



FULL APPLICATION COVER PAGE

Last updated: 05/01/2019

PROPOSED CHARTER SCHOOL NAME: Buffalo Academy of Science Charter School II

1. My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation/management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network? Buffalo Academy of Science Charter School

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	Buffalo Academy of Science Charter School
2.	(No response)
3.	(No response)
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)? (No response)

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Selcuk Acar		
	Public Contact Name		
	Joseph Polat		

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
		Buffalo City SD	

5. Charter schools authorized by the Board of Regents in June or November 2019 should plan to open for instruction in 2020. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2025 of the 5th year of operation.

Start date of initial term (1st day of school) 09/01/2020

End date of initial charter term
06/30/2025

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	5-6	72	72	72	72	72
1st	6-7		72	72	72	72
2nd	7-8			72	72	72
3rd	8-9				72	72
4th	9-10					72
5th	10-11					
6th	11-12					
7th	12-13					
8th	13-14					
9th	14-15		80	80	80	80
10th	15-16			72	72	72
11th	16-17				66	66
12th	17-18					62
Ungraded						
Total		72.0	224.0	368.0	506.0	640.0

7. Mission Statement

A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

The mission statement of BuffSci II is the same as BuffSci which is to fulfill the high demands of Grades K-12 students, their parents, and the community as a whole:

- Provide an excellent academic experience with emphasis on science, technology, engineering, and mathematics (STEM) for students to excel in any field of study
- Provide a rigorous, innovative, challenging, and enhanced curriculum focused on preparing students to attend the college or university of their choice
- Prepare students for college from a community who are not served successfully by public education and cannot afford private education services
- Prepare students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country
- Create a partnership and participation environment among the student-teacher-parent triad to provide youth with the support necessary to reach their highest potential; intellectually, socially, emotionally, and physically

Buffalo Academy of Science Charter School II Application Summary

Buffalo Academy of Science Charter School II (BuffSci II) will be the replication of the Buffalo Academy of Science Charter School (BuffSci) located at Buffalo and serving grades K-12. Buffalo Academy of Science has served successfully since its opening in 2004 to the students that are generally from underserved communities. However, demand for the charter schools and to BuffSci has been on the rise as evident by the waitlist numbers and parent support petitions and letters. BuffSci Board, in response to this need, designed BuffSci II replication application.

BuffSci meets the spirit, law, and purpose of establishing charter schools in New York State: to ensure an equitable, challenging, high quality education for economically disadvantaged students, limited English students, and students with disabilities. BuffSci results show that, for all students and for subgroups of students, BuffSci 1) attains significantly higher levels of academic proficiency in core subjects than Buffalo City School District (BCSD), and similar schools in New York, 2) BuffSci Mean Growth Percentile (MPG) in Mathematics and English Language Arts (ELA) were consistently above State for multiple years, 3) significantly higher graduation rates than the BCSD, many with Regents with Advanced Designation, and 4) ensures that all students are accepted into 4-year colleges of the student's choice. BuffSci proves that any urban youth can radically change their life trajectory.

Mission and Vision

BuffSci II will share the same mission and vision of the BuffSci. The mission of the Buffalo Academy of Science Charter School II (BuffSci II) is to fulfill the high demands of students in grades K to 12, their parents and the community as a whole. BuffSci is committed to fulfilling its mission by:

- 1) Providing an excellent academic educational plan with emphasis on math, science, and technology while providing the opportunity for students to excel in any field of study;
- 2) Providing a rigorous, innovative, challenging and enhanced curriculum focused on preparing students to attend the universities of their choice;
- 3) Preparing students for college from a community who are not served successfully by public education and cannot afford the private education services;
- 4) Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country and;
- 5) Creating a partnership and participation environment among the student-teacher-parent triad that will provide our youth with the support necessary to reach their highest potential – intellectually, socially, emotionally and physically.

Location and Students:

BuffSci II will be located in the city of Buffalo. The school will intent to serve a diverse student body similar to other Buffalo public schools. The BuffSci II will aim to serve comparably more English Language Learners by giving an admission lottery priority.

The target student demographics is as follows:

50 % Black of African American 20 % Hispanic or Latino 20 % White 10 % Other	20 % English Language Learners 23 % Student with Disabilities 80 % Economically Disadvantaged
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Planned Grades and 5-Year Enrollment Plan:

As it can be seen from the table below, once approved BuffSci II will start its first academic year 2020-2021 by accepting students from kindergarten. In 2021-2022 Academic year, BuffSci II will accept students from grade 9, along with students from kindergarten and grade 1. The following years, BuffSci II will add 2 new grades in every subsequent year. The student population is projected to reach 640 in its 5th year of operation.

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	5-6	72	72	72	72	72
1	6-7		72	72	72	72
2	7-8			72	72	72
3	8-9				72	72
4	9-10					72
5	10-11					
6	11-12					
7	12-13					
8	13-14					
9	14-15		80	80	80	80
10	15-16			72	72	72
11	16-17				66	66
12	17-18					62
	Total	72	224	368	506	640

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Buffalo Academy of Science Charter School II
Proposed School Locations (District):	Buffalo
Name of Exiting Ed. Corporation (If applicable):	Buffalo Academy of Science Charter School

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

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

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;²

¹ N.Y. Education Law § 2854(2)(a)

² 20 USC § 7221b(b)(3)(J)

- 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;³ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

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

Signature of Proposed BOT Chair:

S Acar

Date: 4/30/2019

³ 20 USC § 7221b (b)(3)(K)

⁴ 20 USC § 7221b (b)(3)(N)

Buffalo Academy of Science Charter School II
Replication Application
May 2019

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FULL APPLICATION SUMMARY

Proposed Charter School Name	Buffalo Academy of Science Charter School II		
Application History	January 12, 2004 Existing Charter School Application, Approved August 16, 2018 Replication Application, Denied		
Name of Existing Education Corporation	Buffalo Academy of Science Charter School		
Current Board Chair Name	Selcuk Acar, Ph.D.		
Current Board Chair Email Address	[REDACTED]		
Current Board Chair Telephone Number	[REDACTED]		
Public Contact Name	Joseph Polat		
Public Contact Email Address	[REDACTED]		
Public Contact Telephone Number	[REDACTED]		
District of Location	Buffalo City		
Opening Date	September 2020		
Proposed Charter Term	5-year term		
Proposed Management or Partner Organizations	N/A		
Name of Replication Schools	Buffalo Academy of Science Charter School		
Projected Enrollment and Grade Span for Indicated Years	Year	Grades	Enrollment
	1	K	72
	2	K-1 and 9	224
	3	K-2 and 9-10	368
	4	K-3 and 9-11	506
	5	K-4 and 9-12	640
Mission Statement:			
<p>The mission is to fulfill the high demands of Grades K-12 students, their parents, and the community as a whole: a) Provide an excellent academic experience with emphasis on STEM for students to excel in any field of study, b) Provide a rigorous, innovative, challenging, and enhanced curriculum focused on preparing students to attend the college of their choice, c) Prepare students for college from a community who are not served successfully by public education, d) Prepare students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country, and e) Create a partnership and participation environment among the student-teacher-parent triad to provide youth with the support necessary to reach their highest potential—intellectually, socially, emotionally, and physically.</p>			

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

A. MISSION STATEMENT, OBJECTIVES AND GOALS

1) School's mission statement: The mission statement of the proposed school, Buffalo Academy of Science Charter School II (BASCS II), is the same as the mission statement of Buffalo Academy of Science Charter School (BASCS) whose mission is to fulfill the high demands of Grades K-12 students, their parents, and the community as a whole: a) Provide an excellent academic experience with emphasis on STEM for students to excel in any field of study; b) Provide a rigorous, innovative, challenging, and enhanced curriculum focused on preparing students to attend the college of their choice; c) Prepare students for college from a community who are not served successfully by public education; d) Prepare students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country; and e) Create a partnership and participation environment among the student-teacher-parent triad to provide youth with the support necessary to reach their highest potential—intellectually, socially, emotionally, and physically.

BASCS was created to provide K-12 students with a high-quality education and college preparation and has been implementing its mission statement since founded in 2004. BASCS serves diverse students with tremendous needs. Demographics are 64% African American, 18% Asian, 14% Caucasian, 3% Latino, and 1% Native American with 90% living in poverty, 12% ELLs, and 11% students with disabilities:ⁱ

BASCS II will further this mission based on BASCS' previous success:

Academic Proficiency:

BASCS students are significantly more proficient comparatively in all topics:

Percent Proficientⁱⁱ	Gr. 5-8 ELA	5-8 Math	5-8 Science	Regents ELA	Regents Math	Regents Science
BASCS	48%	38%	73%	61%	87%	95%
Avg, <i>Other Charters</i> in BCSD	29%	29%	67%	67%	61%	37%
% Higher/Lower	+66%	+31%	+9%	-9%	+43%	+157%
<i>BCSD Average</i> (no charters)	23%	14%	53%	62%	56%	53%
% Higher/Lower	+109%	+171%	+38%	-2%	+55%	+79%

Although a diverse student population can typically attain disparate test scores, BASCS attains similar assessment results.

Percent Proficientⁱⁱⁱ	Gr. 5-8 ELA	5-8 Math	5-8 Science	Regents ELA	Regents Math	Regents Science
All Students	48%	38%	73%	61%	87%	95%
African American	44%	36%	73%	59%	83%	90%
Asian/Pacific Islander	62%	43%	80%	63%	89%	96%
Latino	71%	63%	n	n	n	n
Caucasian	52%	41%	n	n	n	n
Economically Disadvantaged	49%	39%	73%	62%	85%	83%
Limited English Proficient	25%	18%	63%	30%	80%	78%
Students with Disabilities	24%	17%	20%	20%	83%	100%

NOTES: 1) Insufficient number of students in subgroup to report test scores: Native American, 2) Proficiency is a) Levels 3-4 in Grades 5-8 and HS Science and b) Levels 3-5 in HS ELA and HS Math per New York State Education Department designations, 3) HS proficiency for SWD is Algebra I only in Math and Living Environment only in Science.

High School Graduation: BASCS has high graduation standards (including requiring 24 credits instead of state-required 22) that not only ensure that all students have a NYSED-board approved graduation diploma, but that all students attend 4-year colleges. Comparisons:^{iv}

Graduation Data	BASCS	BCSD	Other Charters in BCSD
Graduation (August 2017 4-Year Cohort)	96%	64%	90%
Local Diploma	4%	6%	13%
Regents with Advanced Designation	26%	12%	9%
Still Enrolled	4%	15%	5%
Dropped Out	0%	18%	4%
Plans: 4-Year College	100%	41%	47%
Plans: 2-Year College	0%	39%	36%
Plans: Other Postsecondary	0%	2%	1%
Plans: Employment	0%	11%	8%
Plans: Military	0%	1%	3%
Plans: Unknown	0%	2%	4%

NOTE: Graduation data was provided for 2017-18 on NYSED School Report Card site in April, 2019. However, postsecondary plans have not yet been posted. The data above is for 2016-17. BASCS graduation rate is usually 100% using August data.

2) How the replication school will materially further Charter Schools Act objectives: As seen above, BASCS is effective in meeting every objective in the NY Charter School Act. BASCS II, in implementing the same instructional model, will substantially further all Act objectives. See Questions II.A and II.C for how BASCS II will materially further these objectives.

3) Mission-specific goals: Grades 9-12: 1) At least 85% of Grades 9-12 students will attain grade-level proficiency in ELA, science, and math (levels 3-4/3-5) according to NYSED/Regents state ELA, science, and math testing; 2) At least 95% of students will graduate on time per NYSED Regents diploma 4-year cohort data; 3) At least 35% of students will earn a Regents diploma with Advanced Designation; 4) At least 95% of students will be accepted to postsecondary colleges and universities; 5) At least 75% of MLL/ELL students enrolled in BASCS II for at least 3 years will attain Commanding level of proficiency according to NYSESLAT testing; and 6) At least 35% of MLL/ELL students will attain a NYSED Seal of Biliteracy upon graduation.

Grades K-4: 1) At least 75% of K-4 students will attain grade-level proficiency in reading and mathematics according to quarterly standards-aligned local benchmark assessments; 2) At least 85% of K-4 students will score proficient or more in science curriculum assessments including in scientific investigations; 3) At least 75% of MLL/ELL K-4 students will increase English proficiency between levels per English running records (e.g., Entering to Emerging, Emerging to Transitioning, etc.); 4) At least 80% of K-4 Students with Disabilities will increase between proficiency levels in reading, math, and science (e.g., from 1 to 2, 2 to 3, and 3 to 4 on NY Common Core standards or modified Common Core assessments appropriate for Students with Disabilities); and 5) The percent of the 3rd and 4th grade students proficient in NY State test in Math and ELA will be higher than the State average.

BASCS is experienced in implementing *ambitious and rigorous instruction* that results in attainment of the above mission-specific goals. Please see descriptions of this instruction that will also be used in BASCS II in Questions II.A and II.C as well as results in Question I.A.1.

B. KEY DESIGN ELEMENTS

1) Key design elements, description, if same/included in replication (✓=same in BASCS II):

Key Design Element	Description	Replication
<i>1. STEM Focus</i>	Questions II.A, II.C	✓
<p>Components: STEM (engineering design/inquiry-based learning), science investigations/scientific inquiry, online platforms, state-of-the-art teacher/student technology, wide selection of technology electives, STEM-infused academic enrichment and after-school projects, industry applications, science fairs, science Olympiads, coding camps, hackathons, etc. <i>See further detail in Question II.C</i></p>		
<i>2. Data-Driven Decision-making/Continuous Improvements</i>	Questions II.A, II.C	✓
<p>Components: Range of standards-aligned assessments, quarterly standards-aligned assessments (benchmark assessments, i-Ready) that inform Response to Intervention and regular classroom groupings and instruction, continuous improvement review of data and instructional modifications, grade-level collaborative planning based on review of assessments <i>See further detail in Question II.C</i></p>		
<i>3. Six-Point Plan to Higher Student Achievement</i>	Questions II.A, II.C	✓
<p>Components: <i>a) Setting up a culture of excellence:</i> academic proficiency for all, college for all, high-quality teaching techniques, role modeling, character education, parent-student-teacher triad, multicultural competence; <i>b) Articulating the curriculum:</i> standards-aligned rigorous academic instruction, standards-aligned assessments that match curriculum, strong STEM integration and use of technology; <i>c) Ensuring best practice:</i> Gradual Release of Responsibility, differentiated learning/Universal Design Learning (grade-level content at reading/English language levels of students: equitable access to knowledge), use of leveled texts based on reading/English language assessments, teaching for transfer, high-quality teaching strategies, high-quality teaching techniques, classroom walkthrough rubrics evidencing effective implementation of pedagogy, positive teacher-student interaction, wide variety of intervention strategies; <i>d) Developing common assessments to obtain data:</i> quarterly standards-aligned (benchmark) assessments that provide data on need for intervention/variety of intervention strategies/placement and for additional support, use of K-2 student portfolios to evidence use and application of knowledge/objectives with rubrics to determine progress, collaborative grade-level assessments based on unit(s) of instruction; <i>e) Optimizing interventions:</i> differentiated classroom groupings, in-class tutoring and instructional modifications, in-class special needs staff, pull-out programs to individualize instruction and/or provide more intensive intervention, 9th period intervention, after-school/Saturday school offerings, summer school; and <i>f) Maintaining focus and responding to progress monitoring data:</i> fluid small-group learning and intervention groupings, data that indicates progress towards student proficiency, continuous improvement <i>See further detail in Question II.C</i></p>		
<i>4. Intervention and Special Programs</i>	Questions II.A, II.C	✓+*
<p>Components: a) Response to intervention; b) Differentiated instruction; c) Individualized instruction, tutoring; d) Double ELA and math classes; e) 9th period intervention program; f) After-school program/Saturday school with homework help, tutoring, and academic enrichment offerings; g) Summer school; h) Title I, ELL, Special Education, 504 (stand-alone, integrated in regular classrooms, and coach teachers); and i) Sentence/question frames focused on academic language, social language, instructional language (Attachment 13) <i>See further detail in Question II.C</i></p>		

5. <i>Triad Partnership: Students-Parents-Teachers</i>	Questions II.A, II.C	✓
Components: Strong and positive parent-student-teacher partnership/participation, communication, and interaction; 24/7 online access to student progress; homework; grades and learning opportunities; home visits; instructional conferencing; and close contact by counselor <i>See further detail in Question II.C</i>		
6. <i>College Counseling and Preparation</i>	Questions II.A, II.C	✓
Components: Strong counseling program working closely with each student to prepare for SAT/ACT tests, identify career interests and internships, meet graduation criteria, discover/apply to colleges of interest to the student with a career interest match, complete financial aid/scholarships applications, and ensure student acceptance in college <i>See further detail in Question II.C</i>		
7. <i>Role Modeling and Character Education</i>	Questions II.A, II.C	✓
Components: 1) Teacher-student positive interaction and respect, consistent teaching techniques that value and honor each student's input, participation, feedback, work, positive communication skills, use of praise focused on enhancing students' academic/personal development; and 2) Character education incorporated in daily school routines: teachers model each character quality, and model/guide students in positive interactions with all <i>See further detail in Question II.C</i>		
8. <i>Foreign Language and Multicultural Competence</i>	Questions II.A, II.C	✓
Components: Foreign language proficiency and use, critical languages taught, diversity, multicultural themes, intercultural competence, multicultural acceptance and appreciation, sentence and question frames build English language proficiency and foreign language awareness/exposure for both MLL/ELL students and English-speaking students (Attachment 13) <i>See further detail in Question II.C</i>		
9. <i>Student Exchange and International Field Trips</i>	Questions II.A, II.C	✓
Components: Multicultural competence skills in cultural and international field trips, foreign exchange/study abroad programs, summer study abroad, understanding of personal/professional role for global understanding and freedoms, research and create advocacy on global issues <i>See further detail in Question II.C</i>		

*BASCS II will further weight its enrollment lottery for ELL students to serve additional ELL students. Further, BASCS II will specifically reach out to and serve Students with Disabilities and anticipates increasing its percentage of SWD students.

These key design elements align strongly and, as evidenced on BASCS assessment and outcomes results (Question I.A.1), well fulfill the school's mission.

C. COMMUNITY AND STUDENTS TO BE SERVED

1. Community to be served:

BASCS II will be located within Buffalo City School District. More specifically BASCS II intends to serve 14211, 14215, and 14206 zip codes and Census tract #30 bounded by Census tracts #24, 28, 29, 36, 37, and 38. BASCS II anticipates serving many youth from these census tracts, from within surrounding zip codes, and in BCSD boundaries.

2. Educational options: Comparisons of educational options are best served by zip code since each school's attendance area encompasses targeted Census tracts.

Educational Options in Buffalo City School District (*public schools*) within targeted community:^v BCSD is designated as a Focus School District with 63% of schools in school improvement:^{vi} accountability designations of schools include focus (15 schools), good standing

(20), priority (18), local educational plan (1), struggling (12), and persistently struggling (2). Zip code 14211 has the most struggling schools in the City of Buffalo of any city zip code.^{vii}

BCSD School	Grades	Type
<i>Zip Code 14211</i>		
• PS 48 @39*	P-1	Public
• PS 59 Dr. Charles R. Drew Science and Annex (<i>Struggling School</i>)	P-2/3-8	Public
• PS 92 New BUILD Community School (<i>Struggling School</i>)	P-8	Public
• PS 97 Harvey Austin School (<i>Struggling School</i>)	K-8	Public
• PS 197 Math Science Technology Prep School @39 (Seneca)** (<i>Focus</i>)	5-8	Public
• PS 309 East Community High School	9-10	Public
• PS 357 Pathways Academy@East*	9-12	Public
<i>Zip Code 14206</i>		
• PS 43 Lovejoy Discovery School (<i>Focus</i>)	P-8	Public
• PS 69 Houghton Academy	P-8	Public
<i>Zip Code 14215</i>		
• PS 18 Dr. Antonia Pantoja Comm. School of Excellence (<i>Priority School</i>)	P-8	Public
• PS 61 Arthur O. Eve School of Distinction (<i>Priority School</i>)	P-4	Public
• PS 80 Highgate Heights (<i>Focus</i>)	P-8	Public
• PS 82 Early Childhood Center (<i>In Good Standing from Priority School</i>)	P-4	Public
• PS 156 Frederick Law Olmsted	5-12	Public
• PS 197 Math Science Technology Preparatory School (Seneca)** (<i>Focus</i>)	9-12	Public

*New schools, no data recently available (e.g., 2017-18 test scores are part of another existing school)

**School has been located in 14215 for Grades 5-12; Middle school (Grades 5-8) is now located in 14211 and high school in 14215. Most recently available data is from one site (14215) and includes Grades 5-12.

NOTE: Struggling/Persistently Struggling schools are from NYSED Accountability Designation 2017-18.^{viii}

Academic comparisons for BCSD as a whole and for BCSD schools in targeted zip codes are located at the end of this question (Question #2 of Section I.C).

Educational Options: Charter Schools in Buffalo City School District (NOTE: BASCS charter enrollment plan, as other charter schools in Buffalo, enrolls students throughout BCSD:^{ix}

Public Charter Schools Currently in Buffalo City School District	Grades	Type
• Buffalo Academy of Science Charter School	K-12	Public Charter
• Buffalo Collegiate Charter School	4-9	Public Charter
• Buffalo United Charter School	K-8	Public Charter
• Charter School of Inquiry	K-6	Public Charter
• Elmwood Village Charter School—Days Park	K-8	Public Charter
• Elmwood Village Charter School—Hertel**	K-2	Public Charter
• Enterprise Charter School (<i>Priority School</i>)	K-8	Public Charter
• Health Sciences Charter School	9-12	Public Charter
• King Center Charter School	K-8	Public Charter
• Persistence Preparatory Academy Charter School	K-1	Public Charter
• REACH Academy Charter School**	K-1	Public Charter
• South Buffalo Charter School	K-8	Public Charter
• Tapestry Charter School	K-12	Public Charter
• West Buffalo Charter School	K-6	Public Charter
• Western NY Maritime Charter School	7-12	Public Charter
• Westminster Community Charter School	K-8	Public Charter

** K-2/K-1 enrollment at this time—no test data available

Academic comparisons located at the end of this question (Question #2 of Section I.C).
 Educational Options: Nonpublic schools located in BCSD: (2017-18)^x

Nonpublic Schools Located in BCSD	Registered**	Grades	Type
• Bishop Timon-Saint Jude High School (Diocese)	Y	Senior	Nonpublic
• Buffalo Academy of Scholars (8 students)*	*	Senior	Nonpublic
• Buffalo Seminary	Y	Senior	Nonpublic
• Canisius High School (Diocese)	Y	Senior	Nonpublic
• Catholic Academy West Buffalo (Diocese)	***	Elementary	Nonpublic
• Darul-Uloom A. Mandania		Junior/Senior	Nonpublic
• Elmwood Franklin School	***	Elementary	Nonpublic
• Mt. Mercy Academy (Diocese)	Y	Senior	Nonpublic
• Nardin Academy High School (Diocese)	Y	Senior	Nonpublic
• Nardin Academy Elementary (Diocese)	***	Elementary	Nonpublic
• NativityMiguel Middle—Buffalo (Diocese)	***	Middle	Nonpublic
• Nichols School	Y	Junior/Senior	Nonpublic
• Notre Dame Academy (Diocese)	***	Elementary	Nonpublic
• Our Lady of Black Rock (Diocese)	***	Elementary	Nonpublic
• Saints Tabernacle of Excellence (20 students)		Junior/Senior	Nonpublic
• St. Joseph University School (Diocese)	***	Elementary	Nonpublic
• St. Mark School (Diocese)	***	Elementary	Nonpublic
• Universal School	***	Elementary	Nonpublic

*May be permanently closed **Registered indicates that NYSED has authorized the school to conduct Regents examinations and confer diplomas; this designation indicates state determination of meeting substantially equivalent requirements ***Nonpublic elementary and middle schools are not eligible for NYSED registration since they do not provide Regents exams

NOTE: Enrollment identified above is from 2017-18 Nonpublic Enrollment: <http://www.p12.nysed.gov/irs/statistics/nonpublic/>

NY state education law does not require nonpublic schools to administer academic tests or to report results. NYSED does not maintain nor report academic results of independent/nonpublic schools. NY Education Law § 3204 (compulsory attendance) requires local public school district superintendents to verify that each nonpublic school located in the boundaries of their school district provides a substantially equivalent education to public schools. However, no information is available to charter schools on progress of nonpublic schools.

Verifiable academic indicator data includes whether the school is registered with NYSED (see chart above). For high schools attaining a registration status, this indicates they are providing a substantially equivalent education. All other nonpublic schools are required to be reviewed by the local superintendent (being conducted in 2018-19). In reviewing nonpublic websites, examples of academic indicators of the nonpublic schools in BCSD include: 1) Diocese of Buffalo Catholic Schools report that 48.3% of Diocese school students are proficient or above in ELA and 40.3% proficient or above in math (2016 NY state Grades 3-8 tests).^{xi} This is similar to BASCS test scores (see comparison charts below), 2) Buffalo Seminary reports a 25.4 mean ACT composite score (2017 testing) exceeding New York state 2017 composite average of 24.2, 3) Some websites indicate the school is accredited including Elmwood Franklin Elementary, Nichols School, and Universal School^{xiii}, 4) Some websites report SAT/ACT scores (undated) and graduation rates (undated), 5) Websites (e.g., niche.com, schooldigger.com) provide academic indicators but links to data are not provided/sources not cited. These sites do not use consistent, verifiable, or dated information.

An academic comparison of BASCS to *nonpublic schools* is not available or included below.

The academic comparisons below show that BASCS scores significantly higher than 1) BCSD as a whole, 2) BCSD schools in target zip codes, and 3) other charter schools in BCSD:

2017-18: Comparisons by subjects by grade band (Grades 3-8 and High School)

Percent Proficient ^{xiii}	5-8 ELA	5-8 Math	4/8 Science	HS ELA	HS Math	HS Science
BASCS	48%	38%	73%	61%	87%	95%
BCSD Average (no charters)	23%	14%	53%	62%	56%	53%
% Higher/Lower	+109%	+171%	+38%	-2%	+55%	+79%
BCSD Schools: Zip Codes 14206/14211/14215	23%	20%	53%	54%	46%	39%
% Higher/Lower	+109%	+90%	+38%	+13%	+89%	+144%
Average of Other BCSD Charters	29%	29%	67%	67%	61%	37%
% Higher/Lower	+66%	+31%	+9%	-9%	+43%	+157%

NOTE: Proficiency is a) Levels 3-4 in Grades 3-8 and HS Science and b) Levels 3-5 in HS ELA/HS Math per NYSED

2017-18: Comparisons by subjects combined

Percent Proficient: Grades 3-8 and Regents Combined ^{xiv}	ELA	Math	Science
BASCS	55%	63%	84%
BCSD Average (no charters)	43%	35%	53%
% Higher/Lower	+28%	+80%	+58%
BCSD Schools: Zip Codes	39%	33%	46%
% Higher/Lower	+41%	+91%	83%
Average of Other BCSD Charters	48%	45%	52%
% Higher/Lower	+15%	+40%	+62%

NOTE: Proficiency is a) Levels 3-4 in Grades 3-8 and HS Science and b) Levels 3-5 in HS ELA and HS Math per New York State Education Department designations

2016-17: Comparisons by graduation rate

NOTE: In addition to subgroups listed below, BASCS also serves Latino, Asian, Multiracial, Students with Disabilities, and Economically Disadvantaged students—these subgroup data are not available or too small to compare to other schools and charters. Comparisons are for all students and BASCS subgroups most recently available (August, 2017 4-Year Cohort):

Graduation Rate ^{xv}	All Students	African American	Caucasian	ELL
BASCS	96%	97%	100%	100%
BCSD (no charters)	64%	64%	75%	28%
% Higher/Lower	+50%	+52%	+33%	+257%
BCSD Schools: Zip Codes*	74%	72%	100%**	33%**
% Higher/Lower	+30%	+35%	0%	+203%
Average of Other BCSD Charters	91%	91%	92%	n
% Higher/Lower	+5%	+7%	+9%	n

*Frederick Law Olmstead and Math Science Technology Preparatory School-Seneca only

**Frederick Law Olmstead only (too small n for MSTPS-S)

2016-17: Comparisons by diploma designations and outcomes

Diploma Designation/Outcome ^{xvi}	Regents with Advanced Designation	Local Diploma	Dropped Out
BASCS	26%	4%	0%
BCSD (no charters)	12%	6%	18%
% Higher/Lower	+117%	-33%	-100%
BCSD Schools: Zip Codes*	19%	3%	16%
% Higher/Lower	+37%	+33%	-100%
Average of Other BCSD Charters	9%	13%	4%
% Higher/Lower	+189%	-69%	-100%

*Frederick Law Olmstead and Math Science Technology Preparatory School-Seneca only

3. Target student population: BASCS current charter enrollment targets include 19% Students with Disabilities, 12% English Language Learners, and 82% Economically Disadvantaged students. In its current sites, BASCS is serving 90% economically disadvantaged, 12% ELL, and 11% SWD, and 86% minority students. Current BASCS charter enrollment priorities are 1) current students, 2) siblings of current students, 3) students who live in BCSD, and 4) other students. In addition, BASCS II will use a weighted lottery to ensure ELL/MLL students are prioritized. BASCS II will target to enroll and retain students with disabilities, economically disadvantaged and ELL/MLL students to meet its enrollment and retention targets.

Enrollment: Subgroups	BCSD	Zip Code Schools	Charters	BASCS
Economically Disadvantaged	81%	88%	86%	90%
English Language Learners	17%	8%	5%	12%
Students with Disabilities	22%	25%	12%	11%
Minority Youth	80%	83%	82%	87%

NOTE: 2017-18 Enrollment data used (NYSED)

4. Community needs: In addition to poor-performing schools and opening/closing schools, the needs of the surrounding community have greater needs than target zip codes and all of Buffalo:

	Census Tracts	Zip Codes	BCSD
Children living in poverty ^{xvii} (ages 5-17)	67.8%	44.3%	47.3%
% Higher/Lower (comparing census tracts)		+53%	+43%
Minority youth ^{xviii} (ages 5-17) (Total less Caucasian)	88.0%	81.2%	72.6%
% Higher/Lower		+8%	+21%
Limited English proficient ^{xix} (ages 5 and above)*	8.3%	7.6%	17.6%
% Higher/Lower		+9%	-53%

NOTE: Census data used instead of school enrollment

English Language Learners (ELL): Except for students with disabilities, ELL students have the lowest graduation rates and academic performance of all subgroups in BCSD. ELL students are the lowest-proficient subgroup of any student group in BCSD (22% average of all ELA, Math, and Science state tests vs. 23% average proficiency for Students with Disabilities and 44% for all students).^{xx} BASCS has shown that ELL students, in particular, fare very well. The city of Buffalo has grown 138% in its ELL population in the last decade,^{xxi} now at 20.8% of the entire BCSD student population (75% of the ELL population are ENL).^{xxii} In addition, 41.2% of all Buffalo residents speak English less than very well.^{xxiii} This is reflected in BASCS' student population (12%), however, the school has made it a priority to enroll more MLL/ELL students.

Adult Educational Attainment: A parent’s educational level is a significant predictor of whether their child will graduate from high school and attend college—students whose parents did not finish high school have a 57% chance of completing high school themselves while 95% of children of college graduates graduate.^{xxiv} In Buffalo, 17% of all adults have not completed high school.^{xxv} This greatly reduces the odds of students graduating themselves. The risk is even higher for minority, low-income, limited-English speaking, and foreign-born youth.^{xxvi}

Educational Attainment: Buffalo Adults 25 Years and Older		
Designation	Less Than High School Education	Risk Disparity
All adults	17%	
African American adults	18%	+6%
Adults living in poverty	29%	+71%
Foreign-born adults	31%	+82%
Non-English speaking adults	32%	+88%
Latino adults	33%	+94%
Asian adults	38%	+124%
Adults of other races	39%	+129%

Further, a quarter fewer adults in Buffalo have a Bachelors degree+ than New York State as a whole (26% vs. 35%).^{xxvii} Those with a Bachelors degree earn \$1.1 million more in median lifetime earnings than those who have not graduated from high school.^{xxviii}

Educational Attainment: Buffalo Adults 25 Years and Older^{xxix}		
Designation	Bachelors Degree or Higher	Risk Disparity
All adults	28%	
Adults living in poverty	10%	-63%
Adults of other races	12%	-56%
Latino adults	14%	-51%
African American adults	14%	-50%
Non-English speaking adults	21%	-24%
Foreign-born adults	30%	+8%

Youth in the surrounding community need what BASCS II is able to do for them: increase in high school graduation rates and to complete college. Rates of STEM degrees are similar across the board (state average is 43%), showing that STEM is a tremendous equalizer for urban youth and provides them with a level playing field.^{xxx}

Location	Less than HS Education	Bach Degree +	STEM
Buffalo City School District	16.8%	25.3%	41.9%
Target Zip Codes	15.8%	14.8%	39.3%
% Higher/Lower (<i>than BCSD</i>)	-6%	-42%	-6%
Priority Census Tracts	22.2%	10.4%	39.4%
% Higher/Lower (<i>than BCSD</i>)	+32%	-59%	-6%

Crime: At 15% of all crime, zip code 14211 has the highest percent of crime in Buffalo (of 23 zip codes). The average number of crimes in Buffalo is 634, however, zip code 14211 has 2,283—260% more.^{xxxi} Studies have shown that an offender’s education and employment are the most important predictors of crime recidivism: with an 80% difference in recidivism rates between those with less than a high school education and those with a college education, education is critical.^{xxxii} BASCS’ mission, approach and results prevent interest in crime.

5) *Rationale for selecting school community and target population:* See above description (question 4) on the specific needs of the school community and target population. BASCS has experience and expertise in overcoming the odds and risks that community youth face and, instead, teaches them how to take charge of their future and be responsible for their lives.

6) *How school will enhance or expand educational options:* The surrounding community has a great number of poorly performing schools and has experienced opening/closure insecurity of schools, not giving them an educational home and a holistic education that provides youth with hope and positive life trajectories. As seen in its results (Question 2 above), BASCS has greater impact than any BCSD schools in target zip codes.

7) *Provide an assessment of the depth and commitment of community support:* Table 2 shows the overwhelming support and interest by surrounding neighbors and community assets. Section III.I highlights community commitments and strategies. Attachment 2c provides examples of commitment by community organizations. Currently, there are no oppositions, however, Section III.I also identifies communication-building and sustaining strategies to keep the community engaged in BASCS II. The latest community survey conducted as part of replication application revealed that over 90% of the participating parents or grandparents are interested in enrolling their child at a charter school and over 92% of the parents or grandparents are specifically interested in enrolling their child at the Buffalo Academy of Science. The BASCS II application received more than 1100 petition signatures and over 40 support letters from community leaders, organizations, STEM businesses and higher education.

Miscellaneous: Please note that the target community does not have any persistently low-achieving (persistently struggling) schools as identified by NYSED. Further, this proposal is not for a restart or turnaround school. Therefore, a letter of support from BCSD has not been sought.

D. APPLICANT GROUP HISTORY AND CAPACITY

1) *Identify and provide a brief description of each member of the applicant group:*

Board of Trustees: 1) *Selcuk Acar, Ph.D. (Board President).* Dr. Acar is an Assistant Professor at the International Center for Studies in Creativity at SUNY Buffalo State where he teaches graduate and undergraduate courses on creativity, creativity assessment, applied creativity research, leadership, and creative leadership. Dr. Acar specializes in, and has published on, creativity/creative thinking and divergent thinking in education including for underserved students as well as for gifted and talented students. Education: Ph.D. in Educational Psychology from The University of Georgia (2013), M.A. in Gifted Education from Istanbul University (2007), and B.A. in Educational Sciences from Boğaziçi University (2004).

2) *Mustafa Gökçek, Ph.D. (Board of Trustee Secretary).* Dr. Gökçek is the Director of M.A. Interdisciplinary Studies and Associate Professor of History at Niagara University in Buffalo where he teaches undergraduate and graduate courses on topics related to the Middle East, Central Asia, and the Soviet Union. Dr. Gökçek is active at community, regional, national, and international levels on religious, cultural, and political understanding and cultural competence. Education: Ph.D. in History from the University of Wisconsin-Madison, M.A. in International Relations from Bilkent University, and B.A. in International Relations from Bilkent University.

3) *Moyla Halimy (Board of Trustee Interim Treasurer).* BASCS is proud to have its first student alumnus approved to join its Board of Trustees. Ms. Halimy graduated from BASCS in 2012. Moyla exemplifies the attributes, career choice options, college preparation, and global/community leadership that BASCS instills in its students. Ms. Halimy currently works with the Buffalo Niagara Partnership supporting American and Canadian economic councils and managing diversity and inclusion programs to create more inclusive work

environments/collaborative partnerships. Education: Bachelors of Arts in Environmental Studies (minor in international relations) from Canisius College (2016).

4) *David Banks, Ph.D. (Board of Trustee Member)*. Dr. Banks is a Professor of Anthropology at SUNY at Buffalo where he teaches undergraduate and graduate courses, and is involved in research and publishes, on anthropology, African-American studies, human cultures and societies, advanced ethnology, peoples of Asia/Southeast Asia. Education: Ph.D. in Anthropology from University of Chicago (1969), Masters in Anthropology from University of Chicago (1967), and Bachelors in Sociology and Anthropology from Brooklyn College (1965).

5) *Murat Demirbas, Ph.D. (Board of Trustee Member)*. Dr. Demirbas is a full professor in Computer Science and Engineering and Director of Graduate Studies at SUNY at Buffalo where he teaches computer sciences and engineering undergraduate and graduate courses. Education: Post-Doctorate in Theory of Distributed Systems Group, CSAIL, from Massachusetts Institute of Technology (2005), Doctor of Philosophy in Computer Science and Engineering from The Ohio State University (2004), Masters of Science in Computer Science and Engineering from The Ohio State University (2000), Bachelors of Science in Computer Science and Engineering from Middle East Technical University (1997).

6) *Bernard B. Freedman, J.D. (Board of Trustee Member)*. Mr. Freedman is a Buffalo attorney whose nearly 50 years of professional experience focuses primarily on education law and finances. He counsels clients on a wide range of issues including board of education requirements, financial matters and budget planning, tax certiorari defense, contract preparation and administration, and a wide range of general school business operations. Education: B.A. from SUNY at Buffalo, J.D. from the SUNY at Buffalo Law School.

7) *Betty Jean Grant (Board of Trustee Member)*. Mrs. Grant, as a retired Erie County legislator focused strongly on education and policy issues, is a community leader in Buffalo. She is highly regarded as seen by recent community awards: Western New York Peace Center's Lifetime Achievement Award in 2018 and Woman of Courage, Compassion, and Commitment Award in 2018. While serving on the Erie County Legislature from 2007-2017, constituents from both sides of the aisle elected her Chair of the Legislature (2012-2017). Mrs. Grant was elected to the Buffalo City Common Council in 1999, serving two terms. In 2004, she was elected to the Buffalo City Board of Education. Betty Jean taught Head Start (ages 4-5) at Bethel Head Start (now Community Action Organization of WNY Head Start) and substitute taught at BUILD Academy, Campus East (now Dr. Lydia T. Wright School of Excellence), and P.S. 90 from 1995-98. Education: M.S. in Exceptional Education (Special Education) from Buffalo State College (1997), B.S. in Elementary Education from Medaille College (1993).

School Employees: 1) *Joseph Polat (Executive Director/School Leader)*. Mr. Polat has been an executive leader at BASCS since 2011, leading the school into higher levels of academic proficiency by implementing key characteristics of high-quality instruction, assessment, curriculum, and teacher development. He has been the school's Executive Director since 2015. He taught mathematics and STEM for 18 years along with being Dean of Academics at BASCS. Education: Ph.D. in Curriculum, Instruction, and the Science of Learning-Mathematics Education from the University of Buffalo (in progress, anticipated graduation: May 2019), Certificate of Advanced Education Leadership from Harvard Graduate School of Education (2017), M.A. in Applied Science from the New Jersey Institute of Technology (2005), and B.A./B.S. in Mathematics Teacher Education from Boğaziçi University (1997).

2) *Jay R. Ornek (Chief Financial Officer)*. Mr. Ornek has ten years' experience as a school system Chief Financial Officer. Along with oversight of all financial operations, he has been

Board of Director's administrative lead for financial affairs, successfully led capital and renovation projects, and ensured clean, accurate annual audits. Education: M.B.A. from Dowling College (2009), M.A. in Economics from SUNY University at Buffalo (in progress), and B.A. in Sociology from Middle East Technical University (2001).

3) *Staci Cameron (Director of Human Resources)*. Ms. Cameron has been an administrative leader at BASCS for 7 years, currently its Director of Human Resources. Her 6 years of experience as Executive Director/Program Manager of a community-based human services organization has allowed her to facilitate school-system change by ensuring high-quality recruitment, hiring, retention, professional growth of staff. Staci was a BCSD teacher of speech and hearing handicapped students. Education: B.S in Education from SUNY at Fredonia (1997).

4) *Ashley Piazza (Director of Curriculum and Instruction)*. Ms. Piazza is a highly regarded and skilled educational leader, has been trained in and leading school-wide implementation of BASCS effective strategies and key design elements: Understanding by Design, differentiated instruction, Response to Intervention, Teach Like a Champion, assessment-driven decision making, and consistent curriculum/instruction alignment with New York Common Core Standards, NYSED Content Learning Standards, New York Bilingual/LOTE standards, and assessment practices to ensure student proficiency in academic standards. She has over eight additional years of teaching. Education: School Building/School District Leader Certification from Stony Brook University (in progress: 2019), M.A. in Educational Technology from Buffalo State College (2010), and B.A. in English Education from Buffalo State College (2007).

5) *Jason C. Aydar (Director of Guidance, AP Coordinator, and Math Teacher)*. Mr. Aydar has 15 years' experience in guiding and preparing students for college and for in-demand careers, always inspiring students to dream and reach high, understand their full potential, and partner closely with parents to ensure college acceptance, persistence, success, and career readiness. He has successfully led many years of school teams to enter and win science Olympiads and robotics challenges. Additionally, he has taught math throughout his career. He was the 2017 Counselor the Year, selected by the highly regarded ASVAB Career Exploration Program. Education: Ph.D. in Curriculum, Instruction, and the Science of Learning-Mathematics Education from SUNY University at Buffalo (in progress: 2020), Advanced Certificate in Applied Statistical Analysis, SUNY University at Buffalo (in progress: 2020), Masters of Education in Educational Leadership, North American University in Houston TX (2018), Masters of Education in Social History and Foundation of Education, Ankara University (2003, pending thesis), B.S. in Mathematics Education, Middle East Technical University (2000).

6) *Virginia (Ginger) Ragland (Administrative Assistant and Coordinator of Public Outreach/Community Relations)*. Ms. Ragland has been in her role at BASCS since the beginning of the school. She ensures accurate student data and is instrumental in developing strong community relations and ongoing outreach. Her 30 years of experience in financial institution work ensures a high level of attention to details and assists BASCS to be financially sound. Education: Coursework in sociology from Buffalo State College (1969-1971), high school graduate from Bennett High School in Buffalo (1969).

2) *Process by which applicant group formed, any pre-existing relationships among members, how the school design and application were developed, and how public outreach was conducted.* The applicant group represents BASCS' current Board of Trustees, administrators, and staff. They further represent the individuals who brought significant reforms, key intentional instructional shifts, and curriculum-instruction-assessment alignment with applicable New York state standards to BASCS, resulting in significant academic gains. The STEM focus of the school

has been maintained since its first charter approval in 2004. The school design, therefore, is a combination of the applicant group's efforts and the originating charter. BASCS is an urban school and, as such, takes its mission to provide equitable opportunities in life seriously. Per each Attachment 5a, these people do not have pre-existing relationships or relationships that would cause a conflict of interest. Public outreach is implemented by current staff, however, Board of Trustees participate in planning annual public outreach activities.

3) Identify the primary author(s) of the final application: Primary author(s) of the final application were Joseph Polat (Executive Director), Jay Ornek (Chief Financial Officer), and Murat Kucukdugenci (Director of Special Projects). Input was attained from Ashley Piazza (Director of C&I) and Virginia Ragland (Community Relations Coordinator) as well as from department chairs and special programs teachers. All sections reflect input from and decisions by the proposed Board of Trustees. The application was written by BASCS external grant writer, Alice M. Lindemuth.

E. PUBLIC OUTREACH

1) Who participated in public outreach on behalf of the founding group: Public outreach is overseen by proposed Board of Trustees and implemented by Joseph Polat, BASCS Executive Director, and Virginia Ragland, BASCS Coordinator of Public Outreach/Community Relations. In meeting with key stakeholders and politicians, 4-6 current BASCS students attend with Mr. Polat. BASCS public outreach consists of 1) sharing of plans, results, and goals; 2) providing varied opportunities for input; and 3) sharing of how subsequent recommendations and input have informed instruction and programmatic offerings. This outreach includes public meetings; surveys, mailers, flyers/posters; targeted meetings with parents, surrounding neighborhoods, community leaders, political representatives, and community partner organizations who serve Buffalo youth. Information is maintained on attendees, including contact information so as to report back on concerns, issues, and needs of youth raised during the public meetings. Input is also solicited by surveys (e.g., Google Survey). All recommendations are reviewed/considered by the Board of Trustees, especially in line with BASCS' existing charter.

2) Summary of public outreach activities: BASCS is a high-demand school as was seen in its most recent enrollment lottery: 800 applications submitted for 180 seats. In determining interest in a replication school site, BASCS conducted an online survey of existing parents, prospective parents, and parents in the community at large (June-July 2018). Results of this survey showed that 90% of parents are likely to send their children to a charter school. Additionally, BASCS held a petition in August 2018 to determine interest in the original replication application: over 1,100 parent and community member signatures were received. As BASCS meets with community members, stakeholders, community organizations, community leaders, and the public, it provides a presentation on the design of the school, its instructional approach and key design elements, academic test and graduation results, and accomplishments—this presentation overwhelmingly results in attaining interest in, and demand for, high-quality public charter school options for Buffalo youth. Please see Table 2, Attachment 2b, and Attachment 2c.

3) Describe any notable public input that significantly shaped the school design: The need for increased number of minority teachers was one of major input from public meetings. BASCS II plans to hire minority teacher candidates as teacher aides and support teachers without a certification requirement and train them and help them to be certified and become a classroom teacher. As part of the follow-up meeting with Erie County Legislator April McCants-Baskin, BASCS II will explore and develop a partnership with SUNY Erie Community College to recruit minority teachers and develop training programs for them.

F. ENROLLMENT, RECRUITMENT, AND RETENTION

1) Complete the Projected Enrollment Table:

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	5-6	72	72	72	72	72
1st	6-7		72	72	72	72
2nd	7-8			72	72	72
3rd	8-9				72	72
4th	9-10					72
5th	10-11					
6th	11-12					
7th	12-13					
8th	13-14					
9th	14-15		80	80	80	80
10th	15-16			72	72	72
11th	16-17				66	66
12th	17-18					62
Ungraded						
Totals		72	224	368	506	640

2) Rationale for this enrollment plan: This enrollment plan is being used for BASCS II since it replicates the enrollment plan in BASCS. In addition, BASCS administrators, Board of Trustees, and district staff have considerable experience in implementing programs with the staffing and subjects for these grades and have shown significant student accomplishments and achievement with these grades and teachers. Public outreach and current BASCS waitlist numbers have shown a tremendous interest from parents, neighbors, and students (see Table 2).

3a) Describe the student recruitment plan: The target neighborhood has the most schools designated as priority or focus and, as such, families are experiencing educational impermanence. There are 9,881 youth (ages 5-9 and 15-17) in zip codes 14206, 14211, and 14215.^{xxxiii} BCSD schools in the targeted zip codes account for 4,784 of these students, charter schools in BCSD account for 23.9% (1,145), and private schools in BCSD account for 19.6% (1,938). BASCS makes efforts to reach populations who are unaware of our school and the benefits we have to offer. Outreach efforts consist of visits to area community sites where presentations can be made to students and parents (whenever possible) of diverse socio-economic, religious and cultural backgrounds. Outreach is directed at sharing information about BASCS' academic achievements, student population, extracurricular activities and curriculum. Emphasis is placed on the fact that BASCS has a rigorous curriculum focused on promoting STEM, college preparedness and literacy, smaller class sizes than other area schools and many opportunities for students to engage in supplemental activities (e.g. field trips, after-school clubs, Saturday school, sports, etc.). Special emphasis is placed on the diversity of the school, including services for high needs students - specifically, SWD and ENL populations.

3b) How families will be informed: Strategies for informing families are extensive and include broad public awareness, targeted mailings, flyers, retail day flyers, exhibits/tables, presentations, community partnership targeted outreach, and door-to-door outreach.

1) Media ads for targeted populations and limited English-speaking families (e.g., Spanish radio stations, non-English newspaper); 2) Targeted mailing: mailer to surrounding neighborhood in targeted zip codes; 3) Provide flyers to community partners, youth programs, limited English

speaking advocacy groups, students with disabilities advocacy groups, faith-based organizations, immigrant/refugee support nonprofits, public institutions; and 4) Presentations to specific enrollment priority groups (MLL/ELL and students with disabilities) and early childhood / preschool programs.

4) Evidence of interest in and demand for the proposed school: For the 2017-18 school year, BASCS received nearly 800 applications for 180 available seats. Please see Question I.E.2.

5) Describe the proposed application, admissions, and enrollment process, including a plan for a public lottery: BASCS II will use SchoolMint software for application and enrollment processes. BASCS II will also hire/assign an enrollment officer who will provide help and support families throughout the process. Applications for enrollment in BASCS II will be accepted through a notarized lottery conducted by using SchoolMint software. The applications received by Apr1st will be entered in the lottery. See Attachment 1 for detailed Admission Policy.

6) Identify and explain enrollment preferences: BASCS II enrollment priorities will be 1) current students; 2) siblings of current students; 3) students who live in BCSD; and 4) other students. In addition, BASCS II will use a weighted lottery to ensure ELL students are prioritized. BASCS II also will use dynamic sibling priority which allows siblings of newly accepted students with completed registration to move to the top of waitlists in their grade level.

7) Describe how any vacancies created during the school year will be filled (backfilling): Separate waiting lists are maintained for each grade level in the event that vacancies occur. The random lottery process also serves to place students in preferential order on these waiting lists. Waiting lists will not be carried over from year to year. Whenever a vacancy occurs, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list before proceeding to the next name on the list.

8) Complete the Enrollment and Retention Targets Table:

Enrollment and Retention Targets		
	Enrollment #/%	Retention #/%
Economically Disadvantaged	526 / 81.8%	497 / 94.5%
Students with Disabilities	124 / 19.3%	117 / 94.1%
Multilingual Learners/English Language Learners	120 / 20.0%	11293.3%

9) Describe the school's plans to meet or exceed the enrollment and retention targets: BASCS II will employ two major strategies: 1) Ensure quality services provided to students from targeted populations (MLL/ELL and SWD); and 2) Conduct targeted outreach activities for these populations. Outreach activities will include multilingual school literature prepared and distributed to local community organizations which specifically serve clients belonging to SWD and/or ELL populations. Please also see Question 3 in this section.

G. PROGRAMMATIC AND FISCAL IMPACT

1) Assessment of the projected programmatic impact: See Question I.C.2 (educational options). BASCS II will ensure the target community has a school that can graduate any and all students and put them on a path to eradicate poverty. Of note: 1) BCSD is designated as a Focus School District with 63% of its schools in school improvement; 2) In target zip codes, there are 15 BCSD schools: 2 are new or re-designed schools and 10 are designated as priority, focus, or struggling (no persistently struggling schools); 3) In target zip codes, BASCS students are more proficient in ELA and math than BCSD schools (see Question I.C.2); 4) In target zip codes, 2 charter schools exist: although demographics are similar to BASCS, these schools serve

substantially fewer ELL students (4% and 1% vs. 12% BASCS); one serves fewer students with disabilities (7% vs. 11%), 5). BASCS exceeds the ELA/math scores of these two charter schools:

Charter Schools (C.S.)	% Proficient: Grades 3-8 ELA	BASCS Difference	% Proficient: Grades 3-8 Math	BASCS Difference
BASCS	48%		38%	
King Center C.S.	33%	+45%	34%	+12%
Westminster Comm. C.S.	19%	+153%	16%	+138%

6) These charter schools do not serve high school, making BASCS II the only charter school option for high school graduation in the target zip codes.

BASCS II is committed to creating/maintaining a professional, collegial working relationship with BCSD. BASCS views competition to educate community students as a collaboration and not one that results in a loss of students to BCSD. A strong high-achieving school with significant results in the neighborhood attracts residents to move in, participate as civic-minded neighbors, and invest in its future.

2) *Assessment of the projected fiscal impact:*

Projected Fiscal Impact upon District of Location							
Year	# Enrolled Students	Charter School Basic Tuition Rate ^{xxxiv}	Total Charter School Per Pupil Cost to District (B*C)	Estimated Additional Costs to District ^{xxxv}	Total Projected Funding from District (D+E)	Total District General Fund Budget ^{xxxvi}	Proj, Impact District Budget (F/G)
2020-21	72	\$14,081	\$1,013,832	\$170,560	\$1,184,392	\$1,088,823,548	0.11%
2021-22	224	\$14,461	\$3,239,264	\$480,646	\$3,719,910	\$1,108,024,785	0.34%
2022-23	368	\$14,851	\$5,465,168	\$755,031	\$6,220,199	\$1,127,564,633	0.55%
2023-24	506	\$15,252	\$7,717,512	\$987,949	\$8,705,461	\$1,147,449,063	0.76%
2024-25	640	\$15,653	\$10,018,002	\$1,182,602	\$11,200,604	\$1,231,212,845	0.91%

BASCS II Impact on BCSD Budget: Savings					
	2020-21	2021-22	2022-23	2023-24	2024-25
BASCS II enrollment	72	224	368	506	640
Total cost* to BCSD	\$1,157,713	\$3,634,708	\$6,076,609	\$8,502,682	\$10,944,032
Total cost if these students attend BCSD	\$1,852,892	\$5,817,263	\$9,725,468	\$13,608,340	\$17,515,663
Supp. tuition to BCSD	\$72,000	\$224,000	\$368,000	\$506,000	\$640,000
Annual savings, attend. BASCS II instead	\$767,179	\$2,406,556	\$4,016,859	\$5,611,658	\$7,211,631

*Total cost including charter school basic tuition reimbursement, special education, transportation and food services. (BCSD 2018-19 proposed budget, page 18). The figure projected from \$15,959 per pupil cost in 2018-19; final proposed 2019-2020 BCSD budget unavailable as of the application date.

Additionally, BASCS II's impact on reducing dropout rates will add to Buffalo's overall economy. The 5-year average of BCSD dropout rate is about 20%. Expected lifetime earnings increases for these potential dropouts may bring \$85,684,200 additional revenue to Buffalo.

Fiscal Impact: Potential savings for BCSD for 5-year charter period	
Estimated dropout prevention by BASCS II (5 year term)	60
Annual wages (national average): less than a high school education ^{xxxvii}	\$10,251
Annual wages (national average): Bachelor's degree + ^{xxxviii}	\$58,020
Lost income potential over 30 years / lost revenue to Buffalo per dropout	\$1,433,070
Increased total revenue by graduating 60 BCSD potential dropouts	\$85,684,200

II. EDUCATIONAL PLAN

A. EDUCATION PHILOSOPHY

1) Education philosophy and core beliefs: Take a Stand: We know that it's possible to give every child an opportunity to go to college. BASCS believes that each student should have an equal opportunity to excel. No one should be singled out due to their background, no matter if that background is socially, financially, culturally or intellectually different from others. It is the school's firm belief that learning is enhanced when diversity is incorporated into the system.

BASCS has developed a Six-Point Plan to Higher Student Achievement that reflects the school's values, instructional focus, desired outcomes, and philosophy: 1) setting up a culture of excellence; 2) articulating the curriculum; 3) ensuring best practice; 4) developing common assessments to obtain data; 5) optimizing interventions; and 6) maintaining focus and responding to progress monitoring data. The NY Charter School Performance Framework is used as a foundational and implementation guide. All curriculum, instruction, intervention strategies/programs, and assessments are based on and aligned with NY Common Core, state content-area learning standards, Regents high school graduation requirements, and the NY Charter School Performance Framework. Teachers, school leaders, and specialists plan together on a scheduled basis using: 1) EngageNY curriculum maps, scope and sequence, curriculum modules, units and lessons, end-of-module assessments, and exemplars and 2) NY content-area frameworks (science, social studies, arts, health, LOTE, technology, etc.) for themes, units, lessons, student projects, academic enrichment activities, and intervention strategies.

The school's mission is to ensure that each student is college ready and, as such, provides rigorous curriculum, instruction, overall coursework, academic enrichment, and electives. For example, BASCS requires 24 credits for graduation instead of 22 credits required by the New York Regents. BASCS' program of study for graduation includes a wide range of coursework in ELA, mathematics, science, social studies, technology, arts, health, languages other than English, and physical education. BASCS currently has 7 AP classes: AP Language, AP Literature, AP Calculus, AP U.S. History, AP Government and Economics, AP Statistics, and AP Art.

BASCS education includes ample support for at-risk students in its emphasis on individual attention and extensive tutoring through many appropriate interventions and programs including tutoring, counseling, mentoring, and family outreach.

2) Summary of research, theories, or school performance results that substantiate this philosophy: Research theories and/or school performance substantiates BASCS' philosophy:

a) 1. STEM Focus: The scientific inquiry/engineering process crosses and integrates several disciplines and focuses on the application of inquiry thinking to real-world problems and needs. STEM inquiry, investigation and discovery is based in Teaching for Transfer of Learning. The ability to transfer knowledge and skills and apply them in new contexts, according to the National Research Council, is the key competency behind deeper learning.^{xxxix} Teaching for transfer is the process through which a student becomes capable of taking what was learned in one situation and applying it to new situations. Learners who understand that knowledge can be transferred and used across different contexts and to address unfamiliar problems is one of the defining features of 21st century competencies—skills that employers are seeking.^{xl} *2. Online platforms* further integrate STEM inquiry with technological expertise that promotes student independence and collaborative learning in a personalized fashion—empowering students with skills, information, and classrooms routines based on processes of learning/tools they need to manage

their own learning.^{xli} 3. *Industry applications*: Making learning interesting and relevant (e.g., real-world, career-oriented education) is critical in preventing students from dropping out.^{xlii}

b) *Data-Driven Decision-making and Continuous Improvement*. BASCS integrates continuous improvement and data-driven decision-making into daily instructional practices and school routines in order to close achievement gaps. Examining data on a regularly scheduled basis is a catalyst for systematic and continuous improvement in instruction, student learning, and professional practices.^{xliii} The school’s approach to continuous improvement ensures a steady focus on “*How do we know that students understand, and can use, what’s been taught?*” The systematic use of data in driving decisions, responding to student needs in a timely fashion, and designing effective instructional practices have been extremely effective in providing the flexibility to respond rapidly to students’ unique needs and make objective decisions, resulting in increased academic proficiency/reductions in subgroup disparities at BASCS. (Question I.A.1).

c) *Six-Point Plan to Higher Achievement*. Research and effectiveness of instructional strategies:

- Differentiation of Instruction*. Differentiated instruction maximizes the progress of all students by addressing critical differences among students through the use of flexible groups, varying instructional materials, leveled texts, and different ways of presenting the same content.^{xliv xlv} Research shows a primary outcome of these practices has been the acceleration of literacy development in the lowest-achieving students—while students of all achievement levels benefited from exemplary teaching, it was lowest achievers who benefited most.^{xlvi xlvii} At the heart of differentiated instruction is *equitable access to knowledge*—every student is able to access the concepts taught in a subject, but does so at their own reading/English language levels.
- Gradual Release of Responsibility*. The ability of teachers to *facilitate* the use of cognitive strategies while *differentiating* instruction for the needs of all students and *guiding* students in the learning of content is critical. The Gradual Release of Responsibility instructional model^{xlviii} includes: teacher modeling, shared and interactive practice, guided practice, and independent practice. The goal is to move students successfully from the introduction of a skill to independent application. Gradual release of responsibility moves from teacher dependence to student independence and includes the stages of “I do it → We do it → You do it”. This scaffolds the movement of students doing the majority of cognitive work (“ratio”, *Teach Like a Champion*.)
- Standards-aligned instruction*. All instruction, materials, lesson plans, student activities, assessments, and student work are aligned to NYSED Common Core Learning standards, NYSED Content-Area Learning Standards, and NYSED Charter School Performance Framework. Progress on standards are assessed quarterly and used to improve instruction, modify instruction, provide intervention or tutoring, and group students in small-groups to learn grade-level content at their reading/English language level(s). Lesson plans are generated from standards and all activities support integration of content-area standards. This approach has resulted in BASCS students attaining grade-level proficiency in reading, math, and science at substantially higher levels than BCSD and other charter schools in BCSD. See Question I.C.2.
- High-quality teaching strategies*: BASCS fosters an instructional environment and supports teacher professional behaviors in Charlotte Danielson’s Framework for Teaching, which has significant impact on student learning.^{xlix} (See Attachment 3b) Administrators use Danielson’s Framework for Teaching Evaluation Instrument as part of announced and unannounced classroom observation and evaluation as well as during classroom walkthroughs.
- High-quality teaching techniques*: Teach Like a Champion 2.0 (TLAC) was developed by Doug Lemov from conducting classroom observations of teachers who attained high levels of academic proficiency at persistently low-achieving schools: TLAC is a synthesis of the teaching

and classroom management techniques used by these “outlier” teachers.”^{li} Schools using these techniques report positive results.^{li} In implementing TLAC for more than five years, BASCS has seen, through its own success, how purposeful these classroom management/instructional techniques can be, including a significant drop in both teacher turnover and student expulsion. Additionally, test scores, attendance, and school culture improved significantly.

d) Intervention and Special Programs: See Differentiated Instruction above as well as:

—*Response to Intervention* is a multi-tier approach to the early identification/support of students with learning and behavior needs.^{lii} Strategies include 3 tiers of instruction for all students in the school: 1) Tier I – High quality teaching and behavior support for all students in the school: a) Universal screening for all students to determine status towards academic and social benchmarks and b) Scientifically based instruction for all students; 2) Tier II – Additional interventions for students who need more help on specific skills: a) Secondary prevention interventions, b) Small-group placement and instruction, c) Differentiated instruction, d) Monitoring student progress; 3) Tier III – Interventions designed to address the unique needs of an individual student: a) Tertiary prevention instruction, b) Intensive instruction, c) Progress monitoring.

—*Special programs* at BASCS include Title I, ELL, and Special Education. Focused intervention is also provided in school-designed 9th period tutoring. In-class and after-school tutors are also provided. In addition to providing support to students struggling with/facing social and emotional issues/crisis, BASCS’ social worker consults with teachers, leaders, and parents to provide referrals/linkages to community service providers. The social worker facilitates workshops on decision making, conflict resolution, self-esteem, bullying/abuse, and much more. —*Academic enrichment* is provided in an after-school setting (including Saturday and summer school) and includes a great variety of tutoring, academic support, homework help, clubs, sports, nutrition, physical fitness, positive youth development, and academic enrichment opportunities. Teens who do not participate in after-school programs are nearly three times more likely to skip classes, three times more likely to use marijuana or other drugs, and are more likely to drink alcohol, smoke cigarettes, and engage in sexual activity.^{liii} As urban youth, BASCS students need a safe place to be with positive adults who create a place of belonging/safety to replace risky decisions/behaviors and turn the “most vulnerable hours” into the “most valuable hours”.^{liv}

e) Triad partnership: students, parents, teachers: A partnership and participation environment for the student-parent-teacher triad is created, modeled, expected, maintained, and assessed to provide youth with the support necessary to reach their highest potential—intellectually, socially, emotionally, physically. All interactions are positive and respectful and include teacher(s)↔student(s)↔student(s) as well as teacher(s) and administrator(s)↔parent(s). This positive and supportive teacher, student, and parent partnership^{lv} increases the development of student responsibility for learning. A strong triad partnership is looked for closely during classroom evaluation. The co-production of learning^{lvi} enables a strong home-school partnership.

f) College counseling and preparation: BASCS believes strongly that every student is capable of attending college—the school provides a strong counseling program and works closely with each student to attain this vision. Although 45% of Caucasian students graduate from 4-year postsecondary institutions on time, 53% fewer African American students and 30% fewer Latino students complete.^{lvii} By attaining proficiency and passing SAT/ACT tests, at-risk students do not need college remediation classes. Students who are required to take remediation or developmental courses in college (required prior to college sequence of studies and attaining credits to matriculate) are 74% more likely to drop out than peers in non-remedial classes.^{lviii}

g) *Role Modeling and Character Education*: 1) Positive youth development research^{lix} and dropout prevention research^{lx} shows that having positive adults who know and care about the student increases their persistence to complete high school. BASCS teachers use and model positive student interaction and respect that focuses on student attributes and builds respect and confidence. 2) Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities, and nations.

h) *Foreign language program/multicultural themes*: BASCS prepares youth to participate in the global economy. More than one-fifth of all U.S. jobs are tied to international trade (22.1%)^{lxi} requiring American youth to attain global competence: all students need to be exposed to international perspectives, cultures, languages for the global professional skills needed in the workforce and to support cultural understanding more broadly in society.^{lxii}

i) *Student Exchange and International Field Trips*: A global economy requires U.S. youth to attain global competence: international perspectives, cultures, or languages for the global professional skills needed in the workforce and to support cultural understanding more broadly in society.^{lxiii} BASCS teaches key standards of global competence: a) investigate the world beyond the immediate environment, b) recognize perspectives: others' and their own, c) communicate ideas effectively with diverse audiences, d) take action to improve conditions.^{lxiv}

B. CURRICULUM

1) School's processes—curriculum: Curriculum Processes Overview

Curriculum Processes: Who's Involved	Teachers	Specialists	School Principal	Charter Administrators*	Trustees
Horizontal: in grade level	✓	✓	✓		
Horizontal: cross grade-levels/ bands	✓	✓	✓	✓	
Horizontal: in department	✓	✓	✓		
Horizontal: within school		✓	✓	✓	
Horizontal: cross charter				✓	✓
Vertical alignment		✓	✓	✓	✓
Review/revise curriculum		✓	✓	✓	
Classroom walkthroughs			✓	✓	

*Charter System Administrators include Executive Director, Director of Curriculum/Instruction, Director of Special Programs

Curriculum Processes: Timeline	Bi-weekly	Monthly	Quarterly	Annually	Charter Renewal
Horizontal alignment: grade level	✓	✓	✓		
Horizontal align: cross grades/bands		✓	✓		
Horizontal alignment: department	✓	✓	✓		
Horizontal alignment: school			✓	✓	✓
Horiz align: cross school system			✓	✓	✓
Vertical alignment			✓	✓	✓
Review/revise curriculum			✓	✓	

Responsibility for Implementation of Timeline/Processes: Director of Curriculum and Instruction

Oversight for Teacher Development of UbD Units and Lesson Plans: School Principals with sampling by Director of Curriculum and Instruction and Executive Director

Responsibility for Curriculum Reviews: Teachers, Specialists, School Principals, Director of Curriculum and Instruction

Responsibility for Curriculum Revisions: Director of Curriculum/Instruction, Executive Director

Classroom Walkthroughs: Executive Director, School Principals

Responsibility for Process and Timeline Corrections: Executive Director

Process for selecting and/or developing curriculum: The process for determining, selecting, and/or developing curriculum is based on the Understanding by Design® (UdB) framework/approach^{lxv} using all NY state standards and assessment released items to collaboratively backwards-map units of instruction and lesson plans. In UbD, anticipated results are first identified, acceptable evidence for learning outcomes is then established, and, only then, are specific learning experiences and instruction planned. UbD allows teachers to consistently develop learning tasks that are engaging, consistent with state educational standards, and promote self-directed, life-long learning.^{lxvi} It fosters inquiry, constructivism, and student engagement; teachers understand how to tailor lessons to meet students' diverse learning styles and needs^{lxvii}—the needs of all student populations are included in the planning process and specifically identified in lesson plans and/or in student grouping, including students with disabilities, MLL/ELL, students below grade level, and advanced students. (See attachment 3b)

Horizontal alignment across subjects: In using UbD, assessments match the unit/lesson goal/standard first and then planning for learning activities/instruction occurs. Grade-level teachers and specialists collaborate together to horizontally align curriculum, instruction, and assessment in UbD units and lesson plans. Teachers and instructional specialists design units and lessons together focused on grade-level standards for each subject they are responsible for.

Vertical alignment across grades: Vertical alignment is ensured in UbD. Through cross-grade-level, department, and cross-grade band collaborative planning, vertical alignment occurs resulting in logical, consistent order for teaching content by subject and from one grade level to the next. Assessments, as well as classroom walkthroughs/observations scaled to standards and pedagogy-aligned rubrics, provide a source of grade level, grade band, department, school, and charter system data to verify effectiveness and/or to identify improvement.

Selection and development of curriculum: Curriculum has been chosen for its ability to provide differentiated instruction in New York grade-level standards, allowing teachers to provide a mix of instruction, focused on grade-level topics, so that every learner in every classroom has equitable access to grade-level knowledge and can evidence that they 1) know, 2) are able to do, and 3) use (transfer) skills and strategies within and between curricula and learning tasks. When curriculum resources do not offer differentiated resources, teachers use EngageNY curriculum maps, scope and sequence, curriculum modules, lessons, end-of-module assessments, and exemplars to build out the curriculum from grade-level texts. In addition, teachers use the New York Bilingual Common Core to differentiate between language acquisition levels within grade-level content.

Responsibilities: Teachers are responsible for grade-level and department planning and for using/modifying school-selected curriculum resources. They plan collaboratively with specialists (Special Education, Title I, MLL/ELL, 504, Gifted & Talented, etc.) to ensure unique needs of students and pedagogical shifts are planned for and incorporated. School principals are responsible to review and approve subsequent lesson plans. The Director of Curriculum and Instruction (C&I) is responsible for sampling lesson plans and ensuring curriculum, instruction, and assessment results in all students attaining grade-level proficiency. School principals are responsible for ensuring horizontal and vertical alignment within grade level, within departments, across departments, across grade levels, within grade bands. The Director of C&I is responsible for 1) the cohesiveness of curriculum, instruction, and assessment across the charter system; 2) reviewing curriculum for appropriateness/sufficiently rigorous; 3) curriculum is not biased; and 4) curriculum reflects multicultural relevance. The Executive Director is second-line for sampling lesson plans. The Board of Trustees review Executive Director reports and evidence

that the curriculum is horizontally and vertically aligned. The Executive Director is responsible for quarterly/yearly continuous improvement activities and overall data analysis and develops reviews of the effectiveness of curriculum, instruction, and assessment to ensure they meet the school's definition of rigorous, all students attain their highest level of proficiency, and the instructional program results in 100% of students graduating on time, ready for college. The Board of Trustees review quarterly/yearly continuous improvement and subsequent reviews and further ensure the educational program is sufficiently rigorous to meet its goals and objectives.

Review and revision of curriculum: Should revisions to curriculum be evidenced/warranted, the Director of C&I gathers content-area teams (teachers, specialists, and parents) to 1) review the effectiveness of the curricular resource; 2) review other curriculum resources/supplemental materials that will meet school goals; 3) recommend replacement curricular materials/resources for teacher and parent review/input; and 4) recommend final decisions to the Executive Director and, as needed, Board of Trustees.

Curriculum meets the needs of all students: As described above, UbD planning/approach uses/results in a strong, direct alignment with NY state standards, including New York Bilingual Common Core progressions. UbD includes planning for unique needs of students and intervention/acceleration strategies to ensure all students attain grade-level knowledge and content. Through the use of differentiated instruction, all students, regardless of identified needs, have equitable access to grade-level knowledge. All students receive appropriate instructional modifications, accommodations, and challenges.

2) Organization of school's curriculum and curriculum resources: BASCS has adopted and selected K-4 curriculum for ELA, math, science, and social studies. These have been evaluated by the Academic Team which consists of Executive Director, Director of Guidance, and Director of C&I. Each curriculum has been selected for its alignment with relevant NY state standards and sampled to determine that it matches EngageNY curriculum maps, modules, and scope and sequence. The Academic Team has determined, prior to recommending for Board approval, that each set of curriculum is horizontally/vertically aligned with NY state standards, including New York Bilingual Common Core and progressions. As teachers plan units and lessons, the UdB process is used.

BASCS has adopted/selected Grades 9-12 main textbooks for ELA, some math, and some science. These textbooks are used with EngageNY curriculum maps/standards and modules. Teachers do not follow the order of the textbook, rather follow EngageNY curriculum maps. Other math, science, and social studies use EngageNY curriculum maps and modules as do other high school courses (e.g., arts, health, foreign language, etc.) Main textbooks and the use of EngageNY as the curriculum-driver has been evaluated by the Academic Team and approved by the Board.

The BASCS Academic Team is headed by the Executive Director who leads each committee through the review process. Scoring rubrics are used that allow objectivity in the review and selection of materials. As subject-specific curriculum/materials are reviewed for adoption, the Academic Team ensures that subject-matter teachers are included in the review process, including Department Chairs.

Organization of BASCS curriculum to be used at BASCS II:

Curriculum Materials	Main Textbook (M) / Lead Curriculum (L)	Curriculum Maps (CM), Standards-Alignment (S)	Scope & Sequence	Pacing Guide	Supplemental Materials: In Curriculum (C), School Purchased (S)
<i>Grades K-4</i>					
Fountas & Pinnell (ELA)	L	S	✓	✓	✓ (C)
Eureka Wit and Wisdom (ELA)	L	S	✓	✓	✓ (C/S)
Eureka Great Minds (Math)	L	S	✓	✓	✓ (C/S)
Foss (Science)	L	CM	✓	✓	✓ (S)
Houghton Mifflin (Social Studies)	L	S	✓	✓	✓ (S)
Specials		S	✓	✓	✓ (S)
<i>Grades 9-12</i>					
EngageNY (ELA)		CM	✓	✓	✓ (S)
Eureka Great Minds (Math)	L	S	✓	✓	✓ (C/S)
Larson 10 th Edition (Math)	M	CM	✓	✓	✓ (S)
Holt Biology: Science	M	CM	✓	✓	✓ (S)
EngageNY: Science		CM	✓	✓	✓ (S)
Engage NY: Social Studies		CM	✓	✓	✓ (S)
Foreign Language		S	✓	✓	✓ (S)
Health		S	✓	✓	✓ (S)
Arts		S	✓	✓	✓ (S)
Computers		S	✓	✓	✓ (S)
AP Classes	L	College Board	✓	✓	✓ (S)

NOTES: 1) See next question (Question 2) for identification of curriculum for each grade level and subject, 2) Curriculum Map (EngageNY) means that it is aligned by NYSED to all relevant state standards, 3) Standards-Aligned means BASCS has ensured the published curriculum/resources or school-developed curriculum/resources align to all relevant state standards.

Technology is an integral part of learning, student understanding, and student transfer at BASCS. Curriculum is enhanced by such technology/web-based resources as Problem-attic, Discovery Learning, Khan Academy, NewsELA, i-Ready Diagnostic, and eDoctrina. BASCS uses eDoctrina, a web-based curriculum mapping and assessment program, to store its curriculum maps, instructional modules, daily lesson plans, and student assessments. It is focused on state standards alignment and assists teachers to develop standards-based lesson plans and assessments. Teachers use eDoctrina reporting capabilities to ensure alignment.

Eureka Great Minds curricula is fully aligned to the Common Core standards and places emphasis on student interest as well as the needs of special education and MLL/ELL students. Eureka not only addresses the needs of lower-level students but includes a deep dive section for

advanced students. Suggestions for differentiated instruction and scaffolding for unique levels/needs of students are integrated throughout Eureka lesson plans.

Created and/or revised curriculum: EngageNY provides many suggestions for opportunities to create curriculum or supplemental materials. As teachers need unique modifications, accommodations, or interventions, they determine and incorporate in their lesson plans and instruction.

Classroom walkthroughs are conducted by the Director of C&I to determine fidelity of implementation. This is not part of the teacher observation process, rather is a focused walk-through. Should fidelity of implementation walkthroughs and samples of student work show that the curriculum needs revision or enhancements, the Director of C&I meets with school principals and lead teachers/Department chairs to discuss curriculum revisions or creation.

3) Materials used to deliver the curriculum: Specific curriculum and/or teacher-developed materials/resources used at BASCS include: **Please see Attachment 3b for detailed overview of curriculum.** This includes: 1) Grades K-4: Fountas & Pinnell, Eureka Wit and Wisdom, Eureka Great Minds, Foss, Houghton Mifflin Social Studies, and NY Standards-Aligned Units and Lessons and 2) EngageNY Standards-Aligned Modules, Eureka Great Minds, Larson 10th edition, Holt Biology (2008), The Living Environment: Prentice Hall Brief Review, New Visions for Public Schools, College Board AP Curriculum, Drawing, 2D Design, and 3D Design, Code.org, codehs.com, College Pathways, and SAT Preparation.

Please see the great variety of electives (33 courses) for Grades 9-12 in Attachment 3b.

Who will create, select, evaluate, and modify resources: See Question 2 of this section.

4a) Unique and innovative aspects of the curriculum include: 1) Foss Science Investigations (Delta Education) provide grade-level hands-on science investigation kits guided by science big idea questions and based on national Next Generation Science Standards. It includes science concepts and content as well as scientific inquiry/engineering design as included in the process standards in NY P-12 Science Learning Standards. Each kit includes a) active investigations using scientific inquiry/hands-on discovery activities; b) recording in science notebooks including observations, graphs, and findings; c) reading science resources; and d) assessment to monitor progress and motivate student reflection on learning. 2) Fountas & Pinnell (Heinemann) and Eureka Wit and Wisdom (Great Minds) both provide ELA differentiated instruction and shared/guided reading and shared/guided writing as well as foundational skills. These curricula utilize leveled texts, a critical feature to move students from below grade level to grade level. It includes assessments, exemplars, strong lesson plans, foundational skills, vocabulary development, and writing using informational and literature texts. 3) Eureka Math (Great Minds) is the math curriculum in EngageNY. It is a content-rich, standards-aligned curriculum that offers teachers a variety of ways to differentiate instruction, implement response to intervention, provide extra practice, and assess student learning. 4) EngageNY was created to assist teachers in the implementation of Common Core standards. EngageNY provides comprehensive curriculum, including modules of instruction, lesson plans, and assessments for each subject area in every grade (K-12) and fully aligns with state standards, including NY Bilingual Common Core. Modules include content-rich instruction, differentiated instruction, assessment, models, and Common Core instructional shifts. Each module is rigorous, containing the three aspects of rigor in the major work of each grade: conceptual understanding, procedural skill and fluency, and applications.

4b) How curriculum aligns with school's educational philosophy, mission, key design elements: Curriculum has been selected to enhance/ensure the ability of BASCS to meet its charter

outcomes, strongly align with its educational philosophy, and further its mission and key design elements. By using the identified curriculum with UdB lesson planning and high-quality pedagogical approaches of differentiated instruction, Gradual Release of Responsibility, and response to intervention, BASCS exceeds its charter outcomes (See Question I.A.1 and analyses of Benchmark 1 of the Charter School Performance Framework—question 6 of this section).

Key Design Elements, Mission, Educational Philosophy: Grades K-4					
<i>Key Design Elements</i>	<i>Fountas & Pinnell</i>	<i>Eureka Wit and Wisdom</i>	<i>Eureka Great Minds</i>	<i>Foss</i>	<i>Houghton Mifflin</i>
STEM Focus	Integrates	Integrates	Instruction	Instruction	Integrates
Data-Driven Decision Making and Continuous Improvement	Data	Portfolios	Data	Rubrics	Quizzes, Rubrics
Six-Point Plan	1, 2, 3 ¹	1, 2, 3 ¹	1, 2, 3 ¹	1, 2 ¹	1, 2 ¹
Intervention and Special Programs	✓	✓	✓	Teacher-developed	Teacher-developed
Triad Partnership	1, 2, 3, 4 ²	1, 2, 3, 4 ²	1, 2, 3, 4 ²	1, 2, 3, 4 ²	1, 2, 3, 4 ²
College Counseling/Prep	1, 4 ¹	1, 4 ¹	1, 4 ¹	1, 4 ¹	1, 4 ¹
Role Modeling/Character Ed	1, 2, 3, 4 ³	1, 2, 3, 4 ³	1, 2, 4 ³	1, 2, 4 ³	1, 2, 4 ³
Foreign Language and Multicultural Competence	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 3, 4 ⁴
Student Exchange...	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 3, 4 ⁴
Key Design Elements, Mission, Educational Philosophy: Grades 9-12					
<i>Key Design Elements</i>	<i>EngageNY</i>	<i>Standards-Aligned</i>	<i>Eureka Great Minds</i>	<i>Main Texts/ EngageNY</i>	<i>AP</i>
STEM Focus	Integrates / Instruction	Integrates / Instruction	Instruction	Instruction	Instruction
Data-Driven Decision Making and Continuous Improvement	Data	Data	Data	Data	Quizzes, Rubrics, Portfolios
Six-Point Plan	1, 2, 3 ¹	1, 2, 3 ¹	1, 2, 3 ¹	1, 2 ¹	1, 2 ¹
Intervention and Special Programs	✓	Teacher-developed	✓	✓	Teacher-developed
Triad Partnership	1, 2, 3, 4 ²	1, 2, 3, 4 ²	1, 2, 3, 4 ²	1, 2, 3, 4 ²	2, 3, 4 ²
College Counseling/Prep	1, 4 ¹	1, 4 ¹	1, 4 ¹	1, 4 ¹	1, 4 ¹
Role Mode;/Character Ed	1, 2, 3, 4 ³	1, 2, 3, 4 ³	1, 2, 4 ³	1, 2, 3, 4 ³	1, 2, 3, 4 ³
Foreign Language, etc.	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 3, 4 ⁴
Student Exchange, etc.	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 4 ⁴	1, 2, 3, 4 ⁴	1, 2, 3, 4 ⁴

¹1: Academic Proficiency and Rigor, 2: Differentiated Instruction and Scaffolding, 3: Intervention, 4: Exposure to Occupations

²1: Take-Home/Web-Based Books, Leveled Texts, and Library Books; Read-Together and Write-Together Activities, At-Home Science/Math Investigations, At-Home Activities that Supports Academic Content/Concepts, 2: Regularly Scheduled Parent-Teacher Conferences, 3: Parent Participation and Engagement, 4: SchoolTool platform: 24/7 ability to view assignments, track due dates, see student progress, and communicate with the teacher

³1: Teacher Modeling, Positive Student Interaction, Scaffolded Instruction with Positive Praise and Feedback, 2: Biographies/Autobiographies, 3: Character Analysis, 4: Integrated Character Education

⁴1: Bias-Free Materials, Representative of All Cultures/Multicultural, 2: Opportunities to Integrate Cultural and Multicultural Extensions, 3: How Skills are used in Other Countries/Cultures, 4: Student Discourse and Communication

5) *Research or existing models that support the use of the curriculum:* In addition to the research and BASCS results in Question II.A.2, research or evidence for specific curriculum used:

a) *Foss Science Investigations* (Delta Education): In diverse school districts across the country, science achievement consistently increases, e.g., Los Angeles Unified School District increased science achievement by 79% in a 5-year study of FOSS and simultaneously increased math achievement by 46%.^{lxxviii} In addition, see STEM focus in Question II.A.2.

b) *Fountas & Pinnell* (Heinemann) and *Eureka Wit and Wisdom* (Great Minds): Both are based on a significant research base^{lxxix} and, as seen in BASCS results, provide a strong foundation for reading skills and comprehension strategies. Fountas & Pinnell curriculum and pedagogy has been reviewed by the U.S. Department of Education’s What Works Clearinghouse and is included as an effective program.^{lxxx} Wit and Wisdom has been reviewed by edreports.org and is rated as “fully meeting expectations” for all grades.^{lxxxi}

c) *Eureka Math* (Great Minds): A RAND study of standards-aligned math and ELA instruction across the country found that, between Eureka Math and EngageNY, it is the most widely used math curriculum.^{lxxxii} The most recent review by edreports.org (2014) categorizes Eureka Math as Meets Expectations.^{lxxxiii} School districts are seeing strong math gains, e.g., Whittier City School District in the Los Angeles area was one of only two districts in the state that posted consistent gains in math in every grade after two years of implementation.^{lxxxiv}

d) *EngageNY*: In addition to the math findings described above, see standards-aligned instruction and high-quality teaching strategies in Question II.A.2.

e) Research on *innovative aspects of BASCS curriculum*: See Questions II.A.2 and II.B.1.

6) *How curriculum allows the school to meet Benchmark 1: Student Performance of the Charter School Performance Framework:* Benchmark I results are below. Please also see Questions I.A.1 and I.C.2 that shows that, as a result of proposed curriculum and instructional strategies, BASCS exceeds BCSD and other charter schools in BCSD, including 1) economically disadvantaged, 2) English Language Learner, 3) students with disabilities, and 4) minority subgroups.

Benchmark 1 Academic Indicator: Met or Exceeded	BCSD	Other Charters in BCSD	Reference
ESEA Accountability Designations	✓	✓	See A below
Comparative Proficiency (Similar Schools)	✓	✓ <i>(similar NY public and charter schools)</i>	See B below
Trends to Proficiency (Agg/Subgroup)	✓	✓	See C below
Proficiency (Aggregate and Subgroup)	✓	✓	Question I.C.2
Proficiency (Grade-Level)*	✓	✓	See D below
Regents Testing Outcomes (Agg/Sub)	✓	✓	Question I.C.2
Regents Testing (Cohort Aggregate)	✓	✓	See E below
Regents Testing (Cohort Subgroup)	✓	Except SWD	See E below
Graduation (Agg/Subgroup)	✓	✓	Question I.C.2
Graduation On Track (Agg/Subgroup)	Unavail	Unavailable	See F below
Student Persistence (Agg/Subgroup)	✓	✓	See G below

✓ indicates BASCS meets or exceeds

*Grades 5-8 comparison only since BASCS does not currently serve Grades 3-4, does not include combined scores (e.g., Combined 7), Regents scores are not reported by grade level

A. *ESEA Accountability*: The table below identifies the percent of the total number of groups (aggregate and subgroups) designated as not meeting AYP compared to all groups

identified with sufficient in the most recent accountability section of each school report card.^{lxxv}

ESEA Accountability Designations	BASCS	BCSD	Other Charters in BCSD*
Elementary/Middle ELA	0%	100%	72%
Elementary/Middle Math	0%	100%	69%
Elementary/Middle Science	0%	100%	63%
Secondary ELA	0%	38%	0%
Secondary Math	33%	88%	100%
Graduation	0%	22%	0%
Total Designations (All and subgroups)	5%	76%	62%

B. Comparative Proficiency (similar schools): Major demographic subgroups for BASCS, BCSD, and similar schools are as follows.^{lxxvi}

	BASCS	BCSD	Similar Schools
African American	64%	46%	45%
Economically Disadvantaged	90%	81%	87%
English Language Learners	12%	17%	7%
Students with Disabilities	11%	22%	21%

The academic proficiency comparison analyses show that BASCS' growth well exceeds growth by BCSD as well as by similar schools matched with BASCS.^{lxxvii}

BASCS-BCSD Comparison

Comparative Prof.	BASCS			BCSD			Analysis Comparison
	2016-17	2017-18	Gain	2016-17	2017-18	Gain	
<i>English Language Arts</i>							
Grade 7	23%	39%	16%	20%	18%	-2%	+18%
Grade 8	46%	56%	10%	20%	25%	5%	+5%
Grades 9-12	79%	61%	-18%	72%	62%	-10%	-8%
<i>Mathematics</i>							
Grade 7	24%	34%	10%	15%	19%	4%	+6%
Grade 8	39%	47%	8%	7%	14%	7%	+1%
Grades 9-12	71%	87%	16%	48%	56%	8%	+8%

BASCS-Similar Schools Comparison*

Comparative Prof.	BASCS			Similar Schools			Analysis Comparison
	2016-17	2017-18	Gain	2016-17	2017-18	Gain	
<i>English Language Arts</i>							
Grade 7	23%	39%	16%	34%	33%	-1%	+17%
Grade 8	46%	56%	10%	42%	44%	2%	+8%
Grades 9-12	79%	61%	-18%	77%	71%	-6%	-12%
<i>Mathematics</i>							
Grade 7	24%	34%	10%	23%	27%	4%	+6%
Grade 8	39%	47%	8%	12%	18%	6%	+2%
Grades 9-12	71%	87%	16%	45%	49%	4%	+12%

*From NYSED Similar Schools Matching Worksheet: Similar schools are 1) public schools in Rochester City School District, New York City Department of Education (#4, 5, 6, 7, 8, 9, 13, 15, 17, 19, 23, 25, 28, 30, and 32), and Yonkers City School District, 2) charter schools in Rochester City School District, and 3) a charter school located in New York City (Harlem). This analysis includes 26 matching schools.

C) Trends towards Proficiency: Trends below combine Grades 3-8 ELA and math, Grade 8 science, and Regents Science. (BACSC has not yet served Grade 4 in science so did not include Grade 4 science performance by other schools/districts.) The Charter School Performance Framework only requests trends for levels 1→2-4, 2→3-4, remained at 3, 3→4, and remained at 4. Regents ELA and math contain 5 levels and, as such, is not comparable to the levels/trends required by the Charter School Performance Framework. As seen below, BASCS exceeds trends by BCSD and other charters in BCSD:^{lxxviii} 1) BASCS exceeded trends towards proficiency in the aggregate by 100% for both BCSD and other charters in BCSD, 2) BASCS exceeded trends towards proficiency for all subgroups reported by BASCS by 90% (BCSD) and by 77% (other charters in BCSD)

Trends Towards Proficiency: BASCS	1→2-4	2→3-4	Stayed at 3	3→4	Stayed at 4
All Students	4%	7%	39%	7%	14%
African American	7%	6%	40%	10%	9%
Asian/Pacific Islander	5%	4%	40%	13%	13%
Latino	n	n	n	n	n
Caucasian	16%	2%	16%	9%	19%
Economically Disadvantaged	3%	9%	39%	4%	12%
Limited English Proficient	14%	-2%	26%	3%	2%
Students with Disabilities	5%	19%	17%	5%	0%
Trends Towards Proficiency: BCSD	1→2-4	2→3-4	Stayed at 3	3→4	Stayed at 4
All Students	2%	1%	21%	0%	8%
African American	3%	0%	17%	-1%	3%
Asian/Pacific Islander	4%	2%	23%	-1%	11%
Latino	0%	1%	19%	0%	4%
Caucasian	0%	0%	31%	-1%	16%
Economically Disadvantaged	3%	1%	18%	0%	5%
Limited English Proficient	2%	-1%	8%	0%	1%
Students with Disabilities	4%	0%	8%	-1%	1%
Trends-Proficiency: Other Charters	1→2-4	2→3-4	Stayed at 3	3→4	Stayed at 4
All Students	-1%	2%	25%	2%	8%
African American	-2%	3%	21%	1%	5%
Asian/Pacific Islander	2%	1%	20%	-6%	22%
Latino	6%	-4%	28%	4%	5%
Caucasian	4%	7%	37%	5%	23%
Economically Disadvantaged	0%	2%	23%	2%	6%
Limited English Proficient	12%	3%	12%	4%	1%
Students with Disabilities	2%	-1%	12%	1%	2%

D) Proficiency (Grade-Level): For every grade, BASCS exceeds BCSD/ average of other charters^{lxxix}

Grade-Level Proficiency*	BASCS	BCSD	Other Charters*
<i>English Language Arts</i>			
Grade 5	43%	16%	25%
<i>Percent BASCS Exceeds</i>		169%	72%
Grade 6	54%	25%	37%
<i>Percent BASCS Exceeds</i>		116%	46%
Grade 7	39%	18%	26%
<i>Percent BASCS Exceeds</i>		117%	50%
Grade 8	56%	25%	31%
<i>Percent BASCS Exceeds</i>		124%	81%
<i>Mathematics</i>			
Grade 5	39%	18%	29%
<i>Percent BASCS Exceeds</i>		117%	34%
Grade 6	33%	22%	25%
<i>Percent BASCS Exceeds</i>		50%	32%
Grade 7	34%	19%	25%
<i>Percent BASCS Exceeds</i>		79%	36%
Grade 8	47%	14%	17%
<i>Percent BASCS Exceeds</i>		236%	176%
<i>Science</i>			
Grade 8	73%	24%	46%
<i>Percent BASCS Exceeds</i>		204%	59%

*Grades 5-8 comparison only since BASCS does not currently serve Grades 3-4; does not include combined scores (e.g., Combined 7); Regents scores are not reported by grade level; only includes charters in BCSD that serve grades in Grades 5-12

E) Regents Testing Outcomes (cohort aggregate and subgroups): Except for one subgroup, BASCS meets or exceeds testing outcomes for all students and student subgroups^{lxxx}

2014 Cohort Prof. All Subjects*	BASCS	BCSD	Other Charters
All Students	84%	65%	84%
<i>Percent Exceeded</i>		29%	0%
Students with Disabilities	43%	24%	60%
<i>Percent Exceeded</i>		79%	-28%
English Language Learners	57%	38%	n
<i>Percent Exceeded</i>		50%	
Economically Disadvantaged	83%	63%	83%
<i>Percent Exceeded</i>		32%	0%

*All subjects are Regents subjects of English Language Arts, Mathematics, Science, Global History and Geography, and U.S. History and Geography (2017-18 scores)

F) On-Track to Graduate Rate. BASCS is currently making changes to its student information system, this data is unavailable at this time.

G) *Student Persistence*: The percent of students still enrolled is for August, 2017.^{lxxxix}

Student Persistence	BASCS	BCSD	Other Charters
All students	4%	15%	4%
African American	3%	17%	4%
Asian	n (0% 2016)	17%	n
Latino	n	17%	0%
Caucasian	0%	9%	2%
Economically Disadvantaged	n	18%	4%
English Language Learners	0%	28%	n
Students with Disabilities	n (0% 2016)	26%	5%

7) *Supplemental curriculum*: As described in questions #1-4 in this section, intervention, special populations, and character education are *critical* key aspects of BASCS’ education and mission, goals, and philosophy and drives everything that BASCS does, provides, and expects. All students, regardless of their handicapping condition, English language level, and level of previous exposure, are provided with many opportunities to learn, grapple with, and use grade-level content/concepts: using leveled texts in regular classroom settings, in-class instructional modifications, in-class tutoring, out-of-class special programs, intervention programs, additional intervention support, 9th-period intervention, after-school tutoring, and academic enrichment. As supplemental materials are needed BASCS develops, creates, or purchases according to policies.

C. INSTRUCTION

1) *Specific instructional strategies and practices to deliver curriculum; how instructional methods meet the needs of all students*: BASCS instructional strategies, methodologies, and practices in the table below have been specifically chosen for their effectiveness—and consistent research findings—to meet the unique needs of all students, especially those with special needs and English language learners. Instructional strategies/practices for key design elements:

1. Focus on STEM
<i>Emphasis on STEM Topics, Standards, and Scientific Inquiry</i>
<ul style="list-style-type: none"> • A rigorous instructional program focused on STEM disciplines reduces educational and technological gaps and disparities that exist for the majority of students • Integrates scientific inquiry, scientific discovery, and technological innovation • Exemplifies teaching for transfer and causes students to apply learning in a variety of topics, including real-world local and global problems and needs • Students are empowered to succeed by having technology available, including 24/7 apps and hand-held devices, and daily involvement in STEM hands-on, experiential learning that utilizes technology as part of the scientific process • After-school enrichment programming that extends STEM topics • Science and technology elective courses • Collaboration with University of Buffalo Department of Computer Sciences and Engineering, Buffalo Museum of Science, and the local/regional/global STEM industry • Industry experts (engineers, researchers, scientists, etc.) participate in scientific inquiry and in after-school programs to provide application of STEM knowledge in work-based settings
<i>Online Platforms</i>
<ul style="list-style-type: none"> • SchoolTool Platform: Students, teachers, parents, administrators - view assignments, track due dates, see progress, online practice sessions, student instant feedback and hints • Discovery Education: STEM learning (scientific inquiry and investigations)

- FIRST LEGO League: Guided by two or more adult coaches, teams of students research a real-world problem in such UN Sustainable Development Goals as food safety, recycling, energy, etc., and are challenged to develop a solution using robotics and coding
- Science Fair Central: Science Fair projects and STEM investigations at home
- Khan Academy: Great variety of classroom extensions and tutoring modules
- Problem-Attic: a) Customized curriculum and lesson plans, b) Thorough resource of content-area and leveled types of questions (from literal to inference to abstract thinking), and c) Includes released test items (e.g., NY Regents exams, PARCC, NAEP, SAT/ACT, AP, etc.)
- i-Ready: Adaptive diagnostic and instruction for individualized intervention and instruction

Industry Applications and Dual/Concurrent College Enrollment

- Local colleges provide concurrent college-level courses so that students graduate high school with college credits already with the institution
- Leadership Speaker Series provides inspiration and real stories from community leaders
- Engineers, scientists, researchers, and sociologists participate in after-school enrichment and in content-area student projects

2. Data-Driven Decision Making and Continuous Improvement

Data-Driven Instruction

- Based on results of formative and summative assessments, standards-aligned benchmark assessments, and student portfolios with work samples, grade-level teams collaborate to create/implement lesson plans that address needs and accelerates instruction to proficiency
- School leaders use collection of assessment data for continuous improvement purposes: to monitor, revise, and improve the school's academic program, including curriculum/instruction, professional development, staffing, and intervention services
- From assessment data, tutors are hired and assigned
- Assessment data is analyzed and used to improve instruction on a regularly scheduled basis

3. Six-Point Plan to Higher Student Achievement

Differentiated Instruction, Individualized Instruction, and Tutoring

- In collaborative lesson planning, teachers tailor their instruction to each student's academic, reading, and English language level as well as unique needs of students with disabilities with necessary interventions
- Varied texts/materials provided at individual student's reading and English language level
- Instructional modifications and accommodations are made based on unique student needs
- Benchmark tests are given through the year to assess student learning in an ongoing way
- Instruction is differentiated in the classroom, special programs, tutoring, and after-school
- Differentiated instruction follows Universal Design for Learning; lessons plans follow Understanding by Design® approach and principles
- Additional small-group instruction is provided for students in 9th-period classes. This practice, developed at BASCS, provides structured instructional time for academically at-risk students at the end of the school day.
- ELL learners are supported by full-time ELL instructors. These instructors provide testing accommodations for all grades and push-in or pull-out students as necessary.
- Content-area teachers consult with the ELL teacher(s) to individualize needs and collaborate on optimal instructional strategies to promote general academic success
- ELL instructor incorporates core content information into the language curriculum, sentence and question frames are developed for key school focus (STEM, cultural understanding, etc.)

Response to Intervention

- Includes three-tiers of instruction for all students in the school
- Special programs at BASCS include Title I, English Language Learners, Special Education
- Focused intervention is provided in school-designed 9th period in which tutoring is provided
- In-class and after-school tutors are provided
- Tiered instruction is provided in each classroom with grade-level teams using assessments to determine reading, academic, and English language levels in order to place students in groups

Gradual Release of Responsibility

- Gradual release of responsibility moves from teacher dependence to student independence and includes the stages of I do it → We do it → You do it
- Moves students successfully from the introduction of a skill to independent application
- Teachers scaffold the movement of students doing the majority of cognitive work (“ratio” in *Teach Like a Champion*)
- Includes teacher modeling, shared/interactive practice, guided practice, independent practice

Standards-Aligned Instruction

- All instruction, materials, lesson plans, student activities, assessments, and student work are aligned to NYSED Common Core Learning standards, NYSED Content-Area Learning Standards, and NYSED Charter School Performance Framework
- Use of Understanding by Design® approach, principles, and templates begin with standards—teachers ensure instruction is standards-drive.
- Rigorous curriculum and teaching strategies/behaviors, based on students’ instructional/functional levels with appropriate modifications/accommodations, are used to teach grade-level content, concepts, and topics
- Lesson plans are generated from standards and all activities support integration of content-area standards (e.g., students ask and answer questions with details, write, and converse on science and social studies grade-level concepts, etc.)
- Students apply standards in interdisciplinary scientific inquiry projects
- Quarterly standards-aligned benchmark assessments are given
- Standards are incorporated in classroom observation/evaluation and walkthrough rubrics

High-Quality Teaching Strategies

- Teacher professional behaviors contained in Charlotte Danielson’s Framework for Teaching
- Planning and preparation: 1) knowledge of content and pedagogy, 2) knowledge of students, 3) setting instructional outcomes, 4) knowledge of resources, 5) designing coherent instruction, and 6) designing/using student assessments
- Learning environment: 1) creating an environment of respect and rapport, 2) establishing a culture for learning, 3) managing classroom procedures, 4) managing student behaviors, and 5) organizing physical space
- Instruction: 1) communicating with students, 2) using questioning, research, and discussion techniques, 3) engaging students in learning, 4) using assessment in instruction, and 5) demonstrating flexibility and responsiveness
- Professional responsibilities: 1) reflecting on teaching, 2) maintaining accurate records, 3) communicating with families, 4) participating in a professional community, 5) growing and developing professionally, and 6) showing professionalism
- Observation/evaluation and classroom walkthroughs incorporate/use Danielson rubric providing scaled input in teaching strategies and teacher-student interaction

High-Quality Teaching Techniques

- Teaching and classroom management techniques used by effective teachers who attain high academic proficiency in low-income, urban schools
- Check for understanding: 1) gathering data on student mastery and 2) acting on the data and the culture of error
- Academic ethos: 1) setting high academic expectations, 2) planning for success, 3) lesson structure, and 4) pacing
- Ratio (student cognitive load in learning: 1) building ratio through questioning, 2) building ratio through writing, and 3) building ratio through discussion
- Principles of classroom culture: 1) systems and routines, 2) high behavioral expectations, and 3) building character and trust

4. Intervention and Special Programs

Intervention and Special Programs

- Title I
- MLL/ELL: ENL and Home Language
- Special Education and 504
- Differentiated instruction
- Response to intervention
- Tutoring/intensive intervention
- Period 9 intervention/tutoring
- After-school academic enrichment

Academic Enrichment

- After-school program (including a great variety of tutoring, academic support, homework help, clubs, sports, nutrition, physical fitness, positive youth development, and academic enrichment opportunities)
- Academic enrichment and positive youth development 1) builds new skills and interests, 2) develops self-confidence and personal competencies, and 3) provides cross-disciplinary, real-world learning opportunities that support core subjects
- Scientific inquiry projects
- Application of technology skills
- Community service/community outreach

5. Triad Partnership: Students-Parents-Teachers

Triad Partnership: Students, Parents, Teachers

- A partnership and participation environment for the student-parent-teacher triad is created, modeled, expected, maintained, and assessed to provide youth with the support necessary to reach their highest potential—intellectually, socially, emotionally, and physically
- All interactions are positive and respectful and includes teacher(s)↔student(s)↔student(s) as well as teacher(s) and administrator(s)↔parent(s)
- A strong triad partnership is closely observed for during classroom evaluation, walkthroughs
- SchoolTool school management platform provides parents and students with the 24/7 ability to view assignments, track due dates, see student progress, and communicate with the teacher
- Home visits by staff
- Instructional conferencing occurs on a weekly basis with students followed up by app, email, phone, and/or home visits with parents/guardians

6. College Counseling and Preparation
<i>College Counseling and Preparation</i>
<ul style="list-style-type: none"> • Belief and expected outcome: every student is capable of attending college • Strong counseling program that works closely with each student to prepare for SAT/ACT tests, identify career interests and internships, meet graduation criteria, attain proficiency in each subject, participate in advanced classes/attain Regents with Advanced Designation diplomas, collaboratively discover and apply to universities/colleges of interest to the student with a career interest match, complete financial aid and scholarships applications, and ensure student enrollment in college
7. Role Modeling and Character Education
<i>Role Modeling</i>
<ul style="list-style-type: none"> • Teacher-student positive interaction and respect • Consistent teaching techniques that value and honor each students' input, participation, feedback, and work • Positive communication skills • Use of praise focused on enhancing students' academic and personal development • Professional competence • All staff are role models for students and parents • Leadership speaker series • Community outreach and service/volunteer opportunities
<i>Character Education (integrated in instruction, modeled, and expected throughout the year)</i>
<ul style="list-style-type: none"> • Respect: Showing consideration, care, courtesy for yourself, someone, or something • Responsibility: Doing what is required, needed, or expected of us • Self-Discipline: Having the self-control, motivation, grit to reach goals despite challenges • Compassion: Caring about the suffering of others and working to help • Gratitude: Thankfulness and appreciation • Integrity: Total honesty and sincerity • Perseverance: Sticking with goals until they are achieved • Diligence: Consistently working hard • Optimism: Thinking positively • Self-Reflection: Revisit, review, and revise
8. Foreign Language and Multicultural Competence
<i>Foreign Language Program</i>
<ul style="list-style-type: none"> • Cross-cultural skills and understandings • Intercultural competence • Multicultural acceptance and appreciation • Foreign language proficiency and use • National critical languages taught
9. Student Exchange and International Field Trips
<i>Student Exchange and International Field Trips</i>
<ul style="list-style-type: none"> • Multicultural competence, understanding, and appreciation • Use of foreign language/cultural competence skills in cultural and international field trips • Foreign exchange/study abroad programs, summer study abroad • Understanding of personal/professional role for global understanding and freedoms

2) *Unique or innovative aspects of the school's pedagogical approach and aligns/furtherers:*

Educational Philosophy	School Mission	Key Design Elements
<i>Unique or innovative aspect: STEM focus</i>		
<ul style="list-style-type: none"> • Equal opportunity to excel • Equalizes playing field for urban youth 	<ul style="list-style-type: none"> • Excellent, rigorous education • Prepares for college, life, global citizenship 	<ul style="list-style-type: none"> • STEM focus • College counseling and preparation
<i>Unique or innovative aspect: Technology proficiency</i>		
<ul style="list-style-type: none"> • Career options/career readiness • Opportunity to excel: equal playing field • STEM focus • Rich electives and after-school offerings 	<ul style="list-style-type: none"> • Excel in any field of study • Prepare students to become global citizens • Excellent academic experience, emphasis on STEM • Prepare for college and career 	<ul style="list-style-type: none"> • STEM focus • College counseling and preparation
<i>Unique or innovative aspect: High-quality teaching techniques: Teach Like a Champion</i>		
<ul style="list-style-type: none"> • Equal opportunity to excel: no one singled out • Culture of excellence • Best practices • Optimizing interventions • Assessments to obtain data • Maintain focus • Cultural competence 	<ul style="list-style-type: none"> • Excellent academic education • Rigorous, challenging curriculum • Personal responsibility • College readiness 	<ul style="list-style-type: none"> • Data-driven decision making • Six-point plan to higher student achievement • Intervention and special programs
<i>Unique or innovative aspect: Period 9</i>		
<ul style="list-style-type: none"> • Equal opportunity to excel • Individual attention, extensive tutoring, key interventions • Reaching highest potential • College readiness • Academic proficiency in all NY standards • Standards-aligned, rigorous curriculum and instruction • Respond to progress monitoring 	<ul style="list-style-type: none"> • Excellent academic education • Excel in any field of study • Rigorous curriculum • College readiness • Attainment of skills and understanding to participate and work productively in chosen career and in life • Reach highest potential 	<ul style="list-style-type: none"> • Data-driven decision making • Six-point plan to higher student achievement • Intervention and special programs
<i>Unique or innovative aspect: Combination of school day instruction and after-school programming</i>		
<ul style="list-style-type: none"> • Optimizing intervention • Academic enrichment • Holistic view of each student: intellectual, social, emotional, and physical • Overcoming of at-risk odds 	<ul style="list-style-type: none"> • Reach highest potential through holistic education • Excellent academic education • STEM focus • Enhanced curriculum • Productively participate in diverse, globally oriented world • Responsibility/leadership in promoting freedoms 	<ul style="list-style-type: none"> • Data-driven decision making • Six-point plan to higher student achievement • Intervention and special programs

<i>Unique or innovative aspect: Parent-student-teacher triad</i>		
<ul style="list-style-type: none"> • Accord between academic and home environments • Support necessary to reach student's highest potential • Holistic view of each student • Overcoming of at-risk odds 	<ul style="list-style-type: none"> • Partnership and participation environment • Reaching highest potential through a holistic education 	<ul style="list-style-type: none"> • Triad partnership: students-parents-teachers • College counseling and preparation
<i>Unique or innovative aspect: Character education</i>		
<ul style="list-style-type: none"> • Respect for all cultures • Prepares for college/career • Instills necessary skills and knowledge needed for life 	<ul style="list-style-type: none"> • Personal responsibility • Skills and understanding to participate and work in diverse, globally oriented society • Responsibility and advocacy for freedoms • Holistic education and personal development 	<ul style="list-style-type: none"> • Role modeling and character education • Foreign language and multicultural competence
<i>Unique or innovative aspect: College for all</i>		
<ul style="list-style-type: none"> • Take a stand • Equal opportunity to excel • Six-point plan • Academic proficiency in all NY standards • Standards-aligned and rigorous instruction • Additional graduation credits • AP classes, Regents with Advanced Designation • Highest potential in partnership with parents 	<ul style="list-style-type: none"> • Excel in any field of study • Prepare students to attend college of their choice • Prepare students for college who are not served successfully by public education • Prepare students to become responsible, educated citizens • Participate/work productively • Support necessary to reach highest potential in a holistic manner 	<ul style="list-style-type: none"> • College counseling and preparation • Six-point plan to higher student achievement
<i>Unique or innovative aspect: Foreign language and multicultural competence</i>		
<ul style="list-style-type: none"> • Diversity • Respect others for differences • Cross-cultural bonds • Standards-aligned instruction • College readiness • Academic enrichment 	<ul style="list-style-type: none"> • Excellent academic education • Rigorous curriculum • College readiness • Responsible citizens • Participate and work in diverse, multicultural world • Communicate freedoms • Reach highest potential 	<ul style="list-style-type: none"> • Foreign language and multicultural competence • Student exchange and international field trips

3) *Rigorous and engaging instruction*: BASCS defines rigorous and engaging instruction as: 1) Grade-level standards-aligned content differentiated for individual reading, English language, academic, and disability levels; 2) Standards-aligned assessments, connected to rigorous lesson plans, including performance-based assessments and student portfolios; 3) Continuous use of assessment to improve learning opportunities, student engagement with content, and instruction; 4) Tiered intervention throughout the day; 5) Curriculum that can be modified or accelerated based on student needs and assessment data; 6) Grade-level proficiency; 7) Instruction that strongly incorporates questioning, writing, and discussion, including peer collaboration;

8) Positive teacher-student interactions; 9) Scaffolded/guided instruction that moves students to independence in the application and use of skills/content; 10) Teaching behaviors that elicit highest levels of student engagement and participation; 11) Teaching and practice of consistent classroom routines and behaviors to automaticity; 12) Strong focus on scientific inquiry that promotes hypothesis, rationale, research, trial/test, modeling, adjustments, STEM content, and use of technology in identifying needs and creating solutions to meet those needs; 13) Student use and application of high-quality character qualities throughout instruction and collaboration; 14) Positive parent-student-teacher triad partnership; and 15) College preparation and counseling

4) Research or existing models: See Question II.A.2.

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

1) Processes, methods, strategies, and/or programs for identifying and serving students....:

As is seen in the annual testing schedule (Question II.E.3), students are assessed quarterly in all subjects with summative and performance criterion-based assessments (i-Ready and benchmark assessments). Benchmark assessments have been designed to align with and support proficiency in NYSED Common Core and subject-area Learning Standards so that identifying, addressing, and meeting intervention needs align with instruction with the goal of attainment of grade-level content. This alignment ensures that all efforts are focused and coordinated. Further, real-time instructional modifications/interventions are made before student gaps increase.

When or as students need additional instruction or intervention, BASCS provides: a) in-class intervention grouping at students’ instructional/English language level; b) in-class tutoring; c) pull-out special programs; d) 9th-period intervention classes; e) after-school and Saturday school programs that include tutoring, homework help, intervention, and academic enrichment; f) online classes, available 24/7; g) home visits to support parent participation in students’ learning; h) additional tutors provided as needed; i) strong MLL/ELL program (in-class and pull-out); j) instructional accommodations integrated in regular classrooms to meet specific needs of students with disabilities (e.g., teaching two-digit subtraction instead of three-digit subtraction, etc.); k) multidisciplinary teaming to address unique needs; and l) summer school programs to provide opportunities to make-up or complete coursework, attain credits, receive tutoring and supplemental/remedial support, and credit retrieval.

Please see Attachment 13 for MLL/ELL programs providing ENL programs and integrated English and home language development support in regular classrooms. The use of sentence and question frames help to build home language and scaffolds to English in the context of grade-level academic language, social language, and instructional language.

Gifted and talented students have many options to increase their abilities as is shown by several AP classes, after-school and summer-school programming to participate in a great variety of interesting and challenging classes. The school participates in such challenging opportunities as science Olympiads and robotics challenges. Students have the ability to take early college/dual enrollment classes.

Pre-Identified/At Beginning of School Year
<i>Identification</i>
<ul style="list-style-type: none"> • Coordinate with previous teacher/school or BCSD Special Education, ELL, and/or Title I Coordinator(s) to attain all relevant documentation, I.E.P./504 plans, objectives, and plans • Conduct beginning-of-the-year screening tests/assessments

- Review list of enrolled students and their previous programs (e.g., Special Education, Title I, ELL, Head Start, etc.) and refer students with previous programs to related department to ensure review of documentation/I.E.P., conduct observation of students, etc.
- Title I teachers review previously served Title I students or students identified during initial screening assessments
- Home language surveys/NYSITILL and NYSESLAT given and home language/English language levels determined

Services

- Special programs services include 1) in-class support by Title I, ELL, or Special Education-funded teacher assistants who provide on-the-spot instructional modifications, skill instruction, vocabulary development, or provide graphic organizers/visual cues to scaffold classroom instruction/class work, and 2) pull-out programs focused on pre-teaching grade-level concepts, vocabulary, and background knowledge, teach/re-teach instructional strategies unique to intervention need of student, provide instruction in specific skills, and guide students in the use of comprehension and problem-solving strategies.
- ELL programs teach in, as much as possible, the student's home language and scaffolds to using/modeling English language; ELL students are provided daily opportunities to converse in English on grade-level content, use a variety of sentence and questions frames, and receive intervention on classroom instruction.
- Special Education programs provide instruction in each students' I.E.P. for academic, developmental, behavior, and cognitive needs. While skills may be different than regular classroom instruction, Special Education teachers model/scaffold the use of skills as to how the student would apply in the regular classroom. Computer-based programming that support mastery of skills are integrated. Ancillary services (e.g., occupational therapy, physical therapy, speech therapy) are scheduled by specialists each week and provided per each I.E.P.
- Regular classroom teachers 1) use differentiated, scaffolded instructional strategies based on reading and/or English language level ability and guide to higher levels, 2) ensure wide variety of differentiated books/texts written at a range of reading/ELL levels in grade-level content, vocabulary, and background knowledge, and 3) integrate ELL sentence and questions frames.

Identified During the School Year

Identification

- When regular classroom teachers or assistants observe students struggling with content or skills at a greater degree than typical, the teacher completes a referral form (includes reasons for referral, observations, and interventions attempted in the classroom) and gives to the school counselor who arranges for a specialist, therapist, instructional coach, or Special Education teacher to observe the student in the regular classroom, on the playground, in other classes, and throughout the school. The school psychologist also conducts classroom observations. These findings are taken to the MDT for action: this may include in-class instructional accommodations, intervention instructional materials, and other tools to be used in the regular classroom or placement in Title I. 504 accommodations are considered and provided, as needed. If these do not meet the need of the student, the student is tested by the school psychologist and counseling staff to determine specific need, cause, or concern. This can frequently include placement in Special Education, hiring of one-on-one assistant, hiring of additional in-class assistants, etc. Referrals to family doctors, community mental health providers, and specialists are made and tracked. The MDT teams together with parents to develop a formal action plan, an I.E.P. plan, and reviews these on a regular basis.

- Parents are a critical part of this process—signatures are attained and parents kept informed throughout the process. Any action plan, or subsequent I.E.P. is agreed upon by parents with all signatures maintained on file. The school psychologist ensures the process and required timelines are adhered to including an annual review of I.E.P. progress and goal attainment.
- Anytime a life-changing accident or incident occurs to a student, the MDT process with testing and specialists occur immediately and are expedited. Students have access to Home-Health services and/or high needs classes as provided for through BCSD.

Services

See Services described above.

2) *Rationale for these approaches and explain how they align with the school’s mission and education philosophy.* The Questions identified below provide rationale for these approaches, alignment to BASCS’ mission/education philosophy, and verification in school test scores:

Approach	Research Rationale	Alignment: Mission/Ed Phil.	Evidenced in Test Results
Differentiated instruction	See Questions II.A and II.C	See Question I.B.1 and Question II.A	See Question 1.A.1
Gradual release of responsibility	"	"	"
Frequent assessment	"	"	"
Response to intervention/wide range of intervention/special programs	"	"	"
Special programs	"	"	"
Parent participation	"	"	"

3) *Research or evidence that supports the appropriateness of the school’s approach to service special populations.* See Question 2 in this section, above.

4) *Describe staff members:*

—Title I: 1) *Staff Member:* Title I Teachers, Supervised by: Title I Director, Principal, Director of C&I, 2) *Responsibilities:* a) Students: Remediation, differentiation, skill instruction, pre-teaching, screening / diagnosis / progress monitoring, intervention strategies, guided reading, shared reading, shared writing, integration of math skills in scientific investigations; assign students to 9th period intervention; b) Teachers: Instructional coach and mentor, source for instructional tools and instructional strategies, leveling texts/books for classroom use appropriate to the needs of students, co-/team-teaching of intervention strategies; c) Parents: How to support students at home, reading together, family literacy; d) Teacher assistants/tutors: Provide direction, oversight, and modeling for implementation of instructional strategies, instructional modifications, skills, and computer-based tools; 3) *Qualifications:* a) Bachelor’s degree; b) Master’s degree preferred; c) certificate in P-12 ELA, Mathematics; d) previous experience in Title I, special programs, instructional coach, Reading Recovery or elementary teacher; additional experience in ELL programs desired.

—MLL/ELL: 1) *Staff Member:* MLL/ELL Teachers, Supervised by: ELL Director, Principal, Director of C&I; 2) *Responsibilities:* a) Students: English language acquisition, scaffolding in home language, differentiated classroom/content-area instruction, frequent words, phrases, and sentences, sentence and question frames, content-area vocabulary development, social interaction and academic language development, daily discourse and conversation in English, speaking, reading, writing, and listening skills, automaticity and pronunciation, home language surveys, diagnosis and progress monitoring; b) Teachers: Instructional coach for making every classroom an ELL classroom, source for instructional tools and strategies, leveling texts/books for

classroom use appropriate to the needs of students, co-/team-teaching of ELL and English language conversation strategies, sentence and question frames; c) Parents: How to support language development at home, scaffolding home language to English language, stages of language development, access to translation as needed; d) Teacher assistants/tutors: Provide direction, oversight, and modeling for implementation of instructional strategies, instructional modifications, and computer-based tools; 3) *Qualifications*: a) Bachelor's degree; b) Master's degree preferred; c) certificates: Bilingual Extension, TESOL, LOTE; d) previous experience in ELL programs; e) experience in TESOL/WIDA and NY Bilingual Standards.

—Special Education: 1) *Staff Member*: Special Education Teachers, Supervised by: Special Education Director, Principal, Director of C&I; 2) *Responsibilities*: a) Students: Intensive intervention, individualized instruction, 1:1 remediation and skill development, instructional accommodations, concept reinforcement, cognitive development strategies and reinforcement, alternative instruction to regular classroom instruction, I.E.P. instruction, implementation of I.E.P. plan, objectives, and individualized needs, instructional/behavioral/cognitive instruction for one-on-one assistants; conduct student observations in regular classroom settings, library, art, music, and PE specialists; implement 504 plans; schedule ancillary specialists, b) Teachers: Instructional coach and mentor for intensive student groups, peer groupings, and individualized instruction, demonstration teaching on creating least restrictive environment and mainstreaming instruction and for pre-teaching cognitive skills and reinforcing self-advocacy skills; effective communication skills with parents; Special Education law and ADA compliance, c) Parents: How to support students at home, understanding cognitive, behavior, and developmental needs, coordinating with community resources to support parents and to advocate for their child, accessing mental health for parents and parent buddies, d) Teacher assistants/tutors: Provide direction, oversight, and modeling for implementation of instructional strategies, individualized, instructional modifications, skills, effective use of signs and symbols meaningful to the student, and computer-based tools; 3) *Qualifications*: a) Bachelor's degree, b) Master's degree required, c) certificate in Special Education/Exceptional Education required, d) previous experience in Special Education and in coordinating I.E.P. instruction, e) experience in communicating with varying needs of students and with their parents, f) solid understanding of federal and state Special Education law and compliance

5) *Explain how services for special populations will be coordinated with general education instruction*: Special education coordinator is part of the Academic Team and works closely with Director of C&I, and Director of Guidance. Special education teachers assigned to specific grade levels and participate in grade level meetings as part of the grade level team. General education and special education teachers work in coordination; 1) special education teachers have access to lesson plans of the general education teachers via eDoctrina software, 2) special education and general education teachers work together for lesson plan differentiation and assessment accommodations.

High-quality instruction at BASCS uses differentiated instruction which provides instruction at each student's reading and/or English language level in grade-level content. It is the materials and degree of complexity of text that provide instructional modifications so that every student can succeed in grade-level content while learning at their instructional level. This allows students to learn alongside their grade-level peers, to participate in class activities, projects, STEM investigations, sharing of findings, and social advocacy with their peers, and to be nudged to higher instructional levels. Further, understanding response-to-intervention strategies allow teachers to make instructional modifications on-the-spot, pre-teach

vocabulary and concepts, and scaffold to success. Using quarterly assessments, teachers are able to track academic progress and make instructional adjustments as needed. Please see Attachment 13 in regards to ENL programs and integrated regular classroom programming as well as the use of sentence and question frames for specific, focused purposes. This builds home language and scaffolds to English in the context of grade-level content using leveled, differentiated texts.

6) Describe any ancillary and support services:

—Ancillary Services (*School Psychologist, Occupational Therapist, Physical Therapist, Speech and Language Therapist, ABA Specialist*): BASCS and BCSD Department of Special Education

—Child Find (*community-wide early identification of disabled children*): BCSD Special Ed.

—Transportation (*Special Education/I.E.P./504 plans*): BCSD Department of Special Education

—High-Needs Classes (*for students diagnosed with more severe developmental, cognitive, behavior, and autistic needs than BASCS can provide*): BCSD Department of Special Education

—Home-Health Care (*short- or long-term illness*): BCSD Department of Special Education

—Counseling (*for student or family social, emotional, or mental health needs*): 1) BASCS Social Worker, Guidance Counselor, and Nurse, 2) school space provided for county case managers and community-based mental health providers to meet with students and families, 3) community-based providers as designated by family doctors, Erie County family, child, youth social/human services.

—Restorative justice: 1) BASCS Restorative Justice Counselor and 2) community-based or court-ordered restorative teams

—Family literacy/family outreach: a) ongoing family literacy activities, b) ongoing access to books, Scholastic fairs, 24/7 access to website with books read aloud for children and for families, c) development and additions to family home libraries (*the more books in a child's home, the longer they stay in school regardless of a parent's educational attainment level*), d) family STEM investigations and showcase, e) Poetry SLAM for student and family participation;

7) Describe process to evaluate the effectiveness of the programs:

—*Teachers* use state assessment and Regents exam gap analysis data to modify curriculum from year to year, focusing on how to eliminate deficiencies their students may have demonstrated. Teachers analyze quarterly benchmark assessments and i-Ready assessments to conduct an item-analysis and standards-analysis in developing a Response to Intervention plan focused on addressing weaknesses on the assessment; assignments are made to 9th period (intervention).

—*Individual student results* are used to determine if interventions are necessary, such as extended-day tutoring or 9th period. Student classroom groupings are revised based on results. Individual student results are used as a talking point with families and parents as well, identifying what exactly the student needs in order to be successful.

—*Student cohort results* are used to assess and adjust grade-level-specific interventions and programs, such as hiring additional tutors for specific cohorts as the need arises, scheduling additional 9th periods, and adjusting classroom groupings within a cohort based on need. Student cohort results are used to monitor student growth from year-to-year, to assess program effectiveness, and to make instructional modifications in teacher and grade-level (or Department-level) lesson planning.

—*Executive administrators, principals, and the Board of Trustees* review summaries of quarterly assessments, student semester grades, student credits, and annual Grades 3-8 and Regents test results to determine if the school is on track, making progress, and/or need instructional/program modifications. Revisions and modifications are made and re-assessed to ensure consistency that each student succeeds, are academically proficient, and are prepared to enter college.

E. ASSESSMENT SYSTEM

1) Use of screening, diagnostic, formative, progress/interim, and summative assessments:

Assessments used are the same as those currently being used by BASCS.

K-2 Assessments*	
Screening	<ul style="list-style-type: none"> • K: Brigance <i>Format: standardized</i> • Grade 1: i-Ready <i>Format: Computer-based, publisher designed, nationally validated used for reading and math</i> • NYSITILL
Diagnostic	<ul style="list-style-type: none"> • i-Ready assesses reading levels and reading/math skills • NYSESLAT
Formative	<ul style="list-style-type: none"> • ELA: 1) Fountas & Pinnell / school-designed running records, 2) class exit tickets, 3) unit tests, 4) student project rubrics, 5) student Whiteboard assessments/responses, 6) teacher observation / class discussions, 7) think-pair-share collaborative responses, 8) strategic questioning • Math: School-designed standards-aligned benchmarks assessments • BASCS-modified oral running records for MLL/ELL purposes (<i>Formats: 1) Teacher developed based on NYSED ELA and Math Common Core standards, 2) publisher-developed criterion based</i>)
Progress/Interim	<ul style="list-style-type: none"> • 1) Quarterly ELA and math benchmark assessments (school developed from power standards—NYSED Common Core) data used to determine differentiated groupings in each classroom and for intervention instruction in the afternoon, 2) running records, 3) unit assessments, 4) i-Ready, 5) each student’s portfolio with student work and writing book (Kindergarten) and writing portfolio (Grade 1) • BASCS-modified oral running records for MLL/ELL purposes (<i>Formats: Teacher-developed, standards-aligned, unseen content</i>)
Summative	<ul style="list-style-type: none"> • School-developed benchmark assessments (all subjects) • NYSESLAT (<i>Formats: curriculum-based, publisher-designed</i>)
9-12 Assessments	
Screening	<ul style="list-style-type: none"> • i-Ready • NYSITILL
Diagnostic	<ul style="list-style-type: none"> • i-Ready • NYSESLAT
Formative	<ul style="list-style-type: none"> • 1) quarterly ELA, math, and content-area benchmark assessments, 2) class exit tickets, 3) writing tasks / assignments, 4) quizzes, 5) cold-call questioning, 6) student project rubrics • BASCS-modified oral running records for MLL/ELL purposes
Progress/Interim	<ul style="list-style-type: none"> • Benchmark assessments: School-developed standards-based/aligned assessments for all subjects • BASCS modified oral running records for MLL/ELL purposes
Summative	<ul style="list-style-type: none"> • Practice tests for state tests (rehearsal, preparation, and prediction of proficiency, subsequent instructional modifications) (Format: NYSED released test items and NYSED practice test) • Regents exams • PSAT (format: normed)

	<ul style="list-style-type: none"> • SAT (format: normed) • Naviance Career Tests (computer-based, published) • ASVAB career exploration (published) • NYSESLAT
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*Grade 2 being added in 2019-2020

2) *How assessments are selected or created:* Assessments have been selected for developmental and norming purposes (e.g., *Brigance* is appropriate for Grades P-1 and is nationally normed/verified with children in Grades P-1; *Fountas & Pinnell* running records are based on national criterion for the ages of students included in the assessment kit; *i-Ready* is nationally normed and aligned with Common Core standards for the ages of students tested.) For Grades K-12, the school has developed benchmark assessments in all subjects from NYSED Learning standards for each grade level. Example of benchmark assessments are in Attachment 3b. Overall progress is maintained by the school and used for continuous improvement, progress towards proficiency, data-driven decision making, and annual review of school progress.

3. *Annual assessment calendar:* Assessment calendar for 2018-19:

High School Testing Calendar 2018-2019	K-8 Testing Calendar 2018-2019
August 2018	
<ul style="list-style-type: none"> • Within 10 days of enrollment: NYSTILL, NYSESLAT 	<ul style="list-style-type: none"> • Within 10 days of enrollment: NYSTILL, NYSESLAT
September 2018	
<ul style="list-style-type: none"> • 5-14: i-Ready #1 Window; NYSESLAT-modified 	<ul style="list-style-type: none"> • 5-14: i-Ready #1 Window; NYSESLAT-modified • 12-14: i-Ready #1 1st Grade w/supp push in • 19-21: i-Ready #1 K w/ support push in
October 2018	
<ul style="list-style-type: none"> • 15: Specials Benchmark • 16-17: ELA 9 / 12 Benchmarks, ENL Running Records (E-RR) • 18-19: ELA 10 /11 Benchmarks, E-RR • 22: Specials Benchmark • 23-24: Living Env., Chemistry Benchmarks • 25-26: Algebra I, Algebra II Benchmarks • 29-30: Global I, Geometry, US Hist Bench • 31: Earth Science and Physics Benchmarks 	<ul style="list-style-type: none"> • 16-17: Science 5, 6, Benchmark 1 • 18-19: Science 7, 8 Benchmark 1 • 22-23: ELA 5, 7, 8 Benchmark 1, E-RR • 24-25: ELA 6 Benchmark 1, E-RR • 26: Social Studies 5, 7, 8 Benchmark 1 • 29-30: Math 5, 7, 8 Benchmark 1 • 31-1: Math 6 Benchmark 1
November 2018	
<ul style="list-style-type: none"> • 1-2: Global II, Participation in Government, Forensics & Health Benchmarks • 5-8: Benchmark Make-ups • 13-20: i-Ready #2 Window; NYSESLAT-modified 	<ul style="list-style-type: none"> • 2: Social Studies 6 Benchmark 1 • 5-8: Specials Benchmark 1 • 13-20: i-Ready #2 Window; NYSESLAT-modified • 28-30: i-Ready #2 Grade 1 w/supp push in
December 2018	
	<ul style="list-style-type: none"> • 5-7: i-Ready # 2 K w/support push in
January 2019	
<ul style="list-style-type: none"> • 2: ELA 9 and ELA 12 Benchmark, E-RR • 3-4: ELA 10 and ELA 11 Benchmark, E-RR • 7: Earth Science and Physics Benchmarks 	<ul style="list-style-type: none"> • 2: Science 5, 6 Benchmark 2 • 3-4: Science 7, 8 Benchmark 2 • 7: Social Studies 5, 7, 8 Benchmark 2

<ul style="list-style-type: none"> • 8-9: Living Env., Chemistry Benchmarks • 10-11: Algebra I, Algebra II Benchmarks • 14-15: Global, Geometry, US History Bench • 16-17: Global II, Participation in Government, Forensics & Health Benchmarks • 18: Specials Benchmark • 22-24: Regents Week 	<ul style="list-style-type: none"> • 8-9: ELA 5, 7, 8 Benchmark 2, E-RR • 10-11: ELA 6 Benchmark 2, E-RR • 14: Social Studies 6 Benchmark 2 • 15-16: Math 5, 6, 8 Benchmark 2 • 22-23: Specials Benchmark 2 • 17-18: Math 7 Benchmark 2
February 2019	
<ul style="list-style-type: none"> • 1-8: i-Ready #3 Window; NYSESLAT-modified 	<ul style="list-style-type: none"> • 1-8: i-Ready #3 Window; NYSESLAT-modified • 6-8: i-Ready #3 Grade 1 w/support push in • 5-7: i-Ready # 3 K w/support push in
March 2019	
<ul style="list-style-type: none"> • 18: Specials Benchmark • 19-20: ELA 9 & ELA 12 Benchmark, E-RR • 21-22: ELA 10 & ELA 11 Benchmark, E-RR • 25: Specials Benchmark • 26-27: Living Env., Chemistry Benchmarks • 28-29: Algebra I, Algebra II Benchmarks 	<ul style="list-style-type: none"> • 11-12: ELA 5, 7, 8 Benchmark 3 • 13-14: ELA 6 Benchmark 3, E-RR • 18-19: Social Studies 7, 8 Benchmark 3 • 20-21: Social Studies 5, 6 Benchmark 3 • 25: Specials Benchmark 3 • 26-27: Math 5, 7, 8 Benchmark 3 • 28-29: Math 6 Benchmark 3
April 2019	
<ul style="list-style-type: none"> • 1-2: Global I, Geometry, US History Bench • 3: Earth Science and Physics Benchmarks • 4-5: Global II, Participation in Government, Forensics & Health Benchmarks • 8-9: Benchmark Make-ups • 11-30: NYSESLAT 	<ul style="list-style-type: none"> • 1, 4: Specials Benchmark 3 • 2-3: ELA State Test • 5: Science 5, 6 Benchmark 3 • 8-9: Science 7, 8 Benchmark 3 • 11-30: NYSESLAT
May 2019	
<ul style="list-style-type: none"> • 1-20: NYSESLAT • 20-30: Benchmark 4 Window (or use Regents exam) 	<ul style="list-style-type: none"> • 1-2: Math State Test • 1-20: NYSESLAT • 21-23: i-Ready #4 Grade 1 w/supp push in • 28-30: i-Ready #4 K w/support push in • 20-June 21: Benchmark 4 Window
June 2019	
<ul style="list-style-type: none"> • 3: Global 2 Regents Exam • 5-14: Bench 4 Window (or use Regts Exam) • 18-25: Regents Week 	<ul style="list-style-type: none"> • May 20-June 21: Benchmark 4 Window • 5-14: i-Ready #4 Window

4) Validity and reliability. Most tests/assessments are purchased from reliable publishers with extensive experience in subjects being tested. As such, they have many years of student test data with significant numbers of students. Further, each publisher uses either criterion-based normed items appropriate for each grade or curriculum-based nationally normed items. School-developed assessments use Common Core bank items appropriate for each grade as well as its scoring criteria. Publisher assessments use unseen test items—these items are not used in teaching.

5) School's processes for administering assessments and collecting, storing, and analyzing data: Benchmark assessments are administered in class over a scheduled number of days. Once benchmarks have been administered and scored, teachers conduct an item analysis and a

standards analysis of their assessment(s) with the Director of C&I. A plan is developed focusing on two items: 1) which questions were missed most commonly and 2) on which Common Core standards did students perform the lowest? Teachers then spend one week re-teaching and providing targeted interventions to specific students. Regents assessments and state assessments are stored and maintained by the school's District Data Coordinator. On the morning of a Regents or state assessment, the District Data Coordinator provides the Curriculum Directors the assessments to distribute to testing locations. Curriculum Directors oversee the testing process, create proctoring and scoring schedules, and monitor teachers and students during an assessment. Tests are returned to the Curriculum Directors where they are counted and alphabetized, ensuring all components are being returned. Curriculum Directors then return the assessments to the District Data Coordinator who submits tests and stores them securely (locked).

6) How stakeholders (teachers, administrators, board members, families, and students) use data:

—*Teachers* use state assessment and Regents exam gap analysis data to modify curriculum from year to year, focusing on how to eliminate deficiencies students may have demonstrated.

Additionally, teachers analyze quarterly benchmarks and conduct an item-analysis and standards-analysis to develop a Response to Intervention plan.

—*Curriculum Directors* use assessment data to identify any major changes that need to be made in curriculum, ensuring the curriculum is aligned to state standards, state assessments, and Regents exams. They also determine the most frequently tested standards or topics for each course and develop pacing plans that allot more teaching time based on what is needed.

Curriculum Directors meet quarterly with individual teachers to monitor students' progress throughout the year in an attempt to determine predicted proficiency on state standards, state assessments, and Regents exams.

—*Administrators* use assessment data to monitor teacher effectiveness and program effectiveness. Additionally, administrators are responsible for monitoring a teacher's ability to reach the individual assessment goals established each year.

—*Board of Trustees members* use assessment data to assess the educational success of programs that the school has initiated, along with examining the overall growth and standing of the school.

—*Families* use assessment data to develop a strong understanding of their child's proficiency and ability level, along with seeing educational growth over time. Assessment data is made available 24/7 by SchoolTool (school management software) and is discussed frequently with parents/families.

—*Students* use assessment data to monitor their own growth and progress while developing a deep understanding of their own academic strengths and how to improve. Students use frequent assessments in classes to track their concept knowledge in class.

7) How individual student, student cohort, and school-wide results will be used: BASCS uses a continuous improvement process throughout the school year that focuses on aggregating assessments to analyze and improve instruction: Do students know grade-level content and do they transfer/use it in other grade-level subjects or settings?

—*Individual student results* are used to determine if interventions are necessary, such as extended -day tutoring or 9th period. Student classroom groupings are revised based on results. Individual student results are used as a talking point with families and parents as well, identifying what exactly the student needs in order to be successful.

—*Student cohort results* are used to assess and adjust grade-level-specific interventions and programs, such as hiring additional tutors for specific cohorts as the need arises, scheduling additional 9th periods, and adjusting classroom groupings within a cohort based on need. Student

cohort results are used to monitor student growth from year-to-year, to assess program effectiveness, and to make instructional modifications in teacher and grade-level (or Department-level) lesson planning. Also, as an indicator of teacher professional development, training, and professional learning communities as well as needed modifications to curriculum.

—*School-wide results* are used to assess the success of the school, attainment of charter goals/mission including Benchmark 1 of the Charter School Performance Framework. These results are also examined over time to determine strategies/techniques are effective. If, over time, school-wide results drop, departmentalized programs must be reassessed and modified.

—*All results* are used in continuous improvement to highlight trends within a grade level, subject, grade band, and across the school. These results, along with classroom walkthroughs and classroom observations, are used to determine additional professional development, more focused professional learning communities, and more intentional teaching.

8) Goal-setting practices for students, teachers, and administrators: Goal-setting practices:

—*Students:* consists of frequent/scheduled conferencing with teachers in order to address student strengths and needs as they 1) learn, 2) understand strategies or skills, and 3) know how to use the skill or strategy. Teachers use data, student work, and observation to inform conferencing and to collaboratively develop individual goals in order to attain proficiency.

—*Teachers:* conferencing/meeting with administrators three times a year in order to establish criteria, monitor progress, and evaluate effectiveness for the following goals: 1) State and local assessment goals; 2) Improving teaching and learning goals; and 3) Contributions to school culture and student/parent relationship goals. Teachers develop their own personal goals which are reviewed with an administrative team. The teacher examines their progress towards these goals mid-way through the year, then their ability to meet these goals are discussed at the end of the year. Conferencing integrate classroom walkthroughs/observations by administrators and the Director of C&I. Mid-year conferences incorporate student work samples,

—*Administrators:* consists of using formal observation results, teacher evaluations, classroom walkthrough visits, and state/school assessment data to build observable, achievable, professional goals for each teacher in order to promote professional growth.

9) How the school informs families and students about academic progress and achievement:

BASCS uses SchoolTool software to keep families informed 24/7 on student academic progress, homework/assignment completion, student achievement, grades, and goals. Parents and teachers can communicate in this system, enhancing parent-teacher communication and parent engagement in their child's learning. Parent-teacher-student (triad) conferences occur two times per year furthering all stakeholder involvement in student academic progress and growth.

Reports are sent home at the 5-week mark of every quarter and at the end of each quarter. Parents sign these reports and return. Teachers follow up with parents to discuss further. Parents are informed of any/all intervention programs from which their child can benefit. Parents are invited/included in all honors and merit assemblies at each grade level each quarter. Further, they are invited to attend student performances, student project showcases, athletic performances, Olympiads, etc. During Open House, parents are able to view curriculum, assessments, and schedule applicable to their child at a designated table in each classroom as well as a designated table in the entry.

10a) How the school monitors progress toward meeting its mission-specific goals and benchmarks in the Charter School Performance Framework: Mission-specific goals and benchmark attainment in the Charter School Performance Framework is reviewed and reported annually to ensure on-track attainment. BASCS' District Data Coordinator annually analyzes

mission-specific and Benchmark (Charter School Performance Framework) progress toward goals to ensure BASCS meets or exceeds its academic proficiency, enrollment, and retention targets (e.g. see Question II.B.6). This report is reviewed by BASCS Executive Director and then reviewed/analyzed at an annual Board of Trustees meeting.

10b) Explain how these results will be communicated to the school community: BASCS shares results with staff during continuous improvement meetings, faculty meetings, weekly school emails, and by posting on bulletin boards in the teacher's room. Results are shared with parents through monthly school newsletters, assemblies, presentations during family activities.

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

1) BASCS policies and standards for promoting students: BASCS Promotion Policy

—*Grades K-4:* Based on student's performance and progress in standards as defined in NYS Common Core/Learning Standards. The decision will be made by a committee including but not limited to the Executive Director/principal, at least one grade-level core subject teacher, grade chair, social worker/school counselor and Special Education Coordinator.

—*Grades 9-12:* High school students must achieve a course grade average of 65 out of 100 or above to pass and receive credit in a given course. Students can also earn credits through online courses that are comparable and approved. If a high school student fails a course, he/she will need to take it during summer school. If the student cannot attend summer school or the course is not offered in summer school, the student can also try to make up the failing grade through online courses that are comparable and approved.

BASCS Grading Policy: BASCS has 4 marking periods (quarters) for all grade levels: 1) For grades K-4, student performance is reported through descriptors (Consistently Demonstrating, Developing, Needs Improvement) based on their performance and progress in standards that are defined for each subject area and skill. 2) For grades 9-12, grades are derived from a variety of formative and summative assessments which include but are not limited to classwork, graded assignments, projects, end-of-quarter Benchmark assessments, and homework. The passing score for a given course is 65 out of 100. At the end of the school year, the average of the 4 marking periods' percentages will be calculated and represent the student's final grade.

BASCS Graduation Policy: BASCS' graduation requirements go beyond the minimum state requirements. While NYS requires 22 credits to earn a local or Regents diploma, a high school student at BASCS must earn 24 credits in total along with five required NYS Regents examinations to graduate and earn a high school diploma. Community hours are also required.

Accommodations: ELL and Students with Disabilities: BASCS II will have the same credit and community work hour requirement for ELL and Students with Disabilities but will adjust the examination requirements to accommodate and be in compliance with the New York state's regulations for ELL and Students with Disabilities students.

2) Explain what the school will do for students who do not meet its promotion and/or graduation standards: Ensuring student proficiency in each subject and in each grade is at the heart of BASCS mission, key design aspects, philosophy. Systems are in place to 1) differentiate instruction, 2) address intervention needs in varied ways, 3) provide additional learning opportunities, 4) develop high-quality character and student decision-making, 5) attain college readiness, preparation, and acceptance, and 6) providing challenging/rigorous instruction. For those students who need additional instruction or intervention to meet promotion or graduation standards, BASCS provides: a) in-class intervention grouping at students' instructional/English language level, b) in-class tutoring, c) pull-out special programs, d) multidisciplinary teaming to

address unique needs, e) 9th-period intervention classes, f) after-school and Saturday school programs that include tutoring, homework help, intervention, and academic enrichment, g) online classes, available 24/7, h) home visits to support parent participation in students' learning, and i) summer school programs to provide opportunities to make-up or complete coursework, recover credits, receive tutoring and supplemental/remedial support, and credit retrieval.

3) *School's requirements to obtain a high school diploma:* BASCS graduation requirements (24 credits) exceed New York state graduation requirements (22 credits). Further, students are encouraged to attain Regents diploma with Advanced Designation.

Regents Diploma	BASCS Graduation Requirements	Advanced Regents Diploma
4	Core English: <i>ELA 9-10-11 (or AP Language), ELA 12 (or AP Literature)</i>	4
4	Social Studies: <i>Global History/Geography, U.S. History and Geography, Participation in Government (.5), Economics (.5)</i>	4
3	Mathematics: <i>Algebra I, Geometry, Algebra II (or a higher-level math course)</i>	3
3	Science: <i>Life Science, Physical Science, Advanced Science (Chemistry or Physics or AP)</i>	3
1	Languages Other than English (LOTE)*	3
2	Physical Education <i>(every year)</i>	2
.5	Health	.5
1	Visual Art, Music, Dance, and/or Theater	1
.5	Technology	.5
5	Electives	3
24	TOTAL CREDITS	24

*A student whose IEP specifies that the disability directly impacts his/her ability to learn a language may substitute other courses for the LOTE requirement and still earn an Advanced Regents Diploma.

Examination Requirements

Regents Diploma	Advanced Regents Diploma
A student must achieve a score of 65 or higher on these five Regents exams: — English Language Arts (ELA) — Any Mathematics exam (<i>Algebra I, Geometry, or Algebra II/Trigonometry</i>) — Any Social Studies exam (<i>Global Hist/Geography or U.S. Hist/Government</i>) — Any Science exam (<i>Living Env., Chemistry, Earth Science, Physics</i>) — Any additional Regents (including LOTE) exam or assessment approved by the State for this purpose	A student must achieve a score of 65 or higher on these nine exams: — English Language Arts (ELA) — Three Mathematics exams (<i>Algebra I, Geometry, or Algebra II/Trigonometry</i>) — Any Social Studies exam (<i>Global Hist/Geography or U.S. Hist/Government</i>) — Two Science exams (<i>Living Env. and one of these: Chemistry, Earth Science, or Physics</i>) — Any additional Regents exam or assessment approved by the State for this purpose — Any Languages Other Than English exam

G. SCHOOL CULTURE AND CLIMATE

1) *Vision of school culture:* BASCS II will replicate the vision of school culture presented in BASCS' charter and in this application. BASCS II will provide an environment designed to empower each student to become a lifelong learner, equipped with aptitude in self-assessment,

goal-setting, critical thinking, problem solving, effective communication, collaboration, self-discipline, and creative expression. The school will recognize that educational success is built upon the harmony of the triad of students, parents, and teachers and will create a partnership among members of this triad to help youth fulfill their highest intellectual, social, emotional, and physical potential. This will be accomplished by providing students with a wide range of enrichment opportunities that facilitates intellectual/personal growth and provides an environment where students consistently work to build positive relationships with others and function as a team. BASCS II will emphasize MLL/ELL/ENL and STEM focus of its mission.

2) Describe the strategies and staff the school will employ to develop and sustain this school culture: BASCS II will replicate the strategies and staffing BASCS already employs to develop and sustain its school culture. BASCS prides itself on its retention of teachers who, together, build and model a commitment to success in the school. Strategies include: 1) Ongoing professional learning communities that focus on behavior, academics, and collaboration to promote an atmosphere of academic camaraderie and collaboration; 2) Professional/collegial study techniques, action research, and use of student work samples; 3) Instructional pedagogy promotes teachers as facilitators of learning/behavior and student independence in academics and behavior decisions; 4) Role modeling encourages teachers to always be the positive role model they would want and that students/parents need; 5) Use of positive student interaction and positive interaction with colleagues, leadership, parents; 6) Culture of encouragement and support that allows students to overcome any obstacle to academic success—this establishes a college for all atmosphere, acceptance, expectation; 7) Collegial sharing of best practices, use of collegial demonstration teaching and co-teaching, open resources on school platform, and ongoing teacher reflection (UbD lesson planning); 8) Grade-level/department and cross-grade level planning includes student academic needs; 9) Character education is taught and modeled by all staff; 10) Teach Like a Champion® techniques establish classroom routines and teaching techniques that allow students to be/attain their best at all times; 11) Strong and fair discipline policy and procedures (BASCS Code of Conduct); 12) Teachers, parents, and students work together as a triad in problem solving towards high-quality behavior, healthy decision making, and acceptance of all cultures/individuals; 13) Restorative justice program; 14) Supportive, fair, objective, clear communication by school leaders, Executive Director, and Board.

Clear observation/evaluation routines, practices, and communication establish a professional culture where all staff are continuously learning. Improvement is not for sake of improvement alone or to increase test scores, rather for professional learning and advancement opportunities that encourage every person to attain their own best and highest potential. The Director of C&I conducts fidelity of implementation classroom walkthroughs. This ensures fair and objective professional learning communities, collegial planning, action research, improvement efforts, and use of student work. Staffing further includes guidance counselors and social workers to address personal and familial obstacles.

To promote parental involvement each academic year, all staff members carry out home visits or organize family events. Through home visits and events, parents increase their knowledge of specific goals/expectations for curriculum, activities, student behavior and healthy decision making. Teachers also benefit from their collaboration with parents by attaining greater understanding of students' backgrounds. Parents are invited to every celebration of success in the school including a back-to-school invitational meet and greet, honor roll breakfasts, monthly award ceremonies, and annual diversity celebrations. Parents will be contacted via the school's

all-call and text system, teachers, mailing, newsletters, and SchoolTool 24/7 platform from which parents can view student assignments, homework, credits, and grades.

3) How the school will establish a safe and orderly school environment conducive to learning:

Consistently, BASCS has maintained an environment for students, staff, parents, and other stakeholders that is physically safe and free from harassment/discrimination. To ensure safety and order in the school environment, BASCS II will have external and internal cameras in the main office, hallways, classrooms, and gathering areas. It will have three full-time hall monitors, a Dean of Students, a restorative justice coordinator, a school social worker, additional controls through visitor regulations, and teacher hall-monitoring between classes. In addition, the school will have an ID system for all students, staff, visitors. NY's Dignity for All Students Act seeks to provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, school buses, and at school functions. The school dean, social worker (DASA coordinator), and restorative justice coordinator complete Act yearly trainings and educate all staff in school-wide professional development trainings.

Additionally, under the Dignity Act, schools are responsible for collecting and reporting data regarding material incidents of discrimination, harassment, and bullying. In accordance and in line with its Code of Conduct, BASCS II will not tolerate any type of direct or indirect verbal, written, physical, or cyber acts of violence and/or harassment toward any student, teacher, parent, or staff member at any time. Any verbal, written, physical, or cyber contact that is deemed threatening may result in the involvement of law enforcement officials. Students and staff who are threatened or feel threatened report to an administrator, counselor, or teacher immediately. Students are taught the Code of Conduct and practice positive class and school behaviors to be sure they understand and implement. Every BASCS student has an obligation to report and prevent bullying whenever it is seen or heard.

4) How the school will promote, monitor, and assess the social-emotional development of its students: BASCS' mission is to meet the needs of urban youth with a well-rounded education that promotes their intellectual, social, emotional, healthy decision making, physical development. BASCS views each student as attaining their highest potential now and in their adult life. Further, the school's STEM focus establishes a scientific inquiry atmosphere that relies on building positive collaborative partnerships. Character education views each student holistically and supports their social-emotional development. Positive teacher-student interaction encourages an atmosphere where each student has adults who know who they are and ensure they have a safe place where they belong. Teaching techniques are integrated with a strong sense of personal development always keeping in mind that it's not just students they are teaching, it is an individual who will be an adult.

Specifically, BASCS II will have a social worker and restorative justice coordinator who work with all students, especially those in crisis. In addition, the social worker will obtain Master's level social work students from local universities to assist them throughout the year. The social worker is responsible for facilitating workshops, small-group discussions, and one-on-one sessions with students on a variety of topics such as, but not limited to: conflict resolution, healthy sexuality, drug and alcohol prevention, character education, self-identity/self-awareness, personal advocacy, violence prevention, and goal setting.

5) Who is responsible for school culture and discipline: Primary responsibility is the school principal, who conducts classroom walkthroughs, observations, and daily monitoring of halls, events, and programs with a scaled rubric that includes social-emotional aspects of teaching,

student engagement, teacher-student/parent interaction, consistency of character education, and high-quality provision of services.

6) Research or existing models that support the proposed approach to school culture: BASCS II is a replication of BASCS, including programs, strategies, staffing, activities, and policies that promote social-emotional development and safe/orderly school discipline. This includes its restorative justice program and use of restorative practice circles. BASCS' restorative justice program has produced significant improvements in school climate and culture including increased attendance, decrease of disciplinary actions and infractions, decreased detentions, and reductions of re-suspensions and expulsions. Restorative justice and restorative justice circles emphasize developing problem identification and resolution, communication, active listening, personal advocacy, and problem solving within students. Helping them to understand that they own their actions, thoughts, and perception as well as intended/unintended outcomes. The use of restorative practices helps to: 1) reduce crime, violence, and bullying; 2) improve human behavior; 3) strengthen civil society; 4) provide effective leadership; 5) restore relationships; and 6) repair harm^{lxxxii} Further, its use in juvenile justice settings result in significantly reduced rates of juvenile recidivism.^{lxxxiii}

7) School's approach to student behavior management and discipline: BASCS Code of Conduct provides high standards for all students as well as for students with special needs. Its purpose is to 1) ensure equal access to/opportunity for high-quality and holistic education for all and 2) encourage, teach, and promote self-discipline, personal responsibility, dignity, and a respect for the rights and property of others. The Code of Conduct states appropriate behavior and fair consequences for inappropriate behavior, conforms to federal, state, and local standards and laws, and addresses the major areas of appropriate student conduct. Flexibility that recognizes the differences and uniqueness of each situation is incorporated throughout this policy. The goal is to keep students in school but to also protect all students. A specific section on disciplinary actions, definitions, and alternative placements for special needs students/students with disabilities is included in the Code of Conduct. This section follows, aligns with, and meets applicable state/federal laws governing discipline of students with disabilities. The Code of Conduct aligns with NY Dignity for All Act.

8) How the school monitors and evaluates the efficacy of school culture and discipline: The school monitors the efficacy and success of its school culture and discipline policy through a school culture committee (reviews goals for school culture, discipline, and school beautification) who meet monthly to review disciplinary data/patterns and recommend improvements. Further, annual school climate surveys are conducted with teachers, administrators, staff, parents, and students to identify/address school issues and determine solutions.

9) Provide any research or evidence that supports the school's approach to school culture and discipline: See Question 6: BASCS' model of school culture/discipline has resulted in higher academic outcomes and has produced significant improvements (including increased attendance, decrease of disciplinary actions and infractions, decreased detentions, and reductions of re-suspensions and expulsions).

H. SCHOOL SCHEDULE AND CALENDAR

1) Explanation of the school calendar: BASCS' school calendar aligns carefully with BCSD calendar in order to ensure provision of student transportation and food services. BASCS' school calendar follows a four-quarter model in which each quarter consists of 10 weeks of instruction. The calendar also includes professional development days, 4 parent-teacher conference sessions,

summer school, and August teacher orientation. Summer school is in addition to the 4-quarter, 10-week calendar. Student days begin in late August and end late June. Summer school is scheduled for July-August after the end of the school year.

2) Explanation of student weekly schedule: BASCS' daily schedule consists of eight (8) 42-minute periods and 3-minute transition time between periods. Six of these periods are dedicated for core classes and two are for electives and specials. Every student takes gym class every other day. Academic intervention services (AIS) classes are scheduled during 5th-8th periods. Weekly schedules include core, non-core, intervention and remediation, and elective classes. Key design elements and unique features are integrated throughout the schedule. In addition to the weekly schedules (see Attachment 4a), students receive intervention, remediation, enrichment, and advanced learning support in 9th period, after-school programs, Saturday school, and summer school. Ensuring that all students are proficient at their highest level and graduate high school on time is the goal of BASCS: multiple strategies to integrate/provide intervention programs, offerings, and support are provided throughout the school day and in after-school, Saturday school, and summer school.

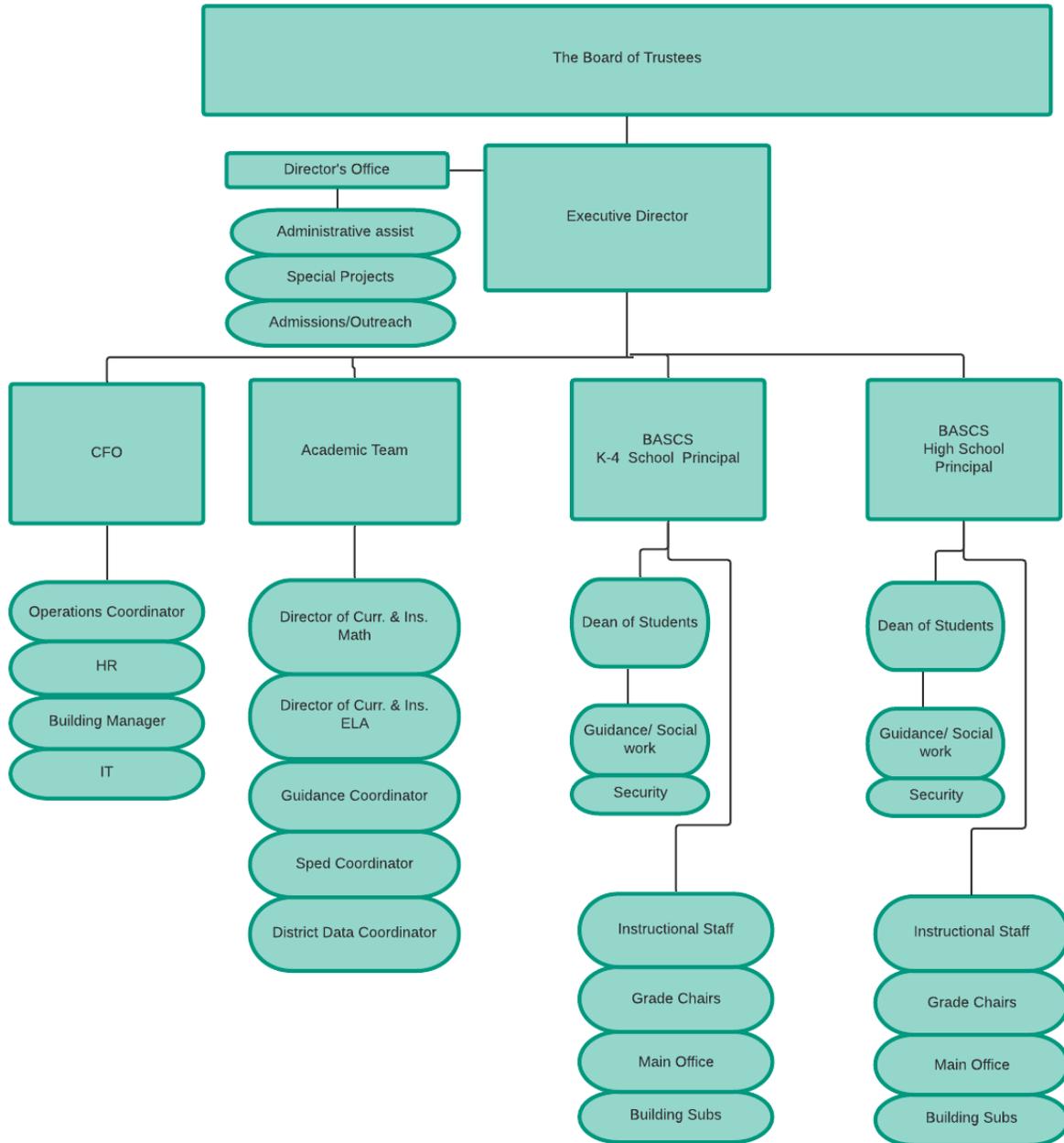
3) Explanation of the teacher weekly schedule: Each teacher provides 6 periods of instruction per day and has 2 periods for planning and preparation. K-4 teachers are regular classroom teachers and teach all subjects. Grades 9-12 teachers primarily teach a single subject to a single grade level, however, most teachers integrate grade-level content-area and relevant/current topics. All teachers integrate MLL/ELL strategies and provide differentiated instruction to ensure both equitable access to grade-level knowledge and acceleration of academic proficiency between levels. No teachers are assigned more than 4 periods of back-to-back teaching. For teachers involved in supervisory, coaching, or after-school/Saturday school/summer school responsibilities, they are provided extended contracts to reflect the additional time. During before/after-school time and before the start/end of teacher contract time, teachers are involved in grade-level planning, cross-grade level planning, continuous improvement, professional learning communities, faculty meetings, and parent meetings.

4) Research or other evidence that supports the school's calendar and schedules: BASCS II's calendar and schedules are replicated from BASCS calendar/schedules refined over many years. As evidenced throughout this proposal, it has proven to produce high academic proficiency, on-time graduation, and a nurturing environment for students, teachers, and parents.

III. ORGANIZATIONAL AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE

1) Provide an organizational chart:



2) *Rationale for organization structure:* BASCS has demonstrated significant success with its current organizational structure as evidenced by Questions I.A.1, I.C.2, I.G.1, and II.B.6 of this application. Results, in particular, show the skill/ability of BASCS to meet NY State Charter School law statute and intention of providing equitable, high-quality instruction for low-income students, ELLs, and Students with Disabilities. This application is to replicate that success.

B. BOARD OF TRUSTEES AND GOVERNANCE

1) Roles and responsibilities of the Board of Trustees: BASCS Board of Trustees provide a crucial role when it comes to its success. Hence, all trustees are expected to commit fully to the vision, goals, mission, key design elements, and direction of the school. Apart from fulfilling all legal requirements, they ensure that students are served well, served fairly, and have equal opportunities of learning. The Board of Trustees meet monthly and oversee the resolution of issues regarding budget, academics, compliance, and those of a legal nature. The Board is not responsible for day-to-day operations and, as such, refrains itself from micromanagement.

2) Proposed governance practices:

	By-Laws	Code of Ethics	Notes
Board size	✓		BASCS has added expertise to its Board.
Qualifications for board members	✓		
Board member recruitment	✓		
Board member appoint/election	✓		
Member terms	✓		
Ex officio and/or rep. positions	✓		
Structure of the board, including officers and committees	✓		
Conduct of board/committee meet	✓	✓	
Process to govern multiple schools under one educational corporation			NY laws do not prohibit governance of multiple schools under one corp.
Process to promote parental and staff involvement in school governance			Meetings are open and announced meetings to which parents and staff are invited to attend and participate
Adherence to Open Meetings Law	✓		
Board training and development for new and veteran members			Full-day annual board meeting includes training

3) Expertise and backgrounds of the Board of Trustees: Please Section I.D1 and Table 1: Applicant Group Information. No members have been added or removed since the April 2019 Letter of Intent.

4) Authority the Board of Trustees will retain and authority it will delegate to school employees or others: Please see Question 1 of this section regarding roles and responsibilities.

5) How Board of Trustees holds school management accountable: During its annual meeting, the Board review test scores, graduation rates, college acceptance rates, STEM academic achievement, parent/student surveys, classroom observation/staff evaluation reports, school discipline and school safety reports, financial reports, audited financial statements, IRS 990, and other NSYED-required reports to determine the progress of school to meet or exceed all NYSED Charter School Performance Framework as a school as well as compared to BCSD and other charter schools in BCSD. Further, that financial status/viability is maintained or exceeded. The Board takes this responsibility seriously and incorporates these items into Executive Director observation and evaluation pre-meetings, post-meetings, goal development, and annual evaluation summary. Personnel-related reviews adhere to NY Open Meeting Law.

C. MANAGEMENT AND STAFFING

1) Staff table and positions:

Proposed Staffing Chart					
Positions	FTE				
	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	2	2	2	2
Dean of Students	0	1	2	2	2
Teacher-Regular (Elem/HS)	3	11	18	25	30
Specialty (e.g., Library, PE, Music)	2	6	12	13	13
Teacher Special Education	1	2	3	5	5
Teacher Aide - Kindergarten	3	3	3	3	3
Support Teacher, Grades 1-4		3	6	9	12
Teacher, ELL	1	2	2	3	3
Building Substitute	1	2	2	2	2
Reading Specialist	1	1	1	1	1
Math Specialist		1	1	1	1
Nurse		1	1	1	1
Receptionist	1	2	2	2	2
Hall Monitor		2	2	2	3
Custodian	1	2	2	2	2
Librarian	1	1	1	1	1
Therapists and Counselors			1	1	1
Social Worker		1	1	1	2
Guidance Counselor			1	1	2
Restorative Justice Counselor	1	1	1	1	1
Occupational Therapist ES			1	1	1

2) *Rationale for staffing plan:* The staffing plan above is sufficient to scale up to holistically and equitably educating the student population identified in the Projected Enrollment Table Over the Charter Term in Question I.F.1. Responsibilities and relationships include:

Responsibilities and Relationships	Rationale			
	Regular Education	Intervention/Special Programs	Student and Parent Support	Administrative
<i>Key Stakeholders: Students, Parents, and Families</i>				
Principal/School Leader			✓	✓
Dean of Students			✓	✓
Receptionist			✓	✓
Teachers	✓	✓		
Specialty (Library, Art, PE)	✓			
Instructional Specialists		✓	✓	
Special Programs Staff		✓	✓	
Dept/Grade Chairs	✓	✓		✓

Teacher's Aides/Para	✓	✓		
Nurse			✓	
Couns./ Social Worker			✓	
Therapists			✓	
Guidance Counselor			✓	
Restorative Justice			✓	
Custodian				✓
Hall Monitor			✓	

3) Describe the roles, responsibilities, and desired qualifications of the school leader: The school leader provides leadership and responsibility for supervising and assessing all programs and services provided by the school in consistency with the school's charter and in a manner to ensure attainment of school mission and goals. Qualifications: Master's degree, Bachelor's in relevant field(s), previous experience as a school or district leader, charter experience preferred, teaching experience.

Primary role functions are educational leadership, personnel management, and school safety management. Responsibilities include: 1) Contribute significantly in school's planning (fiscal, instructional, and operational) and decision-making consistent with the school's mission, policies, and goals. 2) Work with Board Trustees, staff, parents, students, and the community to develop a comprehensive educational plan, incorporating data analysis and current research, to improve student achievement. 3) Responsible for the overall design of the instructional program, including scope and sequence of curriculum. 4) Responsible for the development and implementation of a system for collecting, interpreting, and disseminating data pertaining to student testing in order to improve instruction and student achievement. 5) Prepare and provide all reports, records, and documentation required by the Board of Trustees, federal and state law or regulation, and official agencies thereof. 6) Develop, implement, and assess a plan to improve internal and external communication. 7) Develop, implement, and assess a plan to help make parents and the community partners in the education of the school's students. 8) Responsible for the development, implementation, and assessment of a broad-based staff development program that is aligned with and will otherwise support the improvement of instruction and increased student achievement.

4) Proposed school leader: BASCS Executive Director, Mr. Joseph Polat. See attached resume.

5) Management roles and responsibilities of key administrators:

—*School Principal (K-4 Principal and High School Principal) :* 1) observe/evaluate teaching staff; 2) coordinate P.D.; 3) coordinate orientation, training, scheduling of all staff; 4) assist with implementation, curriculum development, and evaluation of the school's instructional program; 5) supervise all staff; 6) Coordinate and supervise school events and activities

—*Dean of Students:* 1) develop, implement, evaluate a clear, consistent, effective student code of conduct; 2) plan, coordinate, implement student intervention plans; 3) supervise/implement student contracts; 4) provide supervision of students during non-instructional hours and at after-school functions such as athletic contests and concerts; 5) conduct parent/student and parent/teacher conferences; 6) administer student disciplinary/rewards software; 7) coordinate the safety team, plan and implement safety drills; 8) monitor student attendance; 9) student truancy issues; 10) create staff duty schedule; 11) assist with recruitment, selection, evaluation of support staff; 12) assist with development of policies, procedures, technologies that ensure student/staff safety, etc.

—*BASCS Director of C&I*: 1) teacher observation: 2 announced, 2 unannounced, multiple walkthroughs, end-of-year evaluation reports; 2) teacher P.D. planning; 3) annual P.D. plan; 4) assess and suggest need-based P.D. for teachers; 5) coordinate best practice sharing; 6) build capacity for instructional implementation of technology; 7) maintain log for teacher PD

—*BASCS CFO*: 1) accountable for administrative, financial, risk management operations including of control systems designed to preserve organizational assets/report accurate financial results; 2) Maintain accounting systems that comply with laws and regulations; 3) Compile and review monthly financial statements and budget reports; 4) Confirm that business operations support the school mission.

—*BASCS District Data Coordinator*: 1) responsible for compiling, maintaining, and ensuring the accuracy of student and school records and activities; 2) collect and analyze information necessary for the completion and submission of a variety of reports; 3) assisting auditors, district office, and school personnel throughout the year in completing computer data inputs and auditing procedures; 4) responsible for ensuring that reporting deadlines are met and reports are accurate.

6) Management and staffing plans for identifying and serving students with disabilities and MLL/ELL students: Please see staffing and management programs in Question II.D.4

7) How the school will recruit and retain high-quality teachers: See BASCS’ hiring policy (Attachment 8a). As a school with a high-quality design and consistent, strong results, BASCS attracts high-quality teachers. Its approach ensures that teachers participate in school design, student programs, use of data/improvement, and governance. Effective teaching techniques and ongoing assessments has resulted in decreasing staff turnover rates and increasing staff retention rates.

C.1. CHARTER MANAGEMENT ORGANIZATION/NETWORKED SCHOOLS N/A.

C.2. PARTNER ORGANIZATION N/A.

D. STAFF SUPERVISION AND DEVELOPMENT

1) Instructional leadership roles and responsibilities:

	Teacher Supervision	Teacher Support	Professional Development	Continuous Improvement and Data Analysis
Principal/School Leader	✓	✓	✓	✓
Director of C&I (System)	Walkthroughs	✓	✓	✓
Dean of Students (School)	✓	✓		✓
District Data (System)				✓

—*Principal/School Leader*: Provides leadership and is responsible for planning, implementing, supervising, assessing all programs/services provided by the school and consistent with the school’s charter. Conducts staff observation/evaluation. Leads continuous improvement and ensures schedule for ongoing professional learning, coaching, and collaborative lesson planning.

—*Director of C&I*: Assist in designing, evaluation, administration of the instructional program. Has a supervisory, coaching, and collaborative role for teachers to ensure the delivery of quality of instruction. Conducts fidelity of implementation classroom/program walkthroughs and assures vertical/horizontal alignment with instructional and programmatic standards. Implements professional learning communities, coaching, and demonstration teaching.

—*Dean of Students*: Provides leadership in helping to create a safe/secure environment that is conducive to learning. Supervises support services and assists with overall operation.

—*District Data Coordinator*: Oversees school-wide common assessments, collects assessment data, identifies recommended and/or necessary interventions, and state data reporting.

The school leadership team monitors/evaluates the effectiveness of the school's academic program and staff based on assessment and student data gathered throughout the year. Teacher evaluations and informal observations also provide crucial feedback for the effectiveness of academic programs implemented in class. The leadership team further utilizes data from monthly disciplinary reports, parent and student surveys, home visits and weekly parent contacts.

2) Professional development plan: The mission of BASCS P.D. is to prepare/support teachers to help all students achieve higher standards of learning and development. Meaningful, productive, and high-quality professional development focuses on individual, collegial, and organizational improvement and reflects the best available practices in teaching, learning, and leadership.

BASCS develops an annual plan of professional development to provide information on new, research-based educational practices, address areas of instruction identified as in-need-of-improvement, and to support teachers' improvement interests. BASCS begins each year with a summer orientation. The Executive Director shares the vision and mission of the school as well as annual goals toward school improvement. The leadership team provides an annual student performance data analysis and a review of policies, including updates to the staff and student handbooks. Additional training is provided to meet state laws and regulations and support the schools' goals for improvement. Professional development is ongoing (see question 3, next).

Professional development activities are identified in a variety of ways. The Board of Trustees, administrative team, and teachers are expected to keep abreast of and share educational practices that will improve school performance. Professional development opportunities are discussed regularly at administrative, grade level, and department meetings. Evaluation feedback is provided by teachers on an annual basis and after professional development has been provided. Classroom observations/walkthroughs by the administrative team provide data for identifying individual and school-wide areas in which professional development would be beneficial. Student performance data is also used to identify content-specific areas in need of support.

3) Explain how and by whom professional development will be delivered and differentiated:

Identified by 1) delivery strategy, 2) differentiated/frequency, 3) lead responsible person:

—1) Professional Learning Communities, 2) all teachers participate but choose topics relevant to professional development growth plans based on their experience, educational field, or teaching assignment; planned and scheduled on a bi-weekly basis, 3) Director of C&I, Principal

—1) Standards Strategic Study and Backwards Planning: collaborative lesson planning, action research, use of student work, reading in the content area, ELL, 2) all teachers participate, integrate into collaborative lesson planning weekly protected time, 3) Director of C&I, Principal

—1) Annual Focus: MLL/ELL, scientific investigation, coding and cultures: bridging technology and cultural understanding, foreign language acquisition, STEM challenges, Teach Like a Champion® techniques, 2) all teachers participate in monthly training and collaboratively plan lessons to integrate into their instruction, 3) Director of Curriculum and Instruction, Content Specialists, Department Chairs, External Providers

—1) Assessment-Driven Instruction: differentiated instruction, 2) all teachers participate and use assessment to determine fluid student groupings and/or intervention services (weekly, quarterly), 3) Principal, Dean of Students, Director of Curriculum and Instruction

—1) Instructional Specialists: coaching, demonstration teaching, lesson planning, Teach Like a Champion® techniques, 2) all teachers can participate based on experience, level of experience, newness to BASCS, teacher evaluation, and assessment results; demonstration is a common practice using both school and external specialists—demonstration occurs both in person and by virtual means (ongoing), 3) Principal, Director of C&I, Instructional Specialists

— 1) Teacher Improvement Plans: conferences, workshops, BOCES P.D., 2) all teachers develop professional growth plans in collaboration with the principal which includes 2-3 topics they wish to learn more about (annually identified, attended as scheduled), 3) Principal

4) Explain how this plan will be implemented and evaluated: Annual P.D. plans are identified by the school leadership team and scheduled before school begins in the fall. Every instructional, programmatic, leadership, student-parent-teacher interaction, assessment, and school climate strategy is implemented with related standards-aligned fidelity of implementation tools. These tools include scaled rubrics to provide clarity on what effective implementation should look like and what administrators should observe teachers doing that indicates effective implementation. School leadership teams and BASCS administrators are trained on the fidelity of implementation tools so they can conduct classroom walkthroughs. These tools, as a collection of data, provide an assessment of the effectiveness of each strategy’s implementation as well as recommended revisions. Annual professional development plans are then modified.

5) Explain how the school intends to establish a professional climate: As included in Question 3 of this section, the school’s annual professional development plan incorporates professional and collegial collaboration/partnership. No teacher teaches in isolation, instead teaming together to ensure student learning and student engagement. Professional learning is an expected, promoted, and scheduled activity centered around standards-aligned instruction, curriculum, assessment and intervention that ensures student proficiency. This approach results in significant student proficiency scores, graduation rates, and college acceptance rates as evidenced by Questions I.A.1, I.C.2, I.G.1, and II.B.6. Further, because of this approach, the school has a high retention rate of school administrators and teachers.

6) Describe any opportunities and frequency of such opportunities for teacher planning and collaboration: See Question 3 of this section. Teachers team together on a weekly basis to plan, use student work samples, review assessments, revise instruction, and arrange for any needed demonstration teaching or expertise by instructional specialists. No teacher teaches in isolation. Collaboration and teaming together is a strong BASCS feature.

E. EVALUATION

All evaluation activities adhere to contracts per NY state law. Evaluation drivers 1) NYSED Charter School Performance Framework and 2) BASCS mission, key design elements, goals.

1) Describe school’s evaluation processes/procedures, key roles and responsibilities, how used:

Evaluation Process and Procedures, Responsible Role(s), and How Results Used
<p><i>Board of Trustees / individual board members</i></p> <ul style="list-style-type: none"> • Effective/highly effective attainment of all benchmarks in New York State Education Department Charter School Performance Framework as measured on an annual basis • Meets or exceeds charter-stated enrollment and retention targets, student proficiency, graduation, and college acceptance goals for all students and subgroups of students • Effective/highly effective ratings on New York State Boards Association effectiveness rubrics and Board self-evaluation tools/performance standards: 1) vision, leadership, and accountability, 2) board governance and policy, 3) communication and community relations, 4) fiscal resources, staff recruitment, and environment, and 5) ethical leadership. <p><i>Responsible Roles:</i> Board Chair, BASCS Executive Director, external auditor</p> <p><i>How Results Used:</i> 1) Identifies additional board and board member training on specific governance topics, 2) Identifies improvement goals for school</p>

Executive Director

- Effective/highly effective attainment of all benchmarks in New York State Education Department Charter School Performance Framework as measured on an annual basis
- Meets or exceeds charter-stated enrollment and retention targets, student proficiency, graduation, and college acceptance goals for all students and subgroups of students
- Effective/highly effective scores in annual evaluation summary including observations and interactions with students, teachers, staff, parents, community members, community partners
- State programmatic and school reports are highly accurate, filed on time, and indicate high levels of compliance with applicable law

Responsible Roles: Led by Board Chair with input from Board committees.

How Results Used: 1) Identifies improvement goals for school, 2) Identifies leadership training opportunities and professional growth plans

Principal

- Effective/highly effective attainment of benchmarks 1-3, 8-10 in New York State Education Department Charter School Performance Framework as measured on an annual basis
- Meets or exceeds charter-stated enrollment and retention targets, student proficiency, graduation, and college acceptance goals for all students and subgroups of students
- Effective/highly effective scores in annual evaluation summary including observations by Executive director
- Effective/highly effective ratings of fidelity of implementation classroom/program walkthroughs

Responsible Roles: Led by BASCS Executive Director with input from BASCS Director of Curriculum and Instruction and BASCS Special Education, Title I, and ELL Directors

How Results Used: 1) Identifies improvement goals for school, 2) Identifies leadership training opportunities for principal and professional growth plans

Key Management Positions: Dean of Students

- Effective/highly effective attainment of benchmarks 3,8,10 in New York State Education Department Charter School Performance Framework as measured on an annual basis
- Meets or exceeds charter-stated enrollment and retention targets, student proficiency, graduation, and college acceptance goals for all students and subgroups of students
- Implement safety plan and safety drills in compliance with State and Federal Laws.

Responsible Roles: Led by BASCS II principal with input from BASCS Executive Director, BASCS Director of C&I, and BASCS Special Education, Title I, and ELL Directors

How Results Used: 1) Identifies improvement goals for school, 2) Identifies leadership training opportunities and professional growth plans

Teachers

- Effective/highly effective attainment of benchmarks 1,2,3,8 in New York State Education Department Charter School Performance Framework as measured on an annual basis
- Effective/highly effective scores in annual evaluation summary including a minimum of 2 announced and 2 unannounced observations by BASCS II principal, including interactions with students, teachers, staff, and parents
- Proficiency scores from benchmark and i-Ready assessment for all students and subgroups of students in class, including percentage of movement from not proficient to proficient levels
- Effective/highly effective ratings of fidelity of implementation classroom/program walkthroughs by BASCS II principal, BASCS Executive Director, and BASCS Director of Curriculum and Instruction

Responsible Roles: Led by BASCS II principal with input from BASCS Executive Director, BASCS Director of C&I, and BASCS Special Education, Title I, and ELL Directors

How Results Used: 1) Identifies improvement goals for school, 2) Identifies teacher training opportunities for individuals and professional growth plans

Non-Academic Staff

- Effective/highly effective attainment of benchmarks in New York State Education Department Charter School Performance Framework as measured on an annual basis
- Effective/highly effective scores in annual evaluation summary including a minimum of 2 announced and 2 unannounced observations by BASCS II principal, including interactions with students, teachers, staff, and parents
- Professional maps (e.g., school nurse, school counselor, therapist, etc.) indicate effective/highly effective professional skills
- Effective/highly effective ratings of related fidelity of implementation walkthroughs by BASCS II principal, BASCS Executive Director, and BASCS Director of C&I

Responsible Roles: Led by BASCS II principal with input from BASCS Executive Director, BASCS Director of C&I, and BASCS Special Education, Title I, and ELL Directors

How Results Used: 1) Identifies improvement goals for school, 2) Identifies training opportunities for individuals and professional growth plans

2) How teachers are held accountable for quality instruction and student performance: In addition to process and procedures above, BASCS implements its Teacher Evaluation Plan:

a) Goal setting meeting: Each teacher, leader, and professional begins the year by developing annual goals for performance based on the NYSED Charter School Performance Framework and aligned with the school's annual goals. The school principal and BASCS Director of C&I meet with each teacher to discuss goals and alignment with school goals. Goal adjustments are made.

b) Formal observation (announced): Teachers, leaders, and professionals are formally observed and evaluated at least twice announced and twice unannounced per year by an administrator using Charlotte Danielson 2013 Framework for Teaching Observation and Evaluation Rubric, BASCS-developed rubric integrating Charlotte Danielson framework and Teach Like a Champion®, and BASCS-modified Bilingual/ENL Classroom Observation Look-For's (see Attachment 13): 1) teacher preparedness, 2) Teach Like a Champion® techniques, 3) check for understanding and positive feedback, 4) rigorous instruction, 5) classroom climate, and 6) engagement and participation. **See rubrics in attachments 3b and 13.** Announced observations follows clinical supervision components including a pre-conference meeting, classroom observation, and post-conference meeting. Goals are collaboratively developed by the to address areas in need of improvement and/or to improve in areas evaluated as effective.

c) Informal observation (unannounced): Teachers, leaders, and professionals are informally observed by an administrator and receive feedback using rubrics used in formal observations.

d) Classroom/program/school walkthroughs: Administrators perform classroom, program, school walkthrough visits to collect evidence of each person's instructional practices and performance. This strengthens the goal of the evaluation process and provides continuous, constructive, and cooperative interaction/communication between the teacher and administrator. Rubrics are stated in a way to ensure a valid/objective basis for performance review.

e) Mid-year goals revisit meeting: Teachers meet with the school principal and the Director of C&I mid-year to review their progress on meeting their annual goals set at the beginning of the year as well as student proficiency assessments scores as a class, subgroup, and individual basis.

f) Overall performance evaluation: The administrative team meets to discuss all forms of evidence of each teacher's overall performance and contribution to the school. This includes: 1) teacher, leader, and professional annual goals meeting, 2) 2013 Charlotte Danielson Framework for Teaching Observation and Evaluation Rubric, 3) BASCS walkthrough rubric, 4) modified ENL classroom observation look-for's, 5) eDoctrina online evaluation platform, 6) BASCS teacher/leader/professional mid-year review, 7) BASCS teacher/leader annual review

3) Describe the processes and procedures that will be used to evaluate the school's operational effectiveness and fiscal soundness: The Board of Trustees treasurer has overall responsibility for BASCS financial matters and oversight of fiscal operations. The BASCS Executive Director and Chief Financial Officer (CFO) report board-related matters to the treasurer first in committee. Any matters that need board approval go before the full board in a subsequent regular meeting afterwards. The treasurer reviews bank statements, financial statements, and fiscal reports on a monthly basis. Any long-term contracts and purchases over policy-established limits are approved by a majority vote of the Board of Trustees. The CFO attends all Board meetings to present financial and fiscal reports. All annual budgets and interim modifications are approved by the board. At every Board meeting, the board reviews the financial report submitted by the CFO and ensures they are complete and seem reasonable based on the committee's understanding of the school's financial health. The Board reviews and compares budget to actual revenues and expense on a regular basis and follows up on inquiries that may result on budgetary actions. The Board monitors matters that could affect the school's financial status or reports.

BASCS requires an external auditor to provide a draft independent audit report to the audit committee and to provide final copies to the Board of Trustees.

4) Describe the school's requirements and procedures for programmatic audits: In addition to the external auditor described above, BASCS is monitored by NYSED for programmatic purposes on a scheduled basis. This includes NYSED desk audits of all required basic education and programs reports. All issues are resolved within/before the required timeframe with NYSED staff to maintain programmatic compliance. Programmatic audits include basic education, Special Education/504, Title I, ELL, and civil rights. Services provided by BCSD are monitored/audited by NYSED through BCSD including child nutrition, transportation, and Special Education. Fiscal audits are scheduled by the Office of NY State Comptroller auditors who reviews external independent auditor financial reports, IRS 990s, and programmatic audits.

5) How the school will monitor progress towards achievement of its mission and goals: Please see how progress is monitored and evaluated in Question 1 of this section. These results are shared with key stakeholders (students, parents, community, community leaders) on a regular basis and, during annual public outreach strategies, at least on an annual basis.

6) How family and student satisfaction will be evaluated and the results used to improve the school: BASCS conducts annual student/parent satisfaction surveys (school survey) that tracks features/offerings/programs/climate of the school. This survey is scaled providing objective, measurable data. Results are used in continuous improvement efforts and in determining progress on benchmarks in the Charter School Performance Framework. Further, the BASCS Board of Trustees use these results as part of administrator/school evaluation activities. Should/when areas are identified for improvement, task force/topic committees are mobilized, trained, and guided to identify high-quality improvements.

7) Explain how the school will evaluate family and community involvement: BASCS' approach in using student-parent-teacher triads encourage strong family and community involvement. Communication is continuous and concerns are easily brought up by parents and family

members. Integrated into principal, management, teacher, and non-academic staff evaluation is observations of interactions with family and community members. In addition, the school survey includes family and community involvement allowing objective measurement of family and community involvement goals. Improvements are part of the continuous improvement process.
 8) N/A. BASCS does not have organizational partnerships or management service agreements.

F. FACILITIES

1) Complete the table. Identify additional types of space:

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	3	6	9	12	15
Special Education Classrooms	1	1	2	2	3
Counseling/Guidance Offices	1	1	1	2	2
Administrative Offices	1	1	2	2	2
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium				1	1
Conference Rooms	1	1	2	2	2
ESL Room	1	1	2	2	3
Library			1	1	1
Music/Art Rooms	1	1	1	2	2

The Board intends to rent facility for BASCS II for the first five year term. The Board is working with Pyramid Real Estate company and identified multiple facility options for BASCS II which are listed at the table below. Upon approval of this application, the Board will make final decision for facility and make it ready for the BASCS II.

The former public school at 437 Doat St.	The BASCS is currently in the process of acquiring this building. 70,000 square foot facility classified as a school which includes large grounds, fencing, and a well-lit parking lot. Additional space for programming will be used for physical education sports and recreation activities. Across the street from Schiller Park which includes playgrounds, fields, space to play/exercise, splash pad, and tennis court.
The former Aloma D Johnson Charter School	15 Jewett Pkwy Used as a school for multiple years, all classrooms and educational spaces are ready to use. Mostly suitable for elementary school.
The former South Buffalo Charter School.	The building is about 70,000 SF and the buyer was going to add 40,000 SF to the rear of the school. There is a large green-space and a playground behind it that is owned by the City and available for school use.
Maritime CS on 266 Genesee	70,000 SF Used as a school for multiple years, all classrooms and educational spaces are ready to use.

Heritage Center	70,000 SF on 2 acres. Large offices could be used as classrooms, need additional remodeling to accommodate additional educational spaces.
2351 Fillmore	150,000 SF on almost 4 acres Close to public transportation, needs extensive renovation.
2421 Main Street	The building is 72,000 SF with approximately 40,000 SF available.
2421 Main Street	40,000 SF
44 Jewett Avenue	78,000 SF

The facility will be renovated/remodeled to ensure delivery of BASCS mission and key design element features, including STEM challenges, technology labs, and science labs.

2) *Facility needs, including any community resources the school will need to implement its program:* See Question 1 of this section.

3) *If facilities have been identified for part or all the charter term:* See question 1 above. Facility options are identified for the full charter term. Renovations and timelines have been identified, and plans are on track to ensure facility readiness no later than June 15, 2020. The school will be ready to provide summer school and pre-opening activities in 2020.

4) *N/A.* BASCS has identified multiple facility options for full charter term.

5) *Explain the school's funding plan for its facility, including all related revenue and costs, e.g., rental assistance, utilities, maintenance, renovations, etc.* The rent payments, utility and maintenance costs are included in operational budget. For the first two years, CSP grant will be used to supplement for the facility related costs. Renovations and repairs will be made through a variety of funding sources including CSP Charter School Replication funding, local foundation grants/donations, corporate volunteers, and large/small gift from companies for renovation/repairs materials. Although several grant requests have been submitted to Buffalo-based foundations and corporations, all requests are pending and not yet confirmed. No rental assistance is involved.

G. INSURANCE

1) *Describe insurance coverage:* Insurance coverage, provided by Austin & Co., Inc., includes the coverage described below. NYSED Charter Office is also listed as Certificate Holder. Austin & Co., Inc. is located in Albany NY and is the current insurance provider for BASCS. Further, they provide insurance for over 200 education-related institutions and work with dozens of charter schools to ensure insurance coverage in Year 1 and throughout the school's existence.

2) *Types and amounts:*

Type	Amount
General Liability	\$3,000,000
Property	\$1,250,000
Umbrella	\$5,000,000
Business Income	\$750,000
Crime	\$950,000
Auto	\$1,035,000
Cyber	\$1,000,000

Directors and Officers	\$1,000,000
Workers Compensation	\$1,496,000
Student Accident	\$50,000
Catastrophic Student Accident	\$1,000,000

H. NON-ACADEMIC OPERATIONS

1) School's plans for health services, etc.: BASCS II includes a full-time nurse. BASCS will ensure the nurse has all appropriate degrees, licensure, certification, and trainings to administer all health services required by law, NYSED, BASCS policy, and needed by BASCS students and families. The nurse maintains confidential records including classroom observations of individual students and notes required by county social and health services, written prescriptions, and medications in a locked, fire-resistant file/cabinet in the nurse's office which is located in the school office next to the principal and Dean of Students. The design of the nurse's office is to ensure 1) child confidentiality and privacy, 2) effective provision of child health services including when children are sick or exhibit infectious physical signs of illness, and 3) ability of school administrators to safeguard medications and confidential records. Responsibilities of the school nurse: a) provision of student medications, as prescribed by a medical doctor with written directions on file and maintained in locked, fire-resistant file, according to prescription directions/timelines, b) provide/arrange for annual medical examinations, dental inspection and/or screening, scoliosis screening, vision screening and audiometer tests that determine health status of the child, c) inform parents of child's health condition subject to federal and state confidentiality laws, d) guide parents, children, and teachers in procedures for preventing/correcting health concerns and diseases including substance abuse, overdose, appropriate use of prescription medications, e) provide annual required trainings for staff on issues of abuse, blood-borne pathogens, HIV/AIDS, medications alerts, food allergies, signs of substance abuse and/or domestic violence, f) heads up and manages school nutrition advisory committees and wellness policies, g) provide such immediate needs as student clothing, food, toiletries, shelter, etc. Health services are enhanced by BASCS II' full-time social worker.

2) Describe the school's plans for food services: Meals and food are provided by BCSD Food Service Department who prepares, delivers, and serves breakfast, lunch, and after-school healthy snacks. Since Buffalo is CEP, all students receive lunch and breakfast free of charge.

3) Describe the school's plans for transportation of students: Transportation is provided by BCSD, including transportation required by student's I.E.P. Grades K-8 transported with yellow busses and Grades 9-12 provided with Buffalo Metro passes. BCSD transportation services also include activities buses and after-school transportation, similar to BCSD-enrolled students.

4) Explain how the school will manage other non-academic operations: Identified by 1) Non-academic service, 2) managed by, 3) staffing, resources, systems, procedures: a. 1) Custodial, 2) BASCS II Principal, BASCS CFO, 3) Full-time custodian housed at BASCS II; overseen and evaluated by BASCS business operations; provides daily scheduled custodial services and routine services related to health and welfare of the school; b. 1) Maintenance, 2) BASCS CFO, 3) maintenance services include scheduled facility reviews, making necessary facility and grounds repairs, ensuring appropriate facility set-ups, grounds upkeep and mowing, and attending to emergencies; maintenance staff are housed at BASCS headquarters and have routine, scheduled presence at BASCS II as well as availability when concerns arise or emergencies occur; c. 1) Security, 2) BASCS Business Operations and BASCS II Principal, 3) Security alarms are being updated/installed, including 24/7 computer video; security staff are housed at BASCS II ensuring safety/security of students and staff and the protection of students

and staff; d. 1) Technology, 2) BASCS Technology Coordinator, BASCS Business Operations, and BASCS II Principal, 3) Ensure provision of sufficient technology to meet school mission and ability of teachers/after-school programs to provide high-quality instruction; provide secure IT and wireless services; ensure and test secure operations and sufficient password-protected protocols; staff are located at BASCS headquarters and provide on-site services as needed; e. 1) Student Information, 2) BASCS District Data Coordinator, BASCS II Principal, BASCS Business Operations, and BASCS Executive Director, 3) Student information includes all NYSED-required student data and is maintained on secure, password-protected district student information services only to be accessed by trained staff and used for school purposes; BASCS II secretary is trained to input data; data is verified by BASCS Business Operations staff; BASCS II principal must conduct monthly tests by sampling reports or student data.

I. FAMILY AND COMMUNITY INVOLVEMENT

1) How the school will involve families and the community in the school during its pre-opening phase (between charter approval and opening).

—**Communicate** with applied students and families and help them throughout enrollment process. Information dissemination about school opening process and progress via website, mailing, phone calls and text messages.

—**Coordinate** with BCSD or other schools to attain enrolled student I.E.P./504 plans, Title I documentation, ELL status/documentation, including parent signatures. Meet parents/students

—**Student and family orientations** held at BASCS II, weeks before the opening of school. This includes curriculum, instructional pedagogy, intervention opportunities, graduation requirements, assessment practices, grading, discipline, special program offerings, foreign language, STEM skills as related to future careers in the global economy, school mission, school key design elements, communication methods, family literacy opportunities throughout the year, physical fitness and nutrition challenges throughout the year, introduction of staff, administrators, nurse, counselors, social worker, librarian and specialists, main contacts for Special Education, Title I, and ELL programs, health services, ensuring emergency contacts, etc.

—**Student-parent-teacher triad** will be put into effect before the opening of school with 24/7 SchoolTool platform explained and used by teachers, parents, and students,

—**Neighbor Day:** Get to know BASCS II. Similar to family/student **orientations** but more of an overview. Campus tours. Opportunities to **volunteer** at the school will be provided.

2) School's plan for communicating with the families of enrolled students: A key design element at BASCS, and part of its mission, is student-parent-teacher triads. This is a critical component of BASCS as it ensures all parents are communicated with and reinforced/supported through their child's development and educational experience. Each member of the triad understands their responsibilities for themselves, their child, and the school. 24/7 communication occurs by the SchoolTool platform from which both students and parents can sign-in and see homework assignments, grades, assessment/test results, and communications from each teacher. In addition, quarterly student-parent-teacher conferences are held. Parent/family communications also occur by newsletters, flyers home, communications through SchoolTool software, social media, texts, phone calls, and home visits. Shared responsibility is a key aspect at BASCS—the school communicates with families of enrolled students in varied ways and for varied reasons.

3) School's plan for family involvement in the school once it opens: In addition to activities included during pre-opening (question 1 of this section), please see Questions II.A.2, II.C.1, II.D.6, II.E.9, and II.G.2. Family involvement is a critical aspect of BASCS and the results it attains. Family involvement main activities throughout the school year include: a) family STEM

investigations, b) family literacy, c) developing home libraries, d) showcases: student/student team project sharing including science Olympiads, robotics challenges, social advocacy, drama/creative expression, e) physical fitness challenges, f) healthy eating challenges, etc.

4) How the school will support families in helping their child to grow and achieve: Supporting families in helping their child to grow and achieve is incorporated in questions 1-3 in this section. Viewing each child as someone who will attain a college education and sustainable career from day 1 allows topics of healthy child and youth development and effective parenting strategies to be 1) included in conversations, parent-teacher conferences, communications, texts/social media, social advocacy activities, and home visits, 2) taught as parent classes and in the classroom, 3) modeled, demonstrated, praised, and sustained for both parents and students, and 4) provided for/addressed by school experts such as counseling, nursing, social work, Special Education, and restorative justice staff. Character education, as taught and modeled at BASCS, provides a high-quality forum for families to discuss desired values, morés, qualities, attributes, and characteristics in safe, non-judgmental, and peaceable ways.

5) School's plan for community involvement in the school: Community involvement in BASCS II consists of 1) developing community partnerships to support educational programs, 2) providing community referrals to support healthy family development and to meet family needs, and 3) community/neighbor communication and input.

—Community partnerships have been and will be established to support 1) educational opportunities, 2) physical fitness, healthy eating, and recreational activities, 3) STEM activities, challenges, and field trips, 4) mentors/coaches, 5) access to/observation of real-world experts, and 6) enrollment referrals for special education students. Examples of formed, in progress, and anticipated community partnerships relative to BASCS II: a. *Parks/Recreation:* 1) Schiller Park (14211) (recreation/physical fitness, STEM explorations) playgrounds, fields, space to play/exercise, splash pad, tennis court) 2) Walden Park (14211) (baseball fields, playgrounds, recreational/physical fitness, etc.), 3) Martin Luther King, Jr. Park (14211) (wading pool, ice rink, fields, splash pad, space to play/exercise, recreational/physical fitness, trekking/hiking, etc.), 4) George K. Arthur Community Center (14211) Enrichment and recreation/fitness center for youth, adults, and families (across from Schiller Park), b. *Buffalo Museum of Science* (14211): Discovery camps, workshops and classes, play-based science learning, overnight camps, and adult programming. Many activities are developed to meet specific needs and/or interests of BASCS students and families; BASCS science department faculty/elementary teachers and BMA collaborate together for science investigations, hands-on discovery learning, scientific inquiry projects, and science challenges, c. *University of Buffalo Department of Computer Sciences and Engineering:* hackathons, robotics, coding camps, app challenges, engineering design challenges (real-world problem-solving), scientific inquiry, 3D printing pop-up events, 3D printing in science and other subject-area modeling/models, incubator coaching and entrepreneurial development, and international Code Weeks (e.g., Africa Code Week), d. *43North* (for Youth): Buffalo-based start-up invitational to be revised for youth through coaching, mentorships, internships, incubator space and collaboration/coaching, ideation development, public speaking, online platform feedback, etc., e. *Cultural Voice Box:* On-site cultural harmony, peacemaking, and social advocacy, f. *Buffalo Prep:* SAT, PSAT, and ACT test preparation, g. *Niagara University College of Education:* early college classes for students, teacher professional development, teacher certification, source for student teachers, on-site demonstration teaching, developing professional learning communities, h. *The ARC Erie County*

New York: Referrals for special education student enrollment, parent advocacy, external family/student programs,

—Community referrals and resources: a. Assemblies will 1) highlight one community provider/month to assist families to develop healthy home routines and 2) highlight one family-friendly community activity to engage parents and children together (museums, parks, athletic leagues, theater, gardens, zoo/aquarium, coding clubs, parks and recreation, community centers, swimming pools, dance clubs, choirs, etc.), b. School staff (counselors, social worker, nurse, Special Education staff, restorative justice counselor) will provide ongoing referrals to connect families/parents to community services, c. Quarterly Table Talks to 1) share results, progress, school issues, and school needs and 2) share progress in relevant neighborhood issues, neighborhood needs, and any concerns with the school, d. Invitations to student and family showcases and school events, d. Volunteer participation to support/tutor students, including STEM mentors, judges, coaches, e. Source for female STEM mentors, judges, coaches (teen girls are more likely to participate in STEM careers if they know a female in a STEM career [e.g., female engineer, female doctor, female researcher, female IT technician, etc.]^{lxxxiv})

6) Research or successful models that support the school's approach to family and community involvement: In addition to implementing research-based key design elements (see Question II.A.2), BASCS II, as a replication, is based on the success and results of BASCS. See comparisons of academic proficiency, graduation, and diploma designations/drop-out rates between subgroups as well as between BASCS and BCSD, other charters in BCSD, and similar schools across New York. (Questions I.C.2, I.G.1, and II.B.6). Results are attained due to BASCS' approach to family involvement (student-parent-teacher triad) and the recognition that the purpose for STEM is to solve real-world problems that friends, family members, neighbors, and the community are facing.

7) If applicable, discuss how the school will partner with low-performing public schools: BASCS and BASCS II invite low-performing public schools to collaborate for differentiated instruction and academic proficiency, conduct action research, develop joint student team projects/challenges, develop joint professional learning communities, and participate in co-teaching, demonstration teaching, and coaching activities. BASCS, as a component of public outreach, will share school results with BCSD leadership, other charter school leadership in BCSD, and Buffalo-based Colleges of Education. BASCS proves that urban education can eliminate academic disparities and ensure that every child will succeed in school and in life.

J. FINANCIAL MANAGEMENT

1) School's annual budgeting process: The CFO shall develop, in conjunction with the Executive Director and BASCS II principal, the school's annual budgets. Budget assumptions will be based on the school's history, specifications, and expectations. Budgeted expense categories shall include the cost of personnel for instruction, administration, facilities, as well as operations and other spending categories of the charter school. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according to the above spending categories. The Board of Trustees will approve the annual budget of the charter school by June 30th of the immediately preceding fiscal year at the latest.

2) Policies, procedures and systems for managing the school's finances, key responsible personnel: BASCS II will maintain the accrual basis accounting in accordance with Generally Accepted Accounting Principles (GAAP). All financial statements and IRS reports shall be completed by BASCS or an external accounting firm on an accrual basis and submitted. The books of account shall be maintained in accordance with GAAP and shall include budget reports,

general ledger, and detailed journals for all cash receipts and cash disbursements (including payroll). The CFO shall maintain all books of accounts. A corporate chart of accounts in accordance with GAAP shall be developed by the CFO to properly record all accounting activity.

Financial statements shall be prepared by the CFO and be reviewed by the Executive Director and Board of Trustees. The CFO shall prepare balance sheets and statements of activity monthly. These statements will include a detailed reporting of asset, liability, revenue, and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements will be presented to and reviewed by the Board of Trustees monthly.

Staff shall adhere to check signing procedures as established by the Board. The Executive Director shall sign school checks. Checks in excess of \$5,000 will require the second signature of the Board President or Treasurer. Checks shall be issued only when within the approved budget and with the approval of the Director. The Operations Coordinator shall prepare checks for signature. The CFO will not have check signing/withdrawal authority. Voided checks shall be retained to insure proper maintenance of checking account records. Reconciliation of each school account shall be done within 60 days of receipt of bank statements. The Executive Director shall open all bank statements, then the CFO shall review deposits, payments, other monthly bank statement activities, and shall reconcile them. CFO and/or Operations Coordinator shall compare the cash receipts log (prepared by the mail opener) to the deposits listed on the bank statements.

The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans. The charter school may enter into contracts for such things as professional services, rentals, or to perform a function with the scope of the charter school's mission, goals, and annual plans. All contractual agreements shall be in writing, and signed and dated by the Executive Director. The Board must approve all contracts above \$20,000.

3) If the school will contract for any financial services: The only contractual financial services is the external, independent auditor who conducts annual audited financial statements in accordance with GAAP and applicable New York state law. See Question 6 in this section.

4) Explain how the school will provide financial oversight: See Question 2 in this section.

5) Explain how the school will maintain and protect student and financial records: a) Student records: BASCS has comprehensive policies and procedures for recording student data. The school maintains the record of each student's name, date of birth, home address, their parents/guardians' names, and phone numbers to contact, date of enrollment, attendance records, and date of withdrawal and drop from the enrollment count in the student database system. Teachers record all attendance in this system and maintain an attendance book manually as a backup. A designated employee in the school office does corrections and final checks daily. The BASCS Executive Director and BASCS II Dean of Students ensure records are current and accurate. BASCS II Dean of Students reviews student attendance records within a half hour of school start-time. The school keeps electronic attendance records and other documents supporting reported counts for the appropriate number of years as specified by the State Archives and Records Administration's (SARA) "Records Retention and Disposition Schedule ED-1." b) Financial records: The BASCS CFO is responsible for establishing a secure environment for financial data, backing up the financial data from the accounting software and computer in a timely manner, making sure that payroll data is backed up by ADP (payroll service provider) periodically, developing plans to manage risks that threaten assets, reporting the need to add or delete control activities safeguarding assets, and controlling activities to reduce the risk exposure to assets. BASCS II will have sufficient security systems to monitor the safety of financial records, student and employee records, equipment, and property.

6) Describe the school's process for conducting independent fiscal audits: An external Certified Public Accountant conducts independent auditing of the financial statements annually. Annual financial audits are conducted in accordance with generally accepted auditing standards and government audit standards. The school will complete financial regulatory forms as necessary or by an accounting firm selected by the Board. Appropriate financial forms/reports will be filed with federal government and state agencies. Upon completion, audits are reviewed by the Executive Director/CFO and submitted to the Board. All audits include an administration letter.

K. BUDGET AND CASH FLOW

1) Narrative budget description, summary of key revenue, expenditure categories, net income:

Identified by 1) year, 2) expenditure categories, and 3) narrative description:

—1) Year 1, *Enrollment: 72, Key Revenue: \$1,753,087* (State per pupil funding, CSP grant, IDEA, Title I, II, Text Book, Donations/Fundraising), *Net Income: \$90,931*, 2) Salaries, taxes and benefits, accounting/legal/audit, professional and consulting contracts, instructional supplies and materials, textbooks and workbooks, student assessments, school supplies and materials, equipment, furniture, telephone, technology, field trips, staff development, office expense, staff recruitment, student recruitment and outreach, travel, insurance, janitorial, building payments, repairs and maintenance, equipment and furniture, security, utilities, 3) for year 1 of school operation with full programming, full implementation, and resources necessary to ensure teacher/staff knowledge of how to implement BASCS practices and programs.

—1) Year 2, *Enrollment: 224, Key Revenue: \$3,583,446* (State per pupil funding, IDEA, Title I, II, Text Book, Donations/Fundraising), *Net Income: \$69,633*, 2) see Year 1, 3) for Year 2: see Year 1

—1) Year 3, *Enrollment: 368, Key Revenue: \$5,688,210* (State per pupil funding, IDEA, Title I, II, Text Book, Donations/Fundraising), *Net Income: \$248,060*, 2) see Year 1, 3) for Year 3: see Year 1

—1) Year 4, *Enrollment: 506, Key Revenue: \$7,873,734* (State per pupil funding, IDEA, Title I, II, Text Book, Donations/Fundraising), *Net Income: \$819,832*, 2) see Year 1, 3) for Year 4: see Yr 1

—1) Year 5, *Enrollment: 640, Key Revenue: \$10,054,258* (State per pupil funding, IDEA, Title I, II, Text Book, Donations/Fundraising), *Net Income: \$1,854,560*, 2) see Year 1, 3) for Year 4: see Yr 1

2) How proposed budget supports implementation of the key design elements:

BASCS II developed a budget that supports academic achievement by allocating funds for more instructional staff, supplies, instructional equipment, additional tutoring, summer school, AIS classes, enrichment program, club activities and athletics; Escrow account and startup grants are taken into account; Facility costs are kept in alignment with the market. BASCS II budget is developed with a wide experiences carried from BASCS and by its experienced finance team. The planning period allows BASCS II to recruit and thoroughly train high-quality staff with licenses and certifications appropriate to the ages and subjects they teach. It allows professional development to occur, collaborative lesson planning and teaming to practice and receive mentorship, and the learning of key pedagogical strategies and teaching techniques to be learned, practiced, and improved upon. With a continuation of CSP grant funding in Year 1, it is anticipated that the school will begin with supported coaching, mentors, and lead teachers assisting new teachers to implement BASCS programming with sufficient rigor, enthusiasm, adaptability, and creativity to allow students attending BASCS II to experience similar outcomes

to BASCS schools. Planning is from January 2020 to June 2020. Initial year is Year 1. Full implementation is Years 2-5.

Key Design Elements	Planning Activities	Initial Year	Full Implementation
STEM Focus	✓	✓	✓
Data-Driven Decision Making	✓	✓	✓
Six-Point Plan	✓	✓	✓
Intervention/Special Programs	✓	✓	✓
Triad Partnership	✓	✓	✓
College Counseling/Prep			✓
Role Modeling, Character Ed	✓	✓	✓
Multicultural Competence	✓	✓	✓
Student Exchange...			✓

3) *School's contingency plans for cash flow challenges:* Cash flow challenges are budgeted for as seen in the difference between revenue, expenditures, and net income each year. Further, BASCS has reserve funding set aside for unforeseen purposes.

L. PRE-OPENING PLAN

Please see Attachment 11: Pre-Opening Plan

M. DISSOLUTION PLAN

Please see Attachment 12: Dissolution Plan

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Policy No. 8160

ADMISSION POLICY

Admission to BACSC II shall comply with Section 2854(2) of the Education Law and all applicable laws.

Admission to BASCS II shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful.

All children who would be eligible for enrollment in public schools in New York State in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below.

BASCS II will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building.

Section 2854(2) of Education Law and policies discussed below will guide the selection, admission, and enrollment of students at BASCS II

The application process will occur in three stages: information distribution, online/written applications, and lottery.

Information Distribution and Open Houses

Information about BASCS II and the admissions process will be disseminated throughout the city via flyers, bulletins, media, mailings (when possible printed in Spanish or other languages as well as English), and workshops at schools and other public institutions. This process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates.

At open houses held in the winter and spring, prospective students and their parents or guardians will hear a comprehensive presentation about the school. Discussions will include the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement. Prospective students and their parents or guardians also will be encouraged to spend a day visiting the school and sitting in classes.

It is important that the school ensure that students and parents/guardians understand the values of the school and its academic and social expectations before they are asked to make a decision to enroll their children. The school will take whatever additional steps are deemed necessary to make sure that parents/guardians are supplied with this important information.

Written/ Online Application

Interested parents/guardians will be required to complete and submit an online application form through school's website. BASCS II will have an online application portal using SchoolMint system. Paper-based applications will also be available for the parents who don't have access to online applications. These forms will be made available at the school and at the school's open houses at accessible locations throughout the community. The school will make staff available to any parent or guardian who needs help completing the application.

Completed applications will be required to be submitted to the school prior to the lottery day which will be announced at the beginning of each year. The school may extend the application submission period if the need exists and may hold a supplemental summer enrollment period if there are vacancies.

Lottery and Admission Priorities

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held on or after April 1st of each year. Such a lottery will be open to the public, and attended and/or audited by a representative of a disinterested outside organization.

The lottery and admission priorities will be as follows: first preference will be given to students returning to the charter school, second preference will be given to siblings of students enrolled in the charter school, third preference will be given to students residing in the Buffalo City School District. In addition to these priorities, BASCS II will use a weighted lottery to ensure ELL/MLL students are prioritized. BASCS II will also use dynamic sibling priority which allows siblings of newly accepted students with completed registration to move to the top of the waitlist in their grade level.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list.

If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. The school shall maintain documentation of the attempts made to contact the parents/guardians of any student removed from the waiting list.

Waiting lists will not be carried over from year to year but, instead, the waiting list for each year will be derived from the random lottery. Vacancies will not be filled after November 1 of each school year.

Admission and Enrollment for Homeless Children

The McKinney-Vento Act applies to the matter of children and youth who are homeless. It pertains to students in a wide range of temporary living situations including but not limited to emergency or transitional shelters such as:

- Motels, hotels, trailer parks, or campgrounds
- Shared housing due to loss of housing or economic hardship
- Hospitals secondary to abandonment or awaiting foster care placement
- Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations
- Public or private places not ordinarily used as sleeping accommodations for human beings

In an effort to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children, Buffalo Academy of Science Charter School adheres to the following practices:

The McKinney-Vento Liaison ensures that homeless children and youth are identified by school personnel through admissions/outreach. The McKinney -Vento Act requires LEAs to **immediately enroll homeless students, even if they are missing records**, and to take an active role in contacting students' prior schools for school records and immunization information. BASCS II Policy is to have its Admission/ Outreach contact provide incoming students and their parents/guardians with an Enrollment Packet and Housing Questionnaire (see attachments) that will provide the school with the essential information of students who are homeless or temporarily homeless.

Transportation for Homeless Policy

Under the McKinney-Vento Act, it ensures that parents, guardians, and unaccompanied youth are fully informed of transportation services. BASCS II policy makes certain that any identified homeless students receive transportation during the duration of their homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade. Transportation is provided up to 50 miles each way and for students who wish to participate in extracurricular activities and/or summer school programs.

Table 2: Public Outreach Information

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Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	# of Attendees
April 25, 2019	<i>Public</i>	Open public meeting held by the Erie County and City of Buffalo Border Block clubs —Attended by 55 block club organization members and parents of potential students	Belmont Housing, 1195 Main Street Buffalo NY 14209	Continue to communicate with parents/guardians of the opening status of the BASCS II, very positive feedback, likes the school; students liked the school	Will continue communication and ensure to announce the opening of BASCS II in the school neighborhood	62
April 19, 2019	<i>Public</i>	Open public meeting held by the Lovejoy Councilman Richard Fontana at the Schiller Park Senior Center, Easter Egg Hunt —Attended by local block club members and parents of potential students	2057 Genesee Street, Buffalo NY 14211 (across the street from BASCS II)	Continue to communicate with parents/guardians of the opening status of the BASCS II, very positive feedback, likes the school; students liked the school	Will continue communication and ensure to announce the opening of BASCS II in the school neighborhood	18
April 15, 2019	<i>Public</i>	Open public meeting held at the Buffalo Erie County Central East Clinton Public Library (NOTE: closest branch to the Doat Street school—Leroy R. Coles, Jr. formerly East Delavan Branch—is closed for construction. East Clinton is next closest branch)	1929 Clinton Street, Buffalo NY 14206	Parent attendance, indicated support— student will be attending BASCS II.	No input given	5

4/2/2019	<i>Public</i>	Open public meeting regarding Doat Street school site, announced in various media outlets, held at the Buffalo Erie County Downtown Public Library	1 Lafayette Square, Buffalo NY 14203	No attendees	N/A	0
2/14/2019	<i>Stakeholder: NYS Senator Timothy Kennedy (Senate District 63: Buffalo)</i>	Meeting with Senator Kennedy and staffers with BASCS parents (3), students (3), and Executive Director to provide presentation and update on student accomplishments and test scores	2239 South Park Ave. Buffalo NY 14210	Senator expressed his support for upstate charter schools to replicate	Senator is providing a letter stating his support for BASCS to replicate; replication application in progress	12
1/11/2019	<i>Stakeholder: NYS Assemblyman Sean Ryan (Assembly District 149: Buffalo)</i>	Meeting with Assemblyman Ryan with 4 BASCS 12 th -grade students and BASCS Executive Director, and to provide presentation and update on student accomplishments and test scores	65 Grant St. Buffalo, NY 14213	Meeting held by Legislative Counsel Kate Meyer: she will provide Assemblyman Ryan details of discussion	No input received	7
11/29/2018	<i>Stakeholder: City of Buffalo Common Council Members Christopher Scanlon (South District) and David Franczyk (Fillmore District)</i>	Provided presentation on BASCS' current educational structure, history, and accomplishments. To garner support for BASCS II Replicator Application and to extend invitation to speak/read to Kindergarten students and to tour the middle school	65 Niagara Square, Buffalo NY 14202	Councilmen were both very responsive in supporting expansion	Replication application in progress; letter supporting expansion / replication have been received	5

11/14/2018	<p><i>Community:</i> Academy Road / St. Mary's Road Block Club</p>	<p>To inform and advise community/neighborhood residents of BASCS' pending bid for the Doat Street school building for school replication / expansion purposes and to request their support for the replicator application. BASCS Executive Director presented a history of BASCS, its test scores, academic proficiency, and graduation rate history and trends.</p>	<p>George K. Arthur Community Center, 2056 Genesee St, Buffalo, NY 14211</p>	<p>Members voiced their overwhelming positive input for a neighborhood school for residents' children to attend. BASCS Executive Director asked the residents what they wanted for the building: their preference would be an elementary (K-4) or middle school (5-8) age students, did not want high school age students.</p>	<p>Inclusion of Grades 5-8 being discussed and considered by the Board of Trustees, although high school grades are included in the replication application due to few high-quality public school choices for neighborhood youth. Options for informing the entire neighborhood are being discussed and implemented with the block club to identify additional neighborhood meetings and greets, social media opps, inclusion in neighborhood materials/websites, etc. to keep the neighborhood informed, hold meetings, and gain input as plans are being formulated/put into action.</p>	16
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11/5/2018	<i>Stakeholder:</i> Buffalo City Common Councilman Richard Fontana (<i>Lovejoy District</i>)	To discuss BASCS interest in the vacant BCSD School #11 on Doat Street. Gave overview of BASCS history, student accomplishments, and BASCS II expansion project.	65 Niagara Square, Buffalo NY 14202	Very receptive to a charter school as occupant, recommended meeting with a strong block club coalition to solicit residential approvals/support of expansion plans and to obtain petitions signage	Contacted Academy Road/St. Mary's Road Block Club President, Gwendolyn Cruz-Hunt. Invited to meet together November 14 at 7 pm at the George K. Arthur Community Center (14211)	4
10/30/2018	<i>Stakeholder:</i> Erie County Legislator April McCants-Baskin (<i>Erie County District 2</i>)	Presentation of BASCS current curriculum structure, test/graduation results, and accomplishments to garner support for BASCS II Charter Application	BASCS Middle School, 89 Clare Street, Buffalo 14206	Suggested moving support teachers to full-time. Discussed gap transfer between 2-year/4-year college students pursuing teaching degree, hiring of the 2-year college student for school teacher substitutes. The Legislator will contact and meet with Dr/ Haco of SUNY Erie Community College to explore/develop partnership.	Replication application includes full-time support teachers	3

10/18/2018 (1:00 pm)	<i>Community:</i> Various community leaders representing faith-based, business, and non-profit organizations	Presentation of BASCS current curriculum structure, test/graduation results, and accomplishments to garner support for BASCS II replicator application	BASCS Middle School, 89 Clare Street, Buffalo 14206	Recommended contacting HBCUs College of Education teacher programs to solicit minority teachers, hold a community job fair to attract potential minority teacher applicants, and use external mentors to work with BASCS students	Follow -up meetings: 1) Mentoring: October 23, 2018 with David Blackburn (Youth Vocational Counselor, City of Buffalo) and Pastor Charles Walker 2) Minority teachers: November 8, 2018 with Bishop Michael Badger	22
10/18/2018 (9:00 am)	<i>Stakeholder:</i> Erie County Legislators: Barbara Miller-Williams (<i>District #1: Buffalo</i>) and Edward A. Rath, III (<i>District #6: Buffalo</i>)	Presentation of BASCS current curriculum structure, test/graduation results, and accomplishments and to garner support for BASCS II replication application	BASCS Middle School, 89 Clare Street, Buffalo NY 14206	Very crucial to get residential community, district-elected officials, and business community involvement / approval	BASCS scheduled meetings/attained letters of support	5
8/1/2018	<i>Community:</i> Parents, media, and other stakeholders	Media and community informed about BASCS replication application and invited for a press conference about the new school project; press conference was printed/announced in local media outlets	190 Franklin Street, Buffalo, NY 14202	No input received	No input received	7
7/6/2018	<i>Public</i>	A press release was sent to all news outlets for charter expansion	Press release	No input; announcement of press release	N/A	General public

6/27/2018	<i>Stakeholders:</i> Current and prospective parents	Information about the replication application and request for support letter mailed to all current and prospective parents.	Mailing	Received over 50 support letters from parents	Moved forward on replication application	400
6/27/2018	<i>Community:</i> Community leaders, businesses, other stakeholders	Information about the replication application and request for support letter mailed to over 200 community stakeholders and institutions	Mailing	Received over 50 support from community leaders, community members, businesses, and community organization	Moved forward on replication application	200
June-July, 2018	<i>Public:</i> parents, prospective parents, community at large, etc.	An online community survey was conducted to determine interest in a new charter school	Online	Over 90% of survey takers are likely to enroll their children in a charter school	Included in replication application	141 survey takers
6/20/2018	<i>Stakeholders:</i> Parents of current students	Information shared about the replication application, petition signed, and support letters requested	BASCS Middle School, 89 Clare Street, Buffalo NY 14206	1,100 petition signatures received	Moved forward on replication application	Informed 800 parents
5/5/2018	<i>Community:</i> Community activists, alumni student	Hosted by Linda Russell-Holmes, Alumni De'Jon Hall, and Betty Jean Grant at BASCS' Board of Trustees meeting. Discussion of school's expansion, continued growth, improvements, and future plans	BASCS, 190 Franklin Street, Buffalo NY 14202	Annual Board Meeting	Board approved replication application	15

Group types: Stakeholder, Community, Public, Partnership, Collaboration



Attachment 2b Evidence of Public Review Process

Please see Table 2 which identifies public meetings and meetings with stakeholders, community members, and community organizations regarding the replication application and BASCS II. In particular, the outcomes of the two recent public meetings have showed the tremendous interest in the new school site. Neighbors (parents and children) have expressed great interest in the design. Key stakeholders have been active in announcing these public meetings and in driving attendance.

Evidence:

Public Meeting, April 25, 2019	Sign-in sheet	See attached
Public Meeting, April 19, 2019	Attendance list	Being finalized, not yet available
Public Meeting, April 2, 2019	No attendees	N/A
Public meeting flyer	Samples from public meetings	Attached
Summaries of public meetings	Provided in Table 2	See Table 2
Summaries of meetings with stakeholders	Provided in Table 2	See Table 2
Surveys with analysis	Provided in Table 2	See Table 2
Public awareness campaign	Brochure	Replication school announced (BuffSci 2), presentations made (see October 2018 attached)
Public awareness with parents regarding replication	Included in Table 2 (June-August 2018)	See Table 2
Social media	Facebook postings	Example Facebook posting of meeting with Senator Kennedy
Responses	Identified in Table 2	Verbal, considered/discussed and/or incorporated into application
Copies of received letters	Samples included in LOI Attachment 2a and full application Attachment 2c	Many more on file with BASCS from parents, community organizations, politicians, and stakeholders
Invitations	Flyer and announcements from meeting sponsors (e.g., Fontana, block clubs)	Flyer is attached; Sponsor announcements were from their office
Invitations	Calendar invites	Attached, e.g., Bakos Block Club
Media articles	Attached	Attached



Dec 5, 2018

NAME
TITLE
ORGANIZATION NAME
ADDRESS
Buffalo, New York ZIP

Dear NAME:

As an important community stakeholder in our Buffalo and Western New York community, I am pleased to present this information for your review. As part of our long-term strategic plan, the Buffalo Academy of Science is in the preparatory stages of expanding our services to serve more students by replicating our school model in Buffalo. We hope that you will lend your support for the BuffSci school replication project so that we may further address the needs of the community by extending the same high-quality education that we have provided our current students to many more students in the district.

Over the past decade, BuffSci has built a reputation for instilling a culture of excellence within our school community. As a result of the hard work and dedication of our students, teachers, and families, our students have demonstrated much academic success. We are proud of the great work and measurable outcomes that have been achieved within these walls, and we know that expanding our educational services will serve only to better prepare our Buffalo students for college and careers. But we cannot do this alone or in a vacuum – we need your support.

I would like to ask for your formal support of the BuffSci school replication project. Support from our community stakeholders is a vital step in ensuring the funding and services needed to bring this project from fledgling stages to fruition. If you believe that providing a richly diverse and empowering setting, a quality STEM-focused education and an overall rigorous, innovative curriculum to the young students of Buffalo is important to the future of this great city, I encourage you to provide us with your letter of support.

To better familiarize you with our school, I have attached a BuffSci fact sheet. I welcome the opportunity to answer any questions you may have. Thank you in advance for your consideration and I look forward to hearing back from you about this special request.

Sincerely,

Joseph B. Polat, Director
Buffalo Academy of Science Charter School



A FACEBOOK POST ON THE VIST OF THE NYS SENATOR WITH PARENTS AND STUDENTS, INFORMING HIM ABOUT THE REPLICA SCHOOL AND REQUESTING HIS SUPPORT

February 15, 2019

Mr. Polat took a group of students to visit NYS Senator Timothy Kennedy's office here in Buffalo, NY! To inform of the Buffsci II initiative and to solicit his support. in writing; as well as our purchasing the former BPS #11 Doat Street school for expansion for the 2019-2020 school year. Our current students Rexx, Zachary, and Isaiah. Not to mention Mr. Bell, Mr. Paddock and Mrs. Kelley, three of our dedicated parents, attended the meeting as well! They gave examples on how BuffSci has changed their life and also what our school means to them! Goo BuffSci, Goo Charters!!

#BuffSci #AdvocateForYourCharter #charterschools #buffalo#buffalocharterschools #students #Parents #senator #dedication#loveyourcharter



Have You Heard?



BuffSci 2 is coming ...

BUFF SCI 
BUFFALO ACADEMY OF SCIENCE

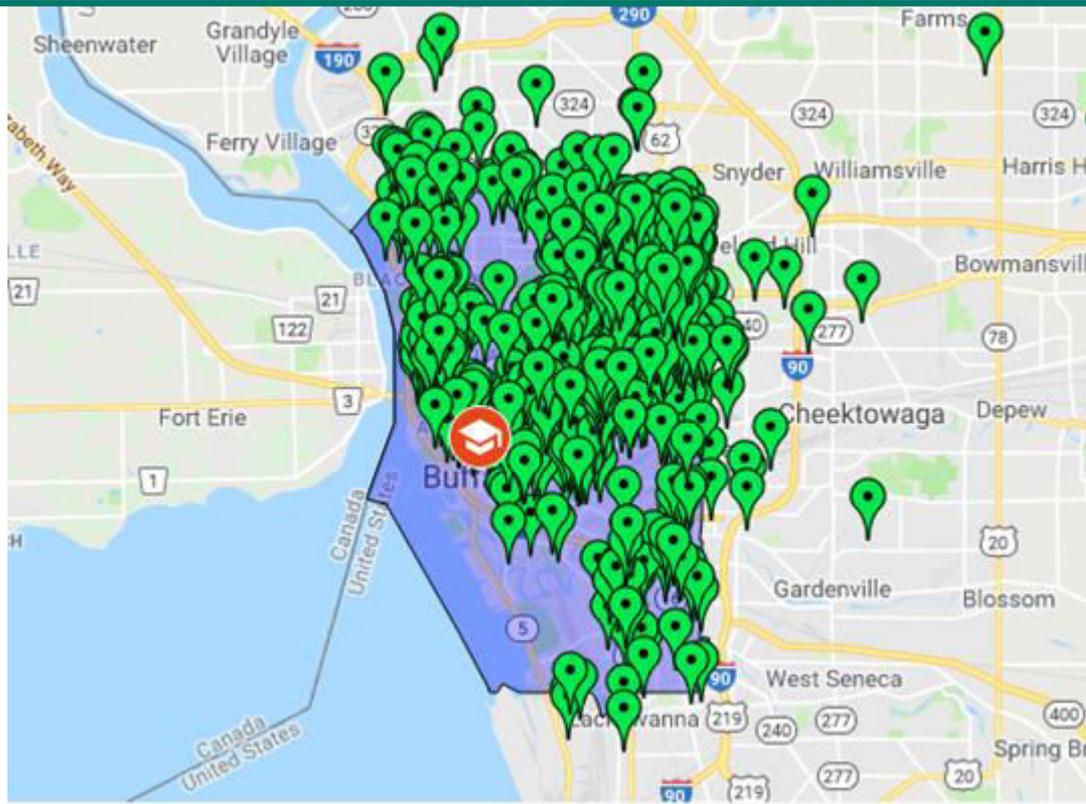
ON THE REPLICA SCHOOL CREATED IN OCT 2018, PRESENTED AT VARIOUS LOCATIONS TO VARIOUS STAKEHOLDERS

Need

BuffSci received

922 applications

for 2018-19 school year



BuffSci 2

- Projected Opening : Sep 2020
- Projected Location: Buffalo
- Projected Enrollment

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	5-6	72	72	72	72	72
1 st	6-7		72	72	72	72
2 nd	7-8			72	72	72
3 rd	8-9				72	72
4 th	9-10					72
5 th	10-11					
6 th	11-12					
7 th	12-13					
8 th	13-14					
9 th	14-15		80	80	80	80
10 th	15-16			72	72	72
11 th	16-17				66	66
12 th	17-18					62
Ungraded						
Totals		72	224	368	506	640

We need your feedback

- To serve better
- To improve our practices
- To be part of the solution

We need your support

- To bring the best education opportunities to Buffalo children
- To create choice for parents and students
- To create best practices that may impact larger population

BuffSci II COMING IN 2020



**Coming Soon to Your
Neighborhood!**

BuffSci II is coming! There will be a public Info Meeting at the East Clinton Library on April 15, 2019 from 12:30AM-2:00PM! Come support our expansion!!

CONTACT US AT
(716)854-2490

Attn: Ms Kortni Burg

**SEATS
ARE
LIMITED!**



BuffSci II COMING IN 2020



**Coming Soon to Your
Neighborhood!**

BuffSci II is coming! There will be a public Info Meeting at the Downtown Erie County Library on Tuesday April 2, 2019 from 11:30AM-1:00PM! Come support our expansion!!

PosterMyWall.com

CONTACT US AT
(716)854-2490

Attn: Ms Kortni Burg

**SEATS
ARE
LIMITED!**



BuffSci II COMING IN 2020



**Coming Soon to Your
Neighborhood!**

**CONTACT US AT
(716)854-2490**

Attn: Ms Kortni Burg

BuffSci II is coming! There will be a public Info Meeting at the Buffalo Border Block Club, 1195 Main Street. Buffalo, NY. on April 25, 2019 from 7:00PM-8:00PM! Come support our expansion!!

**SEATS
ARE
LIMITED!**



BuffSci II COMING IN 2020



**Coming Soon to Your
Neighborhood!**

**CONTACT US AT
(716)854-2490**

Attn: Ms. Kortni Burg

BuffSci II is coming! There will be a public Info Meeting at the Bakosblock Club Coalition, 1195 Main Street. Buffalo, NY. on May 30, 2019 from 7:00PM-8:00PM! Come support our expansion!!

**SEATS
ARE
LIMITED!**

PosterMyWall.com



Invitation: BakosBlock Member Meeting @ 1195 Main Street Belmont Hous... @ Thu May 30, 2019 7pm - 8pm (EDT) [REDACTED]

Inbox x



Ginger Ragland

to me [REDACTED]

8:17 AM (2 hours ago)



BakosBlock Member Meeting @ 1195 Main...

[View on Google Calendar](#)

When Thu May 30, 2019 7pm – 8pm (EDT)

Who [REDACTED]

Yes

Maybe

No

Agenda

Thu May 30, 2019

No earlier events

7pm BakosBlock Member Meeting @ 1195 Main...

No later events

You have been invited to the following event.

BakosBlock Member Meeting @ [REDACTED]

[more details »](#)

When Thu May 30, 2019 7pm – 8pm Eastern Time - New York

Joining info [REDACTED]

Calendar [REDACTED]

Who [REDACTED]

Going [REDACTED]

[Yes](#) - [Maybe](#) - [No](#) [more options »](#)

FOR THE EXCLUSIVE USE OF MURATVN@GMAIL.COM

From the Buffalo Business First:

<https://www.bizjournals.com/buffalo/news/2019/01/22/buffalo-academy-of-science-charter-school-buys.html>

Buffalo Academy of Science Charter School buys Doat Street building

Jan 22, 2019, 6:21am EST Updated: Jan 23, 2019, 8:44am EST

The Buffalo Academy of Science Charter School has emerged as the likely buyer for the now-closed Buffalo Public School No. 11.

The charter school was selected by city officials as the preferred buyer of the Doat Street building.

Buffalo Academy of Science Charter School offered to pay \$940,000 for the building, which is located just across from Schiller Park.

A formal sale agreement is expected to be reviewed Tuesday afternoon by the Buffalo Common Council, which must approve the transaction.

The deal will allow Buffalo Academy of Science Charter School to open a third location, this one for students from kindergarten through senior year in high school.

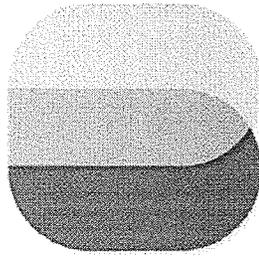
The school's two other locations will remain in place. They are located at 190 Franklin Street in downtown Buffalo and the other on Clare Street in the Larkin District.

Two other proposals were submitted and both focused on renovating the school in low-income housing or senior housing.

Buffalo Academy of Science Charter School would like to be in the School 11 site by this fall.

James Fink
Reporter
Buffalo Business First





Buffalo Rising

EAST SIDE EDUCATION THE CITY

School Staying a School



by Buffalo Rising January 21, 2019, 9:18 am 13 Comments



A former public school on the East Side is going to stay a school. The Buffalo Academy of Science Charter School (BuffSci) has been selected by the City to purchase former School #11 at 437 Doat Street across from Schiller Park. The school has a downtown location at 190 Franklin Street and a second site at 89 Clare Street

near the Larkin District.

A Request for Proposal for the sale and redevelopment of the property elicited three bids. Two of the RFP responses proposed housing including low-income housing, mixed income housing, assisted living for the developmentally disabled, and affordable senior housing. The final proposal was from the Buffalo Academy of Science Charter School seeking to expand its operations.

Proposals were reviewed based on the quality of the plan, accomplishment of other projects, MBE/WBE participation, neighborhood revitalization objectives, capability to implement the development plan and financial considerations.

The Buffalo Academy of Science Charter School proposal was determined to be the strongest of the three candidates, meeting all of the evaluation criteria provided by the City in the RFP with the highest offer price and quickest time frame for completion. BuffSci's proposal also showed community support for their proposed school.

BuffSci plans to use the existing structure as a charter school for the September 2019 school year and has agreed to pay \$940,000 for the site. The Common Council is expected to review the sale at its meeting tomorrow.

Tagged with: 437 Doat Street Buffalo Academy of Science Charter School



Written by Buffalo Rising

Sometimes the authors at Buffalo Rising work on collaborative efforts in order to cover various events and stories. These posts can not be attributed to one single author, as it is a combined effort. Often times a formation of a post gets started by one writer and passed along to one or more writers before completion. At times there are author attributions at the end of one of these posts. Other times, "Buffalo Rising" is simply offered up as the creator of the article. In either case, the writing is original to Buffalo Rising.

 [View All Articles by Buffalo Rising](#)

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Show Comments

What do you think?

0 Responses

 Upvote	 Funny	 Love	 Surprised	 Angry	 Sad
0	0	0	0	0	0

Comments and reactions for this thread are now closed.



5 Comments **Buffalo Rising**

 Login

 Recommend  Tweet  Share

Sort by Best



[Redacted] • 3 months ago

I wish the city of Buffalo would back to neighborhood schools.

6   • Share



[Redacted] • 3 months ago

I have mixed feelings about neighborhood schools, there are certainly some advantages but also some limitations. When I was a kid in the 60's we walked to our neighborhood school and the community was fairly insular and homogenous, that changed when integration began when I was in 7th grade. We were thrown together with kids from all over the city and we were forced to look outside our little world. During my sophomore year racial tensions exploded, our school experienced much disruption, many students both black and white experienced violence. Although this was a bad overall experience it did force us to grow and learn how to get along, by senior year many students became friends and skin color was no longer such a great divide. I have always felt this experience was very advantageous when I entered the work world and certainly helped me succeed. Fast forward to my own children, all four attended various Buffalo Schools. They would not have had the same opportunities had they stayed put at PS #51 here in Black Rock nor would they have been exposed to the diversity and experiences that prepared them for the world.

5   • Share



[Redacted] 3 months ago

I think North Park still has to bus in a certain percentage of non neighborhood students. I believe 25%. Hopefully this will be a good compromise and will eventually come to every Buffalo public school.

1   • Share

[Show more replies](#)



[Redacted] 3 months ago

It seems to be happening on a limited basis. North Park Academy is choosing in their

— it seems to be happening on a limited basis. North Park Academy is phasing in their community school, one grade per year over the next few years. The parents in NoBu are very excited about the prospect, along with NPA's planned renovations and additions.

2 ^ | v • Share ›

[Show more replies](#)



3 months ago

Great news for BuffSci. A selection criteria was the bidder's track record, and BuffSci has a track record of success. Good for the students, good for the neighborhood. I hope the final sale is approved.

1 ^ | v • Share ›

ALSO ON BUFFALO RISING

Construction Watch: 1159 Main Street

6 comments • an hour ago

 Maybe it's just me, but I honestly thought any plans for this site were dead. I'm honestly shocked to see that crews ...

Duff's Puts Elmwood on its Menu

9 comments • 13 hours ago

 - Duff's is decidedly not a pizzeria

Buffalo's Disposable Architecture vs Uninspired New Builds... Need a Tissue?

75 comments • 2 days ago

 - What nonsense, you don't have a clue and your attempt to offer alternative facts and revisionist history is pathetic

288 Lincoln Pkwy, WOW!

5 comments • 13 hours ago

 what is tacky ?

Academy Rd./St. Mary Road Neighborhood Block Club



December 5, 2018

Joseph Polat



Dear Mr. Polat;

The purpose of this letter is to express my support for the Buffalo Academy of Science Charter School (BuffSci) Replication Project. I believe that the invaluable work that is done at the middle and high school levels by the faculty and staff of BuffSci, particularly in STEM education and college-and-career readiness, is absolutely critical to the healthy development of capable, contributing citizens who are prepared to successfully meet the challenges of the globally-oriented 21st century.

Academy Road/St.Mary Road block club is a neighborhood watch group affiliated with other blocks clubs in the LoveJoy District. We believe a neighborhood is strengthened and safer for you when designated people take turns walking/driving the area each night, appoint people for concerns or suspicious individuals, and organize beautification projects. This allows our neighborhood residents to feel safe in their home and to become more involved in the life of the neighborhood, especially in watching for the health and safety of children.

On November 5, 2018, BuffSci Executor Director and 2 staff members met with our block club leadership to present, and solicit our thoughts on their plans for the Doat school building. We expressed the desire to have grades 5-8 students. The neighborhood is starting to re-populate with younger families; and will provide the return of a neighborhood school environment that was experienced in the past. As a neighborhood-strengthen group, we believe the presence of BuffSci at the Doat school site will enrich the neighborhood and provide tremendous opportunities to our children.

We look forward to working closely with BuffSci to support our youth, share their success and growth opportunities, and believe they will be our STEM leaders of the future. Should you have any questions, please contact me at 

Sincerely yours,



Gwendolyn Cruz-Hunt, President
Academy Road/St. Mary's Rd. Block Club

BUFFALO SOCIETY OF NATURAL SCIENCES

BUFFALO MUSEUM OF SCIENCE AND TIFFT NATURE PRESERVE

1020 HUMBOLDT PARKWAY, BUFFALO, NEW YORK 14211-1208 (716)896-5200 FAX(716)897-6723

July 9, 2018

Buffalo Academy of Science Charter School



To the Founding Board of Directors of Buffalo Academy of Science Charter School,

The Buffalo Society of Natural Sciences is pleased to submit this letter of support for the Buffalo Academy of Science Charter School's replication.

Given the outstanding record of exceptional results, we are lending our support because we believe Buffalo Academy of Science CS will provide an alternative secondary education option for families in our Buffalo communities. A replication of the Buffalo Academy of Science CS will focus on standards of excellence, personal growth, and social responsibility. Furthermore, we support the Buffalo Academy of Science CS's commitment to preparing each student for a global society.

Thank you for considering the replication and your demonstrated commitment in the future of Buffalo and its youth.

Sincerely,

A handwritten signature in blue ink that reads "Marisa Wigglesworth".

Marisa Wigglesworth
President & CEO

Common Council
CITY OF BUFFALO
OFFICE OF THE COUNCIL PRESIDENT

DARIUS G. PRIDGEN
COUNCIL PRESIDENT
ELLICOTT DISTRICT COUNCIL MEMBER
65 NIAGARA SQUARE, 1315 CITY HALL
BUFFALO, NY 14202-3318
PHONE: (716) 851-4980 ♦ FAX: (716) 851-6576
City of Buffalo Website: www.city-buffalo.com
Ellicott District Website: www.buffaloellicottdistrict.com



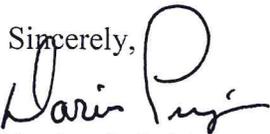
CHAIRMAN
RULES COMMITTEE
CHIEF OF STAFF
MARC A. POPE
LEGISLATIVE ASSISTANT
TAWANA N. RICHARDSON

July 12, 2018

Buffalo Academy of Science
[REDACTED]

Dear Founding Board of Directors of Buffalo Academy of Science Charter School:

As a member of the local government bodies, I am submitting this letter to express my support for Buffalo Academy of Science Charter School replication. I am lending my support because Buffalo Academy of Science CS will provide other secondary educational option for families in Buffalo communities, one which will focus on standards of excellence, personal growth, and social responsibility. Furthermore, I support the Buffalo Academy of Science CS commitment to preparing each student for a global society.

Sincerely,

Darius G. Pridgen
Council President
Ellicott District Councilmember





Common Council

CITY OF BUFFALO

LOVEJOY DISTRICT

RICHARD A. FONTANA

LOVEJOY DISTRICT COUNCIL MEMBER
65 NIAGARA SQUARE, 1316-A CITY HALL
BUFFALO, NY 14202-3318
PHONE: (716) 851-5151 ♦ FAX: (716) 851-5141
E-mail: rfontana@city-buffalo.com

CHAIRMAN
FINANCE COMMITTEE
COMMITTEES
CIVIL SERVICE
SENIOR LEGISLATIVE ASSISTANT
BRYAN J. BOLLMAN
LEGISLATIVE ASSISTANT
THOMAS J. OLEJNICZAK

11/28/2018

Re: Letter of Support

To whom it my concern:

The purpose of this letter is to express my support for the Buffalo Academy of Science Charter School (BuffSci) Replication Project. I believe that the work that is done at the middle and high school levels by the faculty and staff of BuffSci, particularly in STEM education and college-and-career readiness, is absolutely critical to the healthy development of capable, contributing citizens who are prepared to successfully meet the challenges of the globally-oriented 21st century society.

Young children have special needs which must be recognized and supported within our local communities. We support and encourage the NYS Board of Regents to ensure the provisions that will allow the Buffalo Academy of Science to continue its great work and expand their services. We believe that if more students in the city of Buffalo can attend a school such as BuffSci that will keep them on par with their peers who have more access to adequate STEM education services, they will be prepared for success in the future.

Sincerely,

Richard A. Fontana
Lovejoy District Councilmember



Common Council

CITY OF BUFFALO

ULYSEES O. WINGO, SR.

MASTEN DISTRICT COUNCIL MEMBER

65 Niagara Square
City Hall 1414
Buffalo, NY 14202
Phone: (716) 851-5145

October 25, 2018

Dear Joseph B. Polat:

The purpose of this letter is to express my support for the Buffalo Academy of Science Charter School (BuffSci) Replication Project. The invaluable work that is done at the middle and high school levels by the faculty and staff of BuffSci, particularly in STEM education and college-and-career readiness, is critical to the healthy development of capable, contributing citizens who are prepared to successfully meet the challenges of the future.

With a focus on STEM, BuffSci offers students from underserved communities an opportunity to gain access to a curriculum that would make it possible for them to increase their numbers in professional fields where they are woefully underrepresented. My work in the Masten District continues to support efforts to bridge the gap that exist for underrepresented students in the STEM fields. Recently our office sponsored a STEM program with great success. The opportunity to expand the services and resources of BuffSci is in alignment with my focus on creating opportunities in STEM education.

I support and encourage the NYS Board of Regents to ensure the provisions that will allow the Buffalo Academy of Science to continue its great work and expand their services.

Regards,

Hon. Ulysees O. Wingo, Sr.
Masten District Councilmember
UOW/dl

CHAIRMAN

EDUCATION

COMMITTEES

CIVIL SERVICE

COMMUNITY DEVELOPMENT

MINORITY BUSINESS ENTERPRISE

Chief of Staff

Dinash Lal

Deputy Chief of Staff

Timothy J. Brown, Sr.



Cultural Voice Box
"Creative Cultural &
Educational
Program
Solutions!"

November 08, 2018

David Blackburn
CVB Director



Dear Mr. Polat:

The purpose of this letter is to express my support for the Buffalo Academy of Science Charter School replication project. As I understand the project is designed to create additional schools that mirror your current academic success model. Upon touring and meeting with you I am encouraged by the quality of academic programming that you are seeking to duplicate. Based on our review, the academic success of your students exceed most of the schools in our area as it relates to many state testing standards. That is something to be proud of and that can benefit our region.

As we also discussed I look forward to assisting in creating new success stories for your alumni going to college, and on to their future careers. You expressed the importance of adding diversity to your staff that represents the entire student population including all students of color. My support is based on your continued efforts to make that diversity a reality. I feel that will help in your long term goals related to the education of our youth, success in college, and career success.

Sincerely Yours,

David Blackburn
Director

(716) 316-2425 • culturalvoicebox@gmail.com • www.culturalvoicebox.com

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65 Court Street, Room 213
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(716) 854-8705
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THE SENATE
STATE OF NEW YORK



ALBANY OFFICE:
Room 947
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Albany, New York 12247
(518) 455-3240
Fax: (518) 426-6738

CHRISTOPHER L. JACOBS
SENATOR, 60TH DISTRICT

November 30, 2018

Joseph B. Polat
Director
Buffalo Academy of Science Charter School

Dear Mr. Polat:

I am writing to express my support for the Buffalo Academy of Science Charter School (BASCS) and their long-term strategic plan to expand services to include an elementary STEM-focused charter school in the City of Buffalo.

I recognize the continually emerging and critical role that science, technology, engineering, and math play in developing the 21st century skills needed for our children to succeed, and believe this expansion project will allow BASCS the opportunity to better prepare even more children to enter the workforce of the new global economy.

Since 2004, the Buffalo Academy of Science Charter School has illustrated a positive record of accomplishment in successfully developing a culture of excellence within their school community and I wish them continued success preparing and empowering students to succeed.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Jacobs".

Chris Jacobs
New York State Senator
60th District



ERIE COUNTY LEGISLATURE

BARBARA MILLER-WILLIAMS

Legislator - 1st District

MEMBER:

Government Affairs Committee

Finance & Management Committee

Health & Human Services Committee



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August 24, 2018

Founding Board of Directors
Buffalo Academy of Science Charter School

Dear Founding Board of Directors:

As a member of the business/corporate entities, local government bodies, and area educational institutions, I am submitting this letter to express my support for the Buffalo Academy of Science Charter School Replication Project. I am lending my support because Buffalo Academy of Science Charter School will provide other secondary educational options for families in Buffalo communities, which will focus on standards of excellence, personal growth and social responsibility. Furthermore, I support the Buffalo Academy of Science Charter School's commitment to prepare each student for a global society.

Sincerely,

Barbara Miller-Williams
Erie County Legislature
District 1

BMW/ss

"We are here to serve the Community"



INTERNATIONAL CENTER *for*
STUDIES *in* CREATIVITY

BUFFALO STATE • The State University of New York

March 21st, 2019

Dear Joseph B. Polat:

I am writing this letter of support for the Buffalo Academy of Science Charter School Replication Project. As a model school that prepares students for success through the integration of critical knowledge and skills for a rapidly changing future, it is important to bring this academically rich, meaningful learning experience to a wider audience.

For over a decade, I taught in the Buffalo City Schools and conducted training for teachers before joining the faculty of the International Center for Studies in Creativity at Buffalo State. At Buffalo State, I often travel to examine quality educational initiatives throughout the globe. In examining the accomplishments of the Buffalo Academy of Science Charter School, it is clear that they are focusing on cutting-edge learning in a supportive environment that meets the needs of diverse learners. With over 80% free and reduced lunches, they are also meeting the needs of the most impoverished families in our community.

Buffalo's diverse community needs are currently underserved by our educational institutions. Expanding the reach of successful programs is critical. In 2017 Buffalo Academy of Science Charter School was named one of America's Best High Schools. For multiple years, the school has a graduation rate and mean growth percentile in Mathematics and English Language Arts above the state average. Given Western New York's growth in both innovations and jobs in the technology fields, replicating this program is both an appropriate and timely way to increase the pool of well-prepared workers in an increasingly globally connected world.

I fully support this initiative. Please feel free to contact me if you need any further information.

Sincerely,

Dr. Susan Keller-Mathers
Associate Professor, Creative Studies
Past Interim Director, International Graduate Programs for Educators



November 13, 2018

Dear Mr. Polat:

As Dean of Niagara University's College of Education, I would like to express my support for the **Buffalo Academy of Science Charter School (BuffSci) Replication Project**. BuffaloSci has had tremendous success in their work with diverse middle and high school students, particularly in STEM education and college-and-career readiness, and I firmly believe that they have the potential to expand their work through a replication project.

As a higher education institution in the Vincentian tradition, it is important for Niagara University to recognize the importance of the supports that BuffaloSci provides, and the impact these supports have on closing the academic achievement gaps for marginalized populations of students. BuffaloSci's focus on STEM, implementation of innovative teaching methods, and integration of state-of-the art technology are key factors in their success. We look forward to extending our partnership with BuffaloSci to include more dually registered early college course offerings, teacher certification and extension coursework, and clinically-rich pre-service teacher education field experiences.

I encourage the NYS Board of Regents to ensure the provisions that will allow the Buffalo Academy of Science to continue its great work and expand their services. We believe wholeheartedly in the work being done by BuffaloSci and believe that additional students in the City of Buffalo can benefit from this type of education.

Sincerely,

Chandra J. Foote, Ph.D.
Dean and Professor of Education





University at Buffalo
The State University of New York

Department of Learning and Instruction
Graduate School of Education.

December 01, 2018

Dear **Joseph B. Polat**:

The purpose of this letter is to express my support for the **Buffalo Academy of Science Charter School (BuffSci) Replication Project**. I believe that the invaluable work that is done at the middle and high school levels by the faculty and staff of BuffSci, particularly in STEM education and college-and-career readiness, is absolutely critical to the healthy development of capable, contributing citizens who are prepared to successfully meet the challenges of the globally-oriented 21st-century society.

Currently, I serve as an Associate Professor of Mathematics Education at University at Buffalo—The State University of New York. I received my doctorate from Michigan State University in 2008 with an emphasis in mathematics education. For the last ten years, I have centered my research and teaching at the intersection of mathematics education and curriculum and instruction. Recognizing the gaps between and among various types of curricula, I research how factors such as textbooks, curriculum and teachers' ability to interpret and respond to students' thinking influence how students learn math. I have been the principal investigator on several externally and internally funded projects. I am currently working on two externally funded research projects (one from the Spencer Foundation and the other from the National Council of Teachers of Mathematics—Classroom Research Grants) to identify the core mathematical knowledge and practice for teaching algebra and to improve students' mathematical understanding through history-infused storytelling-based approaches.

Research shows that gaps in academic achievement, particularly in literacy and STEM, for students in underserved populations increase dramatically over time due in part to lack of access to resources. Early intervention supports provide children and their families with the necessary skills to facilitate their child's academic growth and development. Providing access to and utilizing state-of-the-art technology, innovative teaching methods, and rigorous curricula to educate young children makes an incredible difference to the overall success of the child. I believe that BuffSci has been successful in achieving these goals.

BuffSci has been a center for various projects taking place in UB mathematics education. For example, students in BuffSci had participated in a Summer Math Program which intended to improve students' mathematical understanding and their mathematics self-efficacy. In addition, BuffSci is one of the participating schools for the project that tests out the effectiveness of a storytelling approach on teacher learning and student learning. Stories bring learning and



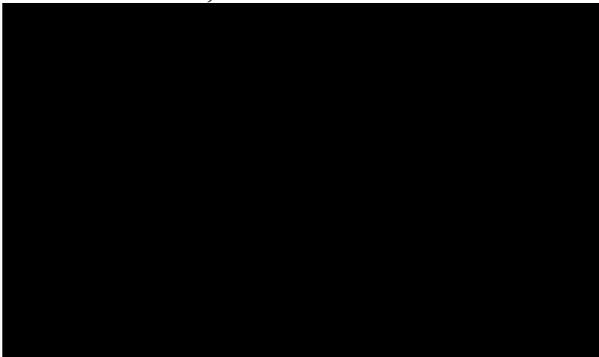
imagination together and can make whatever is to be learned into something meaningful, engaging the imagination in the process of learning. Despite educational benefits, stories and storytelling-based approaches are not popular in mathematical classrooms in the US. In this project, teachers will participate in summer workshops that intend to help teachers understand storytelling-based curriculum resources aligned with the Common Core State standards and will implement the curriculum over a year while participating in professional development opportunities provided by the project, which will allow BuffSci teachers to better address student needs. Furthermore, BuffSci has been invited to participate in a project that helps teachers better teach mathematical modeling to students. Although mathematical modeling has been highlighted as one of the important mathematical practice for all grades, research shows that teachers who should teach modeling do not have much opportunities to develop knowledge and skills needed for teaching mathematical modeling, and thus teachers teach modeling without ever worked on modeling problems and have a difficult basis for their lesson planning.

UB's collaboration with BuffSci will provide various learning opportunities to teachers (i.e., teacher training) and will support teacher recruitment and school program evaluation. I greatly support and encourage the NYS Board of Regents to ensure the provisions that will allow the Buffalo Academy of Science to continue its great work and expand their services. I believe wholeheartedly that if more students in the city of Buffalo can attend a school such as BuffSci that will keep them on par with their peers who have more access to adequate STEM education services, they will be prepared for success in the future.

Sincerely Yours,

Ji-won Son

Ji-Won Son, Ph.D





**Buffalo Academy of Science 2019 Replicator Application
Course Descriptions**

Grades K-4			
Course	Grade	Course Description	Curriculum/Resource
Reading	Kindergarten	Engages students in activities to develop their reading skills and strategies. Course content emphasizes storytelling/reading aloud and evoking a written, oral, or pictorial response. Foundational skills are taught and used in writing. Supports differentiated instruction and intervention. Informational texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Kindergarten standards.	Fountas & Pinnell / Wit and Wisdom, Problem-Attic, i-Ready
Reading	Grade 1	Focuses on reading skills and strategies that emphasize foundational skills, recognition of and response to various types of text, extension of vocabulary, and the connection of language to the expression of ideas. Supports differentiated instruction and intervention. Informational texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 1 standards.	Fountas & Pinnell / Wit and Wisdom, Problem-Attic, i-Ready
Reading	Grade 2	Focuses on reading skills and strategies and builds students' skills in independent reading by increasing reading fluency, vocabulary, and recognition of word and language patterns. Supports differentiated instruction and intervention. Informational texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 2 standards.	Fountas & Pinnell / Wit and Wisdom, Problem-Attic, i-Ready
Reading	Grade 3	Focuses on reading skills and strategies and emphasizes independent reading in a variety of assignments. Some emphasis is also placed on presentation skills. Supports differentiated instruction and intervention. Informational texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content.	Fountas & Pinnell / Wit and Wisdom, Problem-Attic, i-Ready

		Specific content is from New York Common Core ELA Grade 3 standards.	
Reading	Grade 4	Focuses on reading skills and strategies and emphasizes independent reading in a variety of assignments and require students to respond to different material in various ways. Supports differentiated instruction and intervention. Informational texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 4 standards.	Wit and Wisdom, Problem-Attic, i-Ready
Writing	Kindergarten	Engages students in activities to develop their writing skills, including shared writing. Course content emphasizes storytelling, personal expression, and various genres. Includes speaking, listening, and presenting. Supports differentiated instruction and intervention. Writing exemplars and texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Kindergarten standards.	Wit and Wisdom, i-Ready
Writing	Grade 1	Focuses on writing skills and emphasizes recognition and creation of various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas. Includes speaking, listening, and presenting. Supports differentiated instruction and intervention. Writing exemplars and texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 1 standards.	Wit and Wisdom, Problem-Attic, i-Ready
Writing	Grade 2	Focuses on writing skills and builds students' skills in independent writing by increasing writing fluency, vocabulary, and recognition of word and language patterns. Also introduces or reinforces the rules of grammar and spelling. Includes speaking, listening, and presenting. Supports differentiated instruction and intervention. Writing exemplars and texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 2 standards.	Wit and Wisdom, Problem-Attic, i-Ready
Writing	Grade 3	Focuses on writing skills and emphasizes independent writing in a variety	Wit and Wisdom,

		of assignments. Emphasis is also placed on presentation skills. Includes speaking, listening, and presenting. Supports differentiated instruction and intervention. Writing exemplars and texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 3 standards.	Problem-Attic, i-Ready
Writing	Grade 4	Focuses on writing skills and emphasizes independent writing in a variety of assignments requiring students to respond to different materials in various ways. Grammar and usage of the English language is also emphasized. Includes speaking, listening, and presenting. Supports differentiated instruction and intervention. Writing exemplars and texts integrate grade-level content (science, math, social studies, etc.) and enables students to participate in grade-level content. Specific content is from New York Common Core ELA Grade 4 standards.	Wit and Wisdom, Problem-Attic, i-Ready
Mathematics	Kindergarten	Introduces and reinforces basic concepts of mathematics such as counting whole numbers and understanding patterns, time, and money. Supports differentiated instruction and intervention. Specific content is from New York Common Core Mathematics Kindergarten standards.	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready
Mathematics	Grade 1	Helps build a conceptual foundation in 1) number, operation, and quantitative reasoning, 2) patterns, relationships, and algebraic thinking, 3) geometry and spatial reasoning, and 4) measurement. Courses require students to develop their numerical fluency and to make calculation predictions. Supports differentiated instruction and intervention. Specific content is from New York Common Core Mathematics Grade 1 standards.	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready
Mathematics	Grade 2	Continues to build a conceptual foundation in 1) number, operation, and quantitative reasoning, 2) patterns, relationships, and algebraic thinking, 3) geometry and spatial reasoning, 4) and measurement. Courses require students to develop their numerical fluency, particularly in addition and subtraction, and to solve problems using those operations as well as estimation. Supports differentiated instruction and intervention. Specific content is from New York Common Core Mathematics Grade 2 standards.	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready
Mathematics	Grade 3	Emphasizes: 1) number, operation, and quantitative reasoning, 2) patterns,	Eureka Great Minds,

		relationships, and algebraic thinking, 3) geometry and spatial reasoning, and 4) measurement. Courses require students to improve their numerical fluency, adding multiplication and division to addition and subtraction operations, using whole numbers and parts (quarters, thirds, halves), and estimation. Supports differentiated instruction and intervention. Specific content is from New York Common Core Mathematics Grade 3 standards.	Renaissance Learning, Problem-Attic, i-Ready
Mathematics	Grade 4	Emphasizes 1) number, operation, and quantitative reasoning, 2) patterns, relationships, and algebraic thinking, 3) geometry and spatial reasoning, and 4) measurement. Course content includes activities that help students increase operational fluency, make connections between abstract symbols and concrete events or concepts, and present conclusions based on data. Supports differentiated instruction and intervention. Specific content is from New York Common Core Mathematics Grade 4 standards.	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready
Science	Kindergarten	Encourages students to observe and describe properties of organisms, systems, and the environment. Students raise questions, identify patterns, and record observations. Students participate in hands-on scientific investigation, scientific inquiry, and engineering design. Specific content is from New York P-12 Science Kindergarten Learning Standards.	Foss
Science	Grade 1	Allows students to identify interactions and patterns in objects and events and to record observations in written or visual form. Students investigate systems of living organisms and the environment. Students participate in hands-on scientific investigation, scientific inquiry, and engineering design. Specific content is from New York P-12 Science Grade 1 Learning Standards.	Foss
Science	Grade 2	Continues to introduce students to basic scientific processes and principles. Course content includes identification of patterns, classification and sequencing, and manipulation of systems to observe interactions between parts and record the effects of change. Students participate in hands-on scientific investigation, scientific inquiry, and engineering design. Specific content is from New York P-12 Science Grade 2 Learning Standards.	Foss
Science	Grade 3	Involves observation, measurement, and description of simple systems. Course content includes the scientific process, life and environmental	Foss

		science, and physical, earth, and space science. Students participate in hands-on scientific investigation, scientific inquiry, and engineering design. Specific content is from New York P-12 Science Grade 3 Learning Standards.	
Science	Grade 4	Explores complex systems, such as plant and animal adaptation, forces and motion, and physical and chemical changes in matter, or content consistent with state academic standards. Students identify causes and effects of change, make predictions, and gather data from multiple sources Students participate in hands-on scientific investigation, scientific inquiry, and engineering design. Specific content is from New York P-12 Science Grade 4 Learning Standards.	Foss
Social Studies	Kindergarten	Provides initial foundations in the social studies disciplines: history, geography, civics and government, and economics. Culture and language is incorporated. Specific content is from New Social Studies Kindergarten Learning Standards.	Houghton Mifflin Social Studies
Social Studies	Grade 1	Develops foundational skills in the social studies disciplines: history, geography, civics and government, and economics. These disciplines are often taught together and organized around a theme. Culture and language is incorporated. Specific content is from New Social Studies Grade 1 Learning Standards.	Houghton Mifflin Social Studies
Social Studies	Grade 2	Helps students reach greater understanding of the social studies disciplines: history, geography, civics and government, and economics. Courses often offer study of these disciplines in an integrated fashion, through the context of a specific theme or discipline, such as state-based social studies or the history of a people. Culture and language is incorporated. Specific content is from New Social Studies Grade 2 Learning Standards.	Houghton Mifflin Social Studies
Social Studies	Grade 3	Builds on previous knowledge and introduces concepts in the social studies disciplines: history, geography, civics and government, and economics. Instruction of the disciplines is often integrated for instructional purposes. Students study these disciplines through the context of a specific theme or discipline such as state-based social studies or U.S. history. Culture and language is incorporated. Specific content is from New Social Studies Grade 3 Learning Standards.	Houghton Mifflin Social Studies

Social Studies	Grade 4	Continues to develop skills in history, geography, civics and government, and economics. Although the four disciplines are typically integrated, these courses take a more discipline-specific approach, such as concentrating on U.S. history, state-specific history, or civic engagement for periods of time. Culture and language is incorporated. Specific content is from New Social Studies Grade 4 Learning Standards.	Houghton Mifflin Social Studies
Music	Kindergarten	Provides developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Personal expression/voice, presentation, and shared music are incorporated. Specific content is from New York Arts Kindergarten Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Music	Grade 1	Provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific content is from New York Arts Grade 1 Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Music	Grade 2	Provides activities to enable students to create and perform music, listen and respond to musical compositions, and to incorporate their musical experiences with other activities and subjects. Course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific content is from New York Arts Grade 2 Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Music	Grade 3	Provides activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific content is from New York Arts Grade 3 Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Music	Grade 4	Provides activities to enable students to create and perform music, listen	New York Arts Learning

		and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content involves understanding music as creative expression and communication, developing skill with the voice and/or musical instruments, and establishing the ability to discern and critique. Specific content is from New York Arts Grade 4 Learning Standards.	Standards-Aligned Scope and Sequence
Art	Kindergarten	Provides students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students also explore other forms of art such as dance, music, and theater. Specific content is from New York Arts Kindergarten Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Art	Grade 1	Provides students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students also explore other forms of art such as dance, music, and theater. Specific content is from New York Arts Grade 1 Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Art	Grade 2	Provides students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students also explore other forms of art such as dance, music, and theater. Specific content is from New York Arts Grade 2 Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Art	Grade 3	Provides students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities include those that enable students to refine their technique, increase their artistic vocabulary, and strengthen their critical abilities. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students also explore other forms of art	New York Arts Learning Standards-Aligned Scope and Sequence

		such as dance, music, and theater. Specific content is from New York Arts Grade 3 Learning Standards.	
Art	Grade 4	Provides students activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities. Although typically involving the visual arts (drawing, painting, sculpture, crafts, and the like), these courses also include other forms of art (for example, dance, music, and theater). Specific content is from New York Arts Grade 4 Learning Standards.	New York Arts Learning Standards-Aligned Scope and Sequence
Physical Education	Kindergarten	Emphasizes fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Stresses physical health and fitness including developing daily fitness and nutritional habits. Specific content is from New York Physical Education Kindergarten Learning Standards.	New York Physical Education Learning Standards-Aligned Scope and Sequence
Physical Education	Grade 1	Emphasizes knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content include activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health, including developing daily fitness and nutritional habits. Specific content is from New York Physical Education Grade 1 Learning Standards.	New York Physical Education Learning Standards-Aligned Scope and Sequence
Physical Education	Grade 2	Emphasize knowledge and skills that lead to health, enjoyment, and social development through physical activity. Course content includes activities that strengthen gross and fine motor skills, body awareness, safety, and the relationship between physical activity and health, including developing daily fitness and nutritional habits. Specific content is from New York Physical Education Grade 2 Learning Standards.	New York Physical Education Learning Standards-Aligned Scope and Sequence
Physical Education	Grade 3	Involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Loco motor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics are also integrated, including developing daily fitness and nutritional habits. Specific content is from New York	New York Physical Education Learning Standards-Aligned Scope and Sequence

		Physical Education Grade 3 Learning Standards.	
Physical Education	Grade 4	Involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Loco motor skills, strength, endurance, flexibility, safety, and rules and conventions of games and sports are often the focus; health education topics are also integrated, including developing daily fitness and nutritional habits. Specific content is from New York Physical Education Grade 4 Learning Standards.	New York Physical Education Learning Standards-Aligned Scope and Sequence
Computer Literacy	Grades K-4	Provides students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word processing, spreadsheet, and presentation applications but also includes the various uses of computers in modern society. Specific course content aligns with ISTE Standards for Students to promote students' technological literacy.	ISTE Standards-Aligned Scope and Sequence
Word Processing	Grades K-4	Introduces students to automated document production using one or more software packages. These courses introduce keyboarding techniques or may require prior experience. A parallel focus is placed on the use of software commands and functions to create, edit, format, and manipulate documents, capitalizing on the power offered by word processing software programs. These courses may also cover file and disk management and other computer-related skills. Specific course content aligns with ISTE Standards for Students to promote students' technological literacy.	ISTE Standards-Aligned Scope and Sequence
Library Skills	Grades K-4	Students learn to be effective readers and use strategies to construct meaning in their reading. Students also learn to become critical thinkers that skillfully and purposely interpret information. Students learn how to research information effectively, actively listen, and communicate clearly. Students are also introduced to coding, word processing, and PowerPoint. Students complete small in-class assignments as well as projects individually and in small groups.	ISTE Standards-Aligned Scope and Sequence

Grades 9-12			
Course	Grade	Course Description	Curriculum/Resource
ELA	Grade 9	NYEngage Grade 9 curriculum modules offer a wide range of quality	NYEngage Modules

		texts that span the canonical to the contemporary. The Grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of genres and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the NY Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaptation, and instruction.	Literature: <ul style="list-style-type: none"> • <i>St. Lucy's Home for Girls Raised by Wolves</i> • <i>Romeo and Juliet</i> • <i>The Tell-Tale Heart</i> • <i>Oedipus, the King</i> • <i>I Felt a Funeral, in My Brain</i> • <i>Animals in Translation</i> • <i>What Food Says About Class in America</i>
ELA	Grade 10	NYEngage Grade 10 curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the Grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the NY Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaptation, and instruction.	NYEngage Modules Literature: <ul style="list-style-type: none"> • <i>The Palace Thief</i> • <i>Macbeth</i> • <i>The Immortal Life of Henrietta Lacks</i> • <i>Universal Declaration of Human Rights</i> • <i>Letter from Birmingham Jail</i> • <i>On the Adoption of the Universal Declaration of Human Rights</i> • <i>The Prince</i>
ELA	Grade 11	NYEngage Grade 11 curriculum modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures including classics from William Shakespeare, Virginia Woolf, and Kate Chopin, seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel, and contemporary literature from Tim O'Brien and Louise Erdrich. Through the study of a variety of genres and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each	NYEngage Modules Literature: <ul style="list-style-type: none"> • <i>Hamlet</i> • <i>A Room of One's Own</i> • <i>The Souls of Black Folk</i> • <i>Atlanta Compromise Speech</i> • <i>How to Write the Great American Indian Novel</i>

		of the modules are linked explicitly to the NY Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.	<ul style="list-style-type: none"> • <i>Nobel Lecture: Hope, Despair and Memory</i> • <i>The Awakening</i>
ELA	Grade 12	<p>NYEngage Grade 12 curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The Grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of genres and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the NY Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction. In Module 12.1, students engage with autobiographical nonfiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application. In Module 12.2, students read both literary and nonfiction texts to analyze how authors use rhetoric and structure in texts dealing with concepts of government and power. In Module 12.3, students engage in an inquiry-based iterative process for research. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students explore topics that may elicit multiple positions and perspectives, gathering and analyzing sources to establish a position of their own and crafting an argument-based research paper. In Module 12.4, students work with literary texts, including drama, poetry, short fiction, and novel, to explore how authors treat similar central ideas and themes via character development and interaction.</p>	<p>NYEngage Modules Literature:</p> <ul style="list-style-type: none"> • <i>The Autobiography of Malcolm X</i> • <i>Julius Caesar</i> • <i>Civil Disobedience</i> • <i>Guns, Germs, and Steel</i> • <i>The Namesake</i> • <i>A Streetcar Named Desire</i> • <i>The Overcoat</i> • <i>Song of Solomon</i>
AP Literature	Grade 12	<p>AP English Literature requires the in-depth and intensive study of various works of literature. In addition to studying great literature including novels, plays and poetry, students also learn about and constructing thoughtful responses to what they have read. The goal is to become better</p>	<p>The College Board Literature:</p> <ul style="list-style-type: none"> • <i>The Things They Carried</i> (excerpt: How to Tell a

		<p>thinkers as measured by the quality of students' reading and writing. The course is designed to teach beginning college-level writing and follows the curricular requirements described in the AP English Course Description published by the College Board. Coursework, including written assignments and discussions, focus on formal analysis and explication of literature. Proficiency in these skills leads to greater understanding of and appreciation for both the writer's craft and the works themselves. Discussions of writing, in which students examine formal aspects of writing such as structure and style (diction, syntax, figurative language, mechanics), ought to be considered a workshop for students efforts to imitate great writers and establish unique voices. Students work together and individually to reach goals of preparing for the College Board Advanced Placement Exam in English Literature. Activities and assessments emphasize the skills required for the test. Students practice responding to literature through multiple-choice questions and, extensively, through writing both timed and untimed. Test preparation is primarily derived from past AP examinations or based upon these examinations. Questions and prompts are reproduced or derived from released examination material on poems, passages, and open-ended questions. There are opportunities to craft more thorough critical responses in the form of take-home essays. Students write to understand, to explain, and to evaluate. Significant critical papers evaluate literary works with understanding and explanation: effective evaluation is based upon the premise of looking at literature from many different sides or in many different ways: students are taught to strive to become true scholars of the literature they read.</p>	<p>True War Story), Tim O' Brien,</p> <ul style="list-style-type: none"> • <i>Richard Cory</i>, Edwin Arlington Robinson • <i>Lord of the Flies</i>, William Golding, • <i>Intro to Poetry</i>, Billy Collins • <i>The Color Purple</i>, Alice Walker • <i>The Scarlett Letter</i>, Nathaniel Hawthorne • <i>Fahrenheit 451</i>, Ray Bradbury • <i>A Raisin In the Sun</i>, Lorraine Hansberry • Other poetry (e.g., poems by Wordsworth, Blake, Cummings, Dickinson, Eliott, etc.)
AP Language	Grade 12	<p>The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.</p>	<p>The College Board Literature:</p> <ul style="list-style-type: none"> • <i>A Room of One's Own</i>, Virginia Woolf • <i>Alone Together</i>, Sherry Turkle • <i>The Souls of Black Folk</i>, Richard Wright

Algebra I	Grade 9	The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with New York Common Core Mathematics Standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready, Perfection Learning
Geometry	Grade 10	The fundamental purpose of the course in geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Important differences exist between this geometry course and the historical approach taken in geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the geometry conceptual category found in the high school standards. The Mathematical Practice Standards apply throughout each course and, together with the New York Common Core Mathematics Standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready, Perfection Learning
Algebra II	Grade 11	Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, trigonometric, and logarithmic functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the New York Common Core Mathematics Standards,	Eureka Great Minds, Renaissance Learning, Problem-Attic, i-Ready, AMSCO / Perfection Learning

		prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	
Calculus	Grade 12	The objective of this course is to introduce the fundamental ideas of the differential and integral calculus of functions of one variable. Students will be selected to sit for the AP Calculus A/B Exam. Content is aligned with calculus strand of the New York Common Core Mathematics Standards.	Larson 10 th edition, NYEngage modules
Science: Living Environment	Grade 9	The Living Environment (Biology) Regents course of study focuses on understanding important biological relationships, processes and mechanisms, and the application of biological concepts. Major course topics include scientific inquiry, biochemistry, cell biology, the maintenance of homeostasis, human anatomy and physiology, genetics, evolution, and ecology. Students are required complete lab work including labs required by New York State, which will be tested on the Regents exam. Students must satisfactorily complete 1200 minutes of required laboratory experiences in order to sit for the Regents exam at the end of the course.	Holt Biology (2008), The Living Environment: Prentice Hall Brief Review
Earth Science	Grade 10	The Earth Science course is designed to interpret and understand the world. Students will investigate and study the interactions between the four major spheres of earth (geosphere, atmosphere, hydrosphere, and biosphere) in order to explain earth's formation, processes, history, and landscapes. The course will also explore how current actions of man interact and affect earth's spheres leading to local and global changes. Topics to be addressed include mapping earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, weathering/erosion, meteorology, natural disasters, and space. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Chemistry	Grade 11	Chemistry is a study of the composition of matter and the changes it may undergo. Chemistry deals in-depth with the structure, properties, and uses of matter, the composition and changes in composition of material, and the factors that influence these changes. Topics covered include: bonding, solutions, the atom, nuclear chemistry, the periodic table, oxidation-reduction, acids, bases, salts, formulas and equations, kinetics and equilibrium, physical behavior of matter. NYEngage modules supplement	EngageNY Standards-Aligned Modules

		and extend this course.	
Physics	Grade 12	Physics is the branch of science that describes motion, electricity, sound, light, and many other topics. Students will learn about the pursuit of science and scientific data, velocity, acceleration, gravity, Newton's Laws of Motion, vectors, momentum, energy, heat, circuits, waves, magnetism, and more. This course prepares students for introductory college-level physics courses such as those regularly required for degrees in engineering, science, or some pre-med fields. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Health	Grades 9-12	The course is designed to give students information to help them live a healthy lifestyle. The course ranges from the physical aspects of healthy living to the importance of social and emotional health. Students will learn about the effects of drug and alcohol use and the growth and development of the human body. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Anatomy	Grades 9-12	This course is designed to introduce students to basic human anatomy and physiology. Students learn about the different organ systems and how a disruption in the organ systems can cause disease. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Forensics	Grades 9-12	This course focuses on key aspects of criminal investigations. Students learn how to analyze handwriting, DNA, blood, and other types of evidence found in crime scenes to solve crimes. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Global History and Geography I	Grade 9	Global History and Geography is a two-year course that will prepare students for the Global History and Geography Regents Exam in June of their sophomore year. In this course students will study the history of human beings on earth through many thousands of years. They also examine many recurring enduring issues that have affected various cultures from different regions and times periods. This course will guide students to use social studies practices to guide their decisions and actions as a citizen of a democratic political system, global economy, and multicultural society. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules with supplemental materials from New Visions for Public Schools
Global History	Grade 10	Global Studies and Geography II is a required New York State history	EngageNY Standards-

and Geography I		and geography course. Global Studies and Geography II covers the 17th century to present. The final assessment in this course is a comprehensive state exam covering Global Studies and Geography II content. Common Core standards exams will be administered. It is mandated that that all students pass the Regents examination with a 65% or higher to earn course credit and graduate. NYEngage modules supplement and extend this course.	Aligned Modules with supplemental materials from New Visions for Public Schools
U. S. History	Grade 11	This course studies the history of the United States of America beginning with its foundations in colonialism and continuing through the modern day. At the end of the school year, all students will take the NYS U.S. History Regents Exam which is required to graduate. Culture is integrated. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules with supplemental materials from New Visions for Public Schools
Participation in Government	Grade 12	This course is designed to engage students in the analysis of public policies and issues that are relevant to individual students. This course of study has students defining, analyzing, monitoring, and discussing issues and policies. The course reflects an issue-based approach to public policy, the tools and skills needed in real-world learning experiences, and the knowledge needed for effective citizenship. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules with supplemental materials from New Visions for Public Schools
AP: U.S. History	Grade 11	This course is designed to provide the same level of content and instruction that students would learn in a two-semester freshman-level college introductory class. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. This course also provides seven themes that students explore throughout the class in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.	The College Board AP Curriculum
AP:	Grade 12	A college-level, nonpartisan introduction to key political concepts, ideas,	The College Board AP

Government and Economics		institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Economics focuses on the principles that apply to an economic system as a whole and the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the economic system.	Curriculum
Fine Arts/3D Design	Grades 9-12	This course is designed to provide a 3D design foundation and satisfies the Art graduation credit. This course introduces the student to traditional and contemporary sculptural techniques and concepts as well as materials. Art history and appreciation are used as background and comparison for projects. It is a hands-on course in which all work is three-dimensional. Students will develop an understanding for many design concepts in many fields of the visual arts. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Studio Art	Grades 9-12	This course is designed to provide a foundation for advanced courses and satisfies the Art graduation requirement. Emphasis is placed on understanding the elements of art and principles of design as a basis for composition. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, 2- and 3-dimensional design, and digital art. Student artwork will reflect aesthetics and cultural and historical contexts. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
AP Art	Grade 12	The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The 2-D Design portfolio has a basic, three- section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The portfolio asks the student to demonstrate a depth of investigation and process of discovery through the sustained investigation section (Section II). In the range of approaches section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The selected works section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content. All three sections are required and carry equal weight, but students are not	The College Board AP Curriculum

		necessarily expected to perform at the same level in each section to receive a qualifying grade for advanced placement. The order in which the three sections are presented is in no way meant to suggest a curricular sequence. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year. NYEngage modules supplement and extend this course.	
Computer Science	Grades 9-12	The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.	Code.org, codehs.com
Spanish I	Grades 9	This Grade 9 Spanish class will focus on learning new vocabulary and basic phrases of greetings, school, daily schedules, and family. It also focuses on grammar (present tense, past tense, descriptive adjectives, pronouns, etc.). Additionally, various cultural topics will be incorporated on Spain and Latin America including food, culture, and traditions. Students have a weekly cultural journal (usually on Fridays) on Google classroom where they will be given a mini lesson and questions to complete in groups. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Spanish II	Grades 10	This Grade 10 Spanish class focuses on learning new vocabulary and basic and intermediate phrases of technology, city life, work, festivals, and more. It also focuses on grammar (past tense, imperfect tense, commands, por vs. para, and more). Additionally, various cultural topics will be incorporated on Spain and Latin America including food, culture, and traditions. Students have a weekly cultural journal (usually on Fridays) on Google classroom where they will be given a mini-lesson and questions to complete in groups. NYEngage modules supplement and extend this course.	EngageNY Standards-Aligned Modules
Spanish III	Grade 11	This Grade 11 Regents Spanish class focuses on learning new vocabulary and intermediate/advanced phrases of personal relationships, travel, health and wellbeing, literature, and more. It also focuses on grammar (ser vs. estar, the condition and subjunctive tense, and more). Additionally,	EngageNY Standards-Aligned Modules

		<p>various cultural topics are incorporated on Spain and Latin America, including food, culture, and traditions. Students have a weekly cultural journal (usually on Fridays) on Google classroom where they are given a mini-lesson and questions to complete in groups. This class prepares students to successfully complete the Regents' test so they are well-prepared for college-level Spanish. Most students in this class will be taking the Spanish Regents exam at the end of the year so that they can receive a Regents Diploma with Advanced Designation. NYEngage modules supplement and extend this course.</p>	
Turkish I	Grades 9-12	<p>Beginning Turkish language courses are designed to give students basic proficiency. Students learn to communicate effectively by reading, writing, and speaking Turkish. Pronunciation is emphasized, and students begin to learn how to interact in social situations. Skits may be used to create situations with which students can demonstrate proficiency. Through classroom activities, such as singing Turkish folk songs, students gain pronunciation and communication skills and learn about Turkish culture.</p>	EngageNY Standards-Aligned Modules



Student and Teacher “Day in the Life” at BASCS

The following passages are written by an actual teacher and an actual student at BuffSci. Since BuffSci II will be replication of BuffSci, the passages are the best representation of a planned day at BuffSci II.

A Teacher’s Day in the Life at BuffSci:

A typical day in the life of a teacher at Buffalo Academy of Science is as follows: Upon presenting my key card, I enter the building and immediately go to the office to clock in. I check my mailbox for any important documents and head up to my room to organize my materials for the day’s lesson. If it is a Tuesday, the school meets for a brief meeting on the first floor quad to discuss events throughout each grade level. On Wednesdays we meet with our grade chairs to discuss events and student behaviors specific to our classes. This meeting is documented and concerns are followed up at the next meeting and updated throughout the year. We have weekly to bi-weekly department meetings on Thursday mornings to discuss any issues or concerns with curriculum and student achievement in the classroom with our department coach. The first bell rings around 8:30am and students begin to bring their breakfasts upstairs and put their belongings in their lockers. After breakfast and morning announcements, I have three minutes before my first period class begins. My students line up outside my room and are not to enter until they are prepared and quiet. My class routine consists of a “strong start” journal entry with a consistent format each morning. Students then answer three questions to reactivate prior knowledge. The students who answer these questions are chosen at random by the classdojo and students cannot opt out of answering. After my morning routine, I begin my class using Wit and Wisdom curriculum. These lessons are based on the 7th grade Common Core standards and encompass the speaking, writing, listening, and reading standards. Most morning classes consist of reading one to two chapters from a piece of literature assigned to the module and completing a comprehension-based task along with a small discussion about what is happening in the book and why it is significant to the whole. After my first three morning classes are over, my three AIS classes begin. These classes focus on work related to the Common Core state test and generally consist of modeled comprehension strategies that will eventually become independent. Examples of these strategies include annotating, chunking, determining the purpose of each part, and using multiple choice strategies. Once these classes are over, I usually help with dismissal, getting the kids where they need to be so they don’t miss their bus. I prepare my materials for the next day, contact any parents, write up any children that needed disciplinary action, and consult with any other teachers or administrators. Many teachers spend their time after school running

clubs or sports—I have been involved in cheerleading club and cosmetology club in my two years at the school. Once a week we have an after-school program for each grade level run by the Math and English teachers. It is during this time that hand-picked students are given reading comprehension and math practice in order to skill and drill them in preparation for the state test. The final portion of this time is used to team-build and strengthen relationships between the teachers and students as well as the other students who come from all three classes. These students are provided with dinner as well as a ride home from a local company who specializes in child transportation. Once all students that I am responsible for have left the building, I clock out in the office and head home.

A Student's Day in the Life at BuffSci:

The everyday experience of a student at a school varies widely among institutions. Each and every school has their own particular order and feel. The core of what a school essentially is comprised of the many features within and around it. Buffalo Academy of Science is no different, and the collective entity of students all know and feel what it's like to attend this school.

For students, being on time at BuffSci means being in the building before 8:24 in the morning. With the doors opening at 8am and the cafeteria being open for the students to prepare for the day and have breakfast, most students arrive downtown anywhere between 7 am or right up to 8:23am. Some of the earlier risers may commute on foot through the city streets going to cafés or restaurants prior to arriving at school. Walking along the business sidewalks of downtown Buffalo creates an irreplicable ambiance of adulthood and organized freedom.

The periods at our school run for 45 minutes each, granted at 3 minutes period between classes for commuting and locker trips. There are four periods in the morning before first lunch. I had Global II first period last year and it was an odd experience. Having challenged and passed the exam early, I was only in the class as a formality to gain class credit. It was almost bit of a throw-away period to me, and I may have had three quarters of an hour of insufferability if it hadn't been for Mrs. Keel making the class interesting. History itself is a subject that lives on a borderline of boring facts or fascinating stories; I luckily experienced the latter. Not to say that it didn't feel like a traditional learning experience, but it was apparent that Mrs. Keel was genuinely intrigued by the content which she taught, which in turn inadvertently made the work more appealing to the students. And I'm happy to say that isn't a quality unique to her, but is found in most of the teachers here.

After Global, I proceeded to Regents chemistry with Mrs. Tohill, another teacher deeply invested in the success of her students. That class went by relatively quickly and ended up fading into a lab period or study hall without notice: this was dependent on whether it being an A or B day.

After my third-period class, I then had an elective. For half the year, I took art with Mr. Rivers. And for the second half, forensics with Mr. Zhu. Finally there came lunch which flew by almost every day. I usually ate with my friends, but sometimes I occupied the vendor's booth, raising money for the robotics team with our bake sale. There's always some sort of food fundraiser going on in lunch since the students actively participate in keeping their extracurriculars alive. Whether it be the seniors selling pizza on "Pizza Wednesdays", the Robotics bakesale on Thursday, or the cheerleaders selling personalized cookies on any other day. Lunch marks the halfway point.

Following my release from the cafeteria, I took AP Lit with Mrs. Monkarsh, which was another fascinating class. Moving forward, I took Turkish sixth period; an oddly unique foreign language class to take, but it established an extra layer of culture in the school. Being in such a multicultural place with students from such a wide array of countries, I was always exposed to new cultural experiences, and having Turkish in the curriculum deepened the experience. Finally I took either an AIS period of Algebra II or gym, followed by an instructional period of Algebra II. That class may have been the most challenging one I've ever taken. But this year went exceptionally well. Two of my friends and I managed to be the first students in our schools history to achieve mastery on that exam—an amazing accomplishment we never would have gotten if it hadn't been for the dedication of our teacher, Mrs. Rich. Ending the day, I usually stayed after for extracurriculars. Mostly robotics, but also for student government and National Honor Society meetings, track, or drama club. There are even more available clubs than the ones I participated in. Every student can make their experience different by choosing their own personal path.

Walking out of BuffSci at the end of the day can leave with a sense of fulfillment that cannot be found anywhere else.



**Optional Curricular Materials
Attachment 3b**

Understanding by Design® Planning Document

Stage 1 Desired Results			
ESTABLISHED GOALS	Transfer		
The enduring understandings and learning goals of the lesson, unit, or course.	<i>Students will be able to independently use their learning to...</i> Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside the context of the course.		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> UNDERSTANDINGS <i>Students will understand that...</i> Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course. </td> <td style="width: 50%; vertical-align: top;"> ESSENTIAL QUESTIONS Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s). </td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i> Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.	ESSENTIAL QUESTIONS Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).
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Acquisition			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i> Refers to the key knowledge students will acquire from the lesson, unit, or course. </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i> Refers to the key skills students will acquire from the lesson, unit, or course. </td> </tr> </table>	<i>Students will know...</i> Refers to the key knowledge students will acquire from the lesson, unit, or course.	<i>Students will be skilled at...</i> Refers to the key skills students will acquire from the lesson, unit, or course.	
<i>Students will know...</i> Refers to the key knowledge students will acquire from the lesson, unit, or course.	<i>Students will be skilled at...</i> Refers to the key skills students will acquire from the lesson, unit, or course.		
Stage 2 Evidence and Assessment			
Evaluative Criteria	Assessment Evidence		
Refers to the various types of criteria that students will be evaluated on.	PERFORMANCE TASK(S): Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.		
	OTHER EVIDENCE: Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.		
Stage 3 Learning Plan			
<i>Summary of Key Learning Events and Instruction</i> This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.			

Materials Used to Deliver the Curriculum

SUBJECT	GRADES	CURRICULUM
Reading	Grades K-3	Fountas & Pinnell/Eureka Wit and Wisdom
Reading	Grade 4	Eureka Wit and Wisdom
Writing	Grades K-4	Eureka Wit and Wisdom
Math	Grades K-4	Eureka Great Minds
Science	Grades K-4	Foss
Social Studies	Grades K-4	Houghton Mifflin Social Studies
Music	Grades K-4	NY Standards-Aligned Units and Lessons
Arts	Grades K-4	NY Standards-Aligned Units and Lessons
Computers	Grades K-4	NY Standards-Aligned Units and Lessons
Physical Education	Grades K-4	NY Standards-Aligned Units and Lessons
Library Skills	Grades K-4	NY Standards-Aligned Units and Lessons
ELA	Grades 9-12	EngageNY Standards-Aligned Modules
AP Literature	Grade 11	College Board AP Curriculum
AP Language	Grade 12	College Board AP Curriculum
Mathematics: Algebra	Grade 9	Eureka Great Minds
Mathematics: Geometry	Grade 10	Eureka Great Minds
Mathematics: Algebra II	Grade 11	Eureka Great Minds
Mathematics: Calculus	Grade 12	Larson 10 th edition
Mathematics: AP Calculus	Grade 12	Larson 10 th edition/AP Curriculum
Science: Living Environment	Grade 9	Holt Biology (2008), The Living Environment: Prentice Hall Brief Review
Science: Earth Science	Grade 10	EngageNY Standards-Aligned Modules
Science: Chemistry	Grade 11	EngageNY Standards-Aligned Modules
Science: Physics	Grade 12	EngageNY Standards-Aligned Modules
Science: Anatomy	Grades 9-12	EngageNY Standards-Aligned Modules
Science: Forensics	Grades 9-12	EngageNY Standards-Aligned Modules
Social Studies: Global History and Geography I	Grade 9	EngageNY Standards-Aligned Modules and New Visions for Public Schools
Social Studies: Global History and Geography II	Grade 10	EngageNY Standards-Aligned Modules and New Visions for Public Schools
Social Studies: U. S. History	Grade 11	EngageNY Standards-Aligned Modules and New Visions for Public Schools
Social Studies: Participation in Government	Grade 12	EngageNY Standards-Aligned Modules and New Visions for Public Schools
Social Studies: AP U.S. History	Grade 11	College Board AP Curriculum
Social Studies: AP Govt / Econ	Grade 12	College Board AP Curriculum
Art: Fine Arts/3D Design	Grades 9-12	EngageNY Standards-Aligned Modules
Art: Studio Art	Grades 9-12	EngageNY Standards-Aligned Modules
Art: AP Art	Grade 12	Drawing, 2D Design, and 3D Design
Health	Grades 9-12	EngageNY Standards-Aligned Modules
Computer Science	Grades 9-12	Code.org, codehs.com
Spanish I-IV	Grades 9-12	EngageNY Standards-Aligned Modules
Turkish I-III	Grades 9-12	EngageNY Standards-Aligned Modules

College Pathways	Grades 11-12	College Pathways (11/12) SAT Preparation (11)
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BASCS High School Electives

Elective	Grade 9	Grade 10	Grade 11	Grade 12
African American Literature		✓	✓	✓
AP Math: Statistics				✓
Creative Writing		✓	✓	✓
Debate and Public Speaking			✓	✓
Drama			✓	✓
Film		✓	✓	✓
Journalism			✓	✓
Reading and Writing	✓			
Business Math		✓		
Problem-Solving Strategies		✓		
Anatomy		✓	✓	✓
Applied Biology	✓			
Astronomy			✓	✓
Environmental Science		✓	✓	✓
First Aid and CPR	✓	✓	✓	✓
Forensics		✓	✓	✓
Pseudo Science			✓	✓
African American History		✓	✓	✓
Geography	✓			
Local History		✓	✓	✓
Sociology			✓	✓
Desktop Publishing	✓	✓	✓	✓
Introduction to Computer-Aided Design	✓	✓	✓	✓
Multimedia Design	✓	✓	✓	✓
Programming Java			✓	✓
Robotics		✓	✓	✓
Webpage Development		✓	✓	✓
Paint & Draw		✓	✓	✓
Pottery		✓	✓	✓
Chorus	✓	✓	✓	✓
Guitar		✓	✓	✓
Music Theory			✓	✓
Personal Fitness	✓	✓	✓	✓

Curriculum Fidelity of Implementation Tools and Classroom Walkthrough Observables

Domain 1: Planning and Preparation • Demonstrating Knowledge of Content and Pedagogy (<i>Knowledge of...content and the structure of the discipline; prerequisite relationships; content-related pedagogy</i>)	Domain 2: The Learning Environment • Creating an Environment of Respect and Rapport (<i>Teacher interaction with students, including both words and actions; student</i>
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<ul style="list-style-type: none"> • Demonstrating Knowledge of Students (<i>Knowledge of...child and adolescent development; the learning process; students' skills, knowledge, and language proficiency; students' interest and cultural heritage; students' special needs</i>) • Setting Instructional Outcomes (<i>Value, sequence and alignment; clarity; balance; suitability for diverse learners</i>) • Demonstrating Knowledge of Resources(<i>Resources for...classroom use; extend content knowledge and pedagogy; students</i>) • Designing Coherent Instruction (<i>Learning activities; instructional materials and resources; instructional groups; lesson unit structure</i>) • Designing Student Assessments (<i>Congruence with instructional outcomes; criteria and standards; design of formative assessments; use for planning</i>) 	<p><i>interactions with other students, including both words and actions)</i></p> <ul style="list-style-type: none"> • Establishing a Culture for Learning (<i>Importance of the content and of learning; expectations for learning and achievement; student pride in work</i>) • Managing Library/Classroom Procedures (<i>Management of...instructional groups; transitions; materials and supplies; non-instructional duties</i>) • Managing Student Behavior (<i>Expectations; monitoring of student behavior; response to student misbehavior</i>) • Organizing Physical Space (<i>Safety and accessibility; arrangement of furniture and use of physical resources</i>)
<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • Communicating with Students (<i>Expectations for learning; directions for activities; explanations of content; use of oral and written language</i>) • Using Questioning, Research, Discussion Techniques (<i>Quality of questions/prompts; discussion techniques; student participation</i>) • Engaging Students in Learning (<i>Activities and assignments; grouping of students; instructional materials and resources; structure and pacing</i>) • Using Assessment in Instruction (<i>Assessment criteria; monitoring of student learning; feedback to students; student self-assessment and monitoring of progress</i>) • Demonstrating Flexibility & Responsiveness (<i>Lesson adjustment; response to students; persistence</i>) 	<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • Reflecting on Teaching (<i>Accuracy; use in future teaching</i>) • Maintaining Accurate Records (<i>Student completion of assignments; student progress in learning; non-instructional records</i>) • Communicating with Families (<i>Information about the instructional program; information about individual students; engagement of families in the instructional program</i>) • Participating in a Professional Community (<i>Relationships with colleagues; involvement in a culture of professional inquiry; service to the school; participation in school and district projects</i>) • Growing and Developing Professionally (<i>Enhancement of content knowledge and pedagogical skill; receptivity to feedback from colleagues; service to the profession</i>) • Showing Professionalism (<i>Integrity and ethical conduct; service to students; advocacy; decision-making; compliance with school and district regulations</i>)

Charlotte Danielson Framework
Observation and Evaluation Rubric for Teaching

	1: UNSATISFACTORY	2: BASIC	3: PROFICIENT	4: DISTINGUISHED	
1. Preparation and Planning	a. Knowledge of Content/Pedagogy	1: Make content errors/lacking prerequisite knowledge	2: Content knowledge is basic; limited use of appropriate instructional strategies	3: Has solid knowledge of content; teaching is clear and correct; strategies are appropriate	4: Displays extensive knowledge; plans show awareness of possible misconceptions; teacher utilizes current and evolving teaching techniques
	b. Knowledge of Students	1: Minimal understanding of how students learn	2. Some understanding of how students learn but teaches to the “whole class”; lack of differentiation for SWD	3. Understands student learning; is aware of groups, cultures, special needs, and incorporates it in lessons	4: Understands and assesses students; seeks out info about student needs, incorporates that info in lesson plans
	c. Selecting Instructional Goals	1: Goals are low; lack rigor; goals not relative to content; goals not suitable for many students in the class	2: Goals are mixture of low expectations/rigor, some goals relative to content; goals are suitable for most students	3: Goals and rigor are high; focus on big ideas; goals suitable for groups of students	4: Goal represent high level learning; clear; represent all types of students, goals are differentiated
	d. Demonstrate Knowledge of Resources	1: Does not seek out resources to expand own skills	2: Only participates in professional development offered by the school	3: Seeks our resources and professional growth	4: Extensive use of outside resources for professional growth
	e. Design Coherent Instruction	1: Learning activities are poorly planned and executed; timing is off, groups do not support learning	2: Learning activities are planned but lack differentiation; groups are random, timing is still an issue	3: Learning activities match instructional outcomes; good execution; thoughtful grouping; good pacing	4: Learning activities make global connections; clear differentiation; time and pacing are excellent
	f. Designing Student Assessment	1: Assessments do not match instructional outcomes; assessment results do not affect future plans	2: Some instructional outcomes are addressed in assessments: results do not guide differentiation	3: All learning outcomes are assessed; lessons are adjusted based on assessment data	4: Assessments allow for choice; rubrics are designed by students; students are involved in collecting data

BASCS Classroom Walkthrough Teacher Observation Rubric

Observation Category	0: No or Limited Evidence	1: Partial Evidence	2: Consistent Evidence
1. Teacher preparedness	<ul style="list-style-type: none"> • Overall lesson is in appropriately paced • Students may sit idle with no clear understanding of what to do • Relationships between activities and learning goals are unclear • Significant time is spent on behavior management, transitions, and other details that are not related to learning goals 	<ul style="list-style-type: none"> • Teacher spend inappropriate amount of time on a given activity in the lesson • Some students are left without clear understanding of what to do • Most activities relate to and support learning goals • Some time is spent on behavior management, transitions, and other details that are not directly related to learning goals 	<ul style="list-style-type: none"> • Lesson is appropriately paced and scaffolded • Students have a clear understanding of what to do and work productively • Activities directly related to and support learning goals • Minimal time is spent on transitions and other details that are not directly related to learning goals
2. Teach Like a Champion (TLAC) Techniques	<ul style="list-style-type: none"> • Instructional practices* identified by school leader are rarely observed in classroom instruction 	<ul style="list-style-type: none"> • Some of the instructional practices* identified by the school leader are observed in some of the classroom instruction 	<ul style="list-style-type: none"> • Instructional practices* identified by the school leader are evident in nearly every classroom observation
3. Check for understanding/positive feedback to students	<ul style="list-style-type: none"> • Checks for completion of tasks but not on student progress towards mastery of objective(s) • Lesson progresses without a means of gauging student understanding • Does not adjust instruction or supports based on results of checks for understanding; student responses reveal misconceptions that are not corrected/addressed • Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions 	<ul style="list-style-type: none"> • Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied, and/or do not assess some students (for example thumbs up/down, ticket to leave, etc.) • Occasionally adjusts instruction or supports based on results of checks for understanding; inconsistently addresses students' misconceptions • Questions hold some students accountable to formulate responses 	<ul style="list-style-type: none"> • Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding • Frequently adjusts instruction or supports in real time based on results of checks for understanding; students' misconceptions are corrected or addressed • Questions require all students to express what they know or are able to do • Students receive immediate and explicit feedback to guide their learning
4. Rigorous instruction	<ul style="list-style-type: none"> • Students learn facts and approach tasks in rote ways, with little connection to ideas and issues beyond the classroom • Few students are observed thinking through the work because tasks lack rigor or are overly scaffolded • Students answer questions with limited or single word answers and are not asked to share their reasoning 	<ul style="list-style-type: none"> • Students may approach tasks and responses with some original thought or connection to ideas and issues beyond the classroom • Some students are observed thinking through the work, while tasks are not rigorous enough or are too scaffolded for others 	<ul style="list-style-type: none"> • Students extend their learning by formulating hypothesis, analyzing data, solving problems, and creating solutions for real-world situations to deepen their understanding of the content/learning objective(s) • Most students are engaged in rigorous tasks requiring them to demonstrate creativity and critical thinking

		<ul style="list-style-type: none"> • Students' responses may include some higher-level thinking, but majority of answers are lower-level; some students share their reasoning 	<ul style="list-style-type: none"> • Students construct viable arguments and questions to critique others' reasoning by responding to one another, analyzing similarities and differences, and justifying conclusions; most students share their problem-solving process
5. Classroom climate	<ul style="list-style-type: none"> • Rules are unclear or not followed/enforced • Lack of routines and procedures • Respectful interactions teacher[s]↔student[s]↔student[s] are not observed 	<ul style="list-style-type: none"> • Classroom rules and routines are established • Some positive and respectful interactions observed 	<ul style="list-style-type: none"> • Classroom rules and routines are established and internalized by students • Majority of interactions observed are positive and respectful
6. Engagement and participation	<ul style="list-style-type: none"> • Teacher provides no opportunities for students to participate or engage in the lesson • Students do not do what is expected by the teacher • Students do not take responsibility for their work without teacher direction • Student behavior appears to indicate disinterest in the lesson (posture, eye contact, persistence, level of participation) 	<ul style="list-style-type: none"> • Teacher provides some opportunities for student engagement • Some students do what is expected by the teacher • Some students take responsibility for their work without teacher direction • Student behavior appears to indicate some interest in the lesson (posture, eye contact, persistence, level of participation) 	<ul style="list-style-type: none"> • Teacher provides several opportunities for student engagement • Most students do what is expected by the teacher • Most students take responsibility for their work without teacher direction • Students behavior appears to indicate engagement in the lesson (posture, eye contact, persistence, level of participation)

*See BASCS priority TLAC techniques (#s are based on TLAC 2.0):

- #45 (Threshold)
- # 52-55 (Formerly 100%)
- #33 (Cold Call)
- #11 (No Opt Out)
- #57 (What to Do: formerly Sweat the Details)
- #50 (Do It Again)
- #24 (Circulate)
- #48-50 (Engineer Efficiency, Strategic Investment, and Do It Again: formerly Tight Transitions)

NOTE: This Teacher Observation Rubric reflects 1) NYSED Charter School Performance Framework, 2) Charlotte Danielson Instructional Framework, 3) Teach Like a Champion techniques, and 4) BASCS' approved charter

Teach Like a Champion® Techniques

Component	Aspect of Teaching	Techniques
<i>Check for Understanding</i>	1) Gathering Data on Student Mastery 2) Acting on the Data and the Culture of Error	<ul style="list-style-type: none"> • Technique 1: Reject Self Report • Technique 2: Targeted Questioning • Technique 3: Standardize the Format • Technique 4: Tracking, Not Watching • Technique 5: Show Me • Technique 6: Affirmative Checking • Technique 7: Plan for Error • Technique 8: Culture of Error • Technique 9: Excavate Error • Technique 10: Own and Track
<i>Academic Ethos</i>	3) Setting High Academic Expectations 4) Planning for Success 5) Lesson Structure 6) Pacing	<ul style="list-style-type: none"> • Technique 11: No Opt Out* • Technique 12: Right is Right • Technique 13: Stretch It • Technique 14: Format Matters • Technique 15: Without Apology • Technique 16: Begin with the End • Technique 17: 4 Ms • Technique 18: Post It • Technique 19: Double Plan • Technique 20: Do Now • Technique 21: Name the Steps • Technique 22: Board = Paper • Technique 23: Control the Game • Technique 24: Circulate • Technique 25: At Bats • Technique 26: Exit Ticket • Technique 27: Change the Pace • Technique 28: Brighten Lines • Technique 29: All Hands • Technique 30: Work the Clock • Technique 31: Every Minute Matters
<i>Ratio (student cognitive load in learning)</i>	7) Building Ratio Through Questioning 8) Building Ratio Through Writing 9) Building Ratio Through Discussion	<ul style="list-style-type: none"> • Technique 32: Wait Time • Technique 33: Cold Call • Technique 34: Call and Response • Technique 35: Break It Down • Technique 36: Pepper • Technique 37: Everybody Writes • Technique 38: Art of the Sentence • Technique 39: Show Call • Technique 40: Build Stamina • Technique 41: Front the Writing • Technique 42: Habits of Discussion • Technique 43: Turn and Talk • Technique 44: Batch Process

<i>Principles of Classroom Culture</i>	10) Systems and Routines	<ul style="list-style-type: none"> • Technique 45: Threshold • Technique 46: Strong Start • Technique 47: STAR/SLANT • Technique 48: Engineer Efficiency • Technique 49: Strategic Investment: From Procedure to Routine • Technique 50: Do It Again • Technique 51: Radar/Be Seen Looking • Technique 52: Make Compliance Visible • Technique 53: Least Invasive Intervention • Technique 54: Firm Calm Finesse • Technique 55: Art of the Consequence • Technique 56: Strong Voice • Technique 57: What to Do • Technique 58: Positive Framing • Technique 59: Precise Praise • Technique 60: Warm/Strict • Technique 61: Emotional Constancy • Technique 62: Joy Factor
	11) High Behavioral Expectations	
	12) Building Character and Trust	

**BASCS' current focus techniques (receiving professional development, coaching, and observation)*

Assessment-Driven Curriculum Decision-Making: Example of school-created Kindergarten Benchmark Assessment (includes 16 questions)

Kindergarten Standards Assessment		5. KRF.1 Recognize uppercase and lowercase letters									
1. KSL.1: Participate in large and small group conversations about books and other kindergarten topics (observation)		6. KRF.3: Associate sounds with letters taught									
2. KSL.6: Expresses ideas in complete sentences that are audible and understandable (observation)		M	S	R	T	P	C	A	N	G	I
3. KRL.5: Identifies parts of a book Teacher directions: Place a book on table in front of student and prompt the student to identify:		H	B	K	W	J	Z	E	Q	U	V
Identify front cover	Identify title page	m	s	r	t	p	c	a	n	g	i
Identify back cover	Identify spine	h	b	k	w	j	z	e	q	u	v
Notes:		Notes:									
4. KRL.6: Identifies the role of a text's author and illustrator Teacher directions: Ask student:		11. KRL.8: With prompting and support, identify reasons an author gives to support points in a text Teacher directions: Place <i>Wonderful Worms</i> (or other non-fiction text) on table. Ask student:									
1. What does an author do?		1. What is one reason the author thinks worms are wonderful? Show me that part in the book.									
2. What does an illustrator do?											
Notes:											
8. KRF.3 Identifies characters, setting, and major events Teacher directions: Place the book <i>Little Pigs</i> on table. Ask student the following questions:											
1. What is a character?											
2. Who is one character in this story?											
3. What does setting mean?											
4. What is the setting in this story?											
5. What happens in this story?											
*change book for each assessment if necessary											
Notes:											
15. KRF.2: Isolates, blends, and pronounces phonemes in CVC words. Teacher says: a. "Listen to the sounds and blend them to make a word."											
f/o/x	t/a/p	p/i/g									
Teacher says: b. "Listen to these words and tell me all the sounds that you hear."											
cat	sun	bed									
Notes:											

Example of daily record-keeping from Grade 1 guided reading running records (from Fountas & Pinnell Literacy Intervention Kits and Wit and Wisdom leveled books):

RL.1.1/RI.1.1 - Ask and answer questions about key details

Level:

Book title:

RL.1.2/RI.1.2 - retell stories, including details

RL.1.3/RI.1.3 - describe characters, setting, major events, connections (C, S, ME)

RL.1.6 Determine who is telling the story

RL.1.7/RI.1.7 - Use illustrations to describe text

Check = mastery

Circle = maybe

Dot = not achieved

Name: _____				
1.1				
1.2				
1.3				
1.6				
1.7				

Example of school-created assessments from Grade 1 Math (assessment includes 10 questions):

NAME: _____ 1st Grade Math Standards Based Assessment

1.OA.1 Need 4 out of 5 Correct Solve word problems with addition and subtraction

1. In my fish tank I have 12 clown fish and 5 gold fish. How many fish do I have in my fish tank?

2. Grandma baked 18 sugar cookies. Grandpa ate 7 of them. How many sugar cookies are left?

3. Bob has 17 baseball cards. Tim has 13 baseball cards. How many more baseball cards does Bob have than Tim?

4. Mom put 10 pennies into the jar. Dad put some in, too. There are 19 pennies total in the jar. How many pennies did Dad put into the jar?

5. I gave my hamster 14 pieces of food. My sister gave him 6 pieces of food. How many pieces of food did my hamster have?

1. $12 + 6 = \underline{\quad}$

2. $16 - 5 = \underline{\quad}$

3. $14 + 5 = \underline{\quad}$

4. $19 - 4 = \underline{\quad}$

5. $13 + 4 = \underline{\quad}$

6. $15 - 5 = \underline{\quad}$

7. $10 + 3 = \underline{\quad}$

8. $17 - 4 = \underline{\quad}$

9. $11 + 9 = \underline{\quad}$

10. $20 - 8 = \underline{\quad}$

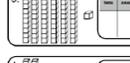
SCORE

NAME: _____ 1st Grade Math Standards Based Assessment

1.NBT.2 Need 7 out of 10 Correct Base 10 Counting 10's and 1's

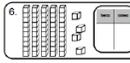
1.  units

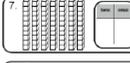
2.  units

3.  units

4.  units

5.  units

6.  units

7.  units

8.  units

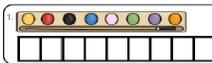
9.  units

10.  units

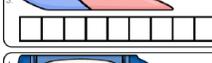
SCORE

NAME: _____ 1st Grade Math Standards Based Assessment

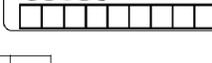
1.MD.2 Need 4 out of 5 Correct Express length using units

1.  The points are about _____ units.

2.  The pencil is about _____ units.

3.  The eraser is about _____ units.

4.  The crayon is about _____ units.

5.  The eraser is about _____ units.

SCORE

Student scoring for benchmark assessments:

CLASS	Ask	Rate	Desc	Ident	Expl	Ident	Use	Com	With	Ask	Ident	Desc	Ask	Know	Distri	Use	Ident	Ident	With	Demi	Demi	Know	Reac	Parti	Ask	Ask	Desc	Add	Prod	
Class B	RL.1.1	RL.1.2	RL.1.3	RL.1.4	RL.1.5	RL.1.6	RL.1.7	RL.1.8	RL.1.9	RL.1.10	RI.1.1	RI.1.2	RI.1.3	RI.1.4	RI.1.5	RI.1.6	RI.1.7	RI.1.8	RI.1.9	RI.1.10	RF.1.1	RF.1.2	RF.1.3	RF.1.4	SL.1.1	SL.1.2	SL.1.3	SL.1.4	SL.1.5	SL.1.6
YA																														
MA		2	0	2	2	1										0					2	1	1		0				0	
JA		2	0	2	2	2										2					2	0	0		2				1	
ADB																														
RC																														
EF		2	0	1	1											2					1	0	0							
AH																														
AJ		1	2		2	2										1						1	0		2				2	
KL					2	2					2	0									1				2				2	
QM		2			0	2	2									2					2	2	1		2				2	
NM																														
KP																														
TP																														
JS																														
ES																														
WS		2			1	2	1									2					2	2	1		2				2	
NS																														
TW																														

Grade 1 English Language Arts Exit Standards

By the end of grade 1, a student is expected to have acquired the following skills :

Reading

- Develop and answer questions about key ideas and details in a text.
- Identify a main topic or idea in a text and retell important details.
- Describe characters, settings, and major events in a story, or pieces of information in a text.
- Identify specific words that express feelings and senses.
- Identify a variety of genres and explain differences between literary texts and informational texts.
- Describe how illustrations and details support the point of view or purpose of the text.
- Use illustrations and details in literary and informational texts to discuss story elements and/or topics.
- Identify specific information an author or illustrator gives that supports ideas in a text.
- Make connections between self and text (texts and other people/ world).
- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply phonics and word analysis skills in decoding words.
- Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Writing

- Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
- Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.
- Write narratives which recount real or imagined experiences or events or a short sequence of events.
- Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, art work, or other).
- Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
- Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.

Speaking and Listening

- Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
- Develop and answer questions about key details in diverse texts and formats.
- Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.
- Describe familiar people, places, things, and events with relevant details expressing ideas clearly.
- Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.
- Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.

Grades 9-10 English Language Arts Exit Standards

By the end of grade 10, a student is expected to have acquired the following skills :

Reading

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
- Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme.
- In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.
- In literary texts, consider how varied aspects of structure create meaning and affect the reader.
- In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.
- Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).
- Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary).
- Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.

Writing

- Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.
- Conduct research to answer questions, including self-generated questions, or solve a problem; narrow

or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

- Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
- Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.
- Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 1 Math Exit Standards

By the end of grade 1, a student is expected to have acquired the following skills in Math:

Operations and Algebraic Thinking

- Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- Apply properties of operations as strategies to add and subtract
- Understand subtraction as an unknown-addend problem within 20
- Relate counting to addition and subtraction
- Add and subtract within 20. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction; and creating equivalent but easier or known sums.
- Fluently add and subtract within 10
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- Determine the unknown whole number in an addition or subtraction equation with the unknown in all positions

Number and Operations in Base Ten

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Add within 100, including
- a two-digit number and a one-digit number,
- a two-digit number and a multiple of 10.
- Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.
- Relate the strategy to a written representation and explain the reasoning used.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- Subtract multiples of 10 from multiples of 10 in the range 10-90 using
- concrete models or drawings, and
- strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Relate the strategy used to a written representation and explain the reasoning.

Measurement and Data

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”
- Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o’clock and half past.
- Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
- Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the

total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

- Distinguish between defining attributes versus non-defining attributes for a wide variety of shapes. Build and/or draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Grade 10 Math (Geometry) Exit Standards

By the end of grade 10, a student is expected to have acquired the following skills in Geometry:

Congruence

- Experiment with transformations in the plane.
 - Know precise definitions of angle, circle, perpendicular lines, parallel lines, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc as these exist within a plane.
 - Represent transformations as geometric functions that take points in the plane as inputs and give points as outputs. Compare transformations that preserve distance and angle measure to those that do not.
 - Given a regular or irregular polygon, describe the rotations and reflections (symmetries) that map the polygon onto itself.
 - Develop definitions of rotations, reflections, and translations in terms of points, angles, circles, perpendicular lines, parallel lines, and line segments.
 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.
- Understand congruence in terms of rigid motions.
 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure. Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
 - Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
 - Explain how the criteria for triangle congruence (ASA, SAS, SSS, AAS and HL (Hypotenuse Leg)) follow from the definition of congruence in terms of rigid motions.
- Prove geometric theorems.
 - Prove and apply theorems about lines and angles.
 - Prove and apply theorems about triangles.
- Prove and apply theorems about parallelograms.
- Make, justify, and apply formal geometric constructions.
- Make and justify the constructions for inscribing an equilateral triangle, a square and a regular hexagon in a circle.

Similarity, Right Triangles, and Trigonometry

Understand similarity in terms of similarity transformations.

- Verify experimentally the properties of dilations given by a center and a scale factor.
- Verify experimentally that dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- Verify experimentally that the dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar. Explain using similarity transformations that similar triangles have equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- Use the properties of similarity transformations to establish the AA \sim , SSS \sim , and SAS \sim criterion for two triangles to be similar.

Prove theorems involving similarity.

- Prove and apply similarity theorems about triangles.
- Use congruence and similarity criteria for triangles to:
Solve problems algebraically and geometrically.
Prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles.

- Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of sine, cosine and tangent ratios for acute angles.
- Explain and use the relationship between the sine and cosine of complementary angles.
- Use sine, cosine, tangent, the Pythagorean Theorem and properties of special right triangles to solve right triangles in applied problems.

Apply Trigonometry to general triangles.

- Justify and apply the formula $A = \frac{1}{2}ab \sin(C)$ to find the area of any triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

Circles

Understand and apply theorems about circles.

- Prove that all circles are similar.
- Identify, describe and apply relationships between the angles and their intercepted arcs of a circle.
- Identify, describe and apply relationships among radii, chords, tangents, and secants of a circle.
- Find arc lengths and area of sectors of circles.
- Using proportionality, find one of the following given two others; the central angle, arc length, radius or area of sector.

Expressing Geometric Properties with Equations

Translate between the geometric description and the equation of a conic section.

- Derive the equation of a circle of given center and radius using the Pythagorean Theorem. Find the center and radius of a circle, given the equation of the circle.
- Graph circles given their equation.

Use coordinates to prove simple geometric theorems algebraically.

- On the coordinate plane, algebraically prove geometric theorems and properties.
- On the coordinate plane:
 - Explore the proof for the relationship between slopes of parallel and perpendicular lines;
 - Determine if lines are parallel, perpendicular, or neither, based on their slopes; and
 - Apply properties of parallel and perpendicular lines to solve geometric problems.
- Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.

Geometric Measurement and Dimension

Explain volume formulas and use them to solve problems.

- Provide informal arguments for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
- Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Visualize relationships between two-dimensional and three-dimensional objects.
- Identify the shapes of plane sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry

Apply geometric concepts in modeling situations.

- Use geometric shapes, their measures, and their properties to describe objects.
- Apply concepts of density based on area and volume of geometric figures in modeling situations.

Apply geometric methods to solve design problems

Grade 1 Social Studies Exit Standards

By the end of grade 1, students are expected to have learned that:

Individual Development and Cultural Identity

- Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
- Families are a basic unit of all societies, and different people define family differently.
- People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community
- Awareness of America's rich diversity fosters intercultural understanding
- There are significant individuals, historical events, and symbols that are important to American cultural identity.
- The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
- The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.

Civic Ideals and Practices

- A citizen is a member of a community or group. Students are citizens of their local and global communities.
- An engaged and active citizen participates in the activities of the group or community and makes positive contributions.
- Traits of a responsible citizen include respecting others , behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.
- As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.
- People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.
- Rules and laws are developed to protect people's rights and for the safety and welfare of the community.
- Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.
- Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.

Geography, Humans, and the Environment

- The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
- Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.
- Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.
- Symbols are used to represent physical features and man-made structures on maps and globes.
- People and communities depend on and modify their physical environment in order to meet basic needs.
- People and communities depend on the physical environment for natural resources.
- Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.
- People interact with their physical environment in ways that may have a positive or a negative effect.

Time, Continuity, and Change

- Personal and family history is a source of information for individuals about the people and places around them.
- Families change over time, and family growth and change can be documented and recorded.
- Families of long ago have similarities and differences with families today.
- Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.
- Historical sources reveal information about how life in the past differs from the present.
- Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.
- Oral histories, biographies, and family time lines relate family histories.

Economic Systems

- People have many economic wants and needs, but limited resources with which to obtain them
- Scarcity means that people's wants exceed their limited resources.
- Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.
- People use tools, technologies, and other resources to meet their needs and wants
- People make economic choices as producers and consumers of goods and services.
- Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.
- A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.
- People and families work to earn money to purchase goods and services that they need or want
- People make decisions about how to spend and save the money that they earn.

Grade 10: Global History and Geography II Exit Standards

By the end of grade 10, students are expected to have learned that:

The World in 1750

- Powerful Eurasian states and empires faced and responded to challenges ca. 1750.
- Perceptions of outsiders and interactions with them varied across Eurasia.

1750–1914: An Age of Revolutions, Industrialization, and Empires

- Enlightenment, Revolution, and Nationalism:
- Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.
- Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.
- Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
- Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.

Causes and Effects of the Industrial Revolution:

- Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale.
- Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.
- Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.
- Social and political reform, as well as new ideologies, developed in response to industrial growth.

Imperialism:

- European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.
- Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.
- International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).

1914–Present: Crisis and Achievement in the 20th Century

Unresolved Global Conflict (1914–1945):

- International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars.
- Technological developments increased the extent of damage and casualties in both World War I and World War II.
- The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.
- Nationalism and ideology played a significant role in shaping the period between the world wars.
- Human atrocities and mass murders occurred in this time period.

Unresolved Global Conflict (1945–1991: The Cold War):

- The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.
- The Cold War was a period of confrontations and attempts at peaceful coexistence.

- The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.

Decolonization And Nationalism (1900–2000):

- Independence movements in India and Indochina developed in response to European control.
- African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.
- Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.
- Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China.

Contemporary Issues

- Tensions Between Traditional Cultures and Modernization:
- Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.
- Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.

Globalization and A Changing Global Environment (1990–Present):

- Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.
- Globalization is contentious, supported by some and criticized by others.
- Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment.
- Globalization has created new possibilities for international cooperation and for international conflict.

Human Rights Violations:

- Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.
- Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.
- Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.

Buffalo Academy of Science Charter School II

Code of Conduct

(This is a short version of BuffSci complete Code of Conduct document)

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of forms of discipline.
5. Information from parents, teachers, and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the procedures in Section XI of the Code of Conduct must be followed. Furthermore, BuffSci believes in restorative justice. It is our commitment to reduce, prevent, and improve harmful behavior. Additionally, we strive to resolve conflict, repair positive relationships between the student-teacher-parent triad, and address the needs of the school community. Finally, we take great pride in our PBIS, Restorative Justice Model, and Problem Solving Room; however, not all penalties may be avoided.

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

Disciplinary actions

Students who are found to have violated the BuffSci's Code of Conduct may be subject to the following penalties, either alone or in combination.

1. Oral warning: any member of the BuffSci staff.
2. Written warning: bus drivers, hall and lunch monitors, coaches, guidance, counselors, teachers, administrators, director.
3. Written notification to parent: bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, administrators, director.

4. Detention: teachers, administrators, director.
5. Suspension from transportation: director of transportation, administrators, director.
6. Suspension from athletic participation: coaches, administrators, director.
7. Suspension from social or extracurricular activities: activity advisor, grade chairs, administrators, and the director.
8. In-school suspension: administrators, director.
9. Removal from classroom by teacher: teachers, administrators.
10. Short-term (five days or less) suspension from school: principal, director
11. Long-term (more than five days) suspension from school: principal, director
12. Referral to law enforcement: principal, director, School Board.
13. Permanent suspension from school: director, School Board.

Consequence Table

Level 1 Offenses
Up to Warning, Call home, Detention
Tardiness to school, or class
Unprepared for class (or other disruptions to educational process)
Dress code violation/ Inappropriate attire
Mild name calling or insults that are not part of a pattern of behavior
Minor disruptive behavior (ie. wisecracks, unnecessary noise, persistent talking, running in halls, disruptive bus behavior, etc.)
Minor disruptive behavior in cafeteria (ie. could result in removal from cafeteria during lunch)
Inappropriate display of affection (for students, anything beyond hand-holding, brief hug)
Projectiles (paper-wads, rubber bands, laser pointers, etc.)
Failure to turn in electronic device (picked up by parent after 1st offense)
Level 2 Offenses
Up to Detention
Moderate disruptive/inappropriate behavior (disrespect to peers, inappropriate communication, wilful acts that disrupt learning, misuse of technology, gambling)
Skipping class or leaving class without permission
Lying (false identification/ accusation/ defamation)

Using harsh, obscene, or profane language and/or other negative gestures toward or around others
Failure to abide by a reasonable request/refusal to obey directions
Horseplay (pushing, shoving, wrestling without intent to harm)
Skipping/ missing detention
Truancy from school or leaving school property without permission
Multiple Level 1 offences in one incident/ referral/ report
3rd & 4th Level 1 or greater offense within 1 month
Level 3 Offenses
Up to 1-3 days In-School Suspension (ISS)
Disrespect toward staff member/ insubordination
Major disruptive behavior (including interruption to school environment, trespassing, depictions of prohibited conduct, etc.)
Cheating, plagiarism, altering documents
Forgery of signatures or documents
Multiple offenses in one incident/referral/report with at least one level 2 offense included
3rd & 4th level 2 or greater offense within 2 months
5th & 6th level 1 or greater offense within 1 month
Level 4 Offenses
Up to 3 days In-School Suspension (ISS) or Out-of-School Suspension (OSS)
Harassment (without physical contact): derogatory, obscene slurs or threatening material, stalking, coercion, intimidation, extortion, discrimination, hazing
Sexual harassment (without physical contact): derogatory, obscene slurs or threatening material that is sexual in nature, coercion, intimidation, or discrimination based on sex/gender, verbal sexual harassment, sexually explicit comments, etc.
Minor physical altercations/ pushing/ shoving/ contact without physical injury; scratching, unwanted physical contact with intent to alarm or seriously annoy another person without physical injury, physical contact that threatens another with harm
Disruptive in ISS
Possession or use of cigarettes, chewing tobacco, or any tobacco product
Possession or use of lighters, matches, e-cigs

Multiple offenses in one incident/ referral/ report with at least one level 3 offense included
Threats toward staff (includes coercion, stalking, intimidation, slurs, obscenity toward staff)
3rd & 4th level 3 or greater offense within 3 months
5th & 6th level 2 or greater offense within 2 months
7th & 8th level 1 or greater offense within 1 month
Level 5 Offenses
5 or more days OSS (with option for formal hearing)
Physical sexual harassment/ misconduct: inappropriate sexual contact, touching or grabbing a private body part such as genitalia, breast or buttocks; brushing up against or rubbing against another in a sexual manner or removing clothing to reveal underwear or private body parts/ indecent exposure. Forcible compulsion, attempted or completed sexual intercourse, oral sexual conduct, anal sexual conduct, aggravated sexual conduct with or without a weapon including rape and/or sodomy.
Possession or sale of drug paraphernalia, including vaporizers
Bullying: Consisting of 1) ongoing and repeated acts of harassment, intimidation, hazing, threats, and/or other inappropriate acts, 2) an imbalance of power, and 3) intent to harm.
Dangerous behavior (potentially serious injurious to oneself or to others): Subjecting individuals to serious danger by recklessly engaging in conduct that could include potential serious damage to property or potential serious physical injury to another person; fighting, bomb threats, false alarm, inciting riots, throwing objects, choking, driving erratically, and/or obstructing vehicular traffic.
Preventing a person's liberation; kidnapping- either by holding a person physically or threatening physical force.
Theft, robbery, burglary, larceny, vandalism, graffiti or tampering with safety equipment with intent to alarm or do harm
Possession, use or sale of fireworks/ arson
Possession/ distribution of pornographic material (including electronic means)
Possession, use or sale of alcohol, drugs, or synthetic drugs
Assault (intentionally or recklessly causing physical injury, pain, or visible symptoms such as abrasions or marks)
Gang activity (clothing, insignia, words, or activities that identify with a gang; recruiting)
Possession of a weapon (or displaying anything that may be construed/ used as a weapon; or threatening to use a weapon)

Sample K-4 Weekly Schedule

	Mon	Tue	Wed	Thu	Fri
Period 1 Time 8:36 - 9:21	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
Period 2 Time 9:24 - 10:09	Library K Cortese(221)	Music K Tatum (M210)	Art K Ebling (M206)	Library K Kuebler (221)	Music K Tatum(M210)
Period 3 Time 10:12- 10:57	Reading	Reading	Reading	Reading	Reading
Period 4 Time 11:00- 11:45	Math	Math	Math	Math	Math
Lun-K1 Time 11:45 - 12:15	Lunch (M119)	Lunch (M119)	Lunch (M119)	Lunch (M119)	Lunch (M119)
Period 5 Time 12:15- 1:00	ELA	ELA	ELA	ELA	ELA
Period 6 Time 1:03 - 1:48	Sci/Social	Physical Education K O'Connell(M117) Sci/Social	Sci/Social	Sci/Social	Physical Education K O'Connell(M117) Sci/Social
Period 7 Time 1:51 - 2:36	Physical Education K O'Connell(M117)	Sci/Social	Physical Education K O'Connell(M117)	Physical Education K O'Connell(M117)	Sci/Social
Period 8 Time 2:39 - 3:24	K-Wrap-up of the Day	K-Wrap-up of the Day	K-Wrap-up of the Day	K-Wrap-up of the Day	K-Wrap-up of the Day

Sample High School Schedule (A,B day)

	A	B
Period 1 Time 8:27 - 9:15	Chemistry Honor Tothill(207)	Chemistry Honor Tothill(207)
Period 2 Time 9:18 - 10:03	Turkish III Myratgulyyev(306)	Turkish III Myratgulyyev(306)
Period 3 Time 10:06 - 10:51	English11 Hill(313)	English11 Hill(313)
Period 4 Time 10:54 - 11:39	US History Spoth(314)	US History Spoth(314)
Period 5A Time 11:42 - 12:27	Algebra II Honor Redino(312)	Algebra II Honor Redino(312)
Period Lunch2 Time 12:30 - 12:51	Lunch	Lunch
Period 6 Time 12:54 - 1:39	Chemistry Honor Ext Tothill(207)	Algebra II Honor - Lab Redino(312)
Period 7 Time 1:42 - 2:27	US History. Spoth(314)	English11. Hill(313)
Period 8 Time 2:30 - 3:15	Physical Education DiFlavio(GYM)	Health Zhu(216)

Sample Middle School Schedule

	Mon	Tue	Wed	Thu	Fri
Period Br-HR Time 8:00 - 8:15	Breakfast (Cafeteria)	Breakfast (Cafeteria)	Breakfast (Cafeteria)	Breakfast (Cafeteria)	Breakfast (Cafeteria)
Period 1 Time 8:36 - 9:21	English 5 Watson / Gosy(M103)				
Period 2 Time 9:24 - 10:09	Math 5 Cendrowski / Smith(M102)				
Period 3 Time 10:12 - 10:57	Physical Education 5 Kinney(M117)	Spanish 5 D'Alessandro Mullen(M221)	Physical Education 5 Kinney(M117)	Spanish 5 D'Alessandro Mullen(M221)	Physical Education 5 Kinney(M117)
Period 4 Time 11:00 - 11:45	Library 5 Kuebler / Cortese(M220)				
Period Lun Time 11:48 - 12:12	Lunch (M119)	Lunch (M119)	Lunch (M119)	Lunch (M119)	Lunch (M119)
Period 5 Time 12:15 - 1:00	Social Studies 5 Fischer(M101)				
Period 6 Time 1:03 - 1:48	Science 5 Dietrick(M214)				
Period 7 Time 1:51 - 2:36	English 5 AIS Watson / Gosy(M103)				
Period 8 Time 2:39 - 3:24	Math 5 AIS Cendrowski / Smith(M108)				

Sample High School Teacher Schedule

	A	B
Period 1 Time 8:27 - 9:15	AP Calculus AB SN: 1 Room: 104	AP Calculus AB SN: 1 Room: 104
Period 3 Time 10:06 - 10:51	Algebra I SN: 4 Room: 104	Algebra I SN: 4 Room: 104
Period 4 Time 10:54 - 11:39	Algebra I SN: 1 Room: 104	Algebra I SN: 1 Room: 104
Period 7 Time 1:42 - 2:27	Algebra I. SN: 2 Room: 104	Algebra I. SN: 2 Room: 104
Period 8 Time 2:30 - 3:15	Algebra I. SN: 1 Room: 106	Algebra I. SN: 1 Room: 106

Sample K-4 Teacher Schedule

	Mon	Tue	Wed	Thu	Fri
Period 2 Time 9:24 - 10:09	Art K SN: 3 Room: M206	Art K SN: 2 Room: M206	Art K SN: 1 Room: M206	Art K SN: 3 Room: M206	Art K SN: 2 Room: M206
Period 4 Time 11:00 - 11:45	Art 8 SN: 2 Room: M206	Art 8 SN: 2 Room: M206	Art 8 SN: 2 Room: M206	Art 8 SN: 2 Room: M206	Art 8 SN: 2 Room: M206
Period 6 Time 1:03 - 1:48	Art 5 SN: 1 Room: M206	Art 5 SN: 1 Room: M206	Art 5 SN: 1 Room: M206	Art 5 SN: 1 Room: M206	Art 5 SN: 1 Room: M206
Period 7 Time 1:51 - 2:36	Art 1 SN: 3 Room: M206	Art 1 SN: 2 Room: M206	Art 1 SN: 1 Room: M206	Art 1 SN: 3 Room: M206	Art 1 SN: 2 Room: M206
Period 8 Time 2:39 - 3:24	Art 8 SN: 1 Room: M206	Art 8 SN: 1 Room: M206	Art 8 SN: 1 Room: M206	Art 8 SN: 1 Room: M206	Art 8 SN: 1 Room: M206

Sample Middle School Teacher Schedule

	Mon	Tue	Wed	Thu	Fri
Period 2 Time 9:24 - 10:09	Math 5 SN: 2 Room: M102	Math 5 SN: 2 Room: M102	Math 5 SN: 2 Room: M102	Math 5 SN: 2 Room: M102	Math 5 SN: 2 Room: M102
Period 3 Time 10:12 - 10:57	Math 5 SN: 3 Room: M102	Math 5 SN: 3 Room: M102	Math 5 SN: 3 Room: M102	Math 5 SN: 3 Room: M102	Math 5 SN: 3 Room: M102
Period 4 Time 11:00 - 11:45	Math 5 SN: 1 Room: M102	Math 5 SN: 1 Room: M102	Math 5 SN: 1 Room: M102	Math 5 SN: 1 Room: M102	Math 5 SN: 1 Room: M102
Period 5 Time 12:15 - 1:00	Math 5 AIS SN: 3 Room: M108	Math 5 AIS SN: 3 Room: M108	Math 5 AIS SN: 3 Room: M108	Math 5 AIS SN: 3 Room: M108	Math 5 AIS SN: 3 Room: M108
Period 7 Time 1:51 - 2:36	Math 5 AIS SN: 1 Room: M108	Math 5 AIS SN: 1 Room: M108	Math 5 AIS SN: 1 Room: M108	Math 5 AIS SN: 1 Room: M108	Math 5 AIS SN: 1 Room: M108
Period 8 Time 2:39 - 3:24	Math 5 AIS SN: 2 Room: M108	Math 5 AIS SN: 2 Room: M108	Math 5 AIS SN: 2 Room: M108	Math 5 AIS SN: 2 Room: M108	Math 5 AIS SN: 2 Room: M108



2020-2021 Academic Calendar

— DATES —

— DATES —

✓	School Closed
✓	1/2 Day

July 2020

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

✓	PD&No Students
✓	PTC

August 2020

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

19	First Day of School for teachers
19-27	Teacher PD Week
28	1/2 Half Day for students
31	First full-day for all staff&students

2	Labor Day - No School

September 2020

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

October 2020

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

6	1st Five Week Report Cards
14	Columbus Day - No School
16	1/2 day for Students-Parent-Teacher Conf. 1pm-7pm

3	Election Day - No School
6	1st Qtr Report Cards
11	Veterans Day - No School
25	1/2 Day for Staff and Students
26-27	Thanksgiving Break - No School

November 2020

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

December 2020

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

11	2nd Five Week Report Cards
16	1/2 day for Students- Parent-Teacher Conf. 1pm-7pm
23-31	Winter Break - No School

1	New Year - No School
18	MLK Holiday - No School
22	2nd QTR Report Cards
29	Superintendent Day (PD) - No Students

January 2021

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

February 2021

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

15	President's Day - No School
15-19	Mid-Winter Break - No School

5	3rd Five Week Report Cards
10	Parent Teacher Conf - 9am-3pm - No Students

March 2021

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

April 2021

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

8	1/2 Day for Students
9	Superintendent Day (PD) - No Students
16	3rd QTR ReportCards
19-23	Spring Break - No School

6	1/2 Day for Students
7	Superintendent Day (PD) - No Students
21	4th Five Week Report Cards
24	Memorial Day Weekend - No School

May 2021

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

June 2021

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

22	Kindergarten Moving Up Day
24	Last Day of School



Table 1: Applicant Group Additions and Deletions

Last updated: 04/30/2019

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? No

Changes to Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

Buffalo Academy of Science Charter School

Board of Trustees

By-laws

ARTICLE I

NAME

The name of the Corporation is the Buffalo Academy of Science Charter School II (hereinafter the “Corporation”).

ARTICLE II

MEMBERSHIP

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 the Buffalo Academy of Science 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 III

BOARD OF TRUSTEES

A. Powers:

The Board shall conduct or direct the 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 and 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 Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property 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 evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. 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.

B. Number of Trustees:

The number of Trustees of the Corporation shall be minimum 5 and max 9.

C. 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:* The Board may elect any person who has expressed written interest in serving on the board of trustees and who is in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
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. *Term of Office:*
 1. The Trustees 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.
 2. The terms of office 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 succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.
 3. 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 the 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.

5. *Time of Elections:* The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. 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.

The Board may remove any Trustee who:

1. Has been declared of unsound mind by a final order of court;
2. Has been convicted of a felony;
3. Has been found by a final order or judgment of any court to have breached any duty imposed by the Education Law and the Not-for-Profit Corporation Law; or For such other good causes as the Board may determine.

E. 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. If any trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies:

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees:

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

The Buffalo Academy of Science Charter School, _____(To Be Determined)_____, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. 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.

B. Annual Meetings:

An Annual Meeting shall be held in the month of July 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.

C. Regular Meetings:

Regular Meetings shall be held bi-monthly throughout the year and other times as the Board determines.

D. 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.

E. Adjournment:

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices:

Notices of Board Meetings shall be given as follows:

11. 1. Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.
12. 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 e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, 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.

G. 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 the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum:

Unless law requires a greater proportion, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board:

13. *1. Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
14. *2. Action by the Board Without a Meeting:* Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.
15. *3. Board Participation by Other Means:* In all events, a quorum of Trustees must be physically present to lawfully conduct a Board Meeting of the charter school. Once a quorum is physically present, additional Trustees may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by Article 7 of the Public Officer's Law (the Open Meetings Law), so long as all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees:

16. *1. Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees except for any Executive committee, which shall comprise not fewer than five Trustees, who shall serve at the pleasure of the Chair of the Board.
17. *2. Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
1. Election of Trustees;
 2. Filling vacancies on the Board or any committee that has the authority of the Board;
 3. Fixing of Trustee compensation for serving on the Board or on any committee;
 4. Amendment or repeal of Bylaws or the adoption of new Bylaws; and
 5. Appointment of other committees of the Board, or the members of the committees.
18. *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 provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

D. Standard of Care:

19. *1. Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

20. 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:
4. 1. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 5. 2. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 6. 3. 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 believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
21. 3. *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.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 Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. 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.

F. 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 that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences:

Every Trustee has a duty to maintain the confidentiality of all Board actions, which are not required by law to be open to the public, including discussions and votes, which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers:

The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers, as the Board deems advisable.

22. 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.
23. 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 subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

24. 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 regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter 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.
25. 3. *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 or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports 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.

B. Election, Eligibility and Term of Office:

26. 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 called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
27. 2. *Eligibility*: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
28. 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.

C. 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 VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Buffalo Academy of Science 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 attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a 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 XI

OTHER PROVISIONS

A. Fiscal Year:

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. 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 or execute and deliver any instrument in the name of 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.

C. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

D. 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 these 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 reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest:

Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to 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 acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that 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, nor 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 discussion). 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.

F. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.



Policy No. 1120

CODE OF ETHICS

Code of Ethics for All Board Members and All BASCS Personnel

Pursuant to the provisions of General Municipal Law Section 806, the Board of Trustees of the Buffalo Academy of Science Charter School (BASCS) recognizes that there are rules of ethical conduct for members of the Board and employees of BASCS that must be observed if a high degree of moral conduct is to be obtained. It is the purpose of this policy to promulgate these rules of ethical conduct for the Board members and employees of BASCS. These rules shall serve as a guide for official conduct of the Board members and employees of BASCS. The rules of ethical conduct of this policy, as adopted, shall not conflict with, but shall be in addition to any prohibition of General Municipal Law Sections 800-809 or any other general or special law relating to ethical conduct and interest in contracts of Board members and employees.

Standards of Conduct

Every Board member or employee of BASCS shall be subject to and abide by the following standards of conduct:

Gifts

Pursuant to General Municipal Law Section 805-a, he/she shall not, 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, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence him/her in the performance of official duties or was intended as a reward for any official action on his/her part.

Confidential Information

He/she shall not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.



Disclosure of Interest in Contracts

Any BASCS trustee or employee, as well as his/her spouse, who 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 BASCS shall publicly disclose the nature and extent of such interest in writing to his/her immediate supervisor and to the Board as soon as he/she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the Board minutes.

Representation before one's own agency

He/she shall not 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/she is an officer, member or employee or of any municipal agency over which he/she has jurisdiction or to which he/she has the power to appoint any member, officer or employee.

Representation before any agency for a contingent fee

He/she shall not receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his/her municipality whereby his/her compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of services rendered.

Disclosure of interest in resolution

To the extent that he/she knows thereof, a member of the Board or employee of BASCS, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any resolution before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he/she has in such resolution.

Investments in conflict with official duties

He/she shall not invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his/her official duties.



Private employment

He/she shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

Future employment

He/she shall not, after the termination of service or employment with BASCS, appear before the Board in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his/her active consideration.

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

N.Y. General Municipal Law §§ 806-808

N.Y. Education Law § 2854(1)(f)

Opinion Statement Comp. 2008-01

Appendix E. Required Business Plan

A. Comprehensive Management Organization Information:

N/A

B. Comprehensive Management Organization History and Growth Plan:

1. Describe the Comprehensive Management Organization's mission, strategic vision, and desired impact.

The mission of the Buffalo Academy of Science Charter School (BuffSci) is to fulfill the high demands of students in grades K to 12, their parents and the community as a whole. BuffSci is committed to fulfilling its mission by: 1) Providing an excellent academic educational plan with emphasis on math, science, and technology while providing the opportunity for students to excel in any field of study; 2) Providing a rigorous, innovative, challenging and enhanced curriculum focused on preparing students to attend the universities of their choice; 3) Preparing students for college from a community who are not served successfully by public education and cannot afford the private education services; 4) Preparing students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural, globally oriented environment and who are ready to carry the torch of knowledge, freedom, and prosperity that has been passed from one generation to another in this great country and; 5) Creating a partnership and participation environment among the student-teacher-parent triad that will provide our youth with the support necessary to reach their highest potential – intellectually, socially, emotionally and physically. It is the responsibility of the Board Members, in alliance with the community, to guide the school as it seeks to fulfill its mission. To this end, the Board will support the Academy in ways that ensure optimal conditions for the achievement and continuing growth and development of each student.

The strategic vision of BuffSci is to continue to provide quality education to an increased number of students in the City of Buffalo. When both campuses have reached full capacity, BuffSci will serve approximately 1,800 students annually in the City of Buffalo.

BuffSci desires to create opportunities for more students in the City of Buffalo to access quality education which will prepare them for successful futures. By expanding to dual campuses, BuffSci will continue to provide rigorous, innovative curricula that prepares a

diverse body of students to gain and utilize effectively skills necessary to be competitive in the 21st century global environment.

2. Provide a brief overview of the organization's history. List all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools operated by the organization and provide explanations. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school operated by the organization. Provide details as to how such deficiencies were resolved.

BuffSci was granted its initial charter for grades 7 through 12 in January 2004 by the NYS Board of Regents. A first renewal was granted in December 2008; a subsequent second charter renewal was granted in March 2012. A third renewal was granted in May 2015.

In 2014, BuffSci was granted an approval by the NYS Board of Regents to expand grade levels to include grades 5 and 6. In 2017, the NYS Board of Regents granted an approval for further expansion to include grades Kindergarten through 4 to make BuffSci a full K-12 charter school.

BuffSci has experienced no charter revocations, surrenders, bankruptcies, closures, non-renewals or conditional renewals.

3. List and describe all schools currently operated by the Comprehensive Management Organization.

Currently, BuffSci is the only school operated by the Comprehensive Management Organization (CMO). BuffSci has a demonstrated track record for continually providing a rigorous and enhanced curriculum as well as maintaining high expectations for its students, setting a culture of excellence designed to empower students to succeed.

4. List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application).

At this time, the CMO has no plans to operate future schools other than that described in the RFP application.

5. Describe the Comprehensive Management Organization's five-year growth plan for developing new schools in New York and other states. Discuss any plans for developing new schools within the local community, state and region, including other states if applicable. Include the following information, regardless of school location:

BuffSci has no plans to develop additional future schools at this time. The primary focus of the CMO will be to ensure the successful first replication of the BuffSci, as proposed in the RFP. The CMO will make the success of BuffSci and BuffSci II a priority by continuing to increase the quality of instruction and provide ample opportunity for students to participate in activities that support high standards of performance and academic achievement. As with BuffSci, BuffSci II will utilize its demonstrated model for success to empower students to succeed. Future replications and new school opening plans and discussions will be initiated by the Board upon successful establishment of BuffSci II.

6. Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan. Outline specific timelines for building or deploying organizational capacity to support the additional school(s).

At this time, the CMO's primary concern is ensuring the deliverance of consistent, quality education, using its established education model. The question of opening new schools in the future may be revisited and evaluated in the future, pending the successful implementation of the replicated school model for BuffSci II.

7. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically to their organization's growth plans. The response should detail specific risks and explain how the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them.

At present, the CMO recognizes the challenge of identifying and acquiring facilities - along with all of the associated costs of such - to increase the number of campuses for further expansion of the school. In order to mitigate this risk, the CMO has no immediate plans to grow the school beyond the initial replication outlined in the RFP response. However, upon the success of BuffSci II, this question may be reevaluated in the future.

8. Discuss lessons learned during any past replication efforts. For example, identify challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.

The Comprehensive Management Organization has made no efforts for replication in the past.

9. List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.

The Comprehensive Management Organization has no other schools that were approved previously but which failed to open.

10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions:

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	x	
Curriculum	x	
Professional Development	x	x
Data Management and Interim Assessments	x	x
Promotion Criteria	x	
Culture		x
Budgeting, Finance, and Accounting	x	
Student Recruitment	x	x

School Staff Recruitment and Hiring	x	x
H/R Services	x	
Development/Fundraising	x	
Community Relations	x	x
Information Technology	x	
Facilities Management	x	
Vendor Management/Procurement	x	

C. Performance of Existing Schools:

1. Provide an overview of prior performance across all schools ever operated by the Comprehensive Management Organization, including closed schools and schools that moved away from the organization.

- BuffSci serves a diverse student body of students from Kindergarten through grade 12. Over 90% of the BuffSci student body resides within the City of Buffalo with **86% of** students meeting eligibility requirements for free and/or reduced lunch.
- BuffSci middle school Mean Growth Percentile (MPG) in Mathematics and English Language Arts (ELA) were above State for multiple years and consistently increased and reached a combined MPG of 78 for the 2015-16 school year.
- According to results of the 2016 State tests, BuffSci middle schoolers outperformed the City and State and 8th graders had the highest proficiency performance in ELA among all charter and non-selective public schools in Buffalo.
- BuffSci outperformed the City and State in proficiency rates of Alg CC, ELA CC, Living Environment, and Earth Science Regent Exams and had the highest average of passing among all charter and non-selective public schools in Buffalo.
- BuffSci graduation rates are above the City and State. BuffSci had a 95% four-year graduation rate for its 2012 cohort, which consists of 95% economically disadvantaged and 13% special need students. All of our special need and ENL seniors in 2015-16 graduated in four years.

- According to NYS Report Cards, BuffSci has outperformed the Buffalo City School District and New York State in total cohort results in secondary level ELA and Mathematics after four years of instruction since 2007.
- BuffSci has maintained a 100% college acceptance rate for its seniors, with scholarship offers consistently exceeding \$7M dollars.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.

BuffSci is the only school the is operated and its success discussed above.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it.

NA

D. Market Analysis and Selection of Target Communities:

1. Describe how the target communities in New York State were identified and selected as attractive markets to the Comprehensive Management Organization. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.

BuffSci has made a practice of conducting research to determine the needs of the students in the City of Buffalo. Through public data assessments, school-conducted surveys and U.S. Census data, BuffSci is able to determine that there are several populations of underserved students within the city.

One such population in the City are English as a New Language (ENL) students. Overwhelmingly in the City of Buffalo, grade school ENL students are placed in only a select few of the BCSD schools, so available services and resources for ENL students within those buildings can become over-capacitated easily. Once students reach the high school level - and particularly if they enter the district as a high school student - they are assigned to attend Lafayette International School. According to the Lafayette International School website, 100% of their students are ENL and all of their students are "refugees, immigrants or Latinos". While this may seem an ideal setting for an ENL student, this lends itself to many challenges, namely overcrowding and lack of diversity, which can both have a negative impact on student achievement.

BuffSci has identified the ENL population of students as a focus for BuffSci II in order to provide increased equal educational opportunities and student achievement. The diversity within our school community and smaller class sizes afford ENL students the ability to share their individual cultures, while gaining first-hand learning experiences in an environment that is conducive to learning and more reflective of the broader community. Interaction with their peers who are native English speakers can provide valuable opportunities for ENL students to not only practice their English language acquisition skills in a authentic setting; but it also provides a natural support system in an academic environment to foster student achievement across a variety of subjects. While the primary focus is academic, social interaction between peers who are native and non-native speakers of English benefits all of the students as they share knowledge about their individual cultures, customs and communities.

In addition, English as a New Language learners will be supported by full time ENL instructors. The instructors provide testing accommodations for all grades and push-in or pull-out students as necessary. In addition, Content Area Teachers consult with the ENL Teacher to individualize needs and collaborate on optimal instructional strategies to promote general academic success. The ENL instructor incorporates core content information into the language curriculum to further assist in the overall success of the students. Students are further supported in after school sessions as needed. Grade level meetings, parent meetings, home visits, and phone calls are used to help track student progress.

2. Discuss the Comprehensive Management Organization's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

According to data that appeared in a 2017 Buffalo News article, there are approximately 3000 students in the City of Buffalo who are waitlisted to attend area charter schools. Therefore, it can be concluded that while there may be other options for students, there is still a need for quality education services to be provided to many. The creation of BuffSci II will enable us to address the needs of many of the students who are currently waiting for the increased educational opportunities we can provide.

Data gathered from several job posting websites suggests that there are approximately 120 vacant teaching jobs in the City of Buffalo and surrounding suburbs. While the demand for high-quality, qualified, experienced teachers is something that every school

faces, BuffSci has a reputation for securing such faculty to our team. Our focus on student learning, smaller class sizes, extended day and year, multiple interventions and additional learning opportunities are attractive to teachers who are committed to ensuring that students are successful and prepared for the future.

In addition, BuffSci has created a culture of excellence that is maintained by the team effort created by all of our faculty and staff. Many teachers - particularly those new to the profession - are often empowered and grateful for the network of support that our teachers provide to one another. Moreover, we have dedicated curriculum directors, teacher-mentors, grade level and content area supports in place to ensure a continuum of learning across our entire educational team.

A. By-laws

Buffalo Academy of Science Charter School

Board of Trustees

By-laws

ARTICLE I

NAME

The name of the Corporation is the Buffalo Academy of Science Charter School II (hereinafter the “Corporation”).

ARTICLE II

MEMBERSHIP

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 the Buffalo Academy of Science 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 III

BOARD OF TRUSTEES

A. Powers:

The Board shall conduct or direct the 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 and 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 Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property 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 evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. 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.

B. Number of Trustees:

The number of Trustees of the Corporation shall be minimum 5 and max 9.

C. 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:* The Board may elect any person who has expressed written interest in serving on the board of trustees and who is in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
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. *Term of Office:*
 1. The Trustees 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.
 2. The terms of office 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 succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.
 3. 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 the 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.

5. *Time of Elections:* The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. 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.

The Board may remove any Trustee who:

1. Has been declared of unsound mind by a final order of court;
2. Has been convicted of a felony;
3. Has been found by a final order or judgment of any court to have breached any duty imposed by the Education Law and the Not-for-Profit Corporation Law; or For such other good causes as the Board may determine.

E. 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. If any trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies:

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees:

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

The Buffalo Academy of Science Charter School, _____(To Be Determined)_____, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. 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.

B. Annual Meetings:

An Annual Meeting shall be held in the month of July 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.

C. Regular Meetings:

Regular Meetings shall be held bi-monthly throughout the year and other times as the Board determines.

D. 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.

E. Adjournment:

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices:

Notices of Board Meetings shall be given as follows:

11. 1. Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.
12. 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 e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, 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.

G. 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 the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum:

Unless law requires a greater proportion, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board:

13. *1. Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
14. *2. Action by the Board Without a Meeting:* Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.
15. *3. Board Participation by Other Means:* In all events, a quorum of Trustees must be physically present to lawfully conduct a Board Meeting of the charter school. Once a quorum is physically present, additional Trustees may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by Article 7 of the Public Officer's Law (the Open Meetings Law), so long as all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees:

16. *1. Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees except for any Executive committee, which shall comprise not fewer than five Trustees, who shall serve at the pleasure of the Chair of the Board.
17. *2. Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
1. Election of Trustees;
 2. Filling vacancies on the Board or any committee that has the authority of the Board;
 3. Fixing of Trustee compensation for serving on the Board or on any committee;
 4. Amendment or repeal of Bylaws or the adoption of new Bylaws; and
 5. Appointment of other committees of the Board, or the members of the committees.
18. *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 provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

D. Standard of Care:

19. *1. Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

20. 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:
4. 1. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 5. 2. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 6. 3. 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 believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
21. 3. *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.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 Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. 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.

F. 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 that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences:

Every Trustee has a duty to maintain the confidentiality of all Board actions, which are not required by law to be open to the public, including discussions and votes, which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers:

The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers, as the Board deems advisable.

22. 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.
23. 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 subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

24. 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 regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter 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.
25. 3. *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 or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports 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.

B. Election, Eligibility and Term of Office:

26. 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 called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
27. 2. *Eligibility*: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
28. 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.

C. 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 VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Buffalo Academy of Science 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 attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a 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 XI

OTHER PROVISIONS

A. Fiscal Year:

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. 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 or execute and deliver any instrument in the name of 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.

C. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

D. 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 these 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 reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest:

Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to 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 acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that 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, nor 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 discussion). 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.

F. Interpretation of Charter:

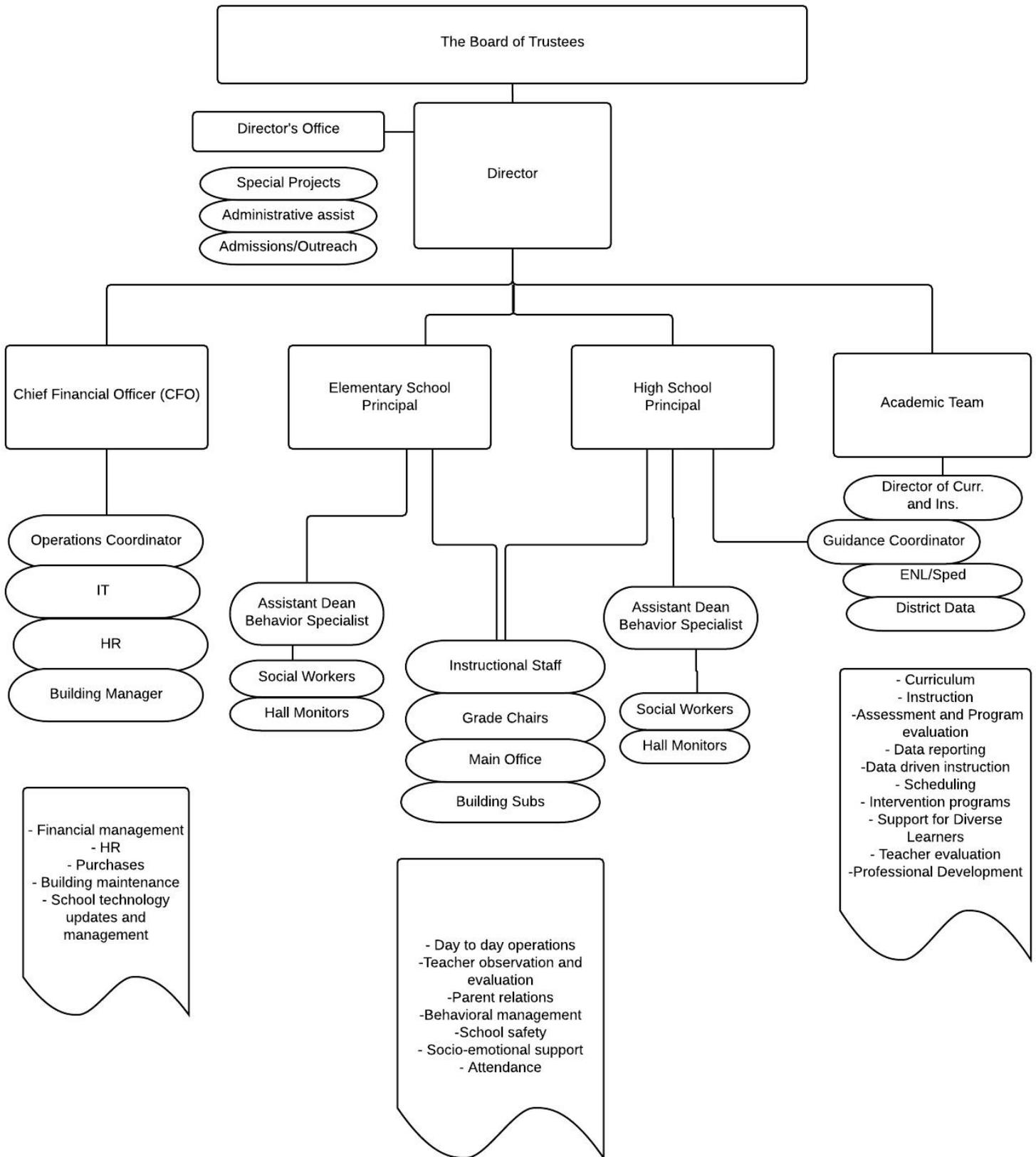
Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

B. Meeting schedule

BuffSci Board of Trustees Meeting Schedule 2019-2020

- Sep 3, 2019 Tuesday
- Oct 7, 2019 Monday
- Nov 4, 2019 Monday
- Dec 2, 2019 Monday
- Jan 6, 2019 Monday
- Feb 3, 2020 Monday
- March 2, 2020 Monday
- April 6, 2020 Monday
- May 4, 2020 Monday
- June 1, 2020 Monday
- July 6, 2020 Monday
- Aug 3, 2020 Monday

C. Organizational Chart



**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. Selcuk Acar

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail

Home T

Home A

Business

Business

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I am serving as the President of Board of Trustees at Buffalo Academy of Science and this opportunity was brought to the attention of the Board in one of our monthly meetings.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been serving at the Board of Trustees since 2014 and this time period provided me with the experience about school governance. Our school has made great progress since 2014 and we developed some best practices that could benefit to more students when replicated.

Also, I have a PhD in Educational Psychology and I am teaching at Buffalo State College. My expertise is gifted and creative education. I can help our school with integration of creative teaching and learning methods, curriculum development, and differentiated programs for the advanced learners.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role is to review and provide feedback on the proposal and provide research support when needed. I will also monitor how the school’s practices are aligned with the objectives and structure listed in the proposal.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

N/A

Selcuk Acar, Ph.D.

Printed Name

S Acar

Signature

02/08/2019

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees. Board President

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

Being part of the governance in a functional urban school is rewarding personally and professional. This work fits my service mission for the community and keeps me informed about the challenges and best practices in the field as an academic with an expertise in Educational Psychology.

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

This does not apply to me. Yes. (Include description here): I have been serving at Board of Trustees since 2014.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

I met with Moyla Halimy during community events organized by third-party organizations. I met with Betty Jean Grant when she came to the retreat of Buffalo Academy of Science Charter School.

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

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

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

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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

21. 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 make sure to bring up this potential issue in the board meeting and call for voting without the involvement of the members who may have a conflict of interest or personal benefit.

22. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

We believe in the power of education for transforming the society. We serve urban, inner city populations where students may need extra support for academic achievement. Students can fulfill their potential when they are given opportunities and supported with individualized, differentiated educational programs. We aim to accomplish this by engaging parents in the process of motivating students for college. Given the importance of STEM fields both in the job market as well as getting ready for college, we emphasize STEM and college preparation.

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

This will be a STEM-based school that prepares students for college. We give a special importance to college guidance to keep students on track to college education.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

There are several key elements for a successful charter school.

1. Good governance. The board must oversee the general functioning of the school, set the goals for school administration, provide suggestions and guidelines for improved success, and develop vision and strategies for future.
2. Professional development and training. The key stakeholders, including the Board, school administration, and teachers, should seek ways to improve their effectiveness through training and professional development.
3. Feedback. School is a system of complex relationships and a well-established feedback system would help all to know the areas of growth and strength.
4. Data-driven, research-based practices. Interventions should be developed on the basis of data and best practices document in other similar schools and in research.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Selcuk Acar (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.

S Acar

Signature

02/08/2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

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Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. Mustafa Gokcek

Proposed Charter School Name: Buffalo Academy of Science Charter School II

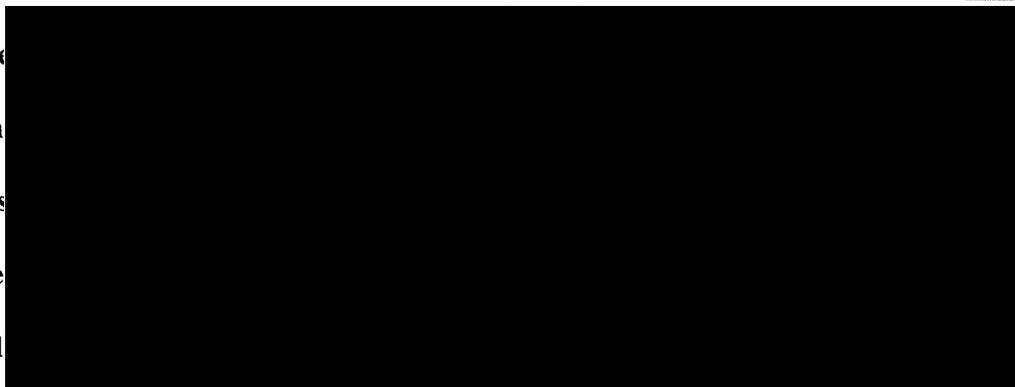
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

- If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
I have been serving on the BoT of Buffalo Academy of Science Charter School. I led the efforts to develop a long-term strategic plan for the school, which included a long term plan of expanding and replicating the school. I strongly believe in the significance of STEM focused education for the future of our community and our nation. BASCS's record demonstrates a strong history of success in educating the whole person in one of the most needed areas in NYS. I am honored to be a part of this initiative to obtain the opportunity to serve our younger generations.
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been involved in education my entire life. As a professor of history at Niagara University, I work with college students and work on improving their critical thinking, writing, and reading skills. Therefore, I am able to contribute to the academic rigor at the school.

I conducted research on instructional development, specifically on the use of technology in instruction. My use of social media in history classroom has been featured in local newspapers and TV channels as well as published research on education. My student-centered, innovative practices have been presented as an example in instruction. My experience and mastery in teaching guides me when I serve as a board member.

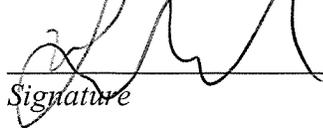
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been serving as a board member of the BASCS and recently as the secretary of the BoT. I took part in the development of a long term strategic plan for BASCS. I was actively involved in the evaluation and discussion for the replication application. The success of BASCS is a testimony to the academic achievements and financial soundness of the school throughout the years of its existence. BASCS has made a fundamental difference not only in the lives of the student population it serves, but also the larger community where it is located. The academic test scores, regent exam scores, and graduation rates, especially when compared with the district in which it drives the student population from, BASCS has been the embodiment of success for its students. BASCS has more recently rose to become the leading school even among the many charter schools in the same district. Through its established school culture, BASCS students have shown incredible advancement in disciplinary success, attendance, and college acceptance rates. I am proud to continue to serve BASCS and look forward to serve in BASCS 2.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

Mustafa Gokcek, Ph.D.

Printed Name



Signature

3/20/2019

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees, Secretary

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

It is a great opportunity to serve the community I live in. I believe STEM-focused education is the best way to prepare our youth for the future. BASCS has established a consistent pattern of success for the youth of the city of Buffalo. I am proud to be a part of this success story and make my contribution to it.

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

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

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

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

I have been serving on the same BoT with the other prospective board members. Our relationship has been focused around serving BASCS in a professional and respectful setting.

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

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

I am not sure which current BASCS employees will have a position in the proposed school. I have been working with the current BASCS school administration as a member of the current BoT.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

- Not applicable because the School will not contract with a management company or charter management organization.
 I / we have no such interest.

19. 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 will be conducted.

- Yes.
 Not applicable because the School will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business.

20. 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

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

I would first make sure that the situation constitutes a conflict of interest. Then, I would bring the issue at the first board meeting and ask the BoT to take action to address the conflict of interest. If the conflict of interest cannot be resolved, I would make a motion for the dismissal of the board member from the board.

22. 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 the previous items 16-23, you may so indicate.

- This does not apply to me, my spouse or other family members.
 Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

BASCS is a stem-focus, college-driven charter school with a focus on raising the global citizen driving strength from the parent-teacher-student triad.

STEM is identified by many authorities as a much needed area for the future of our nation. It also presents the most career opportunities for students once they receive college education.

Therefore, BASCS emphasizes college-readiness. It has maintained a very high level of college acceptance rate. Our focus now is, further than college entrance, maintaining success in college.

A significant component of student success is healthy communication between the school, parent, and student. Students need a healthy and supportive home environment to successfully move through the years of public education. The teachers' understanding of the home environment, and their effective communication with the parents play a critical role in assuring that the students receive proper support and guidance to bring them success.

Finally, BASCS aims to prepare student for a global world, where career options and competition for jobs take place at an international scale. Only by educating the whole person, an educational model can successfully prepare the future generations for the ever-growing demands of the global job market.

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

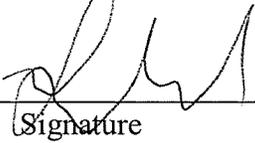
BASCS has achieved a high level of success, in comparison to both the school district and the other charter schools in the same district through a comprehensive approach to educational progress. One of the elements that BASCS has excelled over the years is the educational time dedicated to students outside of the regular school period. BASCS administration and staff have dedicated resources for programs such as ninth period, after school programs, Saturday school, numerous summer programs, bridge programs, robotics programs, science competitions, club activities, college visits, etc. BASCS curriculum has also evolved to reflect the college-bound and STEM nature of the school. The charter school has developed connections in the community and the industry to provide various opportunities to students with prestigious institutions such as Roswell Park and GM. Some unique programs such as BCCC brings students, parents, and teachers closer to strengthen the educational success of the students. Community leaders have been featured in BASCS events to provide role models and examples of success to students. BASCS has been a leading institution in promoting active service to the community as well as rigorous education.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 serves in the best interest of the public, prepares its students for a successful future, operates within the rules and laws set by the local, state, and federal agencies, demonstrates fiscal responsibility, and represents success beyond the local, state, and national goals in educational benchmarks. The board has a duty to follow the charter's bylaws in serving the school. The board will need to make sure to hire the right director for the school. The board will need to support the director with necessary professional development tools and opportunities. Avoiding micromanaging, the board will need to oversee that rigorous education and fiscal responsibility are observed at the school.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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



Signature

3/20/2019

Date

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Moyla Halimy

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I am a former BuffSci student, class of 2012.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As a former BuffSei student, I bring first hand school experience which will be valuable to current student experience. Also, this is a great opportunity for me to give back to my community.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I prepared the application and I am looking forward to joining the board.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

n/a.

Moyla Halimy

Printed Name



Signature

02/11/2019

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member.

Board of Trustees. Board Member

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

I received great high school education from BuffSci, so now this is a great ~~exper~~ opportunity for me to share my insight and give back.

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

This does not apply to me. Yes. (Include description here):

I work at a not-for-profit organization and I am familiar with the concept. Additionally, I am knowledgeable of charter school by Laws.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

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

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

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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

21. 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.

Raise awareness about the situation. If needed, report to the appropriate party.

22. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

The mission of Bufpei charter School is to educate and provide resources for low income students in the city of Buffalo. By the time students graduate, ready for higher education.

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

Hands on learning for all students. Understanding, respecting and supporting the needs and talents of each student. Empower each student to his/her full potential.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

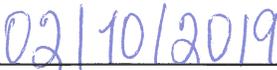
Equity- one of the most important factors at a Charter School in the city of Buffalo due to its diverse population. Making sure that students, teachers and parents have the resources they need for students' success. Transparency must also be a priority at all levels of charter school administration due to the nature of its funding.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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



Signature



Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. David J. Banks

Proposed Charter School Name: Buffalo Academy of Science Charter School II

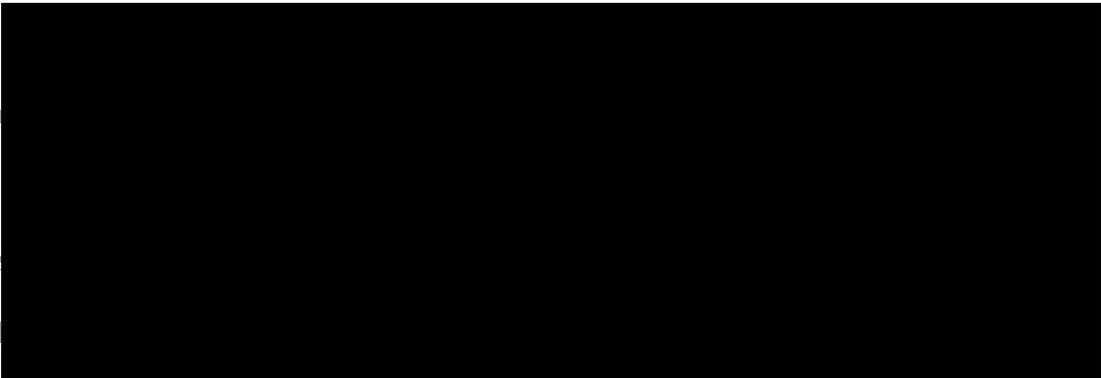
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

- If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I am already a board member of the BuffSci, the original school.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been a teacher at the University at Buffalo for over 40 years and I am sympathetic to innovative teaching techniques, especially in areas where there are technical and mathematical skills are involved.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been serving as a member of the board for 5 years and I came to know that there is a potential to do more by expanding. This would be a substantial service to the community and the students served.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

David J. Banks, Ph.D.

Printed Name



Signature

March 11, 2019

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees member

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

I have an interest in students learning science and math, and I wish I had the opportunity to attend a school like Buffalo Academy of Science Charter School.

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

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

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

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

I do know the prospective board members as they are mostly the same board members of the original BuffSci.

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

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

Some staff members are going to transfer from BuffSci I to BuffSci II, so I think I will know some of them.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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

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

This is not ethical. I would report it to the board at the first possible meeting and demand for corrective action, which may involve the expulsion of those members who are using their title for their own benefit.

22. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

Our mission is to provide quality college-preparatory education to students of underserved communities by the latest and most innovative educational methods and technologies. However, getting students ready to colleges is only one part of the equation. The other part is to give them character education, which is done through our character education curriculum and excellent role modelling teachers.

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

Victory is in the classroom, so there is a lot of emphasis on the quality of the teachers. Our management pays bigger attention on the instruction and instruction quality. We offer after-school programs, additional study hours, Saturday schools and Summer School programs in order to prepare our students towards future challenges.

BuffSci is a STEM school, therefore there is a lot of emphasis on math, science and technology education, too. Our robotics team has been participating to local and federal competitions for many years now.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

Quality instruction comes first. The focus on teacher's and therefore teaching quality combined with the best, innovative, educational-technological methods are requirements for success. Fiscal and human management is also imperative.

As the board, we have to make sure that school is not only academically strong, but even getting stronger year by year. We can ensure that by the state exams statistics and the graduation rates.

We also look at the organizational health of the charter school by looking at the attrition rate among staff and also students. We have so many dedicated teachers that have been here for years and would like to stay longer.

As for the fiscal management, we receive monthly financial reports from the CFO of the school. We make sure with these reports that our financial resources are sound and used effectively.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, David J. Banks (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

March 11, 2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
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Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. Murat Demirbas

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:

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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I have been on the board of Buffalo Academy of Science Charter School, that is how I know the applicant group.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have more than 10 years of charter school experience as a board member of Buffalo Academy of Science Charter School. Due to my job as a Professor in Engineering School, I also have STEM education experience from a higher education perspective.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role in the application is as a member of the group, more as reading/reviewing. I will be a member of the initial board of trustees.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

N/A.

Murat Demirbas, Ph.D.

Printed Name



Signature

2/7/19

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees member

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

Having served as a board member of Buffalo Academy of Science Charter School for many years, I am aware of how a well-run charter school can make a big difference in the lives of the underprivileged inner city kids, and I want to serve my community by providing these kids better education opportunities.

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

This does not apply to me. Yes. (Include description here): I served as a board member of Buffalo Academy of Science Charter School for more than 10 years.

Conflict of Interest - Proposed Board of Trustees Only

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I know them having served at the board of Buffalo Academy of Science Charter School.

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

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

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

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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

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

I would notify the other board members, and the State Education Department.

22. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

The mission is to provide excellent STEM education foundations and opportunities related to STEM to underprivileged inner city kids, and do this through a collaboration of students, parents, and teachers.

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

The school will provide a math and science heavy curriculum, taught vigorously. The school will provide opportunities for engaging students with STEM projects and activities. The school will also prepare the students for college education.

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

The board supervises that the school follows the charter and implements it well. The board intervenes if the school has faltered in keeping the goals and objectives determined for successful implementation of the charter.

A successful school gets students, teachers, and parents all aligned and working together to ensure the students get the best education.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Murat Demirbas (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

2/7/19

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Bernard B. Freedman

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

An attorney with my prior law firm asked if I was interested in becoming a Board member.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

See attached resume. I have represented public schools for over thirty (30) years.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

n/a

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I have over 34 years representing public school districts in various aspects of the law.

Bernard B. Freedman

Printed Name

Signature

Date

3/28/19

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

Board of Trustees. Board President

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

I would like to do public service and assist the community with my legal knowledge.

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

This does not apply to me. Yes. (Include description here):

I never served on a school district Board of Education but I have represented numerous public school district's Boards of Education over my thirty years plus.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

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

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

My son, Andrew J. Freedman, is currently the Board President for Buffalo United Charter School. To the best of his information and belief, he does not know any charter school employees or trustees of Buffalo Academy of Science Charter School.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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

21. 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 request that those members sever their ties and/or connections with the school.

22. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

The Charter School's mission and/or philosophy is to properly educate children.

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

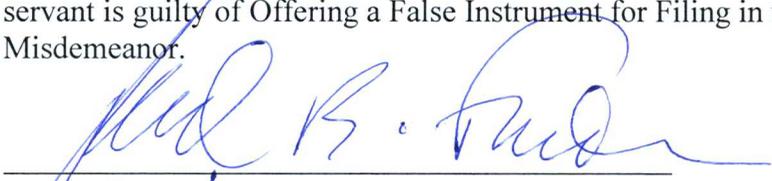
The educational program of the charter school is very close to the educational programs of a public school.

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

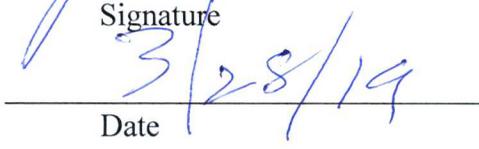
Characteristics of a successful charter school are to successfully educate the students who attend, ensure that all teachers are fully qualified to teach their respective curriculum and to follow the proper curriculum.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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



Signature



Date



**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**BACKGROUND INFORMATION SHEET FOR PROPOSED BOARD OF TRUSTEES
MEMBER
(For Existing Board of Regents-Authorized Charter Schools)**

Proposed Board of Trustees Members: Service on a charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a charter school's board, you would be charged with overseeing the education of all students enrolled in the charter school, as well as the expenditure of public monies directed to the charter school. To enable the State Education Department's Charter School Office ("CSO") to properly evaluate proposed board members, please provide full and complete background information. If additional space is needed, please attach pages as necessary to completely answer all questions.

Note: Additionally, proposed board members are required to undergo a criminal history record check via fingerprinting arranged by and at the expense of the charter school.

CONTACT INFORMATION

Charter School Name: Buffalo Academy of Science Charter School

Proposed Board Member Name

Proposed Board Member E-Mail

Proposed Board Member Home

Proposed Board Member Home

Proposed Board Member Business

Proposed Board Member Business

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 above will be redacted.



Background Information

1. Please provide your educational and employment history. You may do so by attaching the required résumé or curriculum vitae.

Attached

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

please see attachment. BSG

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 charter entity as defined in therein. A copy of Article 56 can be found on the CSO website.

I affirm. Initials BSG

4. Please affirm that you have read and understand the charter, including the Bylaws, and all policies of or relating to the charter school.

I affirm. Initials BSG

5. Please affirm that you are or will be at least 18 years old at the time of your appointment/election to the board.

I affirm. Initials BSG

6. Please provide as an attachment and affirm that the academic and/or professional credential(s) or qualification(s) presented herein is/are true, accurate, and genuine.

I affirm. Initials BSG

7. Please provide a copy of your diploma and official transcript from your highest level of education (e.g. high school). If such documents cannot be provided, provide a signed and notarized letter setting forth the highest level of education obtained and the reason why these documents cannot be provided, including a description of the good faith efforts made to obtain them.

Attached. Initials BSG

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

As a regular participant in the Buffalo Academy of Science Charter School's annual Black History program during the Black History Month, I have become familiar with the academy, its staff and students.

Then, on October 15, 2018 I was invited to an informational board meeting scheduled by the academy to introduce community leaders and stakeholders to the educational opportunities offered at the school. I found out the chance to serve on the board there and that's how I became aware of the opportunity.

Sincerely,

Betty Jean Grant

Betty Jean Grant
[REDACTED]



8. Have you ever had any application for a teaching, professional, or vocational credential (i.e. license, certificate, or registration) in New York or any other jurisdiction denied?

- No.
 Yes.

If yes, please provide an explanation.

9. Have you ever surrendered a teaching, professional, or vocational credential (i.e. license, certificate, or registration) or had such credential revoked, suspended, invalidated, or otherwise subjected to a disciplinary penalty in any jurisdiction?

- No.
 Yes.

If yes, please provide an explanation.

10. Are you the subject of any pending investigation and/or disciplinary charge(s) for professional misconduct in any jurisdiction?

- No.
 Yes.

If yes, please provide an explanation.

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

- No.
 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 11 may also include any relevant written information that you wish to be considered, including, but not limited to: certificates of conviction; any parole or probation documentation; any certificates, including any certificates of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or good character; and any letters of support from friends, family, co-workers, employers, etc.

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

No.

Yes.

If yes, please provide an explanation.

13. What board position(s) and/or offices(s) will you hold on this board? (e.g. member, parent representative, vice-president, finance committee, etc.).

Board of Trustees - pending

14. 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 board.

No.

Yes. (Include description here):

I served on the Buffalo Board of Education / Ferry District
from 2004-2007.



Statement of Intent

15. Please provide a personal statement regarding the experience, skills, and commitment that you bring to the board and why you wish to serve.

I have a MS Degree in exceptional education from Buffalo State College, 1300 Elmwood Ave, Buffalo, NY

16. If applicable, please provide any other information that you feel is pertinent to the CSO's review of your background.

Conflict of Interest

17. Please indicate whether you, your spouse, or other family member know(s) any of the past, current, or proposed board members.

- No.
 Yes.

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

18. Please indicate whether you, your spouse, or other family member know(s) any person who is a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO") (as defined by the guidance from the CSO entitled *Definition of an Entity that Provides Comprehensive Management Services*), whether for-profit or not-for-profit, which contracts with the charter school or education corporation.

- No.
 Yes.

If yes, please indicate the precise nature of your relationship.



19. 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(s) as an employee, officer, or director, or own a controlling interest in, contracts or does business with, or plan(s) to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities.

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.

20. If the charter school is partnered with a CMO, whether for-profit or not-for-profit, please indicate whether you, your spouse, or any family member know(s) any employees, officers, owners, directors, or agents of the CMO.

No.

Yes.

If yes, please indicate the precise nature of your relationship.

21. If the charter school is partnered with a CMO, whether for-profit or not-for-profit, please indicate whether you, your spouse, or any family member have/has a direct or indirect ownership, employment, or contractual or management interest in the CMO.

No.

Yes.

If yes, please provide a detailed description.



22. If the charter school is partnered with a CMO, whether for-profit or not-for-profit, please indicate whether you, your spouse, or any family member anticipate(s) conducting, or is conducting, any business with the CMO.

- No.
 Yes.

If yes, please indicate the precise nature of the business that is, or will be, conducted.

23. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the board.

There are no ethical or legal conflict regarding my Service on the Charter School Board.

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

I would address the Board of Trustees at a meeting.

25. 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 the previous items 17-24, you may so indicate.

- No.
 Yes.

If yes, please indicate the nature of your relationship:



Educational Philosophy

26. Please explain your understanding of the charter school's mission, philosophy, and educational program.

The Charter School mission, I believe, is to educate, inform, engage and support all students to the best of its ability. And to work as a partner with parents and teachers to fulfill this

27. Please indicate your understanding of the role of the board and the relationship with the charter school's charter entity. *Objective.*

The Board of Trustees is the governing body of the Charter School.

28. 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 a charter school will need to take to ensure that the school is and remains successful.

Attend all scheduled board meetings, keep abreast of all educational issues and share them with other board members.

29. Please provide any other information that you feel is pertinent to SED's review.



STATEMENT OF ASSURANCE

I, Betty Jean Grant (name of proposed board member) declare and affirm that the statements made herein, including any accompanying documents, are true, complete, and correct. I understand that any false or misleading information or documentation contained herein may be grounds for disapproval of my appointment, and may result in criminal prosecution.

This form must be signed and dated in the presence of a notary public.

Betty Jean Grant Signature Dec. 18, 2018 Date

State of NEW YORK)

)ss.:

County of ERIE)

On the 18 day of DECEMBER in the year 2018 before me, the undersigned notary public, personally appeared BETTY JEAN GRANT, personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument, the individual(s), or the person upon behalf of which the individual(s) acted, executed the instrument.

Edward W. Halady Notary Public

EDWARD W HALADY
Lic. #01HA4997933
Notary Public, State of New York
Qualified in Erie County
My commission expires June 15, 2022

last revised 08/21/2018

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Joseph B. Polat

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____

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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

As the Director of Buffalo Academy of Science Charter School, I and our school Board of Trustees are the group that initiated the application.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have more than 20 years of educational experience, spanning all areas of K-12 education with special emphasis on educational technologies and STEM (Science, Technology, Engineering & Mathematics). My experience includes classroom teaching, curriculum design, research in learning sciences, coaching winning Robotics and Science Olympiad teams in New Jersey and New York, and forging collaborative partnerships with community stakeholders in addition to school administration. I have been the Director of the Buffalo Academy of Science Charter School (BuffSci) since September 2015. I am currently a Ph.D. candidate at the State University of New York at Buffalo, I earned BA/BS degree in Mathematics Education from Bogazici University, MA degree in Applied Mathematics from the New Jersey Institute of Technology; and Certificate of Advanced Education Leadership (CAEL) from the Harvard Graduate School of Education.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

With the guidance and governance of my Board, I will be leading the BuffSci II project. I will be leading all planning and implementation of this replication. I will be responsible of preparing, reviewing and submitting the necessary documents throughout the application process. I will also be the point of contact person for this project.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Joseph B. Polat

Printed Name

J. Polat

Signature

2-10-2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jay R. Ornek

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address: _____
Home Telephone: _____
Home Address: _____
Business Telephone: _____
Business Address: _____

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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
I became aware of the opportunity through Buffalo Academy of Science Charter School. I am the CFO of Buffalo Academy of Science Charter School. It was offered to me the Director of the school to be involved in preparing the business and finance related sections of the application.
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I will contribute to the organization with having 10 years of charter business management experience that includes 7 years of business office management as a School Business Administrator and CFO and 3 years of experience under a CMO (charter management organization) with its set up process and management.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a member of the applicant group, my role in this application is to design the financial section indicating the procedures and plans on running the finance and operations of the new school and set up the projected budget for it.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jay R. Ornek
Printed Name


Signature

02/11/2019
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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

An invitation to join the applicant group was extended to me by our Executive Director.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My entire professional career has been working with youth in urban settings. I have a background in education, experience with teaching - particularly students with disabilities, and extensive work in community relations, outreach and youth advocacy. Youth engagement and education is an utmost priority for me and I am passionate about working to ensure future success for our students in the City of Buffalo. My current work as the Director of Human Resources for BuffSci enables me to have direct involvement in maintaining the culture of talented, competent, dedicated team members we have working together to educate our youth.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

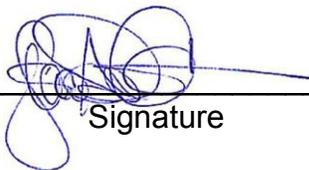
As the person responsible for Talent Recruitment, it will be my job to ensure that viable candidates are vetted, selected for interview, verified for employment and brought onboard to begin working at BuffSci II to continue the work that is being done at the school. It will be my responsibility to generate leads for potential candidates, contact candidates and arrange interviews with the Admin team for selection for employment with BuffSci II. I am committed to working hands-on with the Admin team and Board of Trustees to ensure best practices for hiring the most qualified candidates to join the BuffSci team.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I have been a member of the BuffSci team for the past 6 years. In that time, I have helped to reinforce the school culture, promote the school's success, recruit both students and staff members, and contribute to internal committees which have fostered the successful growth and education of our students as well as the successful growth of our school as a whole. I am proud to continue my work as part of the BuffSci team, which continually shows its dedication and tenacity in maintaining integrity and a unique culture of excellence, while ensuring that our students are educated in a manner that prepares them for success in the future, beyond our walls.

Staci A. Cameron

Printed Name



Signature

March 11, 2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Ashley Piazza

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
I was made aware of this opportunity while serving as the Director of Curriculum and Instruction at BuffSci. My Director presented the opportunity to employees that were interested in being a part of the BuffSci II team.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

For 13 years I have worked at BuffSci. Through those years I have taught many different courses including ELA 8, ELA 9, AIS, Reading workshop, Poetry, Public Speaking, African American Literature, and drama. I have also worked as a grade level department head, curriculum coach, and most recently, I serve as the Director of Curriculum and Instruction. Additionally, I have created a connection between the community, home and school by planning and coordinating school events including the Poetry Slam, Literacy Night, Spelling Bee, and department events such as book fairs and family nights. I am an educator and a leader. I am organized and a planner. I can manage many tasks and can prioritize tasks to ensure that all things are accomplished properly and timely. I have worked hard to ensure horizontal and vertical curriculum across grades K-12. I am skilled in classroom management techniques and have lead numerous professional development seminars that focus on teaching teachers how to manage their classrooms to ensure rigorous and thoughtful instruction. I have analyzed curriculum and assessments to help teachers develop and utilize an intervention curriculum that prepares for success both on tests and in the real world. I have communication skills and work hard to be transparent and open with the teachers I oversee. As a school leader, I am empathetic to the hardships that teachers face. I understand and value the difficulty in their job and do as much as I can to support them in their classrooms. I consider BuffSci and the employees part of my family and have always and will continue to do everything I can to ensure it is successful and puts the needs of our students first.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a member of the applicant group, I have assisted in developing and gathering documents for the application process. I have provided all the necessary information regarding K-12 curriculum as well as our instructional practices and the resources we use.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

I have served BuffSci for 13 years and will continue to serve BuffSci until retirement. I have put all my efforts and skills into growing BuffSci into a successful school. I am so proud of our growth and our strengths. I am proud to work for a school that values their teachers, focuses on student success, and recognizes and values hard work.

Ashley Piazza

Printed Name

Signature



Date

3/20/19

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Virginia (Ginger) Ragland

Proposed Charter School Name: Buffalo Academy of Science Charter School II

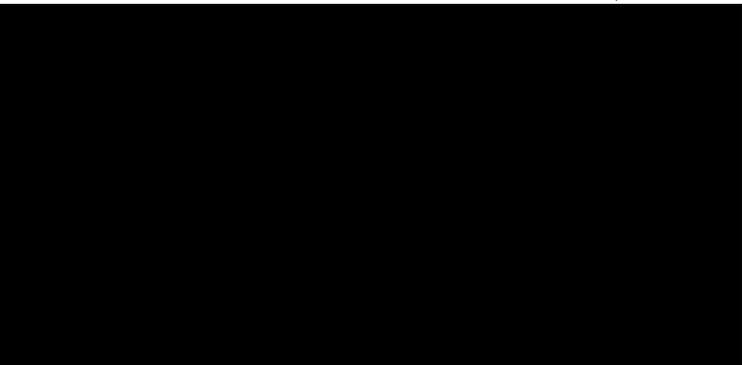
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

Via my position as the school Community Outreach Coordinator.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As per my resume, since employed by Buffsci I have utilized my extensive work experience applying it in various duties at the school. My experience with the public enables me to network within surrounding communities to foster favorable relationships, reputation with parents, students, to increase/maintain our enrollment standards.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

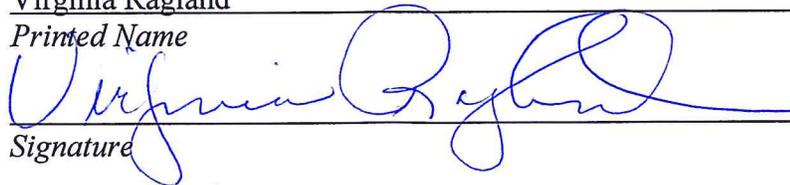
To enlist and solicit support the various of the community resources to garner their support for the academic program that Buffsci has made tremendous impact in the education arena; to expand and offer to many more of our Buffalo and surrounding area students to have the choice of their academic institution to attend.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

My longevity at Buffsci (since September 2004) startup, and continuing to provide my operational experience for continue to increase student enrollment and enhance community awareness of our educational structure.

Virginia Ragland

Printed Name



Signature

3/13/19

Date



SERENA R. TABOR
Notary Public, State of New York
No. 01TA5930186
Qualified in Erie County
Commission Expires July 5, 20 22

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jason C. Aydar

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:

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Background Information – All Applicant Group Members

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If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
Once I learned about the possible application from our director Mr.Polat, I said I would be very happy to be part of it.
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

Being an educator is kind of a tradition of my family. Most of my relatives are involved in various fields of education. During my career as an educator I got a chance to serve the community in various roles as the Director of Counseling, AP coordinator, Math department head and math teacher. I also completed a masters degree in Educational Leadership and have pending thesis on Master of Education on Social History and Foundation of Education. Currently I am in my 3rd year of Doctor of Philosophy (Ph.D.) in Curriculum, Instruction and the Science of Learning in University at Buffalo and two courses away from getting my Advanced Certificate in Applied Statistical Analysis. My 19 years of experience of the field and academic career as a researcher would be my best helper to design not only a curriculum and instructions with integration of the technology as well as to develop measures to evaluate effectiveness of such programs and means to improve students learning experience.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I will be working on education philosophy, curriculum and instruction, assessment system, promotion performance and graduation standards.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

Jason C. Aydar

Printed Name



Signature

March 21, 2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. Selcuk Acar

Proposed Charter School Name: Buffalo Academy of Science Charter School II

E-Mail A

Home Tel

Home Ad

Business

Business

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Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I am serving as the President of Board of Trustees at Buffalo Academy of Science and this opportunity was brought to the attention of the Board in one of our monthly meetings.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been serving at the Board of Trustees since 2014 and this time period provided me with the experience about school governance. Our school has made great progress since 2014 and we developed some best practices that could benefit to more students when replicated.

Also, I have a PhD in Educational Psychology and I am teaching at Buffalo State College. My expertise is gifted and creative education. I can help our school with integration of creative teaching and learning methods, curriculum development, and differentiated programs for the advanced learners.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role is to review and provide feedback on the proposal and provide research support when needed. I will also monitor how the school’s practices are aligned with the objectives and structure listed in the proposal.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

N/A

Selcuk Acar, Ph.D.

Printed Name

S Acar

Signature

02/08/2019

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees. Board President

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

Being part of the governance in a functional urban school is rewarding personally and professional. This work fits my service mission for the community and keeps me informed about the challenges and best practices in the field as an academic with an expertise in Educational Psychology.

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

This does not apply to me. Yes. (Include description here): I have been serving at Board of Trustees since 2014.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

I met with Moyla Halimy during community events organized by third-party organizations. I met with Betty Jean Grant when she came to the retreat of Buffalo Academy of Science Charter School.

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

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

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

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

Yes.

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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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

21. 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 make sure to bring up this potential issue in the board meeting and call for voting without the involvement of the members who may have a conflict of interest or personal benefit.

22. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

We believe in the power of education for transforming the society. We serve urban, inner city populations where students may need extra support for academic achievement. Students can fulfill their potential when they are given opportunities and supported with individualized, differentiated educational programs. We aim to accomplish this by engaging parents in the process of motivating students for college. Given the importance of STEM fields both in the job market as well as getting ready for college, we emphasize STEM and college preparation.

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

This will be a STEM-based school that prepares students for college. We give a special importance to college guidance to keep students on track to college education.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

There are several key elements for a successful charter school.

1. Good governance. The board must oversee the general functioning of the school, set the goals for school administration, provide suggestions and guidelines for improved success, and develop vision and strategies for future.
2. Professional development and training. The key stakeholders, including the Board, school administration, and teachers, should seek ways to improve their effectiveness through training and professional development.
3. Feedback. School is a system of complex relationships and a well-established feedback system would help all to know the areas of growth and strength.
4. Data-driven, research-based practices. Interventions should be developed on the basis of data and best practices document in other similar schools and in research.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Selcuk Acar (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.

S Acar

Signature

02/08/2019

Date