruction (teaching/learning process) • Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations • Ability to design and deliver quality professional development for administrators and teachers • Ability to model lessons demonstrating best practice instruction • Ability to support teachers in development of differentiated lessons • Outstanding presentation and facilitation skills • Experience in analyzing data to plan for instruction • Demonstrated interest and engagement in professional learning and reflection

Not Applicable

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Applicaton Budget(s) & Cash Flow(s) Template

Children First Academy Charter School

Contact Name: Fred Saia
Contact Email: fsaia@oneidagroup.com
Contact Phone: [REDACTED]

Pre-Opening Period January 1, 2015 to June 30 2015
Operational Year ONE July 31, 2015 to June 30 , 2016

Children First Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2015 to June 30 2015

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	500,000	500,000
Total Expenses		
Net Income		
Actual Student Enrollment		-
Total Paid Student Enrollment		-
		START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate		
Buffalo City School District	-		
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		400,000	80% of initial Charter Schools Program funding of \$500,000
Other		-	
TOTAL REVENUE FROM STATE SOURCES		400,000	

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		
Title I		
Title Funding - Other		
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		
Erate Reimbursement		
Interest Income, Earnings on Investments,		
NYC-DYCD (Department of Youth and Community Developmt.)		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		

TOTAL REVENUE		400,000
----------------------	--	----------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00		50,000
Instructional Management	1.00		45,000
Deans, Directors & Coordinators	1.00		45,000
CFO / Director of Finance	1.00		45,000
Operation / Business Manager			
Administrative Staff	-		-
TOTAL ADMINISTRATIVE STAFF	4.00		185,000

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		
TOTAL INSTRUCTIONAL		

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse		
Librarian		
Custodian		
Security		
Other		
TOTAL NON-INSTRUCTIONAL		

SUBTOTAL PERSONNEL SERVICE COSTS	4.00		185,000
-----------------------------------------	------	--	---------

PAYROLL TAXES AND BENEFITS

Payroll Taxes		14,153	7.65% of gross payroll
Fringe / Employee Benefits		40,700	22% of gross payroll
Retirement / Pension		34,225	18.5% of gross payroll
TOTAL PAYROLL TAXES AND BENEFITS		89,078	

TOTAL PERSONNEL SERVICE COSTS	4.00		274,078
--------------------------------------	------	--	---------

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	-
TOTAL CONTRACTED SERVICES	-

SCHOOL OPERATIONS

Board Expenses	1,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	10,000
Equipment / Furniture	20,000
Telephone	2,000
Technology	15,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	5,000
Staff Development	-
Staff Recruitment	1,034
Student Recruitment / Marketing	30,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	84,034

FACILITY OPERATION & MAINTENANCE

Insurance	2,000
Janitorial	2,000
Building and Land Rent / Lease	10,000
Repairs & Maintenance	-
Equipment / Furniture	2,000
Security	-
Utilities	2,000
TOTAL FACILITY OPERATION & MAINTENANCE	18,000

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-
--------------------------------------------------------	----------

TOTAL EXPENSES**376,112****NET INCOME****23,888****ENROLLMENT - *School Districts Are Linked To Above Entries***

Buffalo City School District	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-

N/A pre-opening period. Student enrollment process being initiated.

REVENUE PER PUPIL**-****EXPENSES PER PUPIL****-**

SUBTOTAL PERSONNEL SERVICE COSTS	73.00	47,500	47,500	287,100	287,100	287,100	287,100	287,100	287,100	287,100	287,100	287,100	287,100	2,966,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	7.65%	3,634	3,634	21,963	21,963	21,963	21,963	21,963	21,963	21,963	21,963	21,963	21,963	226,898
Fringe / Employee Benefits	22%	10,450	10,450	63,162	63,162	63,162	63,162	63,162	63,162	63,162	63,162	63,162	63,162	652,520
Retirement / Pension	18.50%	8,787	8,788	53,113	53,114	53,113	53,114	53,113	53,114	53,113	53,114	53,113	53,114	548,710
TOTAL PAYROLL TAXES AND BENEFITS		22,871	22,872	138,238	138,239	138,238	138,239	138,238	138,239	138,238	138,239	138,238	138,239	1,428,128
TOTAL PERSONNEL SERVICE COSTS	73.00	70,371	70,372	425,338	425,339	425,338	425,339	425,338	425,339	425,338	425,339	425,338	425,339	4,394,128
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	6,000	-	-	-	-	-	6,000	12,000
Legal		5,000	-	-	-	-	5,000	-	-	-	-	-	5,000	15,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	2,000	-	-	-	-	-	-	-	-	-	2,000
Food Service / School Lunch		-	-	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	31,500
Payroll Services		1,425	-	-	1,425	-	-	1,425	-	-	1,425	-	-	5,700
Special Ed Services		-	-	1,000	-	-	1,000	-	-	1,000	-	-	-	3,000
Titlment Services (i.e. Title I)		-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000
Other Purchased / Professional / Consulting		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
TOTAL CONTRACTED SERVICES		6,425	-	10,150	6,075	4,650	8,150	17,075	4,650	8,150	6,075	4,650	8,150	94,200
SCHOOL OPERATIONS														
Board Expenses		5,000	-	-	-	-	5,000	-	-	-	-	-	5,000	15,000
Classroom / Teaching Supplies & Materials		-	200,000	175,000	10,000	10,000	10,000	10,000	10,000	218	-	-	-	435,218
Special Ed Supplies & Materials		-	10,000	5,000	-	-	-	-	-	-	-	-	-	15,000
Textbooks / Workbooks		10,000	30,000	10,000	-	-	-	-	-	-	-	-	-	50,000
Supplies & Materials other		-	2,000	6,000	-	-	-	-	-	-	-	-	-	8,000
Equipment / Furniture		2,000	20,000	5,000	-	-	-	-	-	-	-	-	-	27,000
Telephone		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Technology		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Student Testing & Assessment		-	-	1,062	-	-	1,063	-	-	1,062	-	-	1,063	4,250
Field Trips		-	-	-	2,000	-	-	2,000	-	2,000	-	-	-	6,000
Transportation (student)		-	-	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	2,640	26,400
Student Services - other		-	26,400	-	-	-	-	-	-	-	-	-	-	26,400
Office Expense		4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,815	58,000
Staff Development		10,000	8,000	-	-	-	1,000	1,000	-	-	-	-	-	20,000
Staff Recruitment		3,000	-	-	-	-	-	-	-	-	-	-	-	3,000
Student Recruitment / Marketing		15,000	6,100	-	-	-	-	-	-	-	-	-	-	21,100
School Meals / Lunch		-	-	30,780	30,780	30,780	30,780	30,780	30,780	30,780	30,780	30,780	30,780	307,800
Travel (Staff)		-	-	500	-	-	500	-	-	-	-	-	-	1,000
Fundraising		1,000	1,000	1,000	1,000	1,000	-	-	-	-	-	-	-	5,000
Other		500	500	500	500	500	500	500	500	500	500	500	500	6,000
TOTAL SCHOOL OPERATIONS		57,835	315,335	248,817	58,255	56,255	57,318	61,755	57,255	56,317	47,473	45,255	51,298	1,113,168
FACILITY OPERATION & MAINTENANCE														
Insurance		5,000	5,000	13,964	13,964	13,964	13,964	13,964	13,964	13,964	13,964	13,964	13,964	149,640
Janitorial		-	-	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	115,000
Building and Land Rent / Lease		75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	900,000
Repairs & Maintenance		-	-	-	-	10,000	-	10,000	-	-	-	-	-	20,000
Equipment / Furniture		2,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	13,000
Security		-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	55,000
Utilities		2,000	2,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	84,000
TOTAL FACILITY OPERATION & MAINTENANCE		84,000	88,000	114,464	114,464	124,464	114,464	124,464	114,464	114,464	114,464	114,464	114,464	1,336,640
DEPRECIATION & AMORTIZATION		-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
TOTAL EXPENSES		243,631	473,707	801,269	606,633	613,207	607,771	631,132	604,208	606,769	595,851	592,207	611,751	6,988,136
NET INCOME		872,309	(443,707)	645,171	(563,133)	533,233	(564,271)	513,308	(560,708)	537,671	(549,851)	552,233	(568,251)	397,504
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
NET INCOME		872,309	(443,707)	645,671	(560,633)	533,733	(561,771)	515,808	(558,208)	540,171	(549,851)	554,733	(565,751)	422,504
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		872,309	(443,707)	645,671	(560,633)	533,733	(561,771)	515,808	(558,208)	540,171	(549,851)	554,733	(565,751)	422,504

**Children First Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

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.

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue	7,597,940	8,700,848	9,797,192	10,946,731	10,963,904
Total Expenses	7,154,757	7,698,212	9,076,349	9,870,004	10,102,627
Net Income (Before Cash Flow Adjustments)	443,183	1,002,636	720,843	1,076,727	861,277
Actual Student Enrollment	528	616	704	792	792
Total Paid Student Enrollment	528	616	704	792	792

Assums full capacity student enrollment at: 528, 616,704,792 and 792 over 5 years

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue					
Buffalo Public School System	12,255				
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
Special Education Revenue	6,470,640	7,549,080	8,627,520	9,705,960	9,705,960
Grants	135,000	158,000	170,000	190,000	190,000
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	6,605,640	7,707,080	8,797,520	9,895,960	9,895,960
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	-	-	-	-
Title I	290,000	335,000	350,000	375,000	375,000
Title Funding - Other	28,000	32,000	35,000	40,000	40,000
School Food Service (Free Lunch)	479,300	488,886	498,664	508,637	518,810
Grants					
Charter School Program (CSP) Planning & Implementation	75,000	25,000	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	872,300	880,886	883,664	923,637	933,810
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	25,000	10,000	-	-	-
Erate Reimbursement	50,000	50,000	50,000	50,000	50,000
Interest Income, Earnings on Investments,	-	1,000	2,000	4,000	8,000
NYC-DYCD (Department of Youth and Community Developmnt.)	10,000	10,000	15,000	18,000	20,000
Food Service (Income from meals)	5,000	6,000	8,000	9,000	10,000
Text Book	30,000	35,882	41,008	46,134	46,134
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	120,000	112,882	116,008	127,134	134,134
TOTAL REVENUE	7,597,940	8,700,848	9,797,192	10,946,731	10,963,904

*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5

Per Pupil Revenue Percentage Increase

0.0% 0.0% 0.0% 0.0% 0.0%

best estimate using assumed student demographic data from BPS
best estimate using assumed student demographic data from BPS
Breakfast @ 1.55, Lunch @ 2.93, Snack @ .8 = 5.28 x 90% students x 191 days + 2%

\$100,000 balance of original \$500,000 CSP award to be requested in years 1 and 2

conservative estimate based on initial conversations with grant funders

assuming the BPS rate of \$58.25 remains constant and CFCS is at full capacity

	No. of Positions	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	100,000	103,000	106,090	109,273	112,551
Instructional Management	1.00	90,000	92,700	95,481	98,345	101,296
Deans, Directors & Coordinators	2.00	180,000	185,400	190,062	196,691	202,592
CFO / Director of Finance	1.00	90,000	92,700	95,481	98,345	101,296
Operation / Business Manager	2.00	90,000	92,700	95,481	98,345	101,296
Administrative Staff	2.00	50,000	51,500	53,045	54,636	56,275
TOTAL ADMINISTRATIVE STAFF	9.00	600,000	618,000	635,640	655,635	675,306
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	24	912,000	1,096,200	1,290,400	1,494,000	1,539,000
Teachers - SPED	5.00	190,000	195,700	239,571	284,758	293,300
Substitute Teachers	2.00	56,000	57,680	87,410	90,032	92,732
Teaching Assistants	5.00	120,000	123,600	157,219	161,936	166,794
Specialty Teachers	22.00	836,000	939,360	1,330,369	1,370,280	1,411,388
Aides	-	-	-	-	-	-
Therapists & Counselors	3.00	120,000	123,600	170,000	175,200	180,000
Other	2.00	96,000	98,880	101,846	157,353	162,073
TOTAL INSTRUCTIONAL	63.00	2,330,000	2,635,020	3,376,815	3,733,559	3,845,287
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	1.00	40,000	41,200	42,500	43,800	45,000
Librarian	-	-	-	38,000	41,500	42,750
Custodian	2.00	75,000	77,250	79,500	82,000	84,500
Security	-	-	-	-	-	-
Other	1.00	45,000	46,400	47,800	49,250	50,725
TOTAL NON-INSTRUCTIONAL	4.00	160,000	164,850	207,800	216,550	222,975
SUBTOTAL PERSONNEL SERVICE COSTS	76.00	3,090,000	3,417,870	4,220,255	4,605,744	4,743,568
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	7.65%	236,385	261,467	322,849	352,337	362,882
Fringe / Employee Benefits	22%	679,800	751,931	928,456	1,013,263	1,043,584
Retirement / Pension	18.50%	571,650	632,305	780,747	852,062	877,560
TOTAL PAYROLL TAXES AND BENEFITS		1,487,835	1,645,703	2,032,052	2,217,662	2,284,026
TOTAL PERSONNEL SERVICE COSTS	76.00	4,577,835	5,063,573	6,252,307	6,823,406	7,027,594
CONTRACTED SERVICES						
Accounting / Audit		12,000	13,000	14,000	15,000	15,000
Legal		15,000	18,000	20,000	25,000	30,000
Management Company Fee		N/A	N/A	N/A	N/A	N/A
Nurse Services		2,000	3,000	4,000	5,000	6,000
Food Service / School Lunch		31,500	32,130	32,773	33,428	34,097
Payroll Services		5,700	6,000	7,000	8,000	8,000
Special Ed Services		3,000	4,000	5,000	6,000	8,000
Titlment Services (i.e. Title I)		10,000	11,000	12,000	13,000	14,000
Other Purchased / Professional / Consulting		15,000	17,500	20,000	22,500	23,000
TOTAL CONTRACTED SERVICES		94,200	104,630	114,773	127,928	138,097
SCHOOL OPERATIONS						
Board Expenses		15,000	17,000	20,000	23,000	25,000
Classroom / Teaching Supplies & Materials		323,632	377,454	431,376	485,298	485,298
Special Ed Supplies & Materials		15,000	18,000	21,000	24,000	27,000
Textbooks / Workbooks		132,600	42,000	46,000	50,000	37,000

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

Budgeting an annual 3% salary increase for administrative and staff personnel

Plus one (1) in year four (4)

Plus one (1) in year three for a total of 4

Budgeting an annual 3% salary increase for instructional personnel

Plus four (4) in each of years two, three and four for a total of 36 regular teachers

Plus one (1) in years three and four for a total of 7

Plus one (1) in years three and four for a total of 4

Plus one (1) in year three for a total of 6

Plus two (2) in year two and nine (9) in year three for a total of 33

Plus one (1) in year three for a total of 4.

Plus one (1) in year four for a total of 3.

Budgeting an annual 3% salary increase for non-instructional personnel

Add one (1) in year three for a total of 1.

assuming employer contribution rate for health and dental insurance remain constant

assuming employer contributions for NYSTRS and NYSLRS remain constant

to support annual independent external audit

Assums a compounded increase of 2% per year

Calculated at 5% of Buffalo Public School System payment

Accommodates student enrollment increases each year.

Supplies & Materials other	20,000	5,000	5,000	5,000	5,000	Accommodates student enrollment increases each year. based on estimates from Hertz furniture
Equipment / Furniture	27,000	31,000	35,000	39,375	39,500	
Telephone	18,000	20,880	23,000	25,875	26,000	Accommodates student enrollment increases each year.
Technology	60,000	69,500	79,000	88,875	90,000	
Student Testing & Assessment	4,250	4,900	5,500	6,100	6,250	Accommodates student enrollment increases each year. Will require approximately 10 buses on 10 days @ \$250 each or \$50/pupil, plus 3%
Field Trips	6,000	7,000	8,000	9,000	10,000	
Transportation (student)	26,400	27,192	28,008	28,848	29,713	equipment rental, postage service, etc professional development and The Leader In Me
Student Services - other	26,400	31,000	35,500	40,000	41,200	
Office Expense	58,000	67,300	75,000	84,000	85,000	see section 3C and attachment 8a
Staff Development	20,000	10,000	10,000	10,000	12,000	
Staff Recruitment	3,000	4,000	5,000	6,000	6,500	see section 1C
Student Recruitment / Marketing	21,100	24,500	28,000	31,500	32,000	
School Meals / Lunch	307,800	359,000	410,500	461,500	462,000	Includes the food and supplies purchases - labor and management is separate
Travel (Staff)	1,000	1,500	2,000	3,000	3,500	
Fundraising	5,000	7,000	8,000	9,000	10,000	
Other	6,000	800	10,000	12,000	14,000	
TOTAL SCHOOL OPERATIONS	1,096,082	1,125,026	1,285,884	1,442,371	1,446,961	
FACILITY OPERATION & MAINTENANCE						
Insurance	149,640	152,633	155,685	158,799	161,975	Based on a "best estimate" from Scott Hoffman - 716-912-7500
Janitorial	115,000	118,000	120,000	122,000	125,000	
Building and Land Rent / Lease	900,000	900,000	900,000	900,000	900,000	Lease amount that includes build out of building for education usage (see 3F&3K)
Repairs & Maintenance	20,000	20,000	20,000	30,000	30,000	
Equipment / Furniture	13,000	15,000	17,000	19,250	20,000	based on estimates from Hertz furniture installation and maintenance of security system
Security	55,000	57,000	59,000	60,000	62,000	
Utilities	84,000	87,350	91,700	96,250	101,000	best estimate based on building size and average utility rates
TOTAL FACILITY OPERATION & MAINTENANCE	1,336,640	1,349,983	1,363,385	1,386,299	1,399,975	
DEPRECIATION & AMORTIZATION	25,000	30,000	35,000	40,000	40,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	50,000	50,000	
TOTAL EXPENSES	7,154,757	7,698,212	9,076,349	9,870,004	10,102,627	
NET INCOME	443,183	1,002,636	720,843	1,076,727	861,277	

ENROLLMENT - *School Districts Are Linked To Above Entries*					
Buffalo School District	528	616	704	792	792
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	528	616	704	792	792
REVENUE PER PUPIL	14,390	14,125	13,916	13,822	13,843
EXPENSES PER PUPIL	13,551	12,497	12,893	12,462	12,756

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	25,000	30,000	35,000	40,000	40,000
Other	-	-	-	-	-
Total Operating Activities	25,000	30,000	35,000	40,000	40,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	25,000	30,000	35,000	40,000	40,000
NET INCOME	468,183	1,032,636	755,843	1,116,727	901,277
Beginning Cash Balance	23,890	492,073	1,524,709	2,280,552	3,397,279
ENDING CASH BALANCE	492,073	1,524,709	2,280,552	3,397,279	4,298,556

Not Applicable