

Application: Niagara Charter School

Novak Darci - [REDACTED]
Annual Reports

Summary

ID: 0000000073

Status: Liaison Review

Last submitted: Nov 30 2020 11:53 AM (EST)

Labels: Board of Regents

Entry 1 School Info and Cover Page

Completed Jul 30 2020

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NIAGARA CHARTER SCHOOL 400701860890

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

NIAGARA-WHEATFIELD CSD

d. DATE OF INITIAL CHARTER

7/2005

e. DATE FIRST OPENED FOR INSTRUCTION

7/2006

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Niagara Charter School is a project-based learning K-6 school that fosters the unique potential of each child through involvement in original research, critical thinking, and problem-solving, along with development of character and active learning skills.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	<p>EL Education's five Core Practices:</p> <ol style="list-style-type: none">1. Curriculum Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professional do, contributing high quality work to authentic audiences beyond the classroom.2. Instruction Our classrooms are alive with discovery, inquiry, and critical thinking, problem solving, and collaboration. Teachers talk less. Students talk and think more.3. Assessment Our leaders, teachers, and student embrace the power of student engaged assessment practices to build student ownership of learning, focus students on reaching standards based learning targets, and drive
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achievement.

4. Culture & Character

Our school builds a culture of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship.

5. Leadership

School leaders build a cohesive school vision focused on student achievement and continuous improvement.

KDE 2

Habits of Scholarship:

Niagara Charter School's Habits of Scholarship name the specific characteristics that support student achievement.

They aid students in developing study skills, time management skills, persistence, self awareness, and the ability to seek feedback and assistance.

The Habits of Scholarship are described using the acronym PRIDE:

Perseverance: I keep trying

Respect: I value myself and others

Integrity: I am honest with myself and others

Dedication: I am committed to our PRIDE values

Excellence: I push myself to do more than I thought possible

KDE 3

Niagara Charter School offers an extended school day and year:

Students are in session for 190 school days each year. The school day is 7 hours in length, with students arriving at 8:55 am and dismissing at 4:00 pm.

KDE 4

Enrichment and Remediation time:

Niagara Charter School offers enrichment and

	<p>remediation programs for students. Through remediation, teachers give students extra instruction that is meant to help increase their proficiency in specific content areas.</p> <p>Enrichment work is directed to creative and critical thinking skills in ELA and technology. The extended school day allows for an hour of enrichment and remediation each day.</p>
KDE 5	(No response)
KDE 6	(No response)
KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<http://www.niagaracharterschool.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

350

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

345

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2077 Lockport Road, Niagara Falls, NY 14304	[REDACTED]	Niagara-Wheatfield	K-6	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Darci Novak	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Darci Novak	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Darci Novak	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	James C. Muffoletto	[REDACTED]	[REDACTED]	[REDACTED]
DASA Coordinator	Kelsey Jung	[REDACTED]	[REDACTED]	[REDACTED]
Phone Contact for After Hours Emergencies	Darci Novak	[REDACTED]	[REDACTED]	[REDACTED]

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

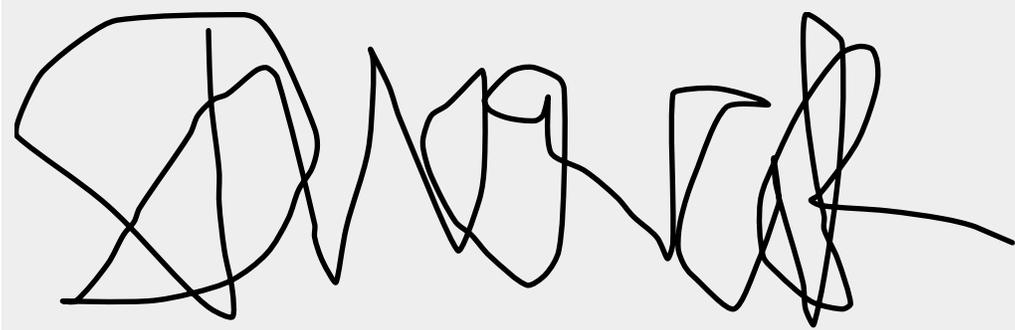
Name	Darci Novak
Position	Chief Academic Officer
Phone/Extension	[REDACTED]
Email	[REDACTED]

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 30 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 30 2020 Hidden from applicant

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

NIAGARA CHARTER SCHOOL 400701860890

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

(No response)

Entry 3 Progress Toward Goals

Completed Nov 30 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	During the first year of a five year charter, a minimum of 50% of the students who attend Niagara Charter School continually for 2 or more years will meet proficiency levels on the New York State ELA assessments grades 3-6. This will increase by 5% of each charter year.	NYS ELA 3-8 assessments	Unable to Assess	N/A
	During the first year of a five year			

Academic Goal 2	<p>charter, a minimum of 55% of the students who attend Niagara Charter School for 2 or more years will meet proficiency levels on the New York State Math assessments in grades 3-6. This will increase by 5% each charter year.</p>	NYS math 3-8 assessments	Unable to Assess	N/A
Academic Goal 3	<p>A minimum of 75% of the students who attend Niagara Charter School continually for 2 or more years will meet proficiency on the New York State Grade 4 Science assessment.</p>	NYS grade 4 science assessment	Unable to Assess	N/A
Academic Goal 4	<p>Each year the percentage of Niagara Charter School students that meet proficiency on grades 3-6 assessments, to include ELA and Math, will exceed the respective percentage of students from the Niagara Falls City School District.</p>	NYS 3-8 ELA and math assessments	Unable to Assess	N/A
	Students enrolled at Niagara Charter			

Academic Goal 5	School for 2 or more years will have an average percent proficient that is at or above the state-wide percent proficient on the New York State ELA and Math assessments.	NYS 3-8 ELA and math assessments	Unable to Assess	N/A
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

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	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Not applicable			N/A
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Not applicable			
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

Completed Jul 30 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**

- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[DOC071420-07142020103603](#)

Filename: DOC071420 07142020103603.pdf **Size:** 7.0 MB

Entry 8 BOT Membership Table

Completed Jul 30 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

NIAGARA CHARTER SCHOOL 400701860890

1. 2019-2020 Board Member Information (Enter info for each BOT member)

Trustee Name	Position on the	Committ ee	Voting Member	Number of Terms	Start Date of	End Date of	Board Meetings
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	and Email Address	Board	Affiliation s	Per By- Laws (Y/N)	Served	Current Term (MM/DD/ YYYY)	Current Term (MM/DD/ YYYY)	Attended During 2019- 2020
1	James. C. Muffoletto [REDACTED]	Chair	Executive Finance Governan ce	Yes	6	07/01/20 19	06/30/20 22	10
2	Amy DiMaggio [REDACTED]	Vice Chair	Academic	Yes	2	07/01/20 19	06/30/20 22	10
3	Ricky Scott [REDACTED]	Treasurer	Executive Finance Governan ce	Yes	5	07/01/20 20	06/30/20 23	10
4	Mary Scheeler [REDACTED]	Secretary	Executive Academic	Yes	6	07/01/20 20	06/30/20 23	10
5	Judith DiCamillo [REDACTED]	Trustee/M ember	Academic	Yes	2	07/01/20 20	06/30/20 23	8
6	Lauren Howe Nalls [REDACTED]	Parent Rep		Yes	2	07/01/20 20	06/30/20 21	10

7								
8								
9								

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- 1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- 2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	6
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2019-2020

11

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 30 2020

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[BOT Feb 2020-07242020121513](#)

Filename: BOT Feb 2020 07242020121513.pdf Size: 4.7 MB

[BOT Apr 2020-07242020121722](#)

Filename: BOT Apr 2020 07242020121722.pdf Size: 6.4 MB

[BOT Dec 2019-07242020121227](#)

Filename: BOT Dec 2019 07242020121227.pdf Size: 3.1 MB

[BOT Sept2019-07242020120629](#)

Filename: BOT Sept2019 07242020120629.pdf Size: 257.4 kB

[BOT Jan 2020-07242020121328](#)

Filename: BOT Jan 2020 07242020121328.pdf Size: 5.1 MB

[BOT Nov 2019-07242020121110](#)

Filename: BOT Nov 2019 07242020121110.pdf Size: 6.8 MB

[BOT Oct 2019-07242020120906](#)

Filename: BOT Oct 2019 07242020120906.pdf Size: 3.4 MB

[BOT Jun 2020-07242020122401](#)

Filename: BOT Jun 2020 07242020122401.pdf Size: 13.9 MB

[BOT August 2019-07242020120302](#)

Filename: BOT August 2019 07242020120302.pdf Size: 13.5 MB

[BOT July 2019](#)

Filename: BOT July 2019.pdf Size: 6.7 MB

[BOT May 2020-07242020122056](#)

Entry 10 Enrollment & Retention

Completed Jul 30 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

NIAGARA CHARTER SCHOOL 400701860890

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	NCS staffs a Community Liaison to focus on recruitment efforts. Some of the current recruitment plans include:	NCS staffs a Community Liaison to focus on recruitment efforts. Some of the current recruitment plans include: <ul style="list-style-type: none">• Distribution of brochures and school information to parents and outside businesses and agencies;

<p>Economically Disadvantaged</p>	<ul style="list-style-type: none"> • Distribution of brochures and school information to parents and outside businesses and agencies; i.e. postcards distributed to all local Head start locations • Scheduled meetings with local PreK and Head start programs • Building tours available throughout the school year • Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine • Radio advertisements and social media advertisements • Applications are easily accessible to parents via the school’s website; Applications can be completed online and are sent directly to the school’s Community Liaison <p>All recruitment efforts target special populations, including Economically Disadvantaged families.</p>	<ul style="list-style-type: none"> • Scheduled meeting with local PreK and Head start programs • Building tours available throughout the school year; virtual tours will be available due to COVID-19 • Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine • Radio advertisements and bus bench ads • Applications are easily accessible to parents via the school’s website; Applications can be completed online and are sent directly to the school’s Community Liaison • All recruitment efforts target special populations <p>The Community Liaison will attend various community events, and distribute information about NCS to local health agencies</p> <p>New promotional materials will be purchased in the 20/21 year</p>
	<p>NCS staffs a Community Liaison</p>	<p>NCS staffs a Community Liaison to focus on recruitment efforts. Some of the current</p>

English Language
Learners/Multilingual Learners

to focus on recruitment efforts. Some of the current recruitment plans include:

- Distribution of brochures and school information to parents and outside businesses and agencies; i.e. postcards distributed to all local Head start locations
- Scheduled meetings with local PreK and Head start programs
- Building tours available throughout the school year
- Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine
- Radio advertisements and social media advertisements
- Applications are easily accessible to parents via the school's website;

Applications can be completed online and in the home language of the family, applications are sent directly to the school's Community Liaison.

In addition,

- All recruitment efforts target special populations including ELL students

All recruitment materials are available in the student's home language.

recruitment plans include:

- Distribution of brochures and school information to parents in languages other than English to outside businesses and agencies;
- Scheduled meeting with local PreK and Head start programs
- Building tours available throughout the school year; virtual tours will be available due to COVID-19
- Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine
- Radio advertisements on local broadcasting channels and bus bench ads
- Applications are easily accessible to parents via the school's website;

Applications can be completed online and in the home language of the family, applications are sent directly to the school's Community Liaison. In addition,

- All recruitment efforts target special populations

The Community Liaison will attend various community events, and distribute information about NCS to local health

		<p>agencies New promotional materials will be purchased in the 20/21 year</p>
<p>Students with Disabilities</p>	<p>NCS staffs a Community Liaison to focus on recruitment efforts. Some of the current recruitment plans include:</p> <ul style="list-style-type: none"> • Distribution of brochures and school information to parents and outside businesses and agencies • Scheduled meeting with local PreK and Head start programs • Building tours available throughout the school year • Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine • Radio advertisements and social media advertisements • Applications are easily accessible to parents via the school’s website; Applications can be completed online and are sent directly to the school’s Community Liaison; assistance with completing applications is available. <p>All recruitment efforts target special populations including SWD.</p>	<p>NCS staffs a Community Liaison to focus on recruitment efforts. Some of the current recruitment plans include:</p> <ul style="list-style-type: none"> • Distribution of brochures and school information to parents and outside businesses and agencies; a local mass mailing will be sent in the spring • Scheduled meeting with local PreK and Head start programs • Building tours available throughout the school year; virtual tours will be available due to COVID-19 • Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine • Radio advertisements on local broadcasting channels and bus bench ads • Applications are easily accessible to parents via the school’s website; Applications can be completed online and are sent directly to the school’s Community Liaison <p>All recruitment efforts target</p>

	<p>In addition,</p> <ul style="list-style-type: none"> • Speech screenings for all new kindergartners are administered by Buffalo Hearing and Speech; an initial referral for special education services is sent to the district CSE for any students not passing the screening. 	<p>special populations. The Community Liaison will attend various community events (including virtual), and distribute information about NCS to local health agencies.</p> <p>New promotional materials will be purchased in the 20/21 year.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>The Community Liaison position is designed to work collaboratively with families providing support as needed.</p> <p>The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year; in addition:</p> <ul style="list-style-type: none"> • Transportation is provided to all students at no cost to our families • Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies • All students received free breakfast, lunch, and snack daily • Preference is given to currently enrolled students’ siblings, so families do not have children attending different elementary 	<p>The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year.</p> <p>In addition,</p> <ul style="list-style-type: none"> • Transportation is provided to all students at no cost to our families • Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies • All students received free breakfast, lunch, and snack daily • Preference is given to currently enrolled students’ siblings, so families do

	<p>schools</p> <ul style="list-style-type: none"> • Every NCS teacher receives a classroom budget to purchase materials and resources for students • Students have access to technology they may not have in their home; each NCS family has a Chromebook issued to them for virtual learning • NCS employs two full time counselors and a nurse; <p>The school maintains relationship with community agencies and social service agencies to support students and families.</p>	<p>not have children attending different elementary schools</p> <ul style="list-style-type: none"> • Every NCS teacher receives a classroom budget to purchase materials and resources for students • Students have access to technology they may not have in their home • NCS employs two full time counselors and nurse; the school maintains relationship with community agencies and social service agencies to support students and families.
	<p>The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year</p> <ul style="list-style-type: none"> • Transportation is provided to all students at no cost to our families • Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies • All students received free breakfast, lunch, and snack daily • Preference is given to currently enrolled students' siblings, so 	<p>The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year. In addition,</p> <ul style="list-style-type: none"> • Transportation is provided to all students at no cost to our families • Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies • All students received free breakfast, lunch, and snack daily • Preference is given to currently

<p>English Language Learners/Multilingual Learners</p>	<p>families do not have children attending different elementary schools</p> <ul style="list-style-type: none"> • Every NCS teacher receives a classroom budget to purchase materials and resources for students • Students have access to technology they may not have in their home • NCS employs a full time counselor and a nurse; <p>The school maintains relationship with community agencies and social service agencies to support students and families.</p> <p>All school services are available in the student's home language.</p>	<p>enrolled students' siblings, so families do not have children attending different elementary schools</p> <ul style="list-style-type: none"> • Every NCS teacher receives a classroom budget to purchase materials and resources for students in their home language • Students have access to technology they may not have in their home • NCS employs two full time counselors and nurse <p>The school maintains relationship with local BOCES, community agencies, and social service agencies to support students and families' ELL needs.</p>
	<p>The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year</p> <ul style="list-style-type: none"> • Transportation is provided to all students at no cost to our families • Monies are allocated in the annual budget for families in need of assistance purchasing 	<p>The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year.</p> <p>In addition,</p> <ul style="list-style-type: none"> • Transportation is provided to all students at no cost to our families • Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies

Students with Disabilities	<p>uniforms or supplies</p> <ul style="list-style-type: none"> • All students received free breakfast, lunch, Econom and snack daily ically • Preference is given to currently enrolled Disadva students’ siblings, so families do not have ntaged children attending different elementary schools • Every NCS teacher receives a classroom budget to purchase materials and resources for students • Students have access to technology they may not have in their home • NCS employs a full time counselor and nurse; <p>The school maintains relationship with community agencies and social service agencies to support students and families.</p> <p>Online family training and workshops are provided to NCS families through EPIC (Every Person Influences Children)</p>	<ul style="list-style-type: none"> • All students received free breakfast, lunch, and snack daily • Preference is given to currently enrolled students’ siblings, so families do not have children attending different elementary schools • Every NCS teacher receives a classroom budget to purchase materials and resources for students • Students have access to technology they may not have in their home • NCS employs two full time counselors and nurse; the school maintains relationship with community agencies and social service agencies to support students and families. <p>NCS employs two full time special education teachers and AIS support staff to support the needs of SWD.</p>
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Entry 12 Percent of Uncertified Teachers

Completed Jul 30 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: NIAGARA CHARTER SCHOOL 400701860890

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	0.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	19

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	19



Thank you.

Entry 13 Organization Chart

Completed Jul 30 2020

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[Org Charter 2019-2020](#)

Filename: Org Charter 2019 2020 Ii3HFLz.pdf **Size:** 212.2 kB

Entry 14 School Calendar

Completed Jul 30 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[20-21 one page calendar](#)

Filename: 20 21 one page calendar.pdf **Size:** 391.8 kB

Entry 15 Links to Critical Documents on School Website

Completed Jul 30 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: **Niagara Charter School**

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	http://www.niagaracharterschool.org/academics/
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/7.22.pdf
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://www.niagaracharterschool.org/virtual-board-meetings/
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?instid=800000058977&year=2019&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&

	48SCI=1&naep=1&staffqual=1&feddata=1
4. Most Recent Lottery Notice Announcing Lottery	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/2019-2020-Lottery-Announcement.pdf
5. Authorizer-Approved DASA Policy	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/DOCS-796058-v2-NIAGARA_CHARTER_SCHOOL.pdf
6. District-wide Safety Plan	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/DOCS-796058-v2-NIAGARA_CHARTER_SCHOOL.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/DOCS-796013-v1-Niagara_Charter_School_-_Student_Code_of_Conduct.pdf
7. Authorizer-Approved FOIL Policy	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/DOCS-796058-v2-NIAGARA_CHARTER_SCHOOL.pdf
8. Subject matter list of FOIL records	http://www.niagaracharterschool.org/wp-content/uploads/2020/07/DOCS-796058-v2-NIAGARA_CHARTER_SCHOOL.pdf
9. Link to School Reopening Plan	https://docs.google.com/document/d/1bbJQHApr65ngWL_5h_noMTj4s_Quvyxvuy0MkeY84TU/edit?usp=sharing



Thank you.

Entry 16 COVID 19 Related Information

Completed Jul 30 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for

best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: **Niagara Charter School**

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	347	299	136

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Jul 30 2020

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

[Staff Roster as of 8-3-2020](#)

Filename: Staff Roster as of 8 3 2020 SOARbCm.xlsx **Size:** 15.2 kB

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

_____ James C.
Muffoletto _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Niagara Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer, Vice President, President

2. Are you an employee of any school operated by the education corporation?
____ Yes ____ X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

- 4.

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

5.

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans 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?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

NONE

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
---------	--	--	--

Please write "None" if applicable. Do not leave this space blank.

NONE			
------	--	--	--

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

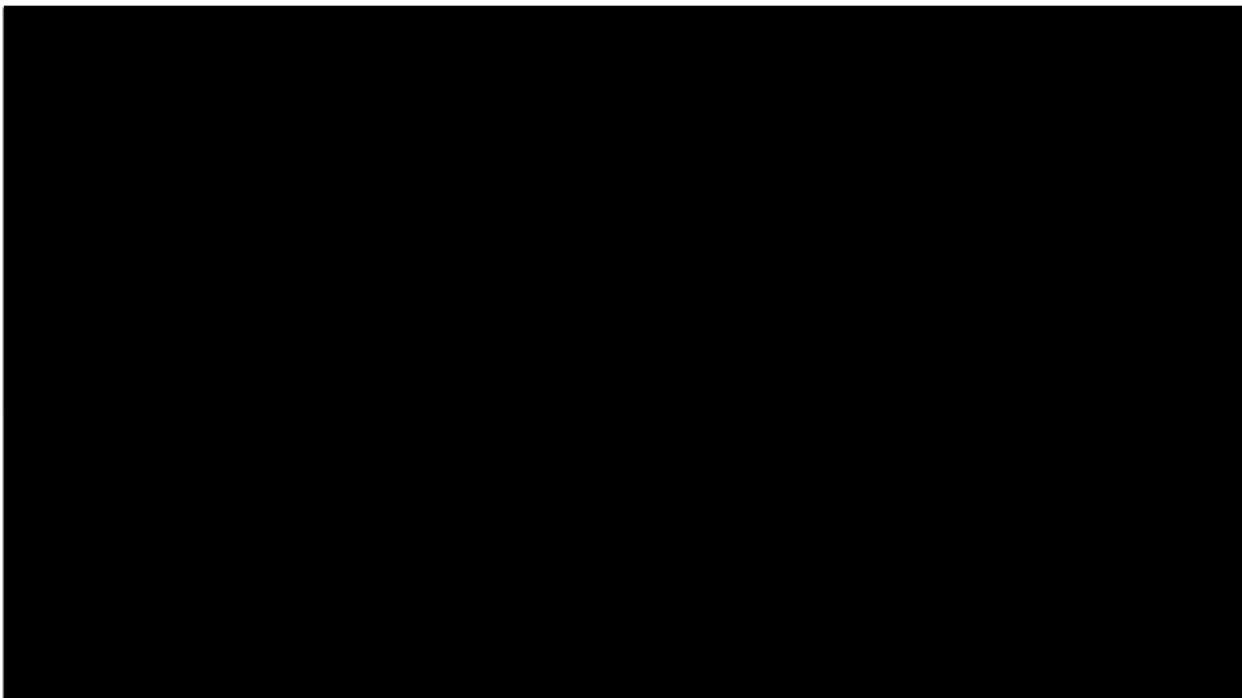


 Signature

06/29/2020

 Date

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



<p style="text-align: center;">Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</p>
--

Name: Ricky Scott

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Niagara Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation. **NO**

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation. **NO**

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans 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?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

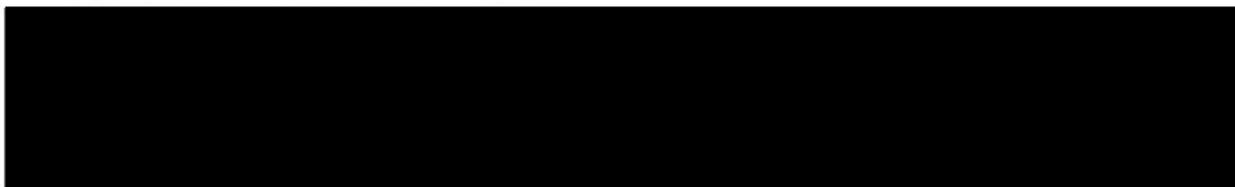
Bucky Scott

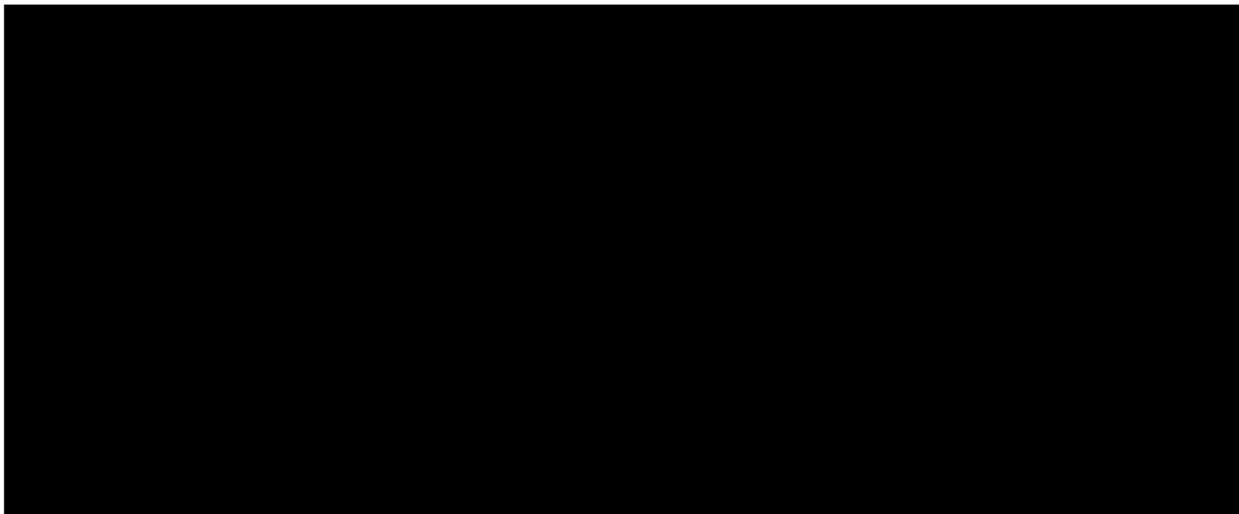
 Signature

6/29/2020

 Date

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





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

MARY J. SCHEEGER

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

NIAGARA CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

SECRETARY
ACADEMIC COMMITTEE CHAIR

2. Are you an employee of any school operated by the education corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans 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?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	<i>None</i>	<i>None</i>	<i>None</i>

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	—	—	None	—

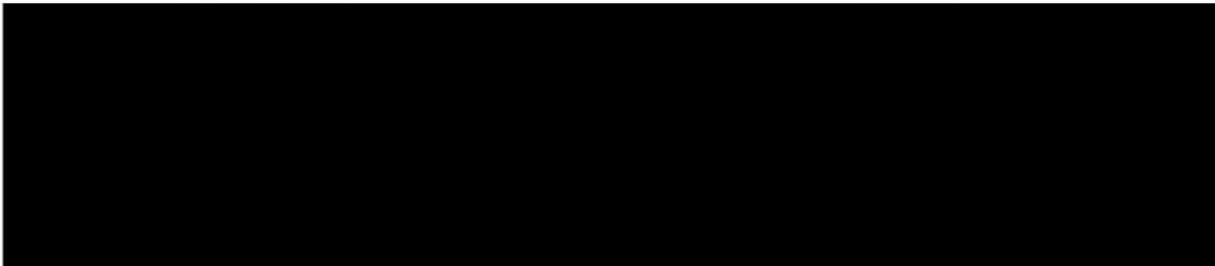
Mary J. Schaler

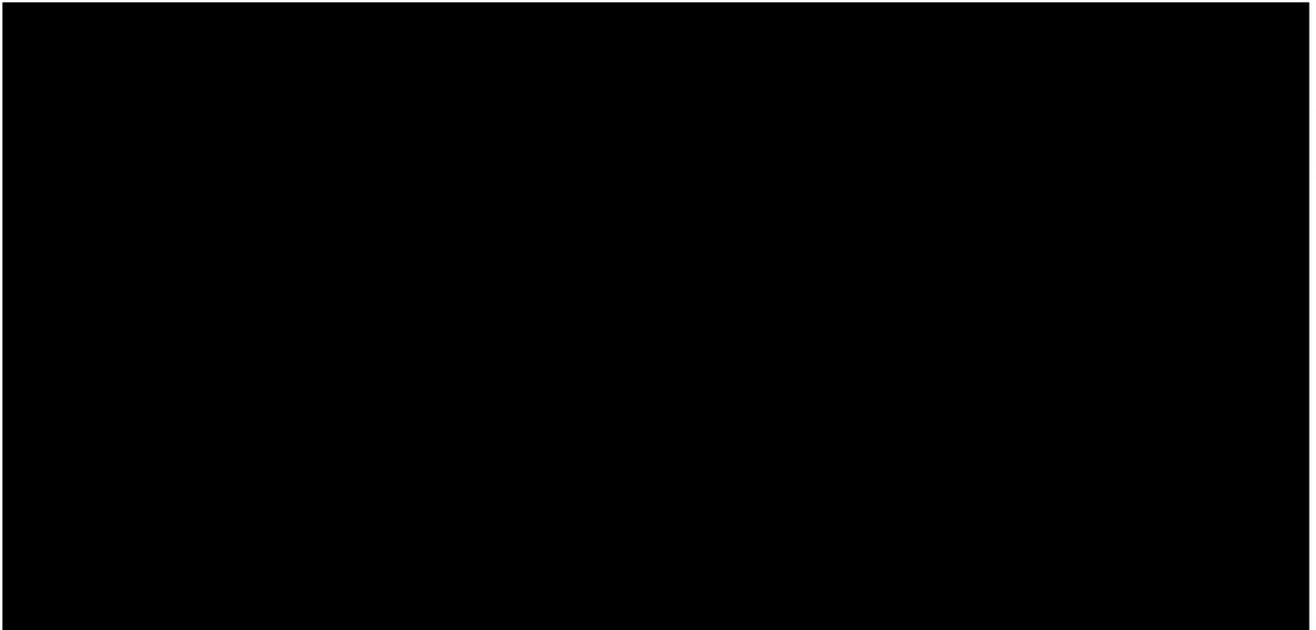
 Signature

6/25/2020

 Date

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





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Judith DiCamillo

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): Niagara Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Member at large

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans 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?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

AIS Assistant, start date 2009, \$22,000/year, worked with small groups who needed assistance.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

NONE

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

Please write "None" if applicable. Do not leave this space blank.

--	--	--	--

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

NONE

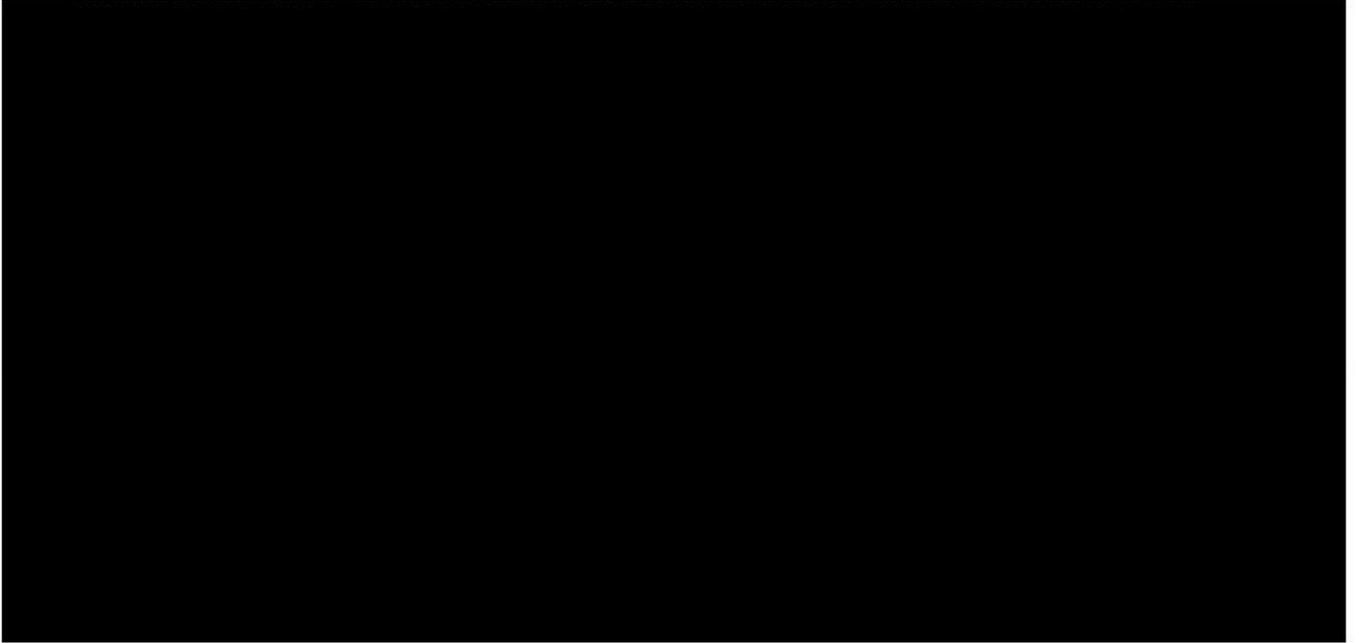
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Signature Judith DiCamillo



Date 6/30/20

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

LAUREN HOWE-
NAILS

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

NIAGARA CHARTER
SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

PARENT TRUSTEE

2. Are you an employee of any school operated by the education corporation?
NO

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **YES**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

I HAVE 2 CHILDREN AT THE SCHOOL AND AM A PARENT TRUSTEE

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **NO**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans 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

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

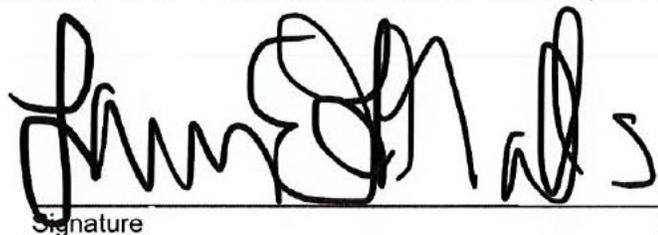
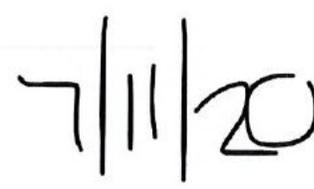
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE

Signature

Date

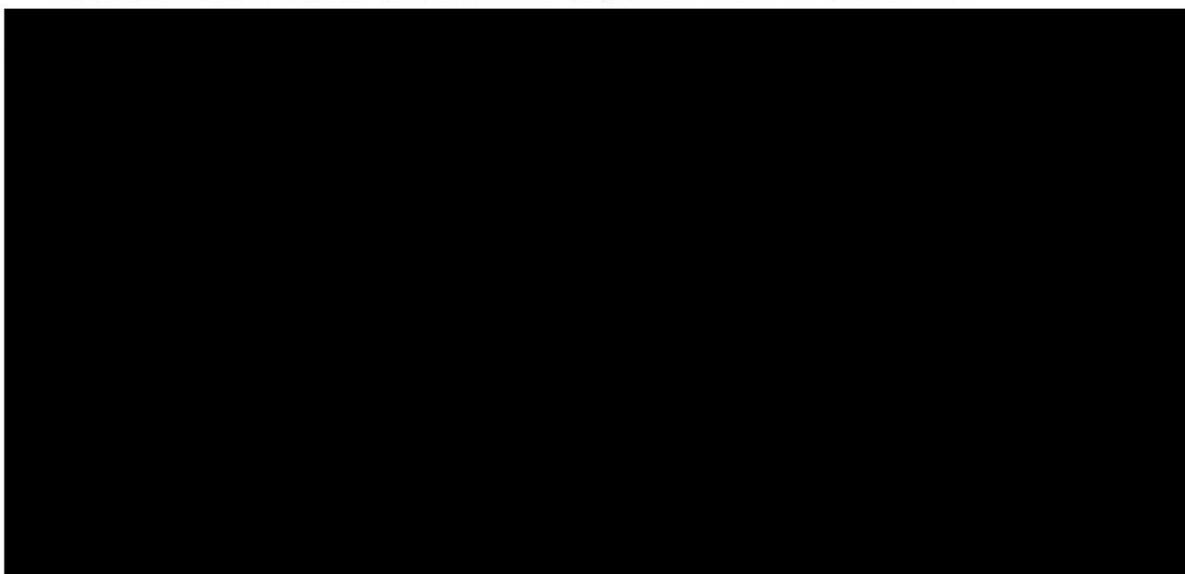
Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Signature

Date

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



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Amy DiMaggio

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Niagara Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).
 - a. Vice President
 - b. At-Large Trustee
 - c. Academic Committee Member

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans 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?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I was an employee from August of 2006 until August of 2018. I was a 4th grade teacher, Special Education Teacher, TOSA, and the Achievement Coordinator.

My final salary was \$55,000 per year plus benefits.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

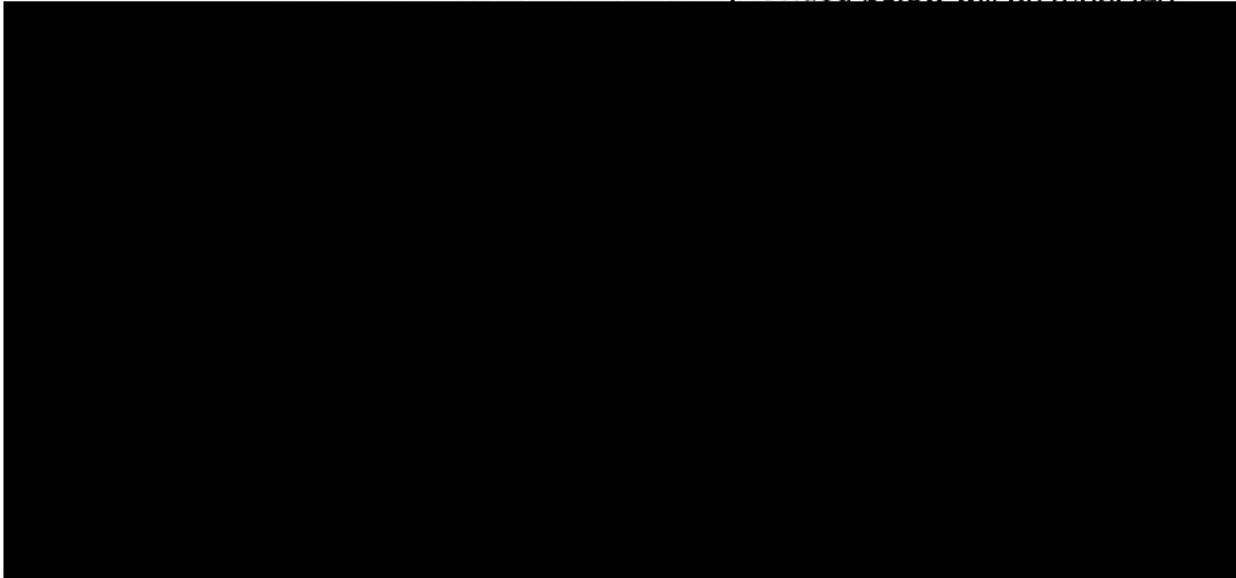
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Amy E. May
Signature

7/7/2020
Date

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



**Niagara Charter School
Minutes of Board of Trustees Meeting
February 11, 2020 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Linnea DuFour; Christie Grant; Andrea Hopkins; Megan Corsaro

Others in Attendance: Jonathan Schechter; Whitney Jacobs; Brooke Bennion; Bucilla Starks; Dartanian Howard; Nicole Gonshar; Nicole Williams; Cynthia Lodge; Ebony Ewing; Amanda Gates; Kyla Lewis; Krea Kent; Kashmir Ryan; Kasheem Ryan; Eric James

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:06 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of January 21, 2020 were approved as corrected on a motion by Ms. DiMaggio, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The January Habit of Scholarship is Perseverance: I keep trying.

Crew 101-Paisley B.; Crew 102-Ashton M.; Crew 103-Romeo C.; Crew 104-Julian E.; Crew 105-A'Marionna F.; Crew 106-Derrick T.; Crew 107-Stephen N.; Crew 108-My'Shay N.; Crew 114-La'Zhane B.; Crew 115-Demetrius C.; Crew 116-Deiontre M.; Crew 117-Jaiden M.; Crew 118-Dapria H.; Crew 119-Ashley B.; Nominated by Ms. Kasper-David F.; Nominated by Mrs. DuFour-Jazier S.; Music-Le'Vion B.; Art-Kaiden J.; Gym-Rachel L.

Employee of the Month

Christie Grant, Dean of Students, was named Employee of the Month for January. Christie was nominated by Jenna Schratz.

Professional Development

- K-2 and the leadership team had a ½ day NWEA virtual training to continue learning about the system and reading reports
- Cindy Rice, Staci Intriligator and Christina Lesh from EL Education were at NCS for 1 day to complete our mid-year review

- BOCES coordinators Julie LoRusso, Brain Blaszak, Jessica Karnes and Elizabeth Kraemer were at NCS for 5 days working with teachers on technology integration, NYS Math Data, Social Studies planning and writing observations
- Lynn Kasper and Aimee Gonzalez attended a workshop through PESI titled Outbursts, Oppositional Defiance and Frustration in the Classroom

General Updates

- Dr. Bowen met with Mrs. Keicher on February 5, 2020 to discussion professional goals.
- NCS welcomed ten Junior Participants from Buffalo State College who will be working with various grade levels two days per week.
- NCS welcomed three new Building-based Substitute teachers: Caroline Hooker, Katlin Smith, and Kayla DiPronio.
- Ms. Novak and Mrs. Keicher attended the EL Leader's Retreat on January 29-30. The retreat focused on equity and progress monitoring.
- David Frank and Susan Gibbons will be at NCS on February 13, 2020 for a check-in visit.
- A review of the dashboard took place.

Community Liaison, Megan Corsaro

- Advertisements have been placed in three Western New York Family Magazine publications.
- Advertisements have also been placed through the Niagara Gazette, WBLK, and the Lockport Sentinal.
- Mrs. Corsaro and Mrs. DuFour will hold a presentation at Head Start on February 12, 2020.
- Invitations to the NCS Black History Living Museum and Exhibit were distributed to trustees.
- NCS will be participating in EL Education's Better World Day on May 1, 2020.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Mrs. Scheeler requested Executive Session for personnel matters.
- A motion was made to go into Executive Session at 5:28 PM by Mr. Scott, seconded by Ms. DiMaggio.
- A motion was made to come out of Executive Session at 6:16 PM by Mrs. DiCamillo, seconded by Ms. DiMaggio.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee did not meet this month.
- The Board Retreat will be held on February 22, 2020, 9:00-4:00.
- Mrs. Kasper reminded trustees to take the survey.
- The next Governance Committee meeting will be on March 10, 2020 at 4:15 PM.
- The next board meeting will be held on March 17, 2020 at the Niagara Falls Public Library.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal report as we will be issuing quarterly reports this year.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:16 PM was made by Mr. Scott, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.



Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 2/6/2020

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MRS. KEICHER AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Tuesday, February 11, 2020 at Niagara Falls Public Library, 1425 Main Street, Niagara Falls, NY 14305, I have enclosed the following:

Media Announcement for Regular meeting 2/11/2020
Agenda for 2/11/2020 Regular meeting
Draft Minutes 1/21/2020 Regular meeting
January 2020 Dashboard
Teacher Retention Survey Results



MEDIA ANNOUNCEMENT February 6, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, February 11, 2020
5:00 PM**

Niagara Falls Public Library
1425 Main Street
Niagara Falls, NY 14305

Agenda: Standard

For additional information contact:



Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, February 11, 2020
Time: 5:00 PM
Location: Niagara Falls Public Library
1425 Main Street, Niagara Falls, NY 14305

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 1/21/2020 Regular Minutes

CAO Report: Jill Keicher

PRIDE Spotlight
Employee of the Month
General Updates
Dashboard Review

Community Liaison: Megan Corsaro

Committees:

Academic Committee: Mary Scheeler

Presentation of Staff Survey Results

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Executive Session:

Emergency Conditional Appointments – if any

Adjournment:

Niagara Charter School
Minutes of Board of Trustees Meeting
January 21, 2020 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304

Trustees in Attendance: Amy DiMaggio; Ricky Scott; Mary Scheeler; Lauren Howe Nalls
Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez;
Timothy Hyland; Alanna Cecala; Andrea Hopkins; Kelsey House; Christie Grant; Chris
Stoianoff; Rebecca Armstrong; Megan Ackerman
Others in Attendance: Jonathan Schechter
Excused Absence: James Muffoletto; Judy DiCamillo
Unexcused Absence:

The meeting was called to order at 5:09 PM with Ms. DiMaggio presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. Scheeler, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of December 17, 2019 were approved as corrected on a motion by Mr. Scott, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The December Habit of Scholarship is Excellence: I can push myself to do more than I thought possible.

Crew 101-Julee D.; Crew 102-Jude H.; Crew 103-De'Shayah P.; Crew 104-Rasheda R.; Crew 105-Dariona T.; Crew 106-Giavonna B.; Crew 107-Izabella F.; Crew 108-Kendell C.; Crew 114-Elijah W.; Crew 115-Robert S.; Crew 116-Aubrie C.; Crew 117-Damir J.; Crew 118-Azzaraya P.; Crew 119-Sha'Niya B.; Nominated by Ms. Kasper-LaVaya C.; Nominated by Mrs. DuFour-Natalie S.; Music-Ava Y.; Art-Raj'Zyane P.; Gym-Brayden J.

Employee of the Month

Chris Stoianoff, IT Coordinator/Facilities Manager, was named Employee of the Month for December. Chris was nominated by Kelsey House.

Professional Development

- BOCES coordinators (Brain Blaszak, Julie LoRusso, and Susan Cyrulik) were at NCS for 2 days meeting grade levels on technology integration, Writing Workshop Units of Study implementation and new Science curriculum
- Cindy Rice from EL Education was here for 1 day meeting with all grade levels for a high quality work protocol
- NWEA held a virtual training for Grades K-2 and the leadership team looking at the online assessment system

- Christie Grant attended “To Suspend or Not Suspend...that is the Question” through Workforce Training Center
- Caitlin Phillips and Autumn Meranto attended “Motivating and Managing Hard to Reach, Uninterested and Disruptive Students” workshop
- Theresa Killian attended the National Music Education National Conference
- Autumn Meranto attended “1-2-3 Magic in the Classroom: 3 Easy Steps to Eliminate Problem Behaviors and Create a More Cooperative Classroom” workshop through PESI

General Updates

- A review of the dashboard took place
- Mrs. Corsaro, Community Liaison, will present at the February board meeting
- Ms. Novak introduced Renee Ailing from Franklin Covey who presented on the Leader in Me program.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- The academic committee will meet next Wednesday, January 29, 2019 to review the results of the staff retention survey and will report to the board in February.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on January 14, 2020
- Staff Survey questions were reviewed and the survey will be distributed to NCS staff.
- The Board Retreat will be held on February 22, 2020.
- Net Board meeting is February 11, 2020 at the Niagara Falls Public Library.
- The next Governance Committee meeting will be on February 4, 2020 at 4:15 PM.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- A review of the December 31, 2019 financial statements took place.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:18 PM was made by Mr. Scott, seconded by Ms. Nalls. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary

2019-2020

Niagara Charter School Monthly Operations Dashboard

Student Enrollment										
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
347	344	346	346	345	342					

Student Population											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Average Daily Attendance Rate	90%	93%	92%	88%	88%	90%					
Free and Reduced Lunch	87%	87%	91%	91%	90%	90%					
Students with Disabilities	16%	17%	17%	17%	17%	17%					
English Language Learners	2	2	2	2	2	2					
Exited	2	8	4	3	5	7					
Wait List											
	9/11/19	10/4/19	11/6/19	12/11/19	1/15/20	2/4/20					
K	9	10	10	10	9	9					
1	9	7	17	7	7	6					
2	10	11	13	12	12	13					
3	10	10	10	10	9	9					
4	16	16	16	15	14	14					
5	16	17	17	17	16	16					
6	4	3	3	2	2	2					

Parent and Family Participation											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
# of parents and/or guardians attending FSA meetings	No meeting	1	10	6	No meeting	8					
# of families attending school events	n/a	Dads Take Your Child to School 70 participants	n/a	n/a	Exhibition Night 45 families	n/a					

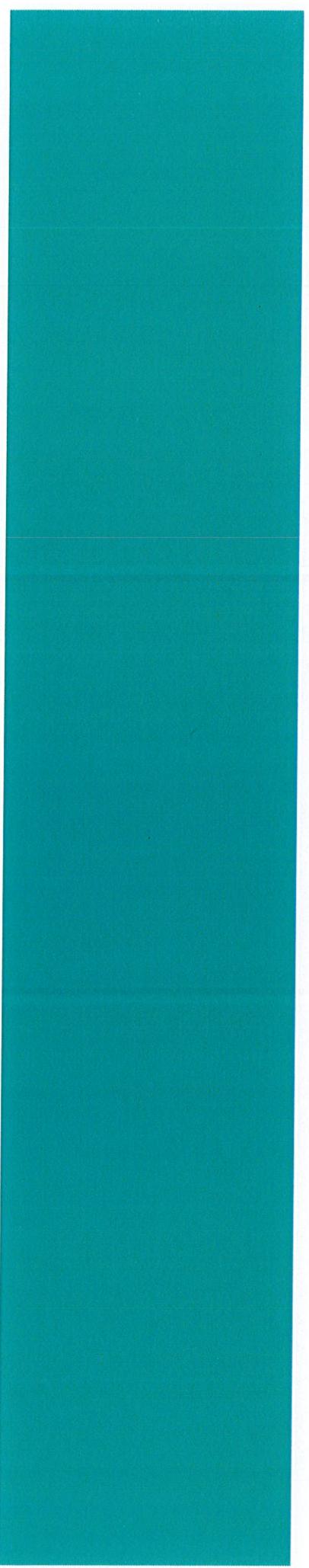


You're Invited!

- For: Black History Month Living Museum and Exhibit
- Date: Thursday, February 27, 2020
- Time: 1:30 p.m. - 3:30 p.m. (anytime between these hours)
- Place: Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Students researched influential African American people and events from the past and present. Students in every grade level worked with their crew to create our Living Museum and Exhibit. The exhibit will be open to parents and community members between 1:30 p.m. and 3:30 p.m. on February 27th. We hope you can stop by to see our work!

TEACHER RETENTION SURVEY RESULTS



SALARY INCREASES BASED ON YEARS OF SERVICE

- 81% of the staff feels that teachers are not currently being appropriately compensated.

“There needs to be a better system in place for raises. In the long run, leaving for a district makes sense because the potential to make a lot more money is there”

“Teachers are being lured away from NCS because districts are allowing them to enter positions at a salary that reflects the years of service that were served at NCS. This wouldn't be such a temptation if our salaries were more comparable to what a district is offering”

“Salary is so low that I need to work another job to supplement income”

“This needs to be something that allows teachers financial security for their future”

LENGTH OF SCHOOL YEAR

48% of the staff would be willing to leave NCS to take a position elsewhere due to the extended school year

- From the 2017-2018 school year when the length of the year was first adjusted, test scores have risen and continue on an upward trend
- Records show that approximately an additional \$32,000 is spent in the beginning of each school year busing NCS students when other districts are out of session
- Pending Board approval, NCS would like to mirror the Niagara Falls City School District calendar beginning 2020/2021 school year

UPWARD TREND IN NYS TEST SCORES:

2017/2018 TEST SCORES (PRIOR TO MOST RECENT CALENDAR CHANGE)		2018/2019 TEST SCORES (AFTER MOST RECENT CALENDAR CHANGE)	
<u>NCS</u>	ELA: 42% MATH: 62%	<u>NCS</u>	ELA: 53% MATH: 62%
<u>NFCSD</u>	ELA: 31% MATH: 30%	<u>NFCSD</u>	ELA: 45% MATH: 47%
<u>NYS</u>	ELA: 46% MATH: 48%	<u>NYS</u>	ELA: 47.8% MATH: 52.7%

FORMAL OBSERVATIONS

52% of the staff mentioned leaving NCS due to the current formal observation process

- Due to staff feedback and other Leadership commitments, the decision was made to alter the process for the 2019/2020 school year
- Classroom teachers and special education teachers/AIS who have worked at NCS 5+ years and who rated Highly Effective on the Fall 2019 formal observation are NOT required to complete a 2nd formal observation this school year
- Classroom teachers and special education teachers/AIS who have not been employed for 5+ years, rated Effective or Developing, building-substitutes, long-term subs, and staff on improvement plans are still required to complete two formals for this school year
- Moving Forward, there is a compelling response from staff to continue to alter the observation and domain 4 binder process

ADDITIONAL SUPPORT SERVICES

- Due to an overwhelming rise in behavioral and social/emotional issues, more support is necessary. As a direct result, the culture of the classrooms is being negatively affected and teacher morale is down
- The Academic Committee discussed reallocating funds to be able to staff a half-time school counselor; and divide the dean of students role into primary and intermediate. Behaviors are different in younger grades than intermediate, and with the turnover in staff, when a teacher leaves, there is an overall increase in the need for support, so we would look at adding this position
- For the 2020/2021 school year, we are also looking to increase Behavioral Specialist days in our partnership with Erie 1 Boces

MULTI TRANSMISSION REPORT

TIME : 02-06-2020 13:59
FAX NO.1 : 7162974617
NAME : NCS

FILE NO. : 407
DATE : 02.06 13:48
DOCUMENT PAGES : 1
START TIME : 02.06 13:48
END TIME : 02.06 13:59

SUCCESSFUL
FAX NUMBER

- ☎ 7168525683
- ☎ 7168457043
- ☎ 7168748173
- ☎ 7168842931
- ☎ 7168497602
- ☎ 7168323080
- ☎ 7167737190
- ☎ 7162863895
- ☎ 7168565150
- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 7168730809

PAGES SENT
0



MEDIA ANNOUNCEMENT February 6, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, February 11, 2020
5:00 PM**

Niagara Falls Public Library
1425 Main Street
Niagara Falls, NY 14305

Agenda: Standard

For additional information contact: (716) 297-4520

**Niagara Charter School
Minutes of Board of Trustees Meeting
April 30, 2020 at 5:00 PM
Video Conference**

Trustees in Attendance via Zoom: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance via Zoom: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Jamie Guerra; Tim Hyland; Alanna Cecala; Andrea Hopkins; Kim Abrams; Jennifer Smith; Kayla DiPronio; Kelsey Jung; Lauren Nowicki; Linnea DuFour; Dana Burwell; Rebecca Armstrong; Sherrie Tracy; Sara Felmet; Sharon Novak

Others in Attendance via Zoom: Jonathan Schechter; Angie Caraballo; Stephanie Hayes; Christine Smith; Martin Collazo; Richard Mathews

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:06 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of February 11, 2020 were approved as corrected on a motion by Mrs. Scheeler, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The March Habit of Scholarship is Respect: I value myself and others.

Crew 101-Dandre P.; Crew 102-Deasia S.; Crew 103-Laila R.; Crew 104-Keyrell G.; Crew 105-Anar'Re B.; Crew 106-Akira J.; Crew 107-Jacob M.; Crew 108-Gabriel D.; Crew 114-Aiden M.; Crew 115-Jermere M.; Crew 116-Ty'Dre C.; Crew 117-Kahmyah S.; Crew 118-Paige M.; Crew 119-Anaya J.; Nominated by Ms. Kasper-Lorali B.; Nominated by Mrs. DuFour-Robert H.; Music-Anailymar C.; Gym-Heaven M.

Employee of the Month

Jennifer Smith, 2nd Grade Teacher, was named Employee of the Month for March. Jennifer was nominated by Theresa Boniface.

Professional Development

- BOCES coordinator Julie LaRusso was at NCS one day supporting grades K-2 in the implementation of the Units of Study. Nicole Kerner, BOCES Behavior Specialist, was at NCS for one day conducting classroom observations and providing feedback.
- Staci Intrilligator from EL Education was at NCS to meet with grades 4 and 5 to continue supporting the implementation of the new modules.

- Susan Cyrulik from BOCES was at NCS to meet with 2nd grade to plan an upcoming Science Unit
- Julie LaRusso from BOCES was at NCS to meet with grades K-2 on Units of Study in writing and phonics
- Nicole Kerner from BOCES provided a whole staff virtual PD “Reducing the Frequency of Problem Behaviors in the Classroom.”
- Elizabeth Kraemer from BOCES provided a virtual training to grades 3-5 on building capacity in Mathematics teaching
- Brian Blaszak from BOCES provided virtual professional development on Schoology and held office hours for teachers as needed
- Sherrie Tracy attended virtual office hours with Lucy Calkins on the Units of Study

General Updates

- Ms. Novak updated the trustees on Niagara Charter School’s Continuity of Education Plan that was submitted to the State Education Department.
- Special Education services continue to be provided by NCS staff to NCS students virtually. The Niagara Falls City School District notified NCS that they are unable to provide Occupational and Physical Therapies to NCS students during the school closure. Ms. Novak is currently looking for alternative agencies to provide these services.
- The SED Charter School Office will be conducting a virtual check in visit with NCS on May 7, 2020.
- Ms. Novak thanked the New York Charter Schools Association for holding weekly webinars during the COVID-19 school closures.
- Ms. Novak advised the trustees that with the possibility of schools closing for the remainder of the school year, NCS may reconsider submitting a request to the CSO for a change in the length of school year. Instead, a request for a change in the length of year would be included in the renewal application for the 2021-2022 school year.
- Ms. Novak updated the trustees on a facilities grant opportunity that would assist NCS in procuring air conditioning for the School’s gymnasium.
- A review of the dashboard took place.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- No update from the Academic Committee

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on March 10, 2020 to review the final board retreat report from Lynn Scalzo.
- The focus areas from the report include recruitment and retention of board members and building a sense of community.
- Mrs. Kasper will be working with Niagara Falls Coachlines to develop a cluster map to determine where NCS families reside within the community. With the map, trustees will be able to target the communities which we need to serve.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reported that based upon all of the information available to date, the school has had limited direct financial impact due to the COVID-19 pandemic.
- The trustees authorized the purchase of Chromebooks to deploy to each family of NCS students.
- Mr. Muffoletto and Mr. Scott reported that the School qualifies for the Payroll Protection Plan (PPP) portion of the CARES Act. Mr. Muffoletto polled the board to see if they expressed an interest in applying for the PPP if more money becomes available. The trustees agreed to proceed with the application if funds became available. There were no objections.

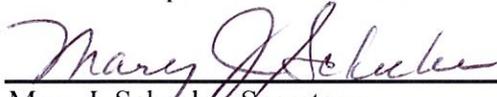
Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 5:56 PM was made by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.



Mary J. Schaefer, Secretary



MEMORANDUM:

DATE: 4/24/2020

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MRS. KEICHER AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Thursday, April 30, 2020 via video conference, I have enclosed the following:

Media Announcement for Regular meeting 4/30/2020
Agenda for 4/30/2020 Regular meeting
Draft Minutes 2/11/2020 Regular meeting
March 2020 Dashboard
Board Retreat Minutes



MEDIA ANNOUNCEMENT April 22, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Thursday, April 30, 2020
5:00 PM**

Pursuant to Governor Cuomo's Executive Order 202.1 issued on March 12, 2020, the Niagara Charter School Board of Trustees' meeting scheduled for April 30, 2020 will be held electronically via video conference. Members of the public may view the meeting via <https://us02web.zoom.us/j/83025811098>.

Agenda: Standard

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Thursday, April 30, 2020
Time: 5:00 PM
Location: Video Conference

AGENDA:

Please make sure all cell phones are turned off and all background noise is eliminated.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 2/11/2020 Regular Minutes

CAO Report: Darci Novak

PRIDE Spotlight
Employee of the Month
General Updates
Dashboard Review

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Adjournment:



Reactions to Board and Staff Surveys: (?) = illegible note

What surprised you?

- Staff felt supported
- Board and Staff results were aligned – this is excellent!
- Staff felt Board presence is limited at events
 - Can we email notifications to Board
- Question 11 on Board survey – BOT engaged in strategic initiatives, percentage of “sometimes” – noted to BOT that sample size was small, so 2 people in that category
- Other discussion
 - Have not had an engaged parent on the BOT for a long time
 - West Buffalo Charter has tremendous community support because they are located in the center of the community
 - How do we develop community engagement when location is remote?
 - Events have low parent turn-out
 - Need to communicate more
 - Can we send text alerts to parents?
 - Parents not as engaged in board meetings (all Board meetings are public)
 - How do we engage more parents?
 - Events you can do with kids – get the kids excited about the event
 - Consider every other month family events
 - Move Family Night to beginning of the year to get parents engaged early in the year
 - Transportation – how do we provide
 - Adding the feature when we give awards to drive parent visits to our meetings has helped
- Consider re-doing survey after a year to test progress

Reaction to Board Best Practices

- Current committees include Governance, Finance, Academic. Nominating is part of overall Board
- Most feel day to day is covered, do not necessarily use Board meetings to advance strategies – we look at hindsight, not forward thinking
- Need to meet monthly b/c of level of management needed
- Have Board expectations in the manual, but not necessarily a job description

Building a Community Engagement Plan

Step 1: Why is Community Engagement Important?

What aims or driving strategies will be most strengthened by community engagement?

- 1) Develop a significant parent engagement initiative that is, in part, run and promoted by the parents
- 2) Build support for charter schools and NCS by developing positive, long-term relationships with Niagara County influencers, agencies, and/or political leaders

Discussion:

- Parents: Keep it simple, Social media enhancement is a good way to get them more engaged
- Community Support: churches, current families, Mayor (formerly on Board)
- Social media as an engagement strategy
 - Ability to control the message – even the negative ones
 - Cannot control what other people say on their accounts but can control your own messaging and response to negative message on your accounts
 - Currently have Instagram/Facebook – and a parent demographic uses social media, Instagram in particular
 - Potentially a sub-committee around community engagement/social media?
 - Need to have a coordinated plan and controls
 - Consider adding or increasing use of Linked In as a platform to get to the community
 - Consider having parents join social media and like NCS right during parent orientation
 - Consider engagement events – how can parents or community “participate” in social media vs. just like and comment
 - Showcase all of the good NCS does – put a positive message out there – creates awareness and combats any negative messaging
 - Calendar for content
 - Bring to next Board meeting
 - Need a leader (Lauren Nalls, later volunteered)
 - College interns to help with the work?

Step 2: What Level of Community Engagement Are We Targeting?

INFORMING	CONSULTING	INVOLVING	COLLABORATING	EMPOWERING
Providing balanced and objective information about new programs or services, and about the reasons for choosing them	Inviting feedback on alternatives, analyses, and decisions related to new programs or services	Working with community members to ensure that their aspirations and concerns are considered at every stage of planning and decision-making. We also engage their assets as partners to implement solutions.	Enabling community members to participate in every aspect of planning and decision-making for new programs or services. Community members actively produce outcomes.	Giving community members sole decision-making authority over new programs or services, and lead work to implement solutions. Professionals only serve in consultative and supportive roles
We will keep you informed	We will keep you informed, listen to your input and feedback, and let you know your ideas and concerns have influenced decisions	We will ensure your input and feedback is directly reflected in alternatives, and let you know how your involvement influenced decisions. We will engage you as partners to implement solutions.	We will co-create and co-produce solutions with you. You will be true partners in making and implementing decisions for the community, your advice and recommendations will be incorporated as much as possible.	We will support your decisions and work to implement solutions.
Fact sheets, newsletters, websites, open houses	Surveys, focus groups, community meetings and forums	Community organizing, leadership development, workshops	Advisory boards, seats on governing boards, engaging and funding as partners	Support full governance, leadership, and partnership

Discussion: Currently at an informing level. 12-18 month target is Involving. 18-26 month target is collaborating.

Step 3: Start from Where We Are

Who is currently engaged with us?

- Current contacts can be connections to influencers if they are not influencers themselves
- NF Mayor – can he suggest and/or connect NCS to more direct influencers (Jonathan agreed that he would be willing to contact the Mayor)
 - Invite him to Black History event on the 27th
- Rotary (Greg Norton – reading certificates)
- Sherrie Tracey – Christmas donation list

Action item:

- Develop cluster map of students – where are they? (Chris Stainoff??)
 - Where's the primary cluster (what are of the city) and where are secondary clusters
 - Will help target influencers, faith based engagement etc.
 - Need to look at mapping software
 - Should include waiting list as well as students

Step 4: Where do we want to go?

- What is the story we want to tell? (Brainwriting exercise)

What are we passionate about?

- Group 1
 - NYS Assessment scores
 - Getting students ahead
 - Developing the whole child – meeting their needs
 - Fiscally sound
 - Supporting teachers and staff (approaching?)
- Group 2
 - Serving our students
 - Top performing scores
 - Safety
 - Foundation – socially and academic character
 - Sound education with character
 - Reality for learning

In what ways are the people and communities we serve better off because of what we do?

- Group 1
 - Serving the community
 - Giving better education
 - Doing it with less money
 - Middle and high school data – how do we get that data?
- Group 2
 - Alternative is status quo in community
 - Family feeling – warmth
 - Children and parent want to equip students with ability to face challenges
 - Small classrooms
 - Hands on
 - More interaction
 - Choice

What outcomes do we consistently create?

- Group 1
 - Outperform district and state – should blast social media with that
 - Help kids be good human being – kids are respected in the community
 - Character building
 - Promote leadership skills
 - Public speaking

- Group 2
 - Good/great test scores
 - Confident students
 - Family atmosphere
 - Safe nurturing environment
 - Meet parent expectations

What would the community lose if NCS closed its doors?

- Group 1
 - High performing kids; leadership skills
 - Meet needs – SEL
 - Knowing levels of all kids – no one gets passed over or is a wallflower
 - Smaller student body
- Group 2
 - All of the above

Brain Writing Group 1: Asterisk = more than 1 person liking that statement.

- We are passionate about the character, academically, and health and well-being and leadership development of our students*
- We teach them to succeed in school, in life and in social situations*
- We strive to create component leaders with skills to succeed academically and in life
- Without this school, we would lose a “home away from home” for our children
- We serve ALL students and families in Niagara County*
- Use evidence based practices to support and educate our students, for example our 9-4 school day
- Develop whole child academically and character
- Outperform district and state
- Create high performance on academics and leadership skills
- Better overall education
- Fiscally sound
- Extra emotional support and care through counseling, free lunches, and other programs
- Caring and nurturing environment
- Develop strong leaders for the community we service
- Meet the needs of ALL leaders
- Project based learning
- Give students an experience they wouldn't get anywhere else
- Small private school experience at no cost to families*
- Meet the needs of the whole child (academic, social, emotional)
- Strong structures in place to meet the needs of students
- Financially sound
- High performing (beat the local districts and state in WNY test scores for ELA and math)
- The BOT supports the staff
- Character and leadership building
- Broad student body
- Dedicated staff members committed to excellence

- High performing students with high educational standards
- Development of student character
- Emphasis on community within school evidenced by projects, teamwork and even uniforms
- Caring, nurturing environment for all

Brain Writing Group 2:

- Overall theme – Devoted
- Safety
- Choice
- Test Scores
- Character development
- Nurturing environment
- Project based learning
- You have a CHOICE!!
- Engagement – assists your child to know the importance of a good education
- Top performing
- Nurturing environment, developing character
- Dedicated teacher
- We have a nurturing environment for our students; safe space where they want to come every day; we promote character in our students
- We need community engagement to foster those traits outside of school**
- You have a choice!!
- Dedicated teacher
- We outperform district and state standardized tests
- NCS provides a safe and nurturing environment
- Dedicated and committed staff and administration - staff are dedicated to their profession
- Free school choice option
- Safe environment
- Test scores that outshine NF Public schools
- Dedicated teachers
- Family oriented
- Stress on reading achievement
- Counseling
- All specials – gym, music, computer
- Hand on learning with connection to community
- Parent choice
- Speak to each kid individually and know them; no one falls between the cracks

Next step recommendations:

BOT "elevator speech" and infographic or one pager on the key advantages and speaking points, using data where possible

Step 5: Who needs to be part of our strategy?

Returning to our original small groups, for each initiative determine:

Audience	What do they bring?	Why do they care?	How will they benefit?
Current/Alumni Parents/students/ teachers/families	<ul style="list-style-type: none"> ○ Networks of contacts ○ History ○ Word of mouth ○ Have bought in ○ Validation (alumni) ○ Perspective into experiences 	<ul style="list-style-type: none"> ○ Members of the community ○ Affects them directly ○ Communicate message on their own ○ Want success for their children <p>Already involved</p>	<ul style="list-style-type: none"> ○ Benefits their children ○ With success and life skills <p>Students bringing skills home</p>
Similar organizations (schools, education related non-profits/ businesses)	<ul style="list-style-type: none"> ○ Network of contacts ○ Opportunities for students and families that we might not know about (Sports example) ○ Political messages together ○ Best practices ○ Collaboration opportunities ○ Networking ○ Shared expertise 	<ul style="list-style-type: none"> ○ Help each other ○ Sells their organization ○ Wants participation of students ○ Better community in general ○ Sense of community ○ Shared (?) 	<ul style="list-style-type: none"> ○ Broader range ○ Keep kids busy ○ Offer after school activities ○ Betterment of the community ○ Project based learning
Neighbors (Geographically)	<ul style="list-style-type: none"> ○ Wagners ○ Hoovers Dairy ○ Air Base ○ Empower ○ Opportunities for project based learning 	<ul style="list-style-type: none"> ○ Opportunities for field work ○ Career development work 	<ul style="list-style-type: none"> ○ Benefit money wise - \$\$ for field work ○ Experts in the field
Faith Community	<ul style="list-style-type: none"> ○ Followers – leaders on the board reach out to find community leaders ○ Help develop character ○ Lead to other leaders ○ Which churches? Need map to help. 	<ul style="list-style-type: none"> ○ Kids come to school ○ Promoting humanity 	<ul style="list-style-type: none"> ○ Symbiotic development of character ○ Influencers/leaders
Government / Civic Leaders	<ul style="list-style-type: none"> ○ Mayor, councilmen, senate: come to the school ○ Positive clout ○ Political exposure 	Want support	

Business Leaders	<ul style="list-style-type: none"> ○ Local businesses ○ Severson(?) ○ Maid of the Mist ○ New York State Parks ○ NF Business Assoc. (?) ○ Future employment for students ○ Mentoring ○ Internships 	<ul style="list-style-type: none"> ○ How can we help you? ○ What skills do your kids need as they enter the world? ○ Strengthen City to (?) leaders 	<ul style="list-style-type: none"> ○ Future employees with right skills ○ Advertising ○ Support from community (?) ○ Build leadership for the future
Non-profits organizations	<ul style="list-style-type: none"> ○ Rotary ○ Lion's club ○ Leadership Niagara ○ Engage these types of organizations ○ Future employment for students ○ Mentoring ○ Internships 	<ul style="list-style-type: none"> ○ Community centric opportunities 	Collaborate with organizations

Discussion: Need a roadshow/dog and pony show to use to go out into the community (not just bring people in to us). Need messaging to tie into social media and website for cohesive messaging across communication channels. Set an agenda of who we talk to and when. Community outreach committee could help manage. Need a plan and a leader for the plan.

Step 6: So What, Now What?

What are five organizations or people could be most beneficial to create a bi-directional engagement to advance our strategies? How might we partner with them?

#1: Current alumni/students

#2: Air Force Base

#3: Leadership Niagara

#4

#5

What other actions do we need to take to increase community engagement?

- Consider a survey of existing stakeholders to get their perception on how they view Niagara Charter, what it brings to the community, what areas it excels in, what opportunities there are and how might NCS better engage with the community

What are the “next steps”?

- Map of student’s home locations
- Committee for social media plan

Tips for Support Successful Community Engagement¹

1. Clarify and communicate purpose. Be clear that community members and grass roots leaders are assets to your initiative who you need to achieve better results. It is important that everyone at the table share and commit to this view. It is important that community members understand their value and their roles, and that they are not tokenized.

2. Meet them where they are. Consider community members’ and grass roots leaders’ interests, needs, and possible barriers to participation. Identify ways to accommodate them and make it easier to participate. Consider where meetings and forums are held and meeting times. Some groups offer transportation, food, child care, and even compensation (professionals are paid for their time attending these meetings so why not community members). Partner with groups that have high engagement and support them to connect you with their audiences.

3. Orient and prepare community members for success. Understand what community members and grass roots leaders’ interests and needs are for participating. Ensure that they understand:

- Share what decisions were made to date, why, how, and by whom – make clear which decisions are final and which ones may be revisited;
- Review data and analyses that has shaped understanding of the issues and strategies and key jargon, players working on the issue;
- Outline the big issues, opportunities, and challenges the initiative faces;
- Clarify their roles, responsibilities, expectations, and boundaries. Recognize the distinction between being “the voice of the community” versus being “a voice of the community” – no one person or small group of people can speak for an entire community; and

Introduce them to the other members’ positions, roles, and dynamics.

4. Acknowledge and mitigate power differentials to ensure fair treatment. Make sure that communication is transparent and community members and grass roots leaders are invited, included, and responded to as robustly as those who lead major institutions. Ensure that institutional leaders’ interests at the table are transparent to all, and that there is not a meeting before or after the meeting that is the “real” meeting (of course there may be planning meetings or committees, but in service of the full group). Encourage institutional leaders to step back from the table to create space for community members’ voices.

5. Facilitate inclusively. Encourage participation, call on those who have not spoken, explain concepts that may be new to members, call out jargon, spell out acronyms, describe insider baseball when referenced. Go around the table and ask each person their view. Make sure everyone is engaged. V2.1

6. Allow for some steam to blow. When people’s voices have been ignored and discounted and they are finally invited to be at the table, those voices are often angry, frustrated, or disappointed. The way one builds trust is to listen, acknowledge, and demonstrate (not just tell them) how things will be different. If the items above have been done, it will demonstrate that things are different and if they are not dismissed or disrespected when they voice their beliefs or grievances, they will start to feel more valued. This is another patient urgency moment. If people are stuck in the anger and grievances, it does not move you toward your result, but if you create space to voice and address those anger and grievances it can accelerate the trust necessary to achieve results. Identify what action steps you will take to practice these tips in your engagement

¹ From the Collective Impact Forum Community Engagement Toolkit, March 2017

Recruitment

What's Worked?

- Soliciting from the teachers for parents for the Board
- Connection of the organization to the school and family
- Common theme of exposure in terms of what has worked

What's Been Challenging?

- Political climate
 - Ill perceived
 - Union resistance
- No prominent groups in community are supporters
- School was not created by the community; did not have existing grassroots support
- Misperception of what charter schools are – idea that they are “stealing” from non-charter public schools
- Impacts non-charter schools financially
- Timing – opened as an elementary school was closing
- Parents are a tough demographic
- School is not in community where parents are – cannot have the after school programs and associations with other like organizations (boys and girls club etc)
- Serving on board is intimidating
- PTO (FSA) is not strong

Other Notes

- School now has stabilized, consistent results
- Ground swell of 350 students and waiting list through 6th grade
- Can control connections
- Ideas for recruitment
 - Colleges – NCCC, NU
 - Businesses that recruit right from college where students are looking for Board opportunities
 - Professors of Master's programs – for high potential students already working
- Goal would be 2 parents, 7 at large members
- Have a Board manual
 - Could use a combination of that and Charity Strong for orientation
- Cullen Foundation – survey follow-up?

Characteristics Needed on BOT: (green = covered today, yellow highlight = could be stronger, red = gap)

Skills

Financial (6 green)

Problem Solver/Critical Thinker (2 green, 2 yellow)

Organizational skills (4 green, 1 yellow)

Thinking out of box (4 yellow, 1 green)

Legal (6 green, 1 red)

Leadership skills (4 green, 1 yellow)

Data savvy (4 green, 1 yellow)

Academic expertise (4 green, 1 yellow)

Marketing/PR (9 red, 3 yellow) – red primarily PR
Dedication/Commitment (8 green)

Background

Education (4 green)

Legal (educational and charter law) (3 green)

Finance understanding (3 green)

Political connections (6 red)

Community ties (6 red)

Availability (5 yellow, 1 red)

Committed (5 green)

Service and volunteer time (3 red, 2 yellow)

Life experience (3 green, 3 yellow)

Diversity

More members (4 red, 2 yellow, 1 green)

Mirrors the demographic of community served (7 red)

Represents every area of NF (6 red)

Diversity (7 red)

Brainstorming Ideas for Political and Community Connections

- Demographic help
- Reaching out to current and former politicians
- Look up politicians who support charter schools
- Councilman in NF
- Identify community leaders
- Identify people involved in the community
- Attend party meetings
- Interns, political science students, govt students, local colleges
- Pay Board members
- Parents involved in politics / student/alumni elected into politics

Brainstorming Ideas in Diversity

- Alumni
- Not just NF
- Attend community events
- Letter writing campaign for students
- Survey to parents
- Cold Call
- Send out postcards for Board recruitment
- Leadership Niagara
- Handouts after mass
- Faith based recruitment
- Identify local clergy organizations
- Minority clubs/fraternities

Primary Take-Aways

- Geo-map of children's locations to understand where clusters reside to help target next steps
- Social media strategy for community engagement through a Board committee for Community Engagement/Social media
- Roadshow materials / infographic that demonstrate the value, results, and impact of the school
- Schedule of community organizations / people to target with roadshow
- Development of an executable plan, and oversight/on-going monitoring to ensure it gets executed

MULTI TRANSMISSION REPORT

TIME : 04-23-2020 13:42
FAX NO.1 : 7162974617
NAME : NCS

FILE NO. : 662
DATE : 04.23 13:30
DOCUMENT PAGES : 1
START TIME : 04.23 13:30
END TIME : 04.23 13:42

SUCCESSFUL
FAX NUMBER

- ☎ 7168525683
- ☎ 7168457043
- ☎ 7168497602
- ☎ 7168748173
- ☎ 7168842931
- ☎ 7168323080
- ☎ 7167737190
- ☎ 7162863895
- ☎ 7168565150
- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 7168730809

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MEDIA ANNOUNCEMENT **April 22, 2020**

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Minutes of Board of Trustees Meeting
December 17, 2019 at 5:00 PM
Niagara Falls Public Library, 1425 Main Street, Niagara Falls, NY 14305**

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Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Timothy Hyland

Others in Attendance: Jonathan Schechter; Melissa Lopez; Natoya Mercado; Crystal Penvose; Alanna Shipley; Michelle Swain; Tameilin Joseph

Excused Absence: Amy DiMaggio

Unexcused Absence:

The meeting was called to order at 5:10 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of November 19, 2019 were approved as corrected on a motion by Mrs. DiCamillo, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The November Habit of Scholarship is Dedication: I am committed to our PRIDE values. Crew 101-De'Vaughn C.; Crew 102-Nyla R.; Crew 103-Michelle S.; Crew 104-Aubrienne T.; Crew 105-Da'Shanti H.; Crew 106-Osias W.; Crew 107-Khaleef C.; Crew 108-Jameir V.; Crew 114-Ty'Enah E.; Crew 115-Iyanah S.; Crew 116-Mariela R.; Crew 117-Jaydyn G.; Crew 118-Julian H.; Crew 119-Timothy G.; Nominated by Ms. Kasper-Zachary S.; Nominated by Mrs. DuFour-Princess J.; Music-Ajah M.; Art-Zyier B.; Gym-Delilah H.

Employee of the Month

Megan Ackerman, Building-based Substitute, was named Employee of the Month for November.

Professional Development

- Cindy Rice from EL Education was at NCS 1 day. Cindy worked with the leadership team on credentialing. Staci Intriligator from EL Education was at NCS for 2 days. Staci met with K-2 and 6th grade to continue the implementation of the new EL Education Modules.
- ESC held a whole staff training titled "Building a Winning Team."
- Rob Fetter from ANet was at NCS for 1 day meeting with Jill Keicher and Sherrie Tracy to continue our work on reflecting on student ANet assessment data.

- Sara Felmet and Jenna Schratz participated in an online workshop through the Orleans Niagara Teaching Center titled “50 ways to Improve Student Behavior.”
- Sara Felmet and Sherrie Tracy attended professional development at Erie 1 BOCES including Deep Curriculum Alignment for NYS Science Standards and Instructional Coaching Consortium.

General Updates

- The Leader in Me presentation has been rescheduled for January 21, 2020. The presentation will be approximately 35-40 minutes.
- Ms. Novak distributed The Leader in Me texts to each trustee.
- Ms. Novak requested that the January meeting be held at the school in order to accommodate technology needs for the presentation.
- NCS was awarded a grant from the Garman Family Foundation to be used for school climate and culture. The funds will be used to purchase materials and training to support the implementation of The Leader in Me.
- David Frank mentioned NCS in his monthly newsletter recognizing charter schools using best practices. He strongly encouraged other charter schools to visit NCS.
- Ms. Novak updated the trustees on recent staff turnover. One 4th grade teacher, one 5th grade teacher, and the Dean of Students resigned from their positions. NCS held open interviews on December 17, 2019, and unfortunately no one attended. We are currently looking to hire cafeteria monitors. The Leadership Team and Academic Committee will be eliciting staff feedback regarding teacher retention via a survey.
- Ms. Novak adjusted the dates of her educational leave due to the staff turnover.
- A review of the monthly dashboard took place.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen met with Ms. Novak and Mrs. Keicher on December 6, 2019.
- Mrs. Scheeler shared the response from Dr. Bowen regarding the school’s proficiency rates.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- There was no Governance Committee Meeting this month.
- The agreement from Lynn Scalzo to facilitate the Board Retreat was approved by counsel.
- Mrs. Kasper has a phone conference scheduled with Lynn Scalzo for planning purposes.
- The next Governance Committee meeting will be on January 14, 2020 at 4:15 PM.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reported that the school continues to operate in good financial standing.
- A review of the November 30, 2019 financial statements took place.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:00 PM was made by Mrs. DiCamillo, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.



Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 12/12/19

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MS. NOVAK AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Tuesday, December 17, 2019 at Niagara Falls Public Library, 1425 Main Street, Niagara Falls, NY 14305, I have enclosed the following:

Media Announcement for Regular meeting 12/17/2019
Agenda for 12/17/2019 Regular meeting
Draft Minutes 11/19/2019 Regular meeting
November 2019 Dashboard



MEDIA ANNOUNCEMENT December 12, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, December 17, 2019
5:00 PM**

Niagara Falls Public Library
1425 Main Street
Niagara Falls, NY 14305

Agenda: Standard

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, December 17, 2019
Time: 5:00 PM
Location: Niagara Falls Public Library
1425 Main Street, Niagara Falls, NY 14305

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 11/19/2019 Regular Minutes

CAO Report: Darci Novak

General Updates
Dashboard Review
Renee Ailing, Franklin Covey Leader in Me
PRIDE Spotlight
Employee of the Month

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Executive Session:

Emergency Conditional Appointments – if any

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
November 19, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Sara Felmet; Kelsey House; Lauren Zaleski

Others in Attendance: Jonathan Schechter; Carolyn DeVaughn; Ebony Ewing; Andrea Campbell; Ivory Hardy; Doug McCreary; Jenna McCreary; David Scott; Stacy Gleason; Cornell Nalls; Eddie Chaney; Jenyne Powell; Tonja Chaney; Juana Rios; Shaquille Mulkey

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:05 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of October 15, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The October Habit of Scholarship is Integrity: I am honest with myself and others.

Crew 101-Dae'Ahna M.; Crew 102-Shai'Lon J.; Crew 103-Kaedon S.; Crew 104-Layla C.; Crew 105-Christian M.; Crew 106-Andre C.; Crew 107-Zachary S.; Crew 108-Gabriel N.; Crew 114-Jianna J.; Crew 115-Amarionna C.; Crew 116-Quinton P.; Crew 117-Ysella N.; Crew 118-Elijah C.; Crew 119-Amerie S.; Nominated by Ms. Kasper-Kamariea N.; Nominated by Mrs. DuFour-Veronica W.; Music-La'Miya F.; Art-Jae'ona G.; Gym-Timothy G.

Employee of the Month

Sara Felmet, 6th grade teacher, was named Employee of the Month for October.

Professional Development

- Bergholz Fire Company presented on Fire Safety to all grades K-6
- Susan Conners from the Tourette's Syndrome Association of WNY was here for a ½ day whole staff training on Tourette's Syndrome
- Julie LoRusso from Erie 1 BOCES was at NCS for 1 day. Julie met with grades K-2 to continue our implementation of the Units of Study in Writing. Sara Felmet and Sherrie Tracy were also able visit Huth Road Elementary to observe a 5th grade writing lesson from the Units of Study

- Cindy Rice from EL Education was at NCS for 3 days. Cindy worked with grades K-5 in grade level meetings on accountable teams and the ABCD decision making model, and worked with the leadership team on credentialing. Cindy was also here with Staci Intriligator, Christina Lesh and EL Education's field staff from the New York and New Jersey Region. The EL Education team worked with the leadership team on EL's Dimension walkthroughs.
- 5 Staff members, Alanna Cecala, Sara Felmet, Lauren Nowicki, Jenna Schratz, Kim Abrams attended workshops online and in person through Orleans Niagara BOCES Teaching Center. These included Power of a Positive No, Differentiation in MS and HS, Discipline with Dignity, Cultivating Multi-Dimensional Wellness and Purposeful Play
- Dana Burwell attended Kindergarten Transition Summit through Niagara University
- Sara Felmet and Marissa Austin attended "A Powerful Breakthrough for Struggling Readers" through Bureau of Education and Research
- 3 staff members (Kelsey Jung, Jenna Schratz and Alanna Cecala) attended School Wellness, Kagan Cooperative Learning, DASA Coordinators Consortium, Physical Education and Health Education Director's Consortium.
- Ki-Ki Gordon attended Payroll Law through Fred Pryor and Career Track
- Rebecca Armstrong and Dana Burwell attended Niagara Frontier Reading Conference

General Updates

- The next FSA meeting will be on Tuesday, November 26, 2019 at NCS at 5:00pm.
- A review of the monthly dashboard took place
- Ms. DiMaggio noted the increase in parent participation from the September FSA meeting to the October meeting.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- The Academic Committee members are Mary Scheeler, Chair, Amy DiMaggio, Aimee Gonzalez, Christie Grant, Linnea DuFour, and Marissa Austin.
- Mrs. Scheeler thanked all members of the committee for the work they do.
- Dr. Bowen will meet with Ms. Novak on December 6, 2019.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on November 12, 2019
- Ms. Novak emailed staff to seek out volunteers for presentations at monthly board meetings.
- A proposal and agreement for a board retreat hosted by Lynn Scalzo was reviewed. Lynn Scalzo will assist trustees with the development of a succession plan, recruitment, and community engagement. She will develop a final report and debrief with the Governance Committee.
- The Governance Committee proposed the retreat be held on February 22, 2020 from 9:00-5:00 at NCS. All trustees were in favor of the date.

- A motion was made to approve the agreement, subject to legal counsel review, by Ms. DiMaggio, seconded by Mrs. Howe-Nall. The motion was passed with all in favor and no abstentions.
- The next board meeting will take place on December 17, 2019 at 5:00 at Niagara Falls Public Library
- The next Governance Committee will be on December 10, 2019 at 4:15 at Niagara Charter School.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reviewed the audit report from EFPR Group. There were no material findings.
- A motion was made to accept the audit report by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.
- Mr. Muffoletto thanked Mr. Scott and Mr. Hyland for their continued hard work.
- The Balance Sheet Comparison and the Profit and Loss financial reports were reviewed by trustees.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:00 PM was made by Ms. DiMaggio, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary

2019-2020

Niagara Charter School Monthly Operations Dashboard

Student Enrollment										
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
347	344	346	346							

Student Population											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Average Daily Attendance Rate	90%	93%	92%	88%							
Free and Reduced Lunch	87%	87%	91%	91%							
Students with Disabilities	16%	17%	17%	17%							
English Language Learners	2	2	2	2							
Exited	2	8	4	3							
Wait List											
	9/11/19	10/4/19	11/6/19	12/11/19							
K	9	10	10	10							
1	9	7	17	7							
2	10	11	13	12							
3	10	10	10	10							
4	16	16	16	15							
5	16	17	17	17							
6	4	3	3	2							

Parent and Family Participation											
	Aug.	Sept.	Oct	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
# of parents and/or guardians attending FSA meetings	No meeting	1	10	6							
# of families attending school events	n/a	Dads Take Your Child to School 70 participants	n/a	n/a							



MEMORANDUM:

DATE: 9/12/19

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

IF YOU ARE UNABLE TO ATTEND THIS MEETING, PLEASE CONTACT EITHER MR. MUFFOLETTO OR MS. NOVAK.

In preparation for the upcoming meeting scheduled for Tuesday, September 17, 2019 at Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304, I have enclosed the following:

Media Announcement for Regular meeting 9/17/2019
Agenda for 9/17/2019 Regular meeting
Draft Minutes 8/27/2019 Regular meeting
August 2019 Dashboard
Current Waitlist



MEDIA ANNOUNCEMENT September 12, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, September 17, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520



MEDIA ANNOUNCEMENT September 12, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, September 17, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520



MEDIA ANNOUNCEMENT September 12, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, September 17, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520—

MULTI TRANSMISSION REPORT

TIME : 09-12-2019 16:16
FAX NO.1 : 7162974617
NAME : NCS

LE NO. : 455
DATE : 09.12 16:02
DOCUMENT PAGES : 1
START TIME : 09.12 16:02
END TIME : 09.12 16:16

SUCCESSFUL
FAX NUMBER

- ☎ 7168525683
- ☎ 7168457043
- ☎ 7168748173
- ☎ 7168842931
- ☎ 7168323080
- ☎ 7167737190
- ☎ 7162863895
- ☎ 7168565150
- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 98497602
- ☎ 7168730809

PAGES SENT

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**Niagara Charter School
Minutes of Board of Trustees Meeting
September 17, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Megan Corsaro; Katie Daniels; Lynn Kasper; Andrea Hopkins; Kelsey House; Lauren Nowicki; Dawn VeRost; Lauren Zaleski; Jennifer Smith; Megan Ackerman; Rebecca Armstrong; Christie Grant

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:08 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. DiCamillo, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of August 27, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The August Habit of Scholarship is Perseverance: I keep trying.

Crew 101-Phoenix N.; Crew 102-Kay-Lin D.; Crew 103-Sebastian M.; Crew 104-Averyonna M.; Crew 105-Chance S.; Crew 106-Brayden J.; Crew 107-Sophia K.; Crew 108-Howard P.; Crew 114-Raj'Zyane P.; Crew 115-Isyss D.; Crew 116-Rachel L.; Crew 117-Natilya D.; Crew 118-Delilah H.; Crew 119-Ionna B.; Nominated by Mrs. DuFour-Jeremiah B.; Music-Demonte L.; Art-Jaxon'James B.; Gym-Jorge V.

Employee of the Month

Alanna Cecala, Fifth Grade Teacher, was named Employee of the Month for August.

Professional Development

- Cindy Rice and Staci Intriligator from EL Education were on site for 3 days working on Niagara Charter School's work plan. They also conducted professional development to the staff on accountable teams, professional commitments and enhanced module planning.
- Darci Novak, Jill Keicher and Sherrie Tracy attended ELL intake workshop at Erie 1 BOCES.

- The committee is also looking for teacher volunteers to present at each monthly Board of Trustees meeting.
- We will attempt to schedule the next board meeting on October 15th at the Niagara Falls Public Library at 5:00 PM, if the library is available.
- The next Governance Committee meeting will take place on October 8th.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal finance committee report.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

Executive Session:

- A motion was made to go into Executive Session at 5:38 PM by Ms. DiMaggio, seconded by Mrs. Scheeler.
- A motion was made to come out of Executive Session at 5:57 PM by Mr. Scott, seconded by Mrs. DiCamillo.

A motion to adjourn at 5:57 PM was made by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.


Mary J. Scheeler, Secretary

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, September 17, 2019
Time: 5:00 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 8/27/2019 Regular Minutes

CAO Report: Darci Novak
PRIDE Spotlight
Employee of the Month
General Updates
Dean of Students, Katie Daniels
Dashboard Review

Community Liaison: Megan Corsaro

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Executive Session:

Emergency Conditional Appointments – if any

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
August 27, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Aimee Gonzalez; Lynn Kasper; Marissa Austin; Alanna Cecala; Andrea Hopkins; Jenna Schratz; Kim Abrams

Others in Attendance: Jonathan Schechter; Lauren Nalls

Excused Absence: Judy DiCamillo

Unexcused Absence:

The meeting was called to order at 5:00 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

The minutes for the annual meeting of July 22, 2019 were approved as corrected on a motion by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions. The minutes for the regular meeting of July 22, 2019 were approved as corrected on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

General Update: Darci Novak, CAO

Professional Development

General Announcements

- Ms. Novak distributed Every Student Succeeds Act (ESSA) Guidance Document to each trustee.
- NCS is at full enrollment with a healthy waitlist.
- Mrs. Corsaro, Community Liaison, will formally present to the board at September 17th meeting.
- We received the draft mid-site visit report. Factual corrections were submitted to the Charter School Office. There was a data reporting error in the report; Ms. Novak responded with the accurate data. Ms. Novak will share the final report with trustees as soon as we receive it.
- 18-19 state assessment data was distributed. NCS outperformed New York State in ELA and Math. NCS also outperformed the Niagara Falls City School District and Niagara Wheatfield district in ELA and Math.
- David Frank, Executive Director of the Charter School Office, congratulated NCS on the fantastic performance.
- A staff celebration is scheduled for Friday August 30th at 12:30.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen presented the formal evaluation of Ms. Novak, CAO.
- Dr. Bowen provided trustees with an introduction to the evaluation, an overview of the evaluation model, a description of innovative changes document, notable NCS highlights, and a scoring worksheet.
- Ms. Novak received a rating of 56/60, highly effective

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee did not meet in August. The next meeting will be September 10th at 4:15.
- The next board meeting will be September 17th at 5:00 pm at NCS.
- The updated Strategic Plan was presented to the trustees. Mr. Scott recommended getting parent input on the core values. It was suggested that this could be best accomplished through the parent survey, which is distributed in January.
- A motion was made to adopt the strategic plan as restated by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Ms. Novak explained the difficulty the leadership team was having in recruiting Associate Teachers. In speaking with the finance committee, it was decided to dissolve the position and title of Associate Teacher and make all former Associate Teachers Building-based Substitutes, with a starting salary of \$32,000.
- Mr. Scott suggested an advertisement/billboard to celebrate the amazing state assessment results.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

Executive Session:

- A motion was made to go into Executive Session at 6:08 PM by Mrs. Scheeler, seconded by Mr. Scott.
- A motion was made to come out of Executive Session at 6:14 PM by Mr. Scott, seconded by Mrs. Scheeler.
- Mr. Muffoletto made a motion to approve Dr. Bowen's agreement for the 19-20 school year, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

A motion to adjourn at 6:15 PM was made by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary

**Niagara Charter School
Minutes of Board of Trustees Meeting
January 21, 2020 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: Amy DiMaggio; Ricky Scott; Mary Scheeler; Lauren Howe Nalls
Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez;
Timothy Hyland; Alanna Cecala; Andrea Hopkins; Kelsey House; Christie Grant; Chris
Stoianoff; Rebecca Armstrong; Megan Ackerman
Others in Attendance: Jonathan Schechter
Excused Absence: James Muffoletto; Judy DiCamillo
Unexcused Absence:

The meeting was called to order at 5:09 PM with Ms. DiMaggio presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. Scheeler, seconded by Mr. Scott.
The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of December 17, 2019 were approved as corrected on a
motion by Mr. Scott, seconded by Mrs. Scheeler. The motion was passed with all in favor and
no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The December Habit of Scholarship is Excellence: I can push myself to do more than I thought
possible.

Crew 101-Julee D.; Crew 102-Jude H.; Crew 103-De'Shayah P.; Crew 104-Rasheda R.; Crew
105-Dariona T.; Crew 106-Giavonna B.; Crew 107-Izabella F.; Crew 108-Kendell C.; Crew 114-
Elijah W.; Crew 115-Robert S.; Crew 116-Aubrie C.; Crew 117-Damir J.; Crew 118-Azzaraya
P.; Crew 119-Sha'Niya B.; Nominated by Ms. Kasper-LaVaya C.; Nominated by Mrs. DuFour-
Natalie S.; Music-Ava Y.; Art-Raj'Zyane P.; Gym-Brayden J.

Employee of the Month

Chris Stoianoff, IT Coordinator/Facilities Manager, was named Employee of the Month for
December. Chris was nominated by Kelsey House.

Professional Development

- BOCES coordinators (Brain Blaszk, Julie LoRusso, and Susan Cyrulik) were at NCS for
2 days meeting grade levels on technology integration, Writing Workshop Units of Study
implementation and new Science curriculum
- Cindy Rice from EL Education was here for 1 day meeting with all grade levels for a
high quality work protocol
- NWEA held a virtual training for Grades K-2 and the leadership team looking at the
online assessment system

- Christie Grant attended “To Suspend or Not Suspend...that is the Question” through Workforce Training Center
- Caitlin Phillips and Autumn Meranto attended “Motivating and Managing Hard to Reach, Uninterested and Disruptive Students” workshop
- Theresa Killian attended the National Music Education National Conference
- Autumn Meranto attended “1-2-3 Magic in the Classroom: 3 Easy Steps to Eliminate Problem Behaviors and Create a More Cooperative Classroom” workshop through PESI

General Updates

- A review of the dashboard took place
- Mrs. Corsaro, Community Liaison, will present at the February board meeting
- Ms. Novak introduced Renee Ailing from Franklin Covey who presented on the Leader in Me program.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- The academic committee will meet next Wednesday, January 29, 2019 to review the results of the staff retention survey and will report to the board in February.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on January 14, 2020
- Staff Survey questions were reviewed and the survey will be distributed to NCS staff.
- The Board Retreat will be held on February 22, 2020.
- Net Board meeting is February 11, 2020 at the Niagara Falls Public Library.
- The next Governance Committee meeting will be on February 4, 2020 at 4:15 PM.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- A review of the December 31, 2019 financial statements took place.

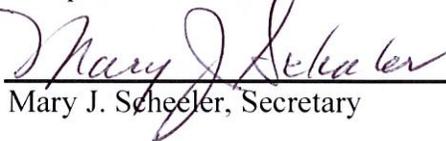
Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:18 PM was made by Mr. Scott, seconded by Ms. Nalls. The motion was passed with all in favor and no abstentions.


Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 1/16/20

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MS. NOVAK AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Tuesday, January 21, 2020 at Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304, I have enclosed the following:

Media Announcement for Regular meeting 1/21/2020
Agenda for 1/21/2020 Regular meeting
Draft Minutes 12/17/2019 Regular meeting
December 2019 Dashboard
Profit and Loss Comparison
Balance Sheet Comparison



MEDIA ANNOUNCEMENT January 16, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, January 21, 2020
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, January 21, 2020
Time: 5:00 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 12/17/2019 Regular Minutes

CAO Report: Darci Novak

General Updates
Dashboard Review
PRIDE Spotlight
Employee of the Month
Renee Ailing, Franklin Covey Leader in Me

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Executive Session:

Emergency Conditional Appointments – if any

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
December 17, 2019 at 5:00 PM
Niagara Falls Public Library, 1425 Main Street, Niagara Falls, NY 14305**

Trustees in Attendance: James Muffoletto; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Timothy Hyland

Others in Attendance: Jonathan Schechter; Melissa Lopez; Natoya Mercado; Crystal Penvose; Alanna Shipley; Michelle Swain; Tameilin Joseph

Excused Absence: Amy DiMaggio

Unexcused Absence:

The meeting was called to order at 5:10 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of November 19, 2019 were approved as corrected on a motion by Mrs. DiCamillo, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The November Habit of Scholarship is Dedication: I am committed to our PRIDE values. Crew 101-De'Vaughn C.; Crew 102-Nyla R.; Crew 103-Michelle S.; Crew 104-Aubrienne T.; Crew 105-Da'Shanti H.; Crew 106-Osias W.; Crew 107-Khaleef C.; Crew 108-Jameir V.; Crew 114-Ty'Enah E.; Crew 115-Iyanah S.; Crew 116-Mariela R.; Crew 117-Jaydyn G.; Crew 118-Julian H.; Crew 119-Timothy G.; Nominated by Ms. Kasper-Zachary S.; Nominated by Mrs. DuFour-Princess J.; Music-Ajah M.; Art-Zyier B.; Gym-Delilah H.

Employee of the Month

Megan Ackerman, Building-based Substitute, was named Employee of the Month for November.

Professional Development

- Cindy Rice from EL Education was at NCS 1 day. Cindy worked with the leadership team on credentialing. Staci Intriligator from EL Education was at NCS for 2 days. Staci met with K-2 and 6th grade to continue the implementation of the new EL Education Modules.
- ESC held a whole staff training titled "Building a Winning Team."
- Rob Fetter from ANet was at NCS for 1 day meeting with Jill Keicher and Sherrie Tracy to continue our work on reflecting on student ANet assessment data.

- Sara Felmet and Jenna Schratz participated in an online workshop through the Orleans Niagara Teaching Center titled “50 ways to Improve Student Behavior.”
- Sara Felmet and Sherrie Tracy attended professional development at Erie 1 BOCES including Deep Curriculum Alignment for NYS Science Standards and Instructional Coaching Consortium.

General Updates

- The Leader in Me presentation has been rescheduled for January 21, 2020. The presentation will be approximately 35-40 minutes.
- Ms. Novak distributed The Leader in Me texts to each trustee.
- Ms. Novak requested that the January meeting be held at the school in order to accommodate technology needs for the presentation.
- NCS was awarded a grant from the Garman Family Foundation to be used for school climate and culture. The funds will be used to purchase materials and training to support the implementation of The Leader in Me.
- David Frank mentioned NCS in his monthly newsletter recognizing charter schools using best practices. He strongly encouraged other charter schools to visit NCS.
- Ms. Novak updated the trustees on recent staff turnover. One 4th grade teacher, one 5th grade teacher, and the Dean of Students resigned from their positions. NCS held open interviews on December 17, 2019, and unfortunately no one attended. We are currently looking to hire cafeteria monitors. The Leadership Team and Academic Committee will be eliciting staff feedback regarding teacher retention via a survey.
- Ms. Novak adjusted the dates of her educational leave due to the staff turnover.
- A review of the monthly dashboard took place.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen met with Ms. Novak and Mrs. Keicher on December 6, 2019.
- Mrs. Scheeler shared the response from Dr. Bowen regarding the school’s proficiency rates.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- There was no Governance Committee Meeting this month.
- The agreement from Lynn Scalzo to facilitate the Board Retreat was approved by counsel.
- Mrs. Kasper has a phone conference scheduled with Lynn Scalzo for planning purposes.
- The next Governance Committee meeting will be on January 14, 2020 at 4:15 PM.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reported that the school continues to operate in good financial standing.
- A review of the November 30, 2019 financial statements took place.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:00 PM was made by Mrs. DiCamillo, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary

2019-2020

Niagara Charter School Monthly Operations Dashboard

Student Enrollment										
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
347	344	346	346	345						

Student Population											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Average Daily Attendance Rate	90%	93%	92%	88%	88%						
Free and Reduced Lunch	87%	87%	91%	91%	90%						
Students with Disabilities	16%	17%	17%	17%	17%						
English Language Learners	2	2	2	2	2						
Exited	2	8	4	3	5						
Wait List											
	9/11/19	10/4/19	11/6/19	12/11/19	1/15/20						
K	9	10	10	10	9						
1	9	7	17	7	7						
2	10	11	13	12	12						
3	10	10	10	10	9						
4	16	16	16	15	14						
5	16	17	17	17	16						
6	4	3	3	2	2						

Parent and Family Participation											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
# of parents and/or guardians attending FSA meetings	No meeting	1	10	6	No meeting						
# of families attending school events	n/a	Dads Take Your Child to School 70 participants	n/a	n/a	Exhibition Night 45 families						

Niagara Charter School

BALANCE SHEET COMPARISON

As of December 31, 2019

	TOTAL		
	AS OF DEC 31, 2019	AS OF DEC 31, 2018 (PY)	CHANGE
ASSETS			
Current Assets			
Bank Accounts			
1000 Checking	0.00	0.00	0.00
1001 Savings	0.00	0.00	0.00
1002 Petty Cash	1,175.01	850.70	324.31
1004 Escrow Account	0.00	0.00	0.00
1010 M&T Checking Account	65,137.39	59,973.16	5,164.23
1011 M&T Savings	1,360,056.78	1,090,861.97	269,194.81
1012 M&T Escrow Acct	77,328.27	76,973.88	354.39
Alcott Wire Transfer	0.00		0.00
Total Bank Accounts	\$1,503,697.45	\$1,228,659.71	\$275,037.74
Accounts Receivable			
1200 Accounts Receivable	0.00	0.00	0.00
1201 Due from Buffalo Board of Ed	0.00	0.00	0.00
1211 Title 1 Receivable at CY end	0.00	0.00	0.00
1212 Title II receivable at CY end	0.00	0.00	0.00
1214-2 Current Yr Title IV-SSAE Rcvble	0.00		0.00
1215 School Districts	728,235.93	797,688.45	-69,452.52
1216 Due from NYS -addtl state aid	0.00	0.00	0.00
1219 IDEA Funds From NFalls	0.04		0.04
1230 Grants Receivable	0.00	0.00	0.00
1231 Title IV Grant Receivable	0.00	91,520.00	-91,520.00
1240 Misc. Receivables	0.00	0.00	0.00
1250 Allowance-Unclctble Distr Aid	0.00	0.00	0.00
Total 1200 Accounts Receivable	728,235.97	889,208.45	-160,972.48
Total Accounts Receivable	\$728,235.97	\$889,208.45	\$ -160,972.48
Other Current Assets			
1120 Inventory Asset	0.00	0.00	0.00
1300 Prepaid Expenses	2,305.72	59.99	2,245.73
1350 Refund receivable	0.00	0.00	0.00
1499 Undeposited Funds	0.00	0.00	0.00
Total Other Current Assets	\$2,305.72	\$59.99	\$2,245.73
Total Current Assets	\$2,234,239.14	\$2,117,928.15	\$116,310.99
Fixed Assets			
1400 Leasehold Improvements	191,188.25	144,225.25	46,963.00
1500 Furniture and Fixtures	36,268.03	96,827.09	-60,559.06
1501 Equipment	83,970.84	213,228.05	-129,257.21
1502 Equipment - ARRA Grant	0.00	89,675.38	-89,675.38
1503 Playground Asset	0.00	63,288.62	-63,288.62
1510 Computer Equipment	13,255.00	156,167.11	-142,912.11
1511 Flat Pannel Interactive Boards	81,784.00		81,784.00

	TOTAL		
	AS OF DEC 31, 2019	AS OF DEC 31, 2018 (PY)	CHANGE
1513 Building Expansion	374,757.83	374,757.83	0.00
1515 Construction and Progress	0.00	0.00	0.00
1550 Accumulated Depreciation	-282,512.96	-734,736.14	452,223.18
Total Fixed Assets	\$498,710.99	\$403,433.19	\$95,277.80
Other Assets			
1600 Books	0.00	0.00	0.00
1900 Security Deposit	0.00	0.00	0.00
Total Other Assets	\$0.00	\$0.00	\$0.00
TOTAL ASSETS	\$2,732,950.13	\$2,521,361.34	\$211,588.79
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
2000 Accounts Payable	24,258.14	70,201.70	-45,943.56
2001 Retainage	0.00	0.00	0.00
2015 Bldg Construction	0.00	0.00	0.00
2401 Accrued Bonuses Payable	0.00	0.00	0.00
Total 2000 Accounts Payable	24,258.14	70,201.70	-45,943.56
Total Accounts Payable	\$24,258.14	\$70,201.70	\$ -45,943.56
Other Current Liabilities			
2005 Sales Tax Payable	0.00	0.00	0.00
2007 Due to United Way-Pledges	0.00	0.00	0.00
2008 School Store Deposits Held by School	845.00		845.00
2030 Advances - Deferred Revenues	0.00	0.00	0.00
2200 HSBC Loans			
2210 Term Loan #7418-4	0.00	0.00	0.00
2215 HSBC Demand Note	0.00	0.00	0.00
2220 Credit line #3289-5	0.00	0.00	0.00
Total 2200 HSBC Loans	0.00	0.00	0.00
2300 Accrued Expenses	0.00	0.00	0.00
2350 Accrued Interest Payable	0.00	0.00	0.00
2400 Accrued Payroll Expenses	0.00	0.00	0.00
2450 Payroll Deduction - AFLAC	0.00	0.00	0.00
2550 Accrued Payroll Taxes Payable	0.00	0.00	0.00
2600 Due to NYS TRS	118,108.22	130,250.02	-12,141.80
2601 Accrued Other Retirement Expens	1,248.00	0.00	1,248.00
2602 Employees' 403B's	887.00	1,585.00	-698.00
2610 AFLAC/ Guardian-voluntary ded.	1,580.17	1,345.69	234.48
Total Other Current Liabilities	\$122,668.39	\$133,180.71	\$ -10,512.32
Total Current Liabilities	\$146,926.53	\$203,382.41	\$ -56,455.88
Total Liabilities	\$146,926.53	\$203,382.41	\$ -56,455.88
Equity			
3100 Retained Earnings	2,365,902.16	2,193,117.12	172,785.04
3125 Restricted Playground funds	0.00	0.00	0.00
3130 Restricted Grant Funds	0.00	0.00	0.00
Net Income	220,121.44	124,861.81	95,259.63
Total Equity	\$2,586,023.60	\$2,317,978.93	\$268,044.67

	TOTAL		
	AS OF DEC 31, 2019	AS OF DEC 31, 2018 (PY)	CHANGE
TOTAL LIABILITIES AND EQUITY	\$2,732,950.13	\$2,521,361.34	\$211,588.79

Niagara Charter School

PROFIT AND LOSS COMPARISON

July - December, 2019

	TOTAL		
	JUL - DEC, 2019	JUL - DEC, 2018 (PY)	CHANGE
Income			
4015 Interest earned	6,686.06	6,006.76	679.30
4030 Contributions Income	0.00		0.00
4032 Yearbook Sales	17.00		17.00
4035 Xmas Students	1,600.00	3,238.21	-1,638.21
Total 4030 Contributions Income	1,617.00	3,238.21	-1,621.21
4038 School Store Deposits		307.50	-307.50
4100 Entitlements			
4101 Title I Current FY	28,682.00	35,975.00	-7,293.00
4102 Title II Part A Current FY	2,565.00	0.00	2,565.00
4104 Title IV Part A - Current FY	2,298.00	114,400.00	-112,102.00
4104-2 Title IV-SSAE	0.00		0.00
Total 4100 Entitlements	33,545.00	150,375.00	-116,830.00
4108 IDEA Funds from District	49,691.00		49,691.00
4110 Grants			
4110 Grants		6,500.00	-6,500.00
4118 Garman Foundation Grant	14,593.00		14,593.00
4120 Fitness for Kids Grants	1,000.00		1,000.00
Total 4110 Grants	15,593.00	6,500.00	9,093.00
4125 School District Payments	2,137,433.56	2,107,244.06	30,189.50
4130 Special Education	159,809.43	123,366.53	36,442.90
4150 Miscellaneous Income	9,700.00	29,978.99	-20,278.99
4152 Reimb for food service labor	16,450.49		16,450.49
Total 4150 Miscellaneous Income	26,150.49	29,978.99	-3,828.50
Total Income	\$2,430,525.54	\$2,427,017.05	\$3,508.49
GROSS PROFIT	\$2,430,525.54	\$2,427,017.05	\$3,508.49
Expenses			
5001 Administration Wages			
5001 Administration Wages	195,258.24	181,670.37	13,587.87
5430 Tuition Reimbursement - CAO		5,249.00	-5,249.00
Total 5001 Administration Wages	195,258.24	186,919.37	8,338.87
5100 Teachers Wages			
5010 Health Center Wages	23,772.14	22,897.80	874.34
5100 Teachers Wages	669,212.86	694,636.63	-25,423.77
5431 Tuition Reimbursement - Staff		2,500.00	-2,500.00
Total 5100 Teachers Wages	669,212.86	697,136.63	-27,923.77
5600 Pension Expenses			
5201 Cafeteria Wages	24,359.72	21,066.81	3,292.91
5401 Bonus	0.00		0.00
5500 Payroll Taxes	70,168.79	70,177.93	-9.14
5600 Pension Expenses			
5601 Teachers' Ret. System	69,929.70	86,731.87	-16,802.17
Total 5600 Pension Expenses	69,929.70	86,731.87	-16,802.17
6100 Office Expense			
6100 Office Expense			
6105 Office Supplies & Expenses	5,418.50	6,129.86	-711.36

	TOTAL		
	JUL - DEC, 2019	JUL - DEC, 2018 (PY)	CHANGE
6107 Fingerprinting Expense	626.75	376.00	250.75
Total 6100 Office Expense	6,045.25	6,505.86	-460.61
6120 Bank Service Charges	287.34	183.60	103.74
6125 Postage	1,212.00	1,031.41	180.59
6130 Copier Expense	13,352.16	12,660.77	691.39
6135 Printing Expense	296.00	1,224.00	-928.00
6145 Meeting and Teacher Support Expenses	27.34		27.34
6147 Board Expense		207.18	-207.18
6160 Dues and Subscriptions	1,763.94	577.95	1,185.99
6180 Insurance			
6182 Health Insurance	195,565.04	226,649.97	-31,084.93
6183 Dental Insurance	5,729.15	7,056.69	-1,327.54
6184 AFLAC		0.00	0.00
6185 Liability & Property Insurance	25,574.00	29,204.00	-3,630.00
6189 EAP (Employee Asst. Prgm)	516.00	546.00	-30.00
6190 Disability Insurance	807.34	973.59	-166.25
6191 Unemployment Insurance	2,269.66	1,720.40	549.26
6193 Workers' Comp.	11,575.22	21,815.31	-10,240.09
Total 6180 Insurance	242,036.41	287,965.96	-45,929.55
6200 Interest Expense	55.29		55.29
6210 Advertising and Promotion	6,434.76	2,155.85	4,278.91
6215 Web Site	257.68	821.70	-564.02
6230 Licenses and Permits	260.00	260.00	0.00
6240 Miscellaneous/Suspense	0.02		0.02
6242 Late Fees Paid	74.99	74.99	0.00
Total 6240 Miscellaneous/Suspense	75.01	74.99	0.02
6270 Contracted Services			
6280 Legal Fees	6,628.05	18,500.00	-11,871.95
6285 Professional Development	35,500.00	36,600.00	-1,100.00
6521 Outsourced HR Services	17,860.20	19,057.00	-1,196.80
6611 Computer Leasing Costs	4,724.07	4,646.29	77.78
6650 Accounting	12,819.65	10,899.17	1,920.48
6655 Consulting	17,650.00	27,387.52	-9,737.52
6657 Buffalo Hearing and Speech	17,127.96	20,423.94	-3,295.98
6660 IT Services	3,050.67	1,984.32	1,066.35
6664 BOCES Services	28,499.05	29,198.86	-699.81
6680 Title IV - ANet Srvces Cntrct	0.00	60,400.00	-60,400.00
Total 6270 Contracted Services	143,859.65	229,097.10	-85,237.45
6290 Rent	334,884.93	286,895.18	47,989.75
6300 Building Repairs	11,981.44	32,223.57	-20,242.13
6305 Painting of Building	2,550.00		2,550.00
Total 6300 Building Repairs	14,531.44	32,223.57	-17,692.13
6301 Building Maintenance Services	1,412.60	4,339.00	-2,926.40
6340 Telephone & Internet	1,366.10	8,960.36	-7,594.26
6350 Travel Expenses			
6365 Accomodations	3,360.83	2,659.69	701.14
6370 Meals	1,200.00	1,386.29	-186.29
6380 Travel Transportation	1,880.08	2,062.73	-182.65

	TOTAL		
	JUL - DEC, 2019	JUL - DEC, 2018 (PY)	CHANGE
Total 6350 Travel Expenses	6,440.91	6,108.71	332.20
6390 Utilities	19,460.44	20,500.42	-1,039.98
6400 Maintenance and Custodial	89,085.13	75,450.33	13,634.80
6410 Trash Fees	9,110.81	6,207.11	2,903.70
6420 Snowplowing/Landscaping	8,277.20	8,277.20	0.00
6425 Security			
6430 Security Equipment/Repairs	2,974.20	887.40	2,086.80
6435 Monitoring	9,176.00	6,225.50	2,950.50
Total 6425 Security	12,150.20	7,112.90	5,037.30
6600 Classroom Materials			
6604 Classroom Budgets	14,941.11	13,562.00	1,379.11
6605 Instrctnal Supplies/Materials	15,728.21	3,632.00	12,096.21
Total 6600 Classroom Materials	30,669.32	17,194.00	13,475.32
6610 School Equipment			
6608 Musical Instruments		0.00	0.00
6614 Software	870.85	1,504.99	-634.14
6616 School Electronics	2,227.89	8,079.61	-5,851.72
6618 Cafeteria Equipment & Supplies	145.68	720.69	-575.01
6620 Phone System			
6621 Telephone Equipment & Services	268.00	343.00	-75.00
6622 Telephone installation		268.00	-268.00
Total 6620 Phone System	268.00	611.00	-343.00
6630 Equipment Repairs		80.95	-80.95
Total 6610 School Equipment	3,512.42	10,997.24	-7,484.82
6640 Uniforms	624.04	725.50	-101.46
6645 Transportation	153,578.54	145,791.54	7,787.00
6646 Testing Materials & Fees	2,185.00	336.00	1,849.00
6670 Instructional Programs Expenses			
6674 Other Grants-expenditures	1,200.00		1,200.00
Total 6670 Instructional Programs Expenses	1,200.00		1,200.00
6700 Staff Development	35,846.33	26,257.88	9,588.45
6750 Extracurricular Costs	2,537.43	2,767.00	-229.57
6751 Xmas Fund - books & other items	3,877.31	2,770.64	1,106.67
6775 Student Field Trips	4,150.00	6,796.46	-2,646.46
6905 Student/School Activities	1,443.21	2,205.69	-762.48
Total 6750 Extracurricular Costs	12,007.95	14,539.79	-2,531.84
6800 Health Center			
6810 Medical Supplies & Other Costs	489.96	876.38	-386.42
6820 Health Center Services	4,906.50	1,665.35	3,241.15
Total 6800 Health Center	5,396.46	2,541.73	2,854.73
Total Expenses	\$2,210,404.10	\$2,302,155.24	\$ -91,751.14
NET OPERATING INCOME	\$220,121.44	\$124,861.81	\$95,259.63
Other Expenses			
8010 Other Expenses		0.00	0.00
Total Other Expenses	\$0.00	\$0.00	\$0.00
NET OTHER INCOME	\$0.00	\$0.00	\$0.00

	TOTAL		
	JUL - DEC, 2019	JUL - DEC, 2018 (PY)	CHANGE
NET INCOME	\$220,121.44	\$124,861.81	\$95,259.63



MEDIA ANNOUNCEMENT January 16, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, January 21, 2020
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

MULTI TRANSMISSION REPORT

TIME : 01-17-2020 09:18
FAX NO.1 : 7162974617
NAME : NCS

FILE NO. : 280
DATE : 01.17 09:07
DOCUMENT PAGES : 1
START TIME : 01.17 09:07
END TIME : 01.17 09:18

SUCCESSFUL
FAX NUMBER

- ☎ 7168525683
- ☎ 7168457043
- ☎ 7168748173
- ☎ 7168842931
- ☎ 7168497602
- ☎ 7168323080
- ☎ 7167737190
- ☎ 7162863895
- ☎ 7168565150
- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 7168730809

PAGES SENT
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**Niagara Charter School
Minutes of Board of Trustees Meeting
November 19, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Sara Felmet; Kelsey House; Lauren Zaleski

Others in Attendance: Jonathan Schechter; Carolyn DeVaughn; Ebony Ewing; Andrea Campbell; Ivory Hardy; Doug McCreary; Jenna McCreary; David Scott; Stacy Gleason; Cornell Nalls; Eddie Chaney; Jenyne Powell; Tonja Chaney; Juana Rios; Shaquille Mulkey

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:05 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of October 15, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The October Habit of Scholarship is Integrity: I am honest with myself and others.

Crew 101-Dae'Ahna M.; Crew 102-Shai'Lon J.; Crew 103-Kaedon S.; Crew 104-Layla C.; Crew 105-Christian M.; Crew 106-Andre C.; Crew 107-Zachary S.; Crew 108-Gabriel N.; Crew 114-Jianna J.; Crew 115-Amarionna C.; Crew 116-Quinton P.; Crew 117-Ysella N.; Crew 118-Elijah C.; Crew 119-Amerie S.; Nominated by Ms. Kasper-Kamariea N.; Nominated by Mrs. DuFour-Veronica W.; Music-La'Miya F.; Art-Jae'ona G.; Gym-Timothy G.

Employee of the Month

Sara Felmet, 6th grade teacher, was named Employee of the Month for October.

Professional Development

- Bergholz Fire Company presented on Fire Safety to all grades K-6
- Susan Conners from the Tourette's Syndrome Association of WNY was here for a ½ day whole staff training on Tourette's Syndrome
- Julie LoRusso from Erie 1 BOCES was at NCS for 1 day. Julie met with grades K-2 to continue our implementation of the Units of Study in Writing. Sara Felmet and Sherrie Tracy were also able to visit Huth Road Elementary to observe a 5th grade writing lesson from the Units of Study

- Cindy Rice from EL Education was at NCS for 3 days. Cindy worked with grades K-5 in grade level meetings on accountable teams and the ABCD decision making model, and worked with the leadership team on credentialing. Cindy was also here with Staci Intriligator, Christina Lesh and EL Education's field staff from the New York and New Jersey Region. The EL Education team worked with the leadership team on EL's Dimension walkthroughs.
- 5 Staff members, Alanna Cecala, Sara Felmet, Lauren Nowicki, Jenna Schratz, Kim Abrams attended workshops online and in person through Orleans Niagara BOCES Teaching Center. These included Power of a Positive No, Differentiation in MS and HS, Discipline with Dignity, Cultivating Multi-Dimensional Wellness and Purposeful Play
- Dana Burwell attended Kindergarten Transition Summit though Niagara University
- Sara Felmet and Marissa Austin attended "A Powerful Breakthrough for Struggling Readers" through Bureau of Education and Research
- 3 staff members (Kelsey Jung, Jenna Schratz and Alanna Cecala) attended School Wellness, Kagan Cooperative Learning, DASA Coordinators Consortium, Physical Education and Health Education Director's Consortium.
- Ki-Ki Gordon attended Payroll Law through Fred Pryor and Career Track
- Rebecca Armstrong and Dana Burwell attended Niagara Frontier Reading Conference

General Updates

- The next FSA meeting will be on Tuesday, November 26, 2019 at NCS at 5:00pm.
- A review of the monthly dashboard took place
- Ms. DiMaggio noted the increase in parent participation from the September FSA meeting to the October meeting.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- The Academic Committee members are Mary Scheeler, Chair, Amy DiMaggio, Aimee Gonzalez, Christie Grant, Linnea DuFour, and Marissa Austin.
- Mrs. Scheeler thanked all members of the committee for the work they do.
- Dr. Bowen will meet with Ms. Novak on December 6, 2019.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on November 12, 2019
- Ms. Novak emailed staff to seek out volunteers for presentations at monthly board meetings.
- A proposal and agreement for a board retreat hosted by Lynn Scalzo was reviewed. Lynn Scalzo will assist trustees with the development of a succession plan, recruitment, and community engagement. She will develop a final report and debrief with the Governance Committee.
- The Governance Committee proposed the retreat be held on February 22, 2020 from 9:00-5:00 at NCS. All trustees were in favor of the date.

- A motion was made to approve the agreement, subject to legal counsel review, by Ms. DiMaggio, seconded by Mrs. Howe-Nall. The motion was passed with all in favor and no abstentions.
- The next board meeting will take place on December 17, 2019 at 5:00 at Niagara Falls Public Library
- The next Governance Committee will be on December 10, 2019 at 4:15 at Niagara Charter School.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reviewed the audit report from EFPR Group. There were no material findings.
- A motion was made to accept the audit report by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.
- Mr. Muffoletto thanked Mr. Scott and Mr. Hyland for their continued hard work.
- The Balance Sheet Comparison and the Profit and Loss financial reports were reviewed by trustees.

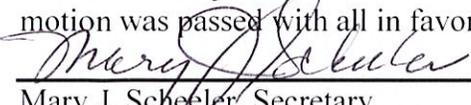
Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 6:00 PM was made by Ms. DiMaggio, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.



Mary J. Scheeler, Secretary



MEDIA ANNOUNCEMENT November 14, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, November 19, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, November 19, 2019
Time: 5:00 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 10/15/2019 Regular Minutes

CAO Report: Darci Novak

PRIDE Spotlight
Employee of the Month
General Updates
Dashboard Review

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Executive Session:

Emergency Conditional Appointments – if any

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
October 15, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Jennifer Smith; Rebecca Armstrong; Kelsey House; Lauren Nowicki; Dana Burwell; Lauren Zaleski; Andrea Hopkins; Kelsey House; Katie Daniels

Others in Attendance: Jonathan Schechter; Carmen Ares; Christine Smith-Koziel; Alan Koziel; Kenneth McCreary; Jenna McCreary; Richard Hughes; Tiffany Hughes

Excused Absence: Ricky Scott

Unexcused Absence:

The meeting was called to order at 5:09 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. Scheeler, seconded by Judy. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of September 17, 2019 were approved as corrected on a motion by Mrs. Howe-Nalls, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The September Habit of Scholarship is Respect: I value myself and others.

Crew 101-Isaiah J.; Crew 102-Giavanna J.; Crew 103-Natalee D.; Crew 104-Kaiden J.; Crew 105-Giana N.; Crew 106-Raeshawn G.; Crew 107-Harry C.; Crew 108-Joshua M.; Crew 114-Zander K.; Crew 115-Emmalee S.; Crew 116-Taheya C.; Crew 117-La'Miya F.; Crew 118-Na'Tavia J.; Crew 119-Jeremiah J.; Nominated by Ms. Kirshy-Heaven M.; Nominated by Mrs. DuFour-Jacob H.; Music-Nevaeh K.; Art-Isaiah H.; Gym-Burke H.

Employee of the Month

Rebecca Armstrong, Building-based Substitute, was named Employee of the Month for September.

Professional Development

- Erie 1 BOCES coordinators were at NCS for 3 days. The meetings were focused on Lucy Calkins Units of Study writing curriculum in grades K-2, technology integration and incorporating new Social Studies curriculum.
- Darci Novak and Sherrie Tracy attended the Annual Professional Development Schools workshop through Buffalo State College.

- Staci Intriligator from EL Education was here for 2 days working with grade levels on the new EL curriculum
- 5 staff members (Darci Novak, Jill Keicher, Ki-Ki Gordon, Sherrie Tracy & Sara Felmet) attended workshops at Erie 1 BOCES including, district data coordinator meeting, Deep Curriculum alignment for Science Education and Instructional Coaching Consortium.
- 2 staff members started on online book study through Orleans/Niagara BOCES titled *Teaching with Poverty in Mind*.

General Updates

- Buffalo State College has deigned the Developing New Teachers Fellowship Program (DeFT) to address the shortage of teachers and provide professional growth opportunities for teacher candidates. Ms. Novak and Mrs. Keicher will be meeting with the program director about a possible partnership.
- The school's new LED sign was installed. The leadership team will be receiving training on the technology platform used for messaging.
- A dashboard review took place

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- There is no formal report

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on October 8, 2019
- Charter Board Partners will be announcing their new program for this year.
- The Governance Committee will be holding further discussion around scheduling teacher presentations at the monthly board meetings.
- The next board meeting will take place on November 19, 2019 at 5:00 at Niagara Charter School.
- The Niagara Falls Public Library has been reserved for the December meeting.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal report.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 5:23 PM was made by Mrs. DiCamillo, seconded by Mrs. Howe-Nalls. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary

Niagara Charter School

BALANCE SHEET COMPARISON

As of October 31, 2019

	TOTAL	
ASSETS	AS OF OCT 31, 2019	AS OF OCT 31, 2018 (PY)
Current Assets		
Bank Accounts		
1000 Checking	0.00	0.00
1001 Savings	0.00	0.00
1002 Petty Cash	770.81	446.50
1004 Escrow Account	0.00	0.00
1010 M&T Checking Account	162,060.29	23,769.61
1011 M&T Savings	1,211,394.76	2,016,416.20
1012 M&T Escrow Acct	77,237.99	76,864.62
Alcott Wire Transfer	900.00	
Total Bank Accounts	\$1,452,363.85	\$2,117,496.93
Accounts Receivable		
1200 Accounts Receivable	0.00	0.00
1201 Due from Buffalo Board of Ed	0.00	0.00
1211 Title I Receivable at CY end	0.00	0.00
1212 Title II receivable at CY end	0.00	0.00
1214-2 Current Yr Title IV-SSAE Rcvble	0.00	0.00
1215 School Districts	859,316.42	88,081.63
1216 Due from NYS -add'l state aid	0.00	0.00
1219 IDEA Funds From NFalls	0.04	
1230 Grants Receivable	0.00	0.00
1231 Title IV Grant Receivable	91,520.00	91,520.00
1240 Misc. Receivables	0.00	0.00
1250 Allowance-Uncollectible Distr Aid	0.00	-73,166.29
Total 1200 Accounts Receivable	950,836.46	106,435.34
Total Accounts Receivable	\$950,836.46	\$106,435.34
Other Current Assets		
1120 Inventory Asset	0.00	0.00
1300 Prepaid Expenses	2,305.72	7,234.99
1350 Refund receivable	0.00	0.00
1499 Undeposited Funds	0.00	0.00
Total Other Current Assets	\$2,305.72	\$7,234.99
Total Current Assets	\$2,405,506.03	\$2,231,167.26
Fixed Assets		
1400 Leasehold Improvements	191,188.25	144,225.25
1500 Furniture and Fixtures	40,458.75	96,827.09
1501 Equipment	85,769.84	213,228.05
1502 Equipment - ARRA Grant	0.00	89,675.38
1503 Playground Asset	0.00	63,288.62
1510 Computer Equipment	13,255.00	156,167.11
1511 Flat Panel Interactive Boards	81,784.00	

	TOTAL	
	AS OF OCT 31, 2019	AS OF OCT 31, 2018 (PY)
1513 Building Expansion	374,757.83	374,757.83
1515 Construction and Progress	0.00	0.00
1550 Accumulated Depreciation	-226,304.96	-734,736.14
Total Fixed Assets	\$560,908.71	\$403,433.19
Other Assets		
1600 Books	0.00	0.00
1900 Security Deposit	0.00	0.00
Total Other Assets	0.00	0.00
TOTAL ASSETS	\$2,966,414.74	\$2,634,600.45
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable		
2001 Retainage	-8,389.94	38,308.63
2015 Bldg Construction	0.00	0.00
2401 Accrued Bonuses Payable	0.00	0.00
Total 2000 Accounts Payable	0.00	0.00
Total Accounts Payable	-8,389.94	38,308.63
Other Current Liabilities	\$ -8,389.94	\$38,308.63
2005 Sales Tax Payable		
2007 Due to United Way-Pledges	0.00	0.00
2008 School Store Deposits Held by School	0.00	0.00
2030 Advances - Deferred Revenues	845.00	
2200 HSBC Loans	0.00	0.00
2210 Term Loan #7418-4		
2215 HSBC Demand Note	0.00	0.00
2220 Credit line #3289-5	0.00	0.00
Total 2200 HSBC Loans	0.00	0.00
2300 Accrued Expenses	0.00	0.00
2350 Accrued Interest Payable	0.00	0.00
2400 Accrued Payroll Expenses	0.00	0.00
2450 Payroll Deduction - AFLAC	0.00	0.00
2550 Accrued Payroll Taxes Payable	0.00	0.00
2600 Due to NYS TRS	0.00	0.00
2601 Accrued Other Retirement Expens	251,515.79	233,264.31
2602 Employees' 403B's	1,248.00	0.00
2610 AFLAC/ Guardian-voluntary ded.	5,179.00	337.00
Total Other Current Liabilities	-2,478.37	1,527.05
Total Current Liabilities	\$256,309.42	\$235,128.36
Total Liabilities	\$247,919.48	\$273,436.99
Equity		
3100 Retained Earnings		
3125 Restricted Playground funds	2,431,687.38	2,193,117.12
3130 Restricted Grant Funds	0.00	0.00
Net Income	0.00	0.00
Total Equity	286,807.88	168,046.34
	\$2,718,495.26	\$2,361,163.46

	TOTAL	
	AS OF OCT 31, 2019	AS OF OCT 31, 2018 (PY)
TOTAL LIABILITIES AND EQUITY	\$2,966,414.74	\$2,634,600.45

Niagara Charter School

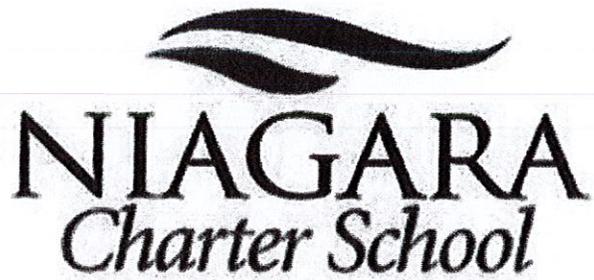
PROFIT AND LOSS COMPARISON

July - October, 2019

	TOTAL	
	JUL - OCT, 2019	JUL - OCT, 2018 (PY)
Income		
4015 Interest earned		
4030 Contributions Income	4,242.86	3,974.43
4035 Xmas Students	1,000.00	
Total 4030 Contributions Income	1,000.00	378.21
4100 Entitlements		378.21
4101 Title I Current FY		0.00
4102 Title II Part A Current FY		0.00
4104 Title IV Part A - Current FY		114,400.00
4104-2 Title IV-SSAE	0.00	
Total 4100 Entitlements	0.00	114,400.00
4108 IDEA Funds from District	49,691.00	
4110 Grants		6,500.00
4125 School District Payments	1,435,106.01	1,372,856.30
4130 Special Education	104,336.37	74,981.18
4150 Miscellaneous Income		29,978.99
4152 Reimb for food service labor	16,450.49	
Total 4150 Miscellaneous Income	16,450.49	29,978.99
Total Income	\$1,610,826.73	\$1,603,069.11
GROSS PROFIT	\$1,610,826.73	\$1,603,069.11
Expenses		
5001 Administration Wages	133,143.40	108,720.75
5010 Health Center Wages	16,390.92	13,703.85
5100 Teachers Wages	488,443.96	416,850.75
5201 Cafeteria Wages	15,771.23	12,309.13
5401 Bonus	-99,900.00	
5500 Payroll Taxes	42,069.09	42,027.01
5600 Pension Expenses		
5601 Teachers' Ret. System	-8,301.82	
Total 5600 Pension Expenses	-8,301.82	
6100 Office Expense		
6105 Office Supplies & Expenses	3,395.73	5,723.52
6107 Fingerprinting Expense	378.75	347.00
Total 6100 Office Expense	3,774.48	6,070.52
6120 Bank Service Charges	93.90	123.60
6125 Postage	960.35	781.06
6130 Copier Expense	7,421.91	6,347.97
6135 Printing Expense	296.00	
6147 Board Expense		207.18
150 Depreciation Expense	11.95	
6160 Dues and Subscriptions	1,505.99	249.00
6180 Insurance		

	TOTAL	
	JUL - OCT, 2019	JUL - OCT, 2018 (PY)
6182 Health Insurance	116,957.62	149,714.35
6183 Dental Insurance	3,939.83	4,512.17
6184 AFLAC		0.00
6185 Liability & Property Insurance	25,574.00	29,164.00
6189 EAP (Employee Asst. Prgm)	516.00	546.00
6190 Disability Insurance	513.67	638.47
6191 Unemployment Insurance	1,611.34	946.27
6193 Workers' Comp.	11,575.22	22,255.51
Total 6180 Insurance	160,687.68	207,776.77
6200 Interest Expense	55.29	
6210 Advertising and Promotion	2,552.76	1,156.85
6215 Web Site	233.78	785.85
6230 Licenses and Permits	260.00	260.00
6240 Miscellaneous/Suspense	0.02	
6242 Late Fees Paid	74.99	74.99
Total 6240 Miscellaneous/Suspense	75.01	74.99
6270 Contracted Services		
6280 Legal Fees	3,080.00	7,087.50
6285 Professional Development	17,300.00	18,200.00
6521 Outsourced HR Services	10,628.57	11,594.00
6611 Computer Leasing Costs	2,999.40	3,146.59
6650 Accounting	9,863.58	9,000.00
6655 Consulting	17,300.00	18,562.52
6657 Buffalo Hearing and Speech	9,406.10	11,824.08
6660 IT Services	1,616.21	1,432.88
6664 BOCES Services	28,499.05	29,198.86
6680 Title IV - ANet Srvces Cntrct	-4,515.00	40,500.00
Total 6270 Contracted Services	96,177.91	150,546.43
6290 Rent	192,973.79	190,830.24
6300 Building Repairs	11,746.44	29,056.87
6305 Painting of Building	750.00	
Total 6300 Building Repairs	12,496.44	29,056.87
6301 Building Maintenance Services	932.00	1,754.00
6340 Telephone & Internet	694.18	6,751.56
6350 Travel Expenses		
6365 Accomodations	2,607.83	2,220.69
6370 Meals	400.00	400.00
6380 Travel Transportation	874.31	1,484.04
Total 6350 Travel Expenses	3,882.14	4,104.73
6390 Utilities	10,193.08	13,032.89
6400 Maintenance and Custodial	58,870.57	48,878.46
6410 Trash Fees	6,054.25	4,023.96
6420 Snowplowing/Landscaping	5,864.70	4,877.20
6425 Security		
6430 Security Equipment/Repairs	2,118.20	588.00
6435 Monitoring	7,088.00	2,909.50
Total 6425 Security	9,206.20	3,497.50
6600 Classroom Materials		

	TOTAL	
	JUL - OCT, 2019	JUL - OCT, 2018 (PY)
6603 Classroom Books	405.00	
6604 Classroom Budgets	13,579.68	12,169.67
6605 Instrctnal Supplies/Materials	14,944.47	3,632.00
Total 6600 Classroom Materials	28,929.15	15,801.67
6610 School Equipment		
6608 Musical Instruments		681.71
6614 Software	8,080.00	704.99
6616 School Electronics	1,655.78	29,503.14
6618 Cafeteria Equipment & Supplies	145.68	226.59
6620 Phone System		
6621 Telephone Equipment & Services		75.00
6622 Telephone installation		268.00
Total 6620 Phone System		343.00
Total 6610 School Equipment	9,881.46	31,459.43
6640 Uniforms	624.04	196.53
6645 Transportation	87,810.32	80,995.32
6646 Testing Materials & Fees		336.00
6670 Instructional Programs Expenses		
6674 Other Grants-expenditures	1,200.00	
Total 6670 Instructional Programs Expenses	1,200.00	
6700 Staff Development	23,991.35	22,213.18
6750 Extracurricular Costs	693.93	972.00
6775 Student Field Trips	3,613.00	5,308.46
6905 Student/School Activities	1,235.57	1,774.84
Total 6750 Extracurricular Costs	5,542.50	8,055.30
6800 Health Center		
6810 Medical Supplies & Other Costs	391.46	752.38
6820 Health Center Services	2,757.43	413.84
Total 6800 Health Center	3,148.89	1,166.22
Total Expenses	\$1,324,018.85	\$1,435,022.77
NET OPERATING INCOME	\$286,807.88	\$168,046.34
NET INCOME	\$286,807.88	\$168,046.34



Board Retreat Facilitation Proposal

Submitted By:

Lynne Scalzo, Owner and Principal Consultant
Lynne Scalzo Consulting, LLC
lms@lynnescalzoconsulting.com
585-455-1409

Date:

9/30/19

BACKGROUND AND PURPOSE

Niagara Charter School is project-based learning K-6 school in Niagara County. Niagara Charter School is interested in a facilitated Board of Trustees retreat to review, analyze, and update their succession plan, develop an enhanced approach for board recruitment, and develop strategies for community engagement.

APPROACH

Step 1: Gather Input and Develop the Retreat Goals and Approach

Lynne Scalzo Consulting, LLC will work with the Governance Committee to review their current policies and strategies, understand the challenges they are facing, and finalize the objectives and timing of the retreat. Prior to this discussion, Niagara Charter School would provide any relevant materials, including the current succession plan, recruitment policy, and any strategies currently in effect.

Deliverables: Agenda, retreat outline, and materials.

Step 2: Retreat Facilitation

Niagara Charter School expressed interest in three primary areas:

- Analyze and update the succession plan
- Develop an enhanced approach for Board recruitment
- Develop strategies for community engagement

The agenda and approach will depend in part on the length of the retreat, but some initial options are outlined below. This is an initial draft that can be finalized in collaboration with Niagara Charter School to ensure the best possible content and process for the retreat.

Provide a step-by-step process for effective succession planning: Lynne Scalzo Consulting, LLC will provide guidance and train stakeholders on their proprietary step-by-step process for Niagara Charter's school long-term talent plan. We will give you the tools needed to develop a succession roadmap that identifies with the following:

- Critical positions which require highly capable employees and may need to be filled in the near term.
- The most competent people for each critical position
- Knowledge loss risks and priorities for knowledge transfer
- Success profiles for critical positions that will need to be filled
- Development plans for successors to ensure they are ready to assume future roles

Develop an enhanced approach for Board Recruitment: Lynne Scalzo Consulting, LLC would review the current policy before the meeting, and gather information from current Board members on what has worked, and what challenges are occurring.

In a discussion at the retreat, we would both share best practices for recruitment, and facilitate an exercise around developing new strategies for Board recruitment specific to Niagara Charter School. This would include developing a profile of characteristics, skill sets, and demographics

needed on the Board of Trustees, developing key job characteristics for Board Trustees, and developing a recruitment and candidate screening plan.

Community Engagement Strategies: In this session, we would facilitate a series of discussions and exercises to:

- Define the story Niagara Charter School wants to tell in the community
- Define the roles community members play in that story
- Identify the current and desired levels of engagement against those defined roles
- Develop community engagement goals
- Define the mix of community involvement needed to achieve the goals
- Develop strategies to increase community engagement

Step 3: Debrief and Strategic Framework (Mid-late December)

After the retreat, Lynne Scalzo Consulting, LLC will:

- Develop a final report of the retreat discussions, outcomes, and strategies and share with Niagara Charter School
- Hold a debrief meeting with the Governance Committee to review the report, discuss the outcomes, prioritize the work, and define next steps

Deliverables: Consolidated readout from the retreat, reviewed with the Governance Committee, and revised and finalized.

CONSULTANT QUALIFICATIONS

Lynne Scalzo has over 25 years of business transformation, organizational planning, and strategy development and execution experience in the managed care industry. As VP of Business Strategy at Excellus Blue Cross Blue Shield, she successfully led multiple complex initiatives including strategy and implementation of the Affordable Care Act, including the business plan and market entrance strategy for the individual market health care exchange. Lynne leverages deep experience in business transformation to help organizations solve complex challenges in rapidly changing environments.

Through innovative scenario planning techniques, as well as more traditional methods of environmental assessment and strategic planning, Lynne works shoulder to shoulder with clients to identify challenges and opportunities, and develop and execute flexible, dynamic strategies to achieve their goals. Essential to Lynne's approach are a strong focus on customer experience as a core component of strategy and operations, and a unique ability to "play in the gray" by connecting dots between current and future environments, creating consensus and bringing structure to the unknown.

Lynne's current client portfolio is primarily non-profit agencies focused on developing new or revised strategic plans, growth plans, or capacity plans to ensure their long-term viability and success. These engagements typically involve working with both board and staff leadership through facilitated full-group sessions, smaller group work, and one on one meetings.

Lynne has also developed strategic partnerships with consultants that have complementary expertise, who are at the top of their fields, and can expand her company's capacity while keeping overhead low, resulting in the highest caliber professional services at the best price for her clients. Seshu Yalamanchili is a key partner who would participate in this engagement.

Sesha Yalamanchili is a seasoned leadership consultant and trainer with nearly two decades of business experience, Sesha specializes in equipping leaders with the knowledge, tools, and resources to make an immediate impact in their organization. She understands real world challenges from the human perspective and helps organizations accelerate the growth of their people.

Sesha has an inherent ability to comprehend the many issues and challenges that face organizations in today's world of constant change, disruption, and uncertainty. Passionate about empowering others with the knowledge, tools, and resources they need to make an immediate impact, Sesha works with business professionals to sustain long-term results at their organizations.

Retreat Structure

A full day (7 hour) retreat is recommended to accomplish all three objectives. This would include 6-6.5 hours of work plus lunch. If a four-hour retreat is selected, it is recommended that the primary focus be on community engagement strategies, with more of the succession planning, and recruitment planning being completed offline.

	Half Day	Full Day
Welcome and Intros	15-30 minutes	15-30 minutes
Succession Planning	45-60 minutes	1-1.5 hours
Board Recruitment	45-60 minutes	1-1.5 hours
Community Engagement	1-1.5 hours	2-2.5 hours
Wrap-up and Next Steps	15-30 minutes	15-30 minutes

Fee

Costs includes design and development of all exercises and materials for the retreat, pre-retreat meetings or phone calls with the Governance Committee as needed, facilitation of the retreat, and a final report and review session with the Governance Committee.

Retreat Format	Fee
Full-Day Retreat	\$2,500
Half Day Retreat	\$1,800

AGREEMENT between:

Lynne Scalzo Consulting, LLC

**59 Golden Oaks Way
Rochester, NY 14624
585-455-1409**

Niagara Charter School

**2077 Lockport Road
Niagara Falls, NY 14304
716-297-4520**

This agreement to provide services for Board Retreat Facilitation, effective November 22nd, 2019, sets forth the terms and conditions that will govern the relationship between Lynne Scalzo Consulting, LLC ("PROVIDER") and Niagara Charter School ("CLIENT").

1. PROVIDER will provide services as outline in the attached Statement of Work for Niagara Charter School Board Retreat (EXHIBIT A).
2. The term of this Agreement ("Term") is defined as the period beginning on November 22, 2019, and ending March 31, 2020 unless modified as provided in this Agreement or otherwise by mutual agreement of the parties.
3. **Payment Schedule:** Total contract is \$2,500. Services will be invoiced at 50% after approval and acceptance of agenda for the Board Retreat by the CLIENT, and 50% after the final retreat report has been delivered. CLIENT will make payment in full to PROVIDER within 30 days of receipt of PROVIDER'S invoices.
4. CLIENT agrees to pay for changes in work orders that CLIENT has requested. These revisions may include, but not be limited to, changes in the retreat facilitation process, number of meetings, and resources used, requested results reports, and so forth. Any requested changes must be made in writing, recognizing that significant changes may impact project conclusion and necessitate changes in price. If, CLIENT requests changes, then PROVIDER will estimate the cost of requested changes and provide this estimate to the CLIENT in writing prior to making any requested changes.
5. CLIENT is responsible for expenses including: auto miles, retreat expenses including room rental, refreshments, and materials, and other incidentals.
6. PROVIDER agrees to keep confidential all information provided by CLIENT in connection with the Services unless such information is: (a) already in the public domain; (b) independently available to PROVIDER through lawful means from a non-confidential source; or (c) required by law to be disclosed.
7. PROVIDER will hold ownership and intellectual property rights to all document templates, formats, processes, and related content for materials provided to CLIENT to fulfill the terms of this contract. CLIENT may use for internal purposes only. CLIENT will hold ownership and intellectual property rights to all data and documents provided to PROVIDER to fulfill the terms of this contract, as well as the business content and outputs from the services provided by PROVIDER.
8. PROVIDER is hereby released and discharged of liability from any participants involved in workshops and related consulting activities.
9. Please e-mail signed service agreement to lms@lynnescalzoconsulting.com. A fully executed copy will be returned to Lynn Kasper, Niagara Charter School.

Accepted By:

Lynne Scalzo Consulting, LLC

Niagara Charter School

Lynne Scalzo
Owner and Principal Consultant

Name:
Title:

Date

Date

Lynne Scalzo Consulting, LLC

Contract and Statement of Work for Niagara Charter School

Date: 11/16/19

Overview of Project or Work to Be Performed

Facilitate a full day Board Retreat. Niagara Charter School expressed interest in three primary areas:

- Analyze and update the succession plan
- Develop an enhanced approach for Board recruitment
- Develop strategies for community engagement

Scope of Work to be Performed/Deliverables

1. Gather input from Niagara Charter School to facilitate planning the retreat including, but not limited to strategies and processes related to the objectives. A pre-meeting will be held to discuss deliverables.
2. Develop retreat format and activities, including materials and handouts needed.
3. Development of an agenda and outline for the retreat day.
4. Facilitation of a one-day Board Retreat.
5. Summary report of discussions, outcomes, and next steps discussed at the retreat.
6. The following additional meetings will be held with representatives of Niagara Charter School
 - Review and discuss input documents provided to Lynne Scalzo Consulting, LLC to prepare for the retreat (if needed)
 - Review, discuss, and approve the outline and approach for the retreat
 - Review the retreat outputs. The final meeting will be in-person, other meetings may be by phone call, webinar or in-person.

1. Commencement Date and Schedule

November 22nd 2019 through March 31, 2020, subject to the terms of the Service Agreement.

2. Fee Schedule and Payment Terms

Defined in the Service Agreement.

Niagara Charter School

Lynne Scalzo Consulting, LLC

By: _____

By: _____

Title: _____

Title: Owner and Principal Consultant

Date: _____

Date: _____



MEMORANDUM:

DATE: 10/10/19

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MS. NOVAK AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Tuesday, October 15, 2019 at Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304, I have enclosed the following:

Media Announcement for Regular meeting 10/15/2019
Agenda for 10/15/2019 Regular meeting
Draft Minutes 9/17/2019 Regular meeting
September 2019 Dashboard



MEDIA ANNOUNCEMENT October 10, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, October 15, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

**Niagara Charter School
Minutes of Board of Trustees Meeting
October 15, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Jennifer Smith; Rebecca Armstrong; Kelsey House; Lauren Nowicki; Dana Burwell; Lauren Zaleski; Andrea Hopkins; Kelsey House; Katie Daniels

Others in Attendance: Jonathan Schechter; Carmen Ares; Christine Smith-Koziel; Alan Koziel; Kenneth McCreary; Jenna McCreary; Richard Hughes; Tiffany Hughes

Excused Absence: Ricky Scott

Unexcused Absence:

The meeting was called to order at 5:09 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. Scheeler, seconded by Judy. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of September 17, 2019 were approved as corrected on a motion by Mrs. Howe-Nalls, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The September Habit of Scholarship is Respect: I value myself and others.

Crew 101-Isaiah J.; Crew 102-Giavanna J.; Crew 103-Natalee D.; Crew 104-Kaiden J.; Crew 105-Giana N.; Crew 106-Raeshawn G.; Crew 107-Harry C.; Crew 108-Joshua M.; Crew 114-Zander K.; Crew 115-Emmalee S.; Crew 116-Taheya C.; Crew 117-La'Miya F.; Crew 118-Na'Tavia J.; Crew 119-Jeremiah J.; Nominated by Ms. Kirshy-Heaven M.; Nominated by Mrs. DuFour-Jacob H.; Music-Nevaeh K.; Art-Isaiah H.; Gym-Burke H.

Employee of the Month

Rebecca Armstrong, Building-based Substitute, was named Employee of the Month for September.

Professional Development

- Erie 1 BOCES coordinators were at NCS for 3 days. The meetings were focused on Lucy Calkins Units of Study writing curriculum in grades K-2, technology integration and incorporating new Social Studies curriculum.
- Darci Novak and Sherrie Tracy attended the Annual Professional Development Schools workshop through Buffalo State College.

- Staci Intriligator from EL Education was here for 2 days working with grade levels on the new EL curriculum
- 5 staff members (Darci Novak, Jill Keicher, Ki-Ki Gordon, Sherrie Tracy & Sara Felmet) attended workshops at Erie 1 BOCES including, district data coordinator meeting, Deep Curriculum alignment for Science Education and Instructional Coaching Consortium.
- 2 staff members started on online book study through Orleans/Niagara BOCES titled *Teaching with Poverty in Mind*.

General Updates

- Buffalo State College has deigned the Developing New Teachers Fellowship Program (DeFT) to address the shortage of teachers and provide professional growth opportunities for teacher candidates. Ms. Novak and Mrs. Keicher will be meeting with the program director about a possible partnership.
- The school's new LED sign was installed. The leadership team will be receiving training on the technology platform used for messaging.
- A dashboard review took place

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- There is no formal report

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on October 8, 2019
- Charter Board Partners will be announcing their new program for this year.
- The Governance Committee will be holding further discussion around scheduling teacher presentations at the monthly board meetings.
- The next board meeting will take place on November 19, 2019 at 5:00 at Niagara Charter School.
- The Niagara Falls Public Library has been reserved for the December meeting.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal report.

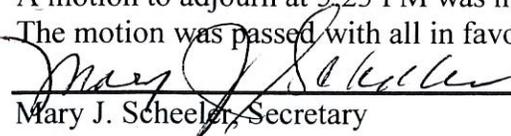
Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 5:23 PM was made by Mrs. DiCamillo, seconded by Mrs. Howe-Nalls. The motion was passed with all in favor and no abstentions.


Mary J. Scheeler, Secretary

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, October 15, 2019
Time: 5:00 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 9/17/2019 Regular Minutes

CAO Report: Darci Novak

PRIDE Spotlight
Employee of the Month
General Updates
Dashboard Review

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Executive Session:

Emergency Conditional Appointments – if any

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
September 17, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Megan Corsaro; Katie Daniels; Lynn Kasper; Andrea Hopkins; Kelsey House; Lauren Nowicki; Dawn VeRost; Lauren Zaleski; Jennifer Smith; Megan Ackerman; Rebecca Armstrong; Christie Grant

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:08 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. DiCamillo, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of August 27, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The August Habit of Scholarship is Perseverance: I keep trying.

Crew 101-Phoenix N.; Crew 102-Kay-Lin D.; Crew 103-Sebastian M.; Crew 104-Averyonna M.; Crew 105-Chance S.; Crew 106-Brayden J.; Crew 107-Sophia K.; Crew 108-Howard P.; Crew 114-Raj'Zyane P.; Crew 115-Isyss D.; Crew 116-Rachel L.; Crew 117-Natilya D.; Crew 118-Delilah H.; Crew 119-Ionna B.; Nominated by Mrs. DuFour-Jeremiah B.; Music-Demonte L.; Art-Jaxon'James B.; Gym-Jorge V.

Employee of the Month

Alanna Cecala, Fifth Grade Teacher, was named Employee of the Month for August.

Professional Development

- Cindy Rice and Staci Intriligator from EL Education were on site for 3 days working on Niagara Charter School's work plan. They also conducted professional development to the staff on accountable teams, professional commitments and enhanced module planning.
- Darci Novak, Jill Keicher and Sherrie Tracy attended ELL intake workshop at Erie 1 BOCES.

- Chris Stoianoff attended Niagara's Exploration of Technology in Teaching through the Orleans Niagara BOCES Teacher Center.
- Megan Ackerman completed an online course Mindful Teaching and Teaching Mindfulness through the Orleans N BOCES Teacher Center.

General Updates

- NCS has been awarded a school safety grant in partnership with the Niagara County Sheriff's Department for \$20,000. The grant includes the funding for installation of a Public Address system and a Visitor Management System.
- NCS is working on a grant with the Boys and Girls Club to offer after-school programming.
- NCS is installing a synchronized clock system throughout the school.
- A review of the dashboard took place.
- Katie Daniels, Dean of Students, introduced herself to trustees and guests providing her background and responsibilities.

Community Liaison, Megan Corsaro

- An advertisement in the Niagara Gazette and the Lockport Union and Sun's Education Guide ran in August.
- An advertisement will be published in the October issue of The Family Resource Guide, which is in the Western New York Family magazine.
- Open House is scheduled for Thursday, September 19th. Community agencies will be present.
- Dads Take Your Child to School Day will be on Tuesday, September 24th.
- The first FSA meeting will be held on Thursday September 26th at 9:15 AM at NCS.
- Mrs. Corsaro has been in contact with EPIC about parent programs available for NCS families.
- Mr. Muffoletto recommended including NCS state assessment data in advertisements. Mrs. Corsaro reported that an advertisement with assessment data was recently approved.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Staff evaluation ratings must be certified for the SED by October 25th. The school is anticipating the release of the 18/19 growth scores any day or week now. This last piece of data is needed prior to the certification on Oct. 25th.
- Ms. Novak is going to send out an email to teachers about the academic committee. She will first ask current members their interest in continuing with the committee, and then she will seek to fill the open seat the committee has since Mrs. Stevener's departure from NCS.
- The Academic Committee will schedule a meeting for the beginning of November to review internal benchmark assessments, which include the second year of ANet testing for grades 3-6 and the first year NWEA MAP testing for students in grades K-2.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on September 10th.
- The committee is looking for a facilitator for the annual retreat.

- The committee is also looking for teacher volunteers to present at each monthly Board of Trustees meeting.
- We will attempt to schedule the next board meeting on October 15th at the Niagara Falls Public Library at 5:00 PM, if the library is available.
- The next Governance Committee meeting will take place on October 8th.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal finance committee report.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

Executive Session:

- A motion was made to go into Executive Session at 5:38 PM by Ms. DiMaggio, seconded by Mrs. Scheeler.
- A motion was made to come out of Executive Session at 5:57 PM by Mr. Scott, seconded by Mrs. DiCamillo.

A motion to adjourn at 5:57 PM was made by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary



MEDIA ANNOUNCEMENT October 10, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, October 15, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

MULTI TRANSMISSION REPORT

TIME : 10-10-2019 08:59
FAX NO.1 : 7162974617
NAME : NCS

FILE NO. : 698
DATE : 10.10 08:45
DOCUMENT PAGES : 1
START TIME : 10.10 08:45
END TIME : 10.10 08:59

SUCCESSFUL
FAX NUMBER

- ☎ 7168525683
- ☎ 7168457043
- ☎ 7168748173
- ☎ 7168497602
- ☎ 7168842931
- ☎ 7168323080
- ☎ 7167737190
- ☎ 7162863895
- ☎ 7168565150
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 716852145
- ☎ 7168730809

PAGES SENT

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MEDIA ANNOUNCEMENT October 10, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, October 15, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

**Niagara Charter School
Minutes of Board of Trustees Annual Meeting
June 23, 2019 at 5:30 PM
Video Conference**

Trustees in Attendance: James C. Muffoletto, President; Amy DiMaggio; Mary Scheeler; Ricky Scott;

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Aimee Gonzalez; Kim Abrams; Theresa Boniface; Sara Felmet; Sherrie Tracy; Jamie Guerra; Timothy Hyland

Other: Jonathan Schechter

Excused Absence: Judy DiCamillo

Unexcused Absence:

The meeting was called to order at 6:12 PM with President James C. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

Annual Review of the School Year: Darci Novak, CAO

- Ms. Novak expressed how proud she was of the efforts of NCS staff during the COVID-19 school closure. Instructional staff quickly transitioned from providing students to paper/pencil work to providing video and live lessons via Schoology and Zoom. NCS staff were able to reach 88% of families within the first week of closing.
- Ms. Novak thanked trustees for approving the purchase of Chromebooks for NCS students and families.
- Ms. Novak thanked Ms. Jung, Ms. Grant, and all teachers for supporting students' social emotional learning during the school closure.
- Ms. Novak thanked staff, leadership team, trustees and parents for a successful school year.
- Mr. Hyland has been following the distance learning processes of the district, and wanted to recognize the leadership team as well as NCS staff for going above and beyond to meet the needs of all students during the COVID-19 school closure.

Board Elections

- At Large Trustee seats
 - o Mr. Muffoletto stated that there are three at-large trustee seats available. Mr. Scott, Mrs. Scheeler, and Mrs. DiCamillo all agreed to serve another term. Mr. Muffoletto asked for motions from the floor.
 - o Hearing none, a motion to elect the current slate of board members was made by Ms. DiMaggio, seconded by Mr. Muffoletto. The motion was passed with all in favor and no abstentions.
- Parent Trustee seats
 - o Mr. Muffoletto announced that Mrs. Howe-Nalls agreed to serve another term as parent trustee.

- Mr. Muffoletto reported that Christine Smith-Koziel submitted a resume and letter of interest to serve as a parent trustee. The resume and letter were reviewed at the regular monthly board meeting.
- Mr. Muffoletto asked if there were any nominations from the floor. Hearing none, a motion was made by Mr. Scott, seconded by Mrs. Scheeler, to elect Ms. Howe-Nalls to serve as parent trustees for a term of one year.
- Upon the motion made by Mr. Scott, seconded by Mrs. Scheeler, Ms. Christine Smith-Koziel was nominated to serve as parent trustee for a term of one year. The motion was passed with all in favor as follows: subject to the Niagara Charter Board of Trustees conducting a thorough criminal history record check via fingerprinting which is deemed acceptable by SED, and discovering no state or federal criminal history, or subject to providing such history to the SED if found, and verifying that any academic and/or professional credential or qualification presented by the proposed member is genuine, and reviewing the application in its entirety, the board of trustees has voted to select Christine Smith-Koziel as a representative to its board of trustees with a term expiring June 30, 2021, pending approval by the SED and resolution formerly being approved upon formal approval by the SED. The motion was passed with all in favor.

Other/New Business

- Election of Officers: Mr. Muffoletto reported that the current slate of officers, James C. Muffoletto, President; Amy DiMaggio, Vice President; Mary Scheeler, Secretary; Ricky Scott, Treasurer. have agreed to serve another term. Mr. Muffoletto asked if there were any nominations from the floor. Hearing none, a motion was made to elect the current slate of officers for another term by Mrs. Howe-Nalls, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.
- Committee chair appointments will take place at the next board meeting

A motion to adjourn at 6:23 PM was made by Mrs. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.



Mary J. Scheeler, Secretary

**Niagara Charter School
Minutes of Board of Trustees Meeting
June 23, 2020 at 5:00 PM
Video Conference**

Trustees in Attendance via Zoom: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Lauren Howe-Nalls

Staff in Attendance via Zoom: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Timothy Hyland; Jennifer Smith; Kiki Gordon; Megan Ackerman; Sherrie Tracy; Theresa Boniface; Sara Felmet; Christie Grant; Alanna Cecala; Kim Abrams; Linnea DuFour; Andrea Hopkins; Jamie Guerra

Others in Attendance via Zoom: Jonathan Schechter; Heaven Merchant; Angela Caraballo; Zander Koziel; August Rodrigues; DeShawn Smith-Thompson

Excused Absence: Judy DiCamillo

Unexcused Absence:

The meeting was called to order at 5:05 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mrs. Scheeler, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of May 26, 2020 were approved as corrected on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The May Habit of Scholarship is Dedication: I am committed to our PRIDE values.

Crew 101-August R.; Crew 102-Viviana T.; Crew 103-Jaxon James B.; Crew 104-Makenzi N.; Crew 105-Mia C.; Crew 106-Zoey K.; Crew 107-Benjamin S.; Crew 108-Stephan L.; Crew 114-Ty'Enah E.; Crew 115-Kaylianna B.; Crew 116-DeShawn S.; Crew 117-Storm G.; Crew 118-David N.; Crew 119-Timothy G.; Nominated by Ms. Kasper-Heaven M.; Nominated by Mrs. DuFour-Amarie C.; Music-Emmalee S.; Gym-David N.

Employee of the Month

Kiki Gordon, Maranda Paonessa, and Megan Corarso, Front Office Staff, were named Employees of the Month for May. Kiki, Maranda, and Megan were nominated by Dana Burwell.

Professional Development

- Theresa Boniface attended Reading and Writing Remotely through Erie 1 BOCES
- Jenna Schratz and Katlin Smith attended Math Distance Learning workshop through Erie 1 BOCES
- Lynn Kasper and Linnea DuFour attended SPED Distance Learning workshop through Erie 1 BOCES

- Linnea DuFour attended Dyslexia Workshop through Bureau of Education and Research
- Megan Ackerman attended Lesson Structure and Design for Math through Greg Tang workshops
- Aimee Gonzalez and Sherrie Tracy attended a virtual PD with BOCES coordinator Elizabeth Kraemer on instructional reports in the data warehouse
- Nicole Kerner from Erie 1 BOCES held 2 virtual trainings for all of Niagara Charter staff on Social Emotional Learning
- Julie LoRusso from Erie 1 BOCES held 2 virtual trainings with grades 3-5 and one virtual trainings with K-2 on implementation of the writing units of study

General Updates

- Ms. Novak thanked the NCS staff for planning successful Kindergarten and 6th Grade celebrations. She also thanked Ms. DiMaggio for attending the Kindergarten graduation and Mr. Muffoletto for attending the 6th grade graduation.
- Ms. Novak updated the trustees on the reopening plan. The Leadership Team is hoping to gain more information and guidance from the New York State Education Department on July 13th. 12-month employees are back on site working normal hours and are utilizing a daily COVID-19 screening tool. NCS purchased masks and hand sanitizer for all employees. Looking ahead to the fall, students will not be required to share school supplies. We are looking at a screening tool for parents to use. We are not yet certain if masks will be mandatory for school, but we are looking at several vendors to determine cost. Ms. Novak has requested a meeting with Niagara Falls Coach Lines regarding transportation options for the fall as well. The school will purchase first aid kits and sanitizer wipes for each classroom.
- Ms. Novak presented the EL Education Cooperation Agreement. After review of the agreement by the board, a motion was made by Mr. Scott, seconded by Mr. Muffoletto to approve the agreement. The motion was passed with all in favor and no abstentions.
- A review of the dashboard took place.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen has met with Ms. Novak and Mrs. Keicher and will be completing their evaluations.
- Mrs. Scheeler had the opportunity to visit NCS Schoology site and expressed how impressed she was.

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on June 19, 2020. The committee received a spreadsheet with over 100 businesses located within the 14305 and 14301 zip codes. Each member of the Governance Committee will select different businesses to contact for community involvement.
- Christine Smith-Kozziel submitted a letter of interest for a parent trustee position.
- A motion was made by Ms. DiMaggio, seconded by Mr. Scott to approve the NCS Data Security Policy Amendment. The motion was passed with all in favor and no abstentions.

- A Coronavirus Health and Safety Policy was drafted by ESC and NCS legal counsel. After review by the board, a motion was made by Ms. DiMaggio, seconded by Mrs. Scheeler to approve the policy. The motion was passed with all in favor and no abstentions.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott presented the final adjustments to the 2019-2020 budget.
- Mr. Hyland reported that open instructional positions created a surplus on several line items. Mr. Hyland recommended that we increase several line items for extraordinary spending unanticipated due to distance learning curriculum.
- A motion was made by Mrs. Scheeler, seconded by Mr. Scott, to approve the amended 2019-2020 budget. The motion was passed with all in favor and no abstentions.
- Mr. Hyland presented a proposed 2020-2021 budget. The proposed budget is based on last year's budget but may need to be amended depending on whether students physically return to school in the fall.
- Mr. Scott inquired about how the potential of staggered start times for students in the fall would affect the bussing contract. As previously noted, Ms. Novak is waiting to hear back from Niagara Falls Coach Lines.
- A motion was made by Mr. Scott, seconded by Mrs. Howe-Nalls to approve the proposed 2020-2021 budget. The motion was passed with all in favor and no abstentions.

Unfinished Business:

- There is no unfinished business.

New Business:

- NCS has developed an optional virtual summer program beginning June 29, 2020 through July 31, 2020. The Charter School Office requires a written request for any minor change to the NCS charter. Providing students with an optional summer school program is considered a minor change to the charter. Ms. Novak drafted a program narrative to submit to SED for approval, which was reviewed by the board. A motion was made by Mr. Muffoletto, seconded by Mr. Scott to approve the program. The motion was passed with all in favor and no abstentions.

A motion to adjourn at 6:10 PM was made by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.


Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 6/18/2020
TO: BOARD OF TRUSTEES
Niagara Charter School
RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MRS. KEICHER AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Tuesday, June 23, 2020 via video conference, I have enclosed the following:

Media Announcement for Regular and Annual meeting 6/23/20
Agenda for 6/23/2020 Regular meeting
Agenda for 6/23/2020 Annual Meeting
Draft Minutes 5/26/2019 Regular meeting
EL Education Cooperation Agreement
May 2020 Dashboard
Data Security Policy Amendment
Coronavirus (COVID-19) Health and Safety Policy
Request for Minor Change to Charter-Optional Summer School



MEDIA ANNOUNCEMENT June 18, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Annual and Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, June 23, 2020
5:00 PM**

Pursuant to Governor Cuomo's Executive Order 202.1 issued on March 12, 2020, the Niagara Charter School Board of Trustees' meeting scheduled for May 26, 2020 will be held electronically via video conference. Members of the public may view the meeting via <https://us02web.zoom.us/j/88670255645>

Agenda: Standard and Annual

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, June 23, 2020
Time: 5:00 PM
Location: Video Conference

AGENDA:

Please make sure all cell phones are turned off and all background noise is eliminated.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 5/26/2020 Regular Minutes

CAO Report: Darci Novak

PRIDE Spotlight
Employee of the Month
General Updates
Dashboard Review

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper
Update Small Business Community Outreach
Data Security Policy Amendment
Coronavirus (COVID-19) Health and Safety Policy

Finance Committee: Ricky Scott

Unfinished Business:

New Business:

Request for Minor Change to Charter: Optional Summer School

Adjournment:

Niagara Charter School Board of Trustees' Annual Meeting

Date: Tuesday, June 23, 2020
Time: 5:30 PM
Location: Video Conference

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval

Annual Review of School Year: Darci Novak, CAO

Board Elections:

Three (2) At-Large Trustee seats- Three-year terms
Two (2) Parent Trustee seats- One-year terms

Other/New Business:

Election of Officers
Appointment of Committee Chairs

Adjournment

**Niagara Charter School
Minutes of Board of Trustees Meeting
May 26, 2020 at 5:00 PM
Video Conference**

Trustees in Attendance via Zoom: James Muffoletto; Amy DiMaggio; Ricky Scott; Judy DiCamillo

Staff in Attendance via Zoom: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Timothy Hyland; Andrea Hopkins; Kelsey House; Theresa Boniface; Kayla DiPronio

Others in Attendance via Zoom: Jonathan Schechter

Excused Absence: Lauren Howe Nalls; Mary Scheeler

Unexcused Absence:

The meeting was called to order at 5:02 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of April 30, 2020 were approved as corrected on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The April Habit of Scholarship is Integrity: I am honest with myself and others.

Crew 101-Xi S.; Crew 102-Reinier M.; Crew 103-Sebastian M.; Crew 104-Kyle M.; Crew 105-Kaiden M.; Crew 106-Anyeriel C.; Crew 107-Brielle S.; Crew 108-Layleona P.; Crew 114-Devon B.; Crew 115-Ricardo G.; Crew 116-Treasure R.; Crew 117-Bradley M.; Crew 118-Nevaeh K.; Crew 119-Kamara R.; Nominated by Ms. Kasper-Zander K.; Nominated by Mrs. DuFour-Hermione G.; Music-Robert S.; Gym-Julian E.

Employee of the Month

Linnea DuFour, Special Education Teacher, was named Employee of the Month for April. Linnea was nominated by Lynn Kasper.

Professional Development

- Cindy Rice from EL Education held one virtual meeting for new staff on EL Education practices
- Megan Ackerman attended a virtual workshop “Practical Strategies for Improving the Behavior of Attention-Seeking, Manipulative and Challenging Students” through Bureau of Education and Research

- Alana Cecala attended a virtual workshop “Effectively Dealing with Disruptive Students: Practical, Classroom-Proven Techniques” through Bureau of Education and Research
- Theresa Boniface attended a virtual workshop “Reading and Writing Remotely” through Erie 1 BOCES
- Kim Abrams attended “Physical Education Online Chat” through Erie 1 BOCES

General Updates

- Kindergarten graduation will take place on June 17th and 6th grade graduation will take place on June 18th at NCS from 11:00-1:00. Graduations will be drive through celebrations. All safety guidelines and social distancing guidelines will be adhered to.
- NCS is planning to offer summer school programming due to the COVID-19 pandemic. The leadership team is beginning to plan specifics around the program.
- New York State Re-entry Plans will be due in June and NCS is waiting for guidance on the plan. SED/CSO is encouraging charter schools to be creative and have multiple scenarios. Ms. Novak will be reaching out to Niagara Coach Lines to schedule a conference call regarding transportation plans for re-entry.
- The School has received positive feedback from families regarding the Chromebooks.
- A review of the dashboard took place.
- Ms. Novak presented a revised 2020-2021 calendar, which includes 190 instructional days. A motion to approve the revised 2020-2021 calendar was made by Mr. Scott, seconded by Ms. DiMaggio, with all in favor and no abstentions.
- A discussion of the draft charter renewal application took place. Mr. Muffoletto would like trustees to direct comments and questions to Ms. Novak by June 9th. A final report will be in the board packet for the June 16th meeting.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- No update from the Academic Committee

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- Ms. Novak reported that the majority of NCS students and families live in the 14301 and 14305 zip codes.
- Mrs. Kasper contacted the Niagara Small Business Developmental Center. They will provide NCS with a listing of 100 businesses located in the 14301 and 14305 zip codes.
- Mr. Muffoletto reported that trustee elections will take place next month. Mrs. Scheeler, Mr. Scott and Mrs. DiCamillo have all agreed to continue to serve. Their names will be included in the ballot for the June meeting. Mrs. Howe-Nalls is willing to continue to serve as a parent trustee.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reported that NCS applied for the Payroll Protection Plan portion of the CARES Act, and received \$530,087. This is a term loan, but can become forgivable if utilized under the terms of the loan agreement.
- Mr. Muffoletto thanked Mr. Hyland for his help with the application.
- An amended 2019-2020 budget will be presented at the June board meeting.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 5:56 PM was made by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary



TAX ID # 06-1576405

COOPERATION AGREEMENT

This Cooperation Agreement covers the period from Sep 1, 2020 through Aug 31, 2021 for the partnership between Niagara Charter School and EL Education, Inc. During this period, EL Education will provide a package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the EL Education Field Director and signed by both parties. *(The protocol for requesting an Addendum can be found below in the Cost and Payment section of this agreement.)*

SCHOOL AND DISTRICT INFORMATION:

Name of School: Niagara Charter School
Street or P.O. Box: 2077 Lockport Road
City, State, Zip: Niagara Falls, NY, 14304
School Phone: (716) 297-4520
School Fax: (716) 297-4617
School Website: www.niagaracharter.org

School District Name: Niagara School District
District Phone: 7162864205
District Website: www.nfschools.net
District Fax: 7162864283
Superintendent:

Principal and/or Director: Darci Novak
Principal's Phone: 716-297-4520 x7202
Principal's Email: darcinovak@niagaracharter.org

Billing Contact Person: Darci Novak
Billing Phone: 716-297-4520 x7202
Billing Address: 2077 Lockport Rd, Niagara Falls, NY
Billing Email: darcinovak@niagaracharter.org



PAYMENT MAILING ADDRESS:

EL Education, Inc.
C/o Accounts Receivable
247 West 35th St. Eighth Floor
New York, NY. 10001

SEND SIGNED CONTRACT TO:

EL Education, Inc.
C/o Business Planning Team
7 North Pleasant St. Ste. 3A
Amherst, MA. 01002

SUMMARY OF SERVICES AND COSTS:

20	Direct Service Days (in Region)	\$1,550	\$31,000
2	Regional Leadership Cohort Participant Slot	\$900	\$1,800
2	3-Day Institute Participant Slot	\$900	\$1,800
4	Virtual Summit Slot	\$450	\$1,800

Total Cost: \$36,400

COST AND PAYMENT

Niagara Charter School agrees to pay to EL Education the amount indicated in each invoice by the due date reflected on that invoice. If Niagara Charter School fails to pay an invoice on time, late charges equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable under applicable law but at no time less than \$15.00 shall also become payable by Niagara Charter School to EL Education. In addition, failure to fully pay any fees and taxes within thirty (30) days after the applicable due date will be deemed a material breach of this Cooperation Agreement, and EL Education may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Cooperation Agreement. Any suspension or termination of Services does not relieve Niagara Charter School of obligations to pay past due fees plus late charges.

If Niagara Charter School requires a change in purchased services, the school leader (or his/her designee) will contact the appropriate regional director with specific changes being requested. If these requests are consistent with the terms of this Cooperation Agreement, an addendum will be drafted and sent to the Cooperation Agreement signatory. Niagara Charter School will return the signed addendum to EL Education within two (2) weeks of receipt.

Niagara Charter School agrees to schedule with the School Designer the contracted direct service days at least thirty (30) days in advance of the requested date. **Any needed cancellations should be communicated to the School Designer as soon as possible and no later than fourteen (14) days prior to the scheduled service.** Cancellations made within fourteen (14) days of the identified delivery date may not be rescheduled and may be charged as a delivered direct service day. It is the school's responsibility to schedule direct service days with their School Designer. EL Education staff will make all reasonable efforts to coordinate direct service days; however, in the



event that the school fails to schedule all direct service days, the school is responsible for full payment of contracted services unless a contract addendum is agreed to by both parties.

Payment Plan and Schedule

EL Education encourages the use of Purchase Orders when possible. For schools/districts that can issue an official Purchase Order, the Purchase Order should be issued within thirty (30) days of executing this agreement.

\$18,200	Due on Sep 30, 2020
\$18,200	Due on Dec 31, 2020



RESERVATION OF INTELLECTUAL PROPERTY:

In connection with the Cooperation Agreement between EL Education and Niagara Charter School, EL Education, its agents, employees, or representatives may disclose practices and materials that are the intellectual property of EL Education, including but not limited to: National Institute Facilitator Agendas; National Institute Participant Notebooks; EL Education Library Resources—EL Education Branded; EL Education Library Resources—School Branded; Customized School-Based Professional Development Agendas; Materials for School-Based Professional Development Agendas; Site Seminar Content; School Leader Residencies; and Demonstration Events by Network Schools (hereinafter, collectively, the “Content”). The Content is being disclosed for the purpose of implementing the package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design.

The Content may be disclosed to Niagara Charter School in hard copy format, electronic format, downloadable media format, and/or may be available for viewing and/or downloading via various EL Education web portals. No license or other rights of any kind are granted or conveyed by the act of transmitting or making available proprietary or copyrighted Content to Niagara Charter School under this Cooperation Agreement, except for the limited license to use the Content for the purposes expressly provided to Niagara Charter School in the Cooperation Agreement. Niagara Charter School may seek permission from EL Education to use the Content for activities such as conference presentations, dissemination activities, or non-EL Education demonstration site visits. Any use of the Content in contravention of the Cooperation Agreement is a violation of the Cooperation Agreement and U.S. Copyright law.

The entire right, title, and interest in the intellectual property rights and the Content made available to Niagara Charter School through the Cooperation Agreement with EL Education, including all copyright, patent, trademark, trade secret, or other legal rights shall remain the exclusive property of EL Education. Niagara Charter School, its employees, agents, and representatives are permitted to use the Content during the pendency of the Cooperation Agreement, but shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Niagara Charter School.

Niagara Charter School shall retain the right to utilize the Content for a period of two (2) years after the expiration or termination of the Cooperation Agreement. During that two (2) year period, Niagara Charter School, its employees, agents, and representatives shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Niagara Charter School. Upon expiration of the two (2) year period following the expiration or termination of the Cooperation Agreement, Niagara Charter School shall return and/or destroy all Content, whether in hard copy or electronic media, and shall confirm the destruction of all content in the possession of Niagara Charter School, and its current or former employees, agents, and representatives, or enter into a new agreement with EL Education for the Content’s use.

Any materials created by Niagara Charter School, its employees, agents, or representatives for use in connection with the EL Education school reform design during the pendency of the Cooperation Agreement shall be the intellectual property of Niagara Charter School, its employees, agents, or

Education

representatives to the extent that such materials are derivative of the Content and do not explicitly contain or repurpose the Content. Niagara Charter School, its employees, agents, and representatives may utilize any such derivative content during the term of the Cooperation Agreement and may continue to use such derivative content after the expiration or termination of the Cooperation Agreement.

Upon expiration or termination of the Cooperation Agreement, Niagara Charter School will remove all references to EL Education (e.g. logos, links, descriptions, etc.) in its communications and marketing materials (e.g. school website, social media, signage, and print materials such as brochures) within thirty (30) days of the expiration or termination of the Agreement. Any exceptions to this policy must be approved by EL Education within the thirty (30) day period.

Any materials created by Niagara Charter School, its employees, agents, or representatives for use in connection with the EL Education school reform design during the pendency of the Cooperation Agreement and subsequently uploaded to the EL Education Library web portal shall be licensed to EL Education perpetually. Niagara Charter School, its employees, agents, or representatives acknowledge that EL Education shall be permitted to incorporate any uploaded materials into EL Education's existing Content, share and distribute uploaded materials with other clients, and otherwise use any such uploaded materials for any business purpose.

Niagara Charter School may, at its discretion, submit student work to the Models of Excellence web portal. Niagara Charter School acknowledges that the student work shall be perpetually licensed to EL Education and that EL Education shall be permitted to incorporate any uploaded student work into EL Education's existing Content, share and distribute uploaded student work with other clients, and otherwise use such uploaded student work for any business purpose.

Other terms and conditions may apply to the use of specific portions or features of EL Education's Resource Library web portal, Models of Excellence web portal, or such other service or site offered by EL Education, all of which terms are made a part of this Agreement by this reference. Niagara Charter School hereby agrees to abide by such other terms and conditions. If there is a conflict between the terms in this Agreement and the terms posted for or applicable to the use of any web portal maintained by EL Education, the terms set forth herein are controlling.

Any violation of the provisions in this section may be the basis for termination of the Cooperation Agreement by EL Education. Niagara Charter School acknowledges that the Content is valuable to EL Education and that EL Education may not have an adequate remedy at law for a breach of the Cooperation Agreement related to the Content. Niagara Charter School acknowledges that EL Education reserves the right to pursue any necessary remedies, at law or in equity, including but not limited to injunctive relief, consequential damages, liquidated damages, and attorney's' fees.



NOTICES:

All notices, reports, requests, or other communications given pursuant to this Cooperation Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

DATA SHARING:

EL Education tracks the annual academic progress and demographics of our partner schools. These data are used to create reports for internal and external stakeholders, to support continuous improvement and to build an evidence-based case for the EL Education model of school reform. In addition, this information allows School Designers and School Leaders to track progress towards Credentialing requirements, set yearly goals and identify evidence on Work Plans. The terms of the data sharing requirements applicable to this Cooperation Agreement are set out in the Data Sharing Agreement annexed hereto as Appendix B, signed by both parties, and incorporated by reference herein and made a part of this agreement.

PHOTO RELEASE

EL Education staff periodically take and/or use photographs, audio and/or video recordings of teachers and students for purposes of documenting school practice and/or publicizing the EL Education program. Niagara Charter School agrees to secure necessary permissions from parents/guardians and teachers for their images and work to be featured in these photographs or recordings and to identify students and staff who should not be photographed.

Niagara Charter School gives consent and permission for EL Education to use school-created audio or video recordings and photographic images, and/or to create and take and to publicly display and publish, photographic images and audio and/or video recordings of teachers and students at Niagara Charter School. Niagara Charter School disclaims any right to review or approve any materials prepared, displayed or published by or on behalf of EL Education that may include any audio or visual media, including photographs or recordings, made by Niagara Charter School staff.

ORDER OF PRIORITY:

Should EL Education and Niagara Charter School and/or Niagara Charter School sign another Agreement in addition to this Cooperation Agreement, the service payment terms, indemnification and intellectual property reservations set forth in this Cooperation Agreement shall govern in the event of a conflict.

DEFAULT AND CURE:

In the event that either party hereto defaults in the performance of any of its material duties or obligations under this Cooperation Agreement, including failure to make any payments due under this Cooperation Agreement, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the default, then the party not in default may terminate this Cooperation Agreement after giving written notice thereof to the defaulting party.



INDEMNIFICATION CLAUSE:

Each party assumes the responsibility for the negligence of its own respective employees, appointees or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

ATTORNEY FEES:

The parties agree that if any suit or action at law, in equity, or through arbitration is filed to enforce any of the terms of this Cooperation Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorney's fees, costs and disbursements in addition to any other relief to which that party may be entitled.

CHOICE OF LAW AND FORUM:

The laws of the United States and the State of New York will govern this Cooperation Agreement. Any action relating to this Cooperation Agreement must be brought in the Federal or State Courts located in New York, its district Niagara School District (if applicable) consent to the jurisdiction of such courts.

SEVERABILITY:

If any provision of this Cooperation Agreement is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the Cooperation Agreement shall remain in full force and effect. With respect to a particular application, if any provision of this Cooperation Agreement is deemed to be invalid, void or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.

SURVIVAL:

All provisions of this Cooperation Agreement relating to Niagara Charter School and Niagara Charter School intellectual property rights, Niagara Charter School and Niagara School District indemnification obligations and payment obligations shall survive the termination or expiration of this Cooperation Agreement.

NO WAIVER:

EL Education's failure to enforce the strict performance of any provision of this agreement will not constitute a waiver of EL Education's right to subsequently enforce such provision or any other provisions under this Cooperation Agreement.

DIVERSE WORKFORCE CLAUSE:

Niagara Charter School expressly acknowledges and agrees that EL Education is an equal opportunity employer and promotes a diverse workforce, and that any policies, remarks, gestures, or

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behaviors by Niagara Charter School in connection with this Agreement that are discriminatory toward or offensive to individuals on the basis of sex, race, color, national origin or citizenship status, age, religion, sexual orientation, marital status, pregnancy and parental status, HIV status, gender identity and expression, status with regard to public assistance, status as a veteran, or physical or mental disability will be cause for EL Education to immediately terminate this Agreement or the subject Schedule.

APPROVALS:

EL Education and Niagara Charter School and/or Niagara Charter School agree to the above costs, intellectual property reservations, indemnifications and scope of services from Sep 1, 2020 through Aug 31, 2021. Each Signatory certifies that it has the authority to sign and enter into this Cooperation Agreement on behalf of the party it represents and agrees to be bound by the terms of this Cooperation Agreement. This Cooperation Agreement must be signed and returned to the EL Education Field Director prior to Sep 1, 2020. If this agreement is not received by that date, EL Education reserves the right to withhold the services outlined here until this agreement has been executed.

Christina Lesh

EL Education Representative

Regional Director, NY-NJ

Title

6/8/2020

Date

Authorized School/District Signatory

Title

Date



APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

DIRECT SERVICE DAYS

Direct service Days include professional development and technical assistance provided by EL Education staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL Education staff accompany a group of teachers from the school to an EL Education professional development event to provide further intensive work. The costs associated with direct school services also cover:

- Time the school designer uses to plan the direct service work and create materials for the school.
- Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the Field Director or School Designers.
- All EL Education staff travel costs to and from the school.

Please note: All Direct School Service days must be used before August 31, 2021. No days can be carried into the next EL Education fiscal year that begins on September 1, 2021 and ends on August 31, 2022.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS

Institute Registration

For institutes occurring between September 1, 2020 and August 31, 2021, schools with signed contracts and no outstanding balances from the 2019-2020 school year will be able to register for institutes beginning on Monday, August 12, 2020.

National Conference Registration

Registration for the EL National Conference will begin on Monday, August 12, 2020. National Conference registration will close on October 5 or until the conference fills, whichever comes first.

Registration Confirmation

Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Nicole Graziano, Client Services Manager at ngraziano@eleducation.org.

Please **do not book nonrefundable airline tickets** without confirmation that your registration has been received and processed.



Cancellation Policy

If you are unable to attend an event for which you have registered, please notify Nicole Graziano (ngraziano@eleducation.org) in writing at **LEAST fourteen (14) calendar days** before the event or the school will be charged use of a slot. Applicable slot will be deducted if cancellation occurs in fewer than fourteen (14) calendar days before an institute, because EL Education will not be able to fill the spot.

All institute slots must be used before **August 31, 2021**. No slots can be carried over into the next EL Education fiscal year, which begins on **September 1, 2021**. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Education Regional Director as long as the change occurs at least fourteen **(14) calendar days** prior to the purchased institute start date. Substitutions are **NOT** permitted if the purchased institute has already occurred or is within fourteen (14) days of occurring.

Schools may also register for EL Education events outside of contract and be invoiced later. The fourteen-day cancellation policy would still apply.

EL Education reserves the right to cancel programs because of low registration. Minimum enrollment to avoid cancellation is fifteen (15). In the event of cancellation, EL Education will notify participants at least ten (10) days in advance of the event. EL Education is not responsible for cancellation charges related to travel and lodging.

Special Services

Please notify Nicole Graziano (ngraziano@eleducation.org) at the time you register if you need a sign language interpreter or other special assistance. EL Education must be notified in writing at least thirty (30) days in advance of the event.

Full Participation

The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

5-DAY NATIONAL INSTITUTES – EL EDUCATION CLASSROOMS IN PRACTICE

The school must pay for and arrange all travel, lodging, and dinner expenses for their attendees. EL Education will provide a breakfast buffet, coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

3-DAY INSTITUTES and LEADERSHIP COHORT PARTICIPATION

The school must pay for and arrange all travel, lodging, and dinner expenses for their attendees. EL Education will provide a coffee and/or tea service and lunch. All participants must stay near the institute location unless they live within one hour of the event.

Education

PROFESSIONAL LEARNING COMMUNITIES FOR LEADERS (Leading for Deeper Instruction PLC and Leading for School-wide Improvement PLC)

The school must pay for and arrange all travel, lodging, and dinner expenses for their attendees. EL Education will provide coffee/tea and lunch. All participants must stay near the institute location unless they live within one hour of the event. Note that this offering involves multiple, cumulative sessions held across the school year. Travel will require three separate round trips.

LEADERSHIP INDUCTION INSTITUTE

The school must pay for and arrange all travel, lodging, and dinner expenses for their attendees. EL Education will provide coffee/tea and lunch. All participants must stay near the institute location unless they live within one hour of the event.

NATIONAL CONFERENCE

Schools must pay for and arrange all travel, lodging, and food costs. Additional slots to the National Conference can be added and paid for separately at the time of National Conference registration.

NATIONAL CONFERENCE PRE-CONFERENCE DAY

An optional pre-conference day set of offerings will be available for an additional fee of \$275.00 per Person — descriptions will be provided with the online registration materials. Pre-conference days can also be added and paid for separately at the time of National Conference registration.

SITE SEMINARS

An opportunity for schools to visit a highly implementing EL Education school for two (2) or three (3) days. Schools pay all travel, lodging, and most food costs for their attendees.

EL EDUCATION NETWORK MEMBERSHIP

In addition to the services outlined above, the following membership benefits are in effect for the period of time covered by this Cooperation Agreement.:

- Discounts for off-site professional development slots.
- EL Education Core Practices and other training documents for each staff member.
- Member access to the resources in EL Resource Library online platform.
- Ability to post jobs on the EL Education website. Contact **Matea Samardzic** at **msamardzic@eleducation.org** to inquire about posting a job.
- EL Education resource materials in support of the on-site work for each staff member.
- Individual consultation from the Regional Director for implementation concerns including travel to schools, budget preparation, and support of the Cooperation Agreement review process.
- Member access to the Fund for Teachers scholarship application pool.



APPENDIX A REVIEW COMPLETED:

Initialed: EL Education Representative *C.L.*

Initialed: School Signatory

Initialed: District Signatory (optional)



APPENDIX B - DATA SHARING AGREEMENT

INTRODUCTION

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. EL Education believes data to be an essential lever for improving and promoting quality implementation of our Language Arts Curriculum to ensure improved outcomes for all students. To this end, EL Education partners with Districts in reviewing data on a continual basis, using the results to inform strategic planning and professional learning for district staff.

This Data Sharing Agreement (“Data Agreement”) dated 6/8/2020 is entered by and between Niagara School District (“District”) and EL Education for the purpose of establishing the roles and responsibilities of each party with respect to sharing data to assess implementation and outcomes related to the EL Education Language Arts Curriculum.

RECITALS

WHEREAS, EL Education seeks to improve student achievement and teacher practice through the combination of EL Education’s Language Arts Curriculum, powerful professional learning, strategic planning, and deep expert coaching support.

WHEREAS, the District has adopted EL Education’s Language Arts Curriculum and The District and EL Education desire to track implementation progress toward mutual goals including documenting teacher and student impact.

NOW THEREFORE, in consideration of the mutual covenants, terms and conditions set forth herein, the parties do hereby agree as follows:

1. Scope of the Data Sharing Agreement.

The Parties agree that EL Education has the authority to collect, analyze, and use evidence to investigate and improve the impact of EL Education’s Language Arts Curriculum and Professional Services on student achievement, quality of instruction, and teacher practice in the manner set forth in this Network Services Cooperation Agreement with Niagara Charter School for the 2020-2021 school year, that is dated 6/8/2020 and which this appendix is intended to supplement. This evidence includes data collected and reported in the EL Education Dimensions Data Platform (see Terms and Conditions of Use). The District agrees to share data listed in Section 2 below.



2. Data to be shared by the District with EL Education.

- A. **Interim Assessment Data:** Aggregate (at class, grade, school, and district levels that *do not include individual student identifying information*) student literacy assessment data, including...

...or similar interim assessments.

- B. **Benchmark Assessment Data:** District-collected data from beginning, middle, and end-of-year benchmark assessments from the EL Education Language Arts Curriculum.
- C. **Student Work Samples:** De-identified student work samples from either assessments or daily work from assignments within EL Education’s K-8 Language Arts Curriculum.
- D. **State Assessment Data:** Aggregate (at class, school, and/or district levels that do not include individual student identifying information) assessment data for relevant school years to investigate impact on student performance. These data include English Language Arts and Math assessment results, including scores by student subgroup and grade.
- E. **Online Teacher Surveys:** District administered surveys completed by teachers implementing the EL Education Language Arts Curriculum. Included only if relevant to implementation of the EL Education Language Arts Curriculum.
- F. **Classroom Walkthroughs:** Short classroom visits conducted by EL Education staff and/or District staff that are non-evaluative and focused on implementation of the Language Arts Curriculum only.
- G. **School Administrative Data:** Aggregate enrollment, attendance, and student demographics.
- H. **Three Dimensions of Student Achievement Data:** Selected data related to Mastery of Knowledge and Skills, Student Character, and High Quality Student Work.

3. Data to be Shared by EL Education with the District.

- A. **Classroom Walkthroughs:** Walkthrough (consistent with the above description) reports focused on implementation of the EL Education Language Arts Curriculum completed by EL Education field staff and/or District staff individually or in groups in the EL Education Dimensions Data Platform.
- B. **Teacher or Leader Surveys:** Surveys focused on implementation of the EL Education Language Arts Curriculum completed by implementing teachers in the EL Education Dimensions Data Platform. These surveys are anonymous and do not require registration or login.



4. District Responsibilities under the Data Sharing Agreement.

The District agrees to perform the following activities during the term of the Data Sharing Agreement:

- A. Share data mentioned in Section 2 at time points listed in this Network Services Cooperation Agreement with Niagara Charter School for the 2020-2021 school year. These time-points include a beginning-of-year, mid-year, and end-of-year data meetings with additional meetings held as necessary. In addition, the District agrees to the following schedule with regard to certain data sets:
 - i. Enrollment and demographic will be submitted each fall (October-November) once enrollment has stabilized.
 - ii. State testing results will be submitted within two (2) weeks of the report being transmitted to the school (Summer/Fall)
 - iii. Other requested data related to the Three Dimensions of Student Achievement will be submitted at the same time as the fall or spring transmissions, depending on when it is available.
- B. For additional necessary analyses (included or in addition to those listed in Section 2), District data and/or research teams will work with EL Education to create data files or reports.
- C. The District agrees to transmit the data requested in Section 2 in (.pdf or.csv file formats). EL Education will then take the data and enter it into our secure systems. If this is not possible, EL Education will designate an alternate submission format.

5. EL Education's Responsibilities under the Data Sharing Agreement.

EL Education shall conduct the data collection and reporting in compliance with all applicable state and federal laws, rules, regulations. EL Education undertakes to perform the following activities during the term of this Data Sharing Agreement:

- A. Share data mentioned in Section 3 at time points listed in the Network Services Cooperation Agreement with Niagara Charter School for the 2020-2021 school year. These time-points include beginning-of-year, mid-year, and end-of-year data meetings with additional meetings held as necessary.
- B. Provide access and training to identified district staff in performing Walkthroughs focused on implementation of the EL Education Language Arts Curriculum in the EL Education Dimensions Data Platform.



- C. Develop and administer teacher and leader surveys focused on implementation of the EL Education Language Arts Curriculum through the EL Education Dimensions Data Platform.
- D. Analyze assessment, survey, and Walkthrough data as necessary.
- E. Create and distribute reports documenting analyses related to implementation of the EL Education Language Arts Curriculum. Data will be reported in aggregate and will not identify individual students, teachers, or school leaders.

6. Confidentiality and Data Security.

- A. EL Education will comply with applicable state and federal laws and regulations regarding data use, access, and confidentiality.
- B. Neither EL Education nor any individuals affiliated with them will provide or disclose any data reports unless authorized in writing by the District or as required by law.
- C. EL Education will ensure that all shared data, or created datasets containing shared data, will be stored in an area that is physically safe from access by unauthorized persons at all times. Data that is maintained in electronic format will be kept safe from unauthorized access, through such means as being stored on a password-protected, encrypted file server.

7. Points of Contact - Data/Research Function.

Each Party hereby will designate in writing one or more individuals within their own organization to act as a Data Liaison—the point of contact responsible for managing performance of the data collection, analyses, and sharing functions of this agreement.

For District:

Name:
Title:
Address:
Email address:
Phone number:

For EL Education:

Name: Christina Lesh
Title: Regional Director, NY-NJ
Address: 247 W. 35th St. Fl. 8 New York, NY. 10001
Email address: clesh@eleducation.org
Phone number:



8. Notices.

All notices, reports, requests, or other communications given pursuant to this Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, and shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

9. Liability.

Neither party shall be liable to the other for any property that is consumed, damaged, or destroyed in the performance of this Agreement, unless it is due to the gross negligence or willful misconduct of the party, or an employee or agent, of the party.

To the extent permitted by law, each party agrees to hold the other harmless and indemnify the other for liability or loss for any claim made by its employees or agents, or persons claiming through them, for liabilities, demands, damages, expenses, and losses arising out of the Agreement, except to the extent that such death, injury, loss, or damage arises solely from their own negligence or willful misconduct.

10. Miscellaneous Provisions.

10.1. Governing Law. The construction, validity, performance and effect of this Agreement will be governed by the laws of the United States and the State of New York. Any action relating to this Agreement must be brought in the Federal or State Courts located in New York and Niagara School District (if applicable) consents to the jurisdiction of such courts.

10.2. Severability. The illegality or invalidity of any provision of this Agreement shall not impair, affect, or invalidate any other provision of this Agreement.

10.3. Assignment. Neither this Agreement, nor any rights or obligations of any party hereunder, shall be assigned or otherwise transferred by either party without the prior written consent of the other party.

10.4. Independent Parties. The relationship of the parties to this Agreement is that of independent parties and not agents, joint venturers, or partners. Each party will maintain sole and exclusive control over its personnel, operations, and locations.

10.5. Entire Agreement. This Agreement constitutes the entire agreement between the parties concerning the subject matter of this Agreement and supersedes any prior understanding, or written or oral agreement.

10.6. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and which together shall constitute one and the same instrument. The



parties may rely on facsimile or electronically transmitted signature pages as if such facsimile or electronically transmitted pages were originals.

Christina Lesh

EL Education Representative

Regional Director, NY-NJ

Title

6/8/2020

Date

Authorized School/District Signatory

Title

Date

2019-2020

Niagara Charter School Monthly Operations Dashboard

Student Enrollment										
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
347	344	346	346	345	342	346	344	344	343	

Student Population											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Average Daily Attendance Rate	90%	93%	92%	88%	88%	90%	88%	94%	n/a	n/a	
Free and Reduced Lunch	87%	87%	91%	91%	90%	90%	90%	89%	89%	89%	
Students with Disabilities	16%	17%	17%	17%	17%	17%	17%	17%	17%	17%	
English Language Learners	2	2	2	2	2	2	2	2	2	2	
Exited	2	8	4	3	5	7	1	4	0	1	

Wait List											
	9/11/19	10/4/19	11/6/19	12/11/19	1/15/20	2/4/20	3/6/20	4/10/20	5/18/20	6/11/20	
K	9	10	10	10	9	9	8	8	8	8	
1	9	7	17	7	7	6	5	5	5	5	
2	10	11	13	12	12	13	13	13	13	13	
3	10	10	10	10	9	9	9	9	9	9	
4	16	16	16	15	14	14	15	15	15	15	
5	16	17	17	17	16	16	14	13	13	13	
6	4	3	3	2	2	2	2	2	2	2	

Parent and Family Participation											
	Aug.	Sept.	Oct	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
# of parents and/or guardians attending FSA meetings	No meeting	1	10	6	No meeting	8	3	No meeting	No meeting	No Meeting	
# of families attending school events	n/a	Dads Take Your Child to School 70 participants	n/a	n/a	Exhibition Night 45 families	n/a	n/a	n/a	n/a	n/a	

GROSS SHUMAN P.C.
ATTORNEYS AT LAW

Memorandum

To: Darci Novak
Jonathan D. Schechter

From: Carolyn L. DeVaughn

Date: June 9, 2020

Re: NIAGARA CHARTER SCHOOL - Data security policy amendment

NYSED guidelines provide that employees of educational agencies that handle personal identifiable information must complete training on the laws and requirements necessary to protect sensitive data. Accordingly, attached as Exhibit A is the proposed amendment to the Niagara Charter School Policy Addendum Manual (Page 53). If this is acceptable, you can have the Board adopt it at the next meeting and we will email you an updated manual.

EXHIBIT A

Conduct Privacy and Security Awareness Training

The School ~~may~~ will conduct privacy and security awareness training on an annual basis, which may include, but is not limited to:

1. Providing privacy and information security training, including a review of the legal requirements necessary to protect sensitive data, on a recurring basis to appropriate staff involved in data-related activities;
2. Posting and communicating privacy policies to parents, students, staff, and other users; and
3. Clearly defining and making easily accessible processes for reporting privacy incidents and complaints.

CLD/

Doc #791107.1



Coronavirus (COVID-19) Health and Safety Policy

This policy includes the measures we are actively taking to mitigate the spread of coronavirus. You are kindly requested to follow all these rules diligently, in order to sustain a healthy and safe workplace in this unique environment. It is important that we all respond responsibly and transparently to these health precautions. We assure you that we will always treat your private health and personal data with high confidentiality and sensitivity. This policy may change with the introduction of additional governmental guidelines. If so, we will update you as soon as possible.

This policy applies to all our employees who physically work in our school. We strongly recommend to our remote working personnel to read through this action plan as well, to ensure we collectively and uniformly respond to this challenge.

If You Are Sick, Stay Home

- If you have a fever, cold symptoms, such as cough/sneezing, or are simply not feeling well, please stay home.
- If you have been ill, do not return to the school until you are fever free for 72 hours without the use of Tylenol or other fever reducing medication.
- If you have COVID-19 like symptoms (fever, dry cough, tight chest, trouble breathing) do not return to the school until you are fever free for 72 hours without the use of Tylenol or other fever reducing medication and at least 7 days after the onset of your illness.
- If you are home caring for an individual with COVID-19 or with COVID-19 like symptoms, refrain from coming to the school for a 14-day self-quarantine period.
- If you are home caring for an individual who is sick with other non-COVID-19 symptoms, but are not sick yourself, exercise caution when deciding when to return to the workplace.

If you are sick and unable to work the following programs are available to assist you:

COVID-19 FFCRA Leave

All full-time employees are eligible to use up to 80 hours of FFCRA Paid Sick Leave for a qualifying reason related to a public health emergency. Part-time employees are eligible to use, over a two-week period, a pro-rated amount of FFCRA Paid Sick Leave based on their average work hours in a typical two-week period. If hours vary, average hours are calculated based upon the past six (6) months. Please refer to the FFCRA Leave Policy for further information.

New York State Paid Sick Leave

All employees that have been subject to a mandatory or precautionary order of quarantine or isolation are eligible for NYS Paid Sick Leave. *Up to* 14 days of paid sick leave is available for employees for the duration of their quarantine order. Compensation for the remainder of the quarantine is available through



existing Paid Family Leave and Disability Benefits policy up to \$2,884.62 per week. Please refer to the COVID-19 NYS Paid Sick Leave Policy for further information.



General Hygiene Rules

- Wash your hands after using the toilet, before eating, and if you cough/sneeze into your hands (follow the 20 second hand washing rule). You can also use the sanitizers you'll find around the School.
- Cough/sneeze into your sleeve, preferably into your elbow. If you use a tissue, discard it properly and clean/sanitize your hands immediately.
- If possible, open the windows regularly to ensure open ventilation.
- If you work with the public wear your face mask at all times while in the workplace.
- Employ social distancing and stay six feet apart from your co-workers.
- Do not share food.
- Avoid touching your face, particularly eyes, nose, and mouth with your hands to prevent getting infected.
- If you find yourself coughing/sneezing on a regular basis, avoid close physical contact with your coworkers and take extra precautionary measures (such as requesting sick leave).

Avoiding Exposure at Work

The School has undertaken a risk assessment of exposure to COVID-19 in our workplace according to OSHA guidelines. We will minimize the risk of exposure in our physical workplace by taking the following measures:

- Implement teleworking and remote work for positions where possible.
- Schedule meetings via video conferencing tools, even those taking place in our physical workplace.
- Limit the number and duration of in person meetings to only those that are necessary, while keeping those meetings to 10 people or less, and maintaining 6 feet of distance from others.
- Stagger work hours among those employees required to be onsite whenever possible, in order to decrease density in the workplace.
- Stagger meal and break times for those who are working onsite.
- Monitor employees for signs of COVID-19 symptoms; immediately isolate and send home any who are showing signs of infection.
- Enter into an interactive conversation to discuss additional precautions with any employee who has a chronic medical condition or is in a higher risk group for infection.
- Initiate appropriate workplace controls. These may include engineering controls, administrative controls, safe work practices, and providing appropriate personal protective equipment (PPE) according to the tasks being performed.

What You Can Do to Limit Exposure

- Follow the policies and procedures we have established related to illness, cleaning and disinfecting, and work meetings and travel.
- Stay home if you are sick, except to get medical care. Learn what to do if you are sick.



- Inform your supervisor if you have a sick family member at home with COVID-19. Learn what to do if someone in your house is sick.
- Follow the general hygiene rules listed above.
- Clean AND disinfect your own frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, and doorknobs. Dirty surfaces can be cleaned with soap and water prior to disinfection. To disinfect, use products that meet EPA's criteria for use against SARS-CoV-2 external icon, the cause of COVID-19, and are appropriate for the surface. We will provide appropriate disinfectant materials; it is your responsibility to use them according to directions provided on the packaging.
- Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. If necessary, clean and disinfect them before and after use.

Response to Spikes in Absenteeism

The School may experience a spike in absenteeism from increases in sick employees, those who stay home to care for sick family members, and those who must stay home to watch their children. Based on these factors, the organization may take the following steps to ensure business continuation:

- Monitor and respond to absenteeism as business dictates.
- Implement additional work from home/telework options.
- Cross train employees to perform essential functions so the workplace can operate even if key employees are absent.
- Modify flexible workplace and leave policies.

Social Distancing Practices

The School believes social distancing is a key element in reducing the spread of COVID-19. Employees must always practice appropriate social distancing. The following are steps we can take individually and as an organization to keep everyone safe:

- Maintain approximately 6 feet of distance from others whenever possible.
- Avoid gatherings or crowded places.
- Reduction in on-site workforce/working remotely.
- Stagger work hours to reduce personal interaction.
- Increase physical space between coworkers and employees/customers.
- Utilize video conferencing services or postpone non-essential meetings.
- Deliver our services to customers remotely (e.g. through phone, video, or web).
- Deliver products through curbside pick-up or delivery.

Additional Resources -

The School understands that this pandemic can create emotional stress for everyone. In support of this, Employer Services Corporation (ESC) will provide an Employee Assistance Program (EAP) to serve the



needs of employees and their immediate family members. We recognize that many personal situations can affect job performance. Situations may include:

- Emotional issues (grief, depression, anxiety)
- Abuse of alcohol and other drugs
- Marital and relationship
- Child and family difficulties
- Legal or financial questions
- And other personal issues

The established EAP program will provide confidential, short-term intervention, assessment, and referral for any of these situations, or other concerns impacting employees and their families.

This program is available 24 hours a day/7 days a week. You may reach the EAP by calling 1-888-276-6632 or email eap@palladianeap.com. The EAP may also be reached at the following website: palladianeap.com.

Travel

To best protect the health and safety of our employees, all unnecessary travel will be avoided to the greatest extent possible. We will rely on videoconferencing or teleconferencing when feasible for work-related meetings and gatherings. Non-essential large work-related meetings or gatherings that can only occur in-person will be postponed or canceled. Essential meetings will be held in open, well-ventilated spaces and social distancing protocol will be followed.

Prior to Travel

- Check the [CDC's Traveler's Health Notices](#) for the latest guidance and recommendations for each location and country to which you will travel. Specific information for travelers going to and returning from countries with travel advisories can be found on the [CDC website](#).
- If you have recently returned from areas with a high number of COVID-19 cases (based on CDC announcements), we'll ask you to work from home for 14 calendar days, and return to the School only if you are fully asymptomatic. You will also be asked not to come into physical contact with any colleagues during this time.
- If you are planning to travel voluntarily to a high-risk country with increased COVID-19 cases, we will ask you to work from home for 14 calendar days. You will also be asked not to come into physical contact with any colleagues during this time.
- If you are experiencing any symptoms of COVID-19 (i.e., fever, cough, or shortness of breath) and notify your supervisor and do not travel.
- If you become sick while traveling or on temporary assignment, notify your supervisor and promptly call a healthcare provider for advice if needed.
- If you are outside the United States and experiencing symptoms of COVID-19, follow School policy for obtaining medical care or contact a healthcare provider or overseas medical assistance



company to assist with finding an appropriate healthcare provider in that country. A U.S. consular officer can help locate healthcare services. However, U.S. embassies, consulates, and military facilities do not have the legal authority, capability, and resources to evacuate or give medicines, vaccines, or medical care to private U.S. citizens overseas.

Who to contact if you have additional questions

We are actively monitoring the situation and updates to this policy are ongoing as the situation warrants. If you have any further questions regarding this Health and Safety Policy, please contact the Chief Academic Officer of Niagara Charter School or any member of Employer Services Corporation (ESC).



June 23, 2020

New York State Charter School Office
Attn: David Frank, Executive Director
Re: Other minor changes to charter

Dear Mr. Frank,

Summary of the change:

Please accept this letter as formal notification that Niagara Charter School is requesting the permission of the New York State Charter School Office to add to the school's instructional calendar, voluntary virtual summer school, for the summer of 2020. The School was not able to submit this request 30 days prior to the proposed implementation date, as information about summer school programs was just recently made available.

Brief Narrative:

The proposed addition would adjust the current calendar by adding five weeks of core content review for students who participate. The summer program will also provide students with Physical Education classes, as well as Social Emotional services. A special education teacher will be available to support the general education teachers with instruction for any Students with Disabilities that participate.

The program will run from June 29-July 31st, two hours per day, and will include live lessons, as well as pre-recorded lessons and resources. All instruction is virtual, as each family of the School received a Chromebook at the start of the Pandemic to continue their education remotely. Families received notification of this opportunity via the School's alert and email system.

Please note that this is an addition is for the 2019-2020 school year only, as the School will determine, based on data collected this year, if virtual summer school review classes will continue thereafter.

The School's administration and the Board of Trustees believe this addition to the instructional program will best serve the students and families of the School during the current Pandemic, and provide the necessary academic and social emotional supports needed during this difficult time. No budgetary change is anticipated due to the addition of this program.

Staffing Plan:

The School's summer program will be staffed by ten certified teachers currently work at the School. The summer school staff is comprised of general education teachers, building substitutes, special education, and the School's Instructional Coach. The program is offered to



students currently enrolled in grades K-5th, and depending on participation, grade level groups will be structured to provide small group individualized instruction.

In closing, the Niagara Charter School administration and Board of Trustees would like to thank you for your consideration and attention to this request. We strongly believe the addition of this summer program will benefit our students, staff, and school community. As always, Niagara Charter School will continue to provide our students with rigorous academic instruction.

Sincerely,

James C. Muffoletto
Board President

Darci M. Novak
Chief Academic Officer

**Niagara Charter School
Minutes of Board of Trustees Meeting
August 27, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Aimee Gonzalez; Lynn Kasper; Marissa Austin; Alanna Cecala; Andrea Hopkins; Jenna Schratz; Kim Abrams

Others in Attendance: Jonathan Schechter; Lauren Nalls

Excused Absence: Judy DiCamillo

Unexcused Absence:

The meeting was called to order at 5:00 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

The minutes for the annual meeting of July 22, 2019 were approved as corrected on a motion by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions. The minutes for the regular meeting of July 22, 2019 were approved as corrected on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

General Update: Darci Novak, CAO

Professional Development

General Announcements

- Ms. Novak distributed Every Student Succeeds Act (ESSA) Guidance Document to each trustee.
- NCS is at full enrollment with a healthy waitlist.
- Mrs. Corsaro, Community Liaison, will formally present to the board at September 17th meeting.
- We received the draft mid-site visit report. Factual corrections were submitted to the Charter School Office. There was a data reporting error in the report; Ms. Novak responded with the accurate data. Ms. Novak will share the final report with trustees as soon as we receive it.
- 18-19 state assessment data was distributed. NCS outperformed New York State in ELA and Math. NCS also outperformed the Niagara Falls City School District and Niagara Wheatfield District in ELA and Math.
- David Frank, Executive Director of the Charter School Office, congratulated NCS on the fantastic performance.
- A staff celebration is scheduled for Friday August 30th at 12:30.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen presented the formal evaluation of Ms. Novak, CAO.
- Dr. Bowen provided trustees with an introduction to the evaluation, an overview of the evaluation model, a description of innovative changes document, notable NCS highlights, and a scoring worksheet.
- Ms. Novak received a rating of 56/60, highly effective

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee did not meet in August. The next meeting will be September 10th at 4:15.
- The next board meeting will be September 17th at 5:00 pm at NCS.
- The updated Strategic Plan was presented to the trustees. Mr. Scott recommended getting parent input on the core values. It was suggested that this could be best accomplished through the parent survey, which is distributed in January.
- A motion was made to adopt the strategic plan as restated by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Ms. Novak explained the difficulty the leadership team was having in recruiting Associate Teachers. In speaking with the finance committee, it was decided to dissolve the position and title of Associate Teacher and make all former Associate Teachers Building-based Substitutes, with a starting salary of \$32,000.
- Mr. Scott suggested an advertisement/billboard to celebrate the amazing state assessment results.

Unfinished Business:

- There is no unfinished business.

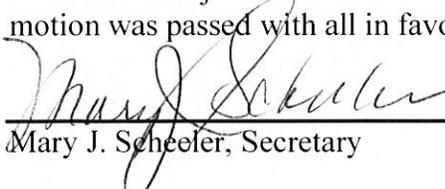
New Business:

- There is no new business.

Executive Session:

- A motion was made to go into Executive Session at 6:08 PM by Mrs. Scheeler, seconded by Mr. Scott.
- A motion was made to come out of Executive Session at 6:14 PM by Mr. Scott, seconded by Mrs. Scheeler.
- Mr. Muffoletto made a motion to approve Dr. Bowen's agreement for the 19-20 school year, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

A motion to adjourn at 6:15 PM was made by Ms. DiMaggio, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.



Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 8/21/19

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

IF YOU ARE UNABLE TO ATTEND THIS MEETING, PLEASE CONTACT EITHER MR. MUFFOLETTO OR MS. NOVAK.

In preparation for the upcoming meeting scheduled for Tuesday, August 27, 2019 at Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304, I have enclosed the following:

Media Announcement for Regular meeting 8/27/2019
Agenda for 8/27/2019 Regular meeting
Draft Minutes 7/22/2019 Annual meeting
Draft Minutes 7/22/2019 Regular meeting
ESSA Guidance for Board Members
CAO Evaluation Documents
Draft Strategic Plan



MEDIA ANNOUNCEMENT August 21, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, August 27, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, August 27, 2019
Time: 5:00 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 7/22/2019 Annual Minutes
7/22/2019 Regular Minutes

CAO Report: Darci Novak
General Updates

Committees:

Academic Committee: Mary Scheeler
Presentation by Dr. Jeffery Bowen

Governance: Lynn Kasper
Strategic Plan

Finance Committee: Ricky Scott
Associate Teacher Position/Title Change

Unfinished Business:

New Business:

Emergency Conditional Appointments – if any

Adjournment:

Niagara Charter School
Minutes of Board of Trustees Annual Meeting
July 22, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304

Trustees in Attendance: James C. Muffoletto, President; Amy DiMaggio; Mary Scheeler; Ricky Scott; Judy DiCamillo

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez

Other: Katherine Liebner

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:00 PM with President James C. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

Annual Review of the School Year: Darci Novak, CAO

- Ms. Novak reported that the NYS test scores have not been released yet.
- Ms. Novak thanked the trustees for the implementation of new flat panels. She also thanked the trustees for helping the school retain teachers with salary increases based on longevity and the calendar change
- Ms. Novak thanked the Academic Committee and all trustees who participated in school events this school year.
- Ms. Novak thanked teachers and staff for their dedication to Niagara Charter School.

Board Elections

- Parent Trustee seats
 - o Lauren Nalls submitted a resume and letter of interest.
 - o Upon the motion made by Ms. DiMaggio and seconded by Mr. Scott, Ms. Nalls was nominated to serve as a parent trustee for a term of one year. The motion was passed with all in favor as follows: subject to the Niagara Charter Board of Trustees conducting a thorough criminal history record check via fingerprinting which is deemed acceptable by SED, and discovering no state or federal criminal history, or subject to providing such history to the SED if found, and verifying that any academic and/or professional credential or qualification presented by the proposed member is genuine, and reviewing the application in its entirety, the board of trustees has voted to select Lauren Nalls as a representative to its board of trustees with a term expiring June 30, 2020, pending approval by the SED and resolution formerly being approved upon formal approval by the SED. The motion was passed with all in favor.
- At Large Trustee seats
 - o There are two at-large trustee seats available. Ms. DiMaggio and Mr. Muffoletto both agreed to serve another term

- A motion to elect the current slate of board members was made by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

Other/New Business

- Election of Officers: A motion was made to elect the current slate of officers for another term by Mrs. DiCamillo, seconded by Mrs. Scheeler, as follows: James C. Muffoletto, President; Amy DiMaggio, Vice President; Mary Scheeler, Secretary; Ricky Scott, Treasurer. The motion was passed with all in favor and no abstentions.

A motion to adjourn at 5:14 PM was made by Mr. Scott, second by Ms. DiMaggio, with all in favor and no abstentions.

Mary J. Scheeler, Secretary

**Niagara Charter School
Minutes of Board of Trustees Meeting
July 22, 2019 at 5:30 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Aimee Gonzalez; Lynn Kasper

Others in Attendance: Katherine Liebner

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:30 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

The minutes for the board meeting of June 18, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

General Update: Darci Novak, CAO

- General Announcements
 - Ms. Novak updated trustees on maintenance and facilities. She is pleased with the services provided by Coverall. Next school year, the service of burnishing the floors was added to the contract to help maintain the shine.
 - Painting is taking place to repair classroom walls where the new flat panels were installed.
 - One 5th grade teacher resigned her position at NCS. The position was posted internally.
 - Interviews for Associate Teachers are being held. We are looking to hire a minimum of three Associate Teachers.
 - New vegetable gardens were planted on NCS premises in partnership with Leadership Niagara. NCS is looking forward to incorporating the gardens into the curriculum.
 - Ms. Novak is working on the Annual Report that is due August 1, 2019.
 - A review of the dashboard took place.

Committees:

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee did not meet.

- Mrs. Kasper provided the trustees with the Charter Board Partners survey results. A discussion of the results took place.
- An updated draft of the Strategic Plan will be provided in the August packet.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen will be sending Ms. Novak's evaluation to the Academic Committee. He will present the evaluation to the trustees at the August meeting.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal report.

Unfinished Business:

- LED Sign Update: The electrical wiring has been completed. Construction of the stone pillars has begun. Full installation will begin in approximately four weeks.

New Business:

- There is no new business.

Executive Session:

- There is no need for executive session.

A motion to adjourn at 5:43 PM was made by Mr. Scott seconded by Mrs. Scheeler with all in favor and no abstentions.

Mary J. Scheeler, Secretary

6

Things every local school board member should know about New York State's plan for the Every Student Succeeds Act



What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

What do school board members need to know?

Below are highlights of important elements for local school board members in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

1

New York State's accountability system will use a variety of indicators beyond core academic subjects.

Schools and districts will be measured annually on these indicators

Future indicators

For all schools

- English language arts
- Math
- Science
- Progress in learning English (for those who are learning English as an additional language)
- Chronic absenteeism (absent 10% or more instructional days)

For high schools

- Social studies
- Graduation rate
- College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

2

New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create language arts tests in students' native languages.

3

New York State will encourage and foster the ability of school boards to advance equity and access for all.



New reports will outline how much each school is spending per student and from what source.



New reports also will give information on indicators such as class size or opportunities for students to participate in the arts.



School boards can use the reports to promote equity of resources within and across their districts.

4

New York State will identify schools for support and recognition based on multiple measures.

Comprehensive Support and Improvement

Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.

Targeted Support and Improvement

Schools with subgroups that are among the lowest-performing in the state.

Recognition Schools

Schools that are high-performing or rapidly improving as determined by the Commissioner.

Schools in Good Standing

Schools that are not identified in any of the preceding categories.

5

School boards in New York State will have key responsibilities in overseeing improvement of low-performing schools in their districts.



The state uses data from multiple measures to determine which schools need support.



School boards must approve improvement plans developed by educators and parents based on an examination of causes for identification.



Schools review multiple sources, such as achievement data and staff survey results, to determine whether the plan has to be modified and re-submitted to the school board.



The state provides additional support to low-performing schools that struggle to make gains. The state will work with districts if the schools need additional oversight.

6

New York State will award funds to each school district to support a Professional Development Plan developed by educators.



Each district must establish a professional development team that includes a majority of educators and one or more administrators.



This team must develop, implement, and evaluate a Professional Development Plan that includes, among other things, mentoring for new teachers.



New York State will award Title II funds under ESSA to support local implementation of these plans.

**Introduction to Annual Evaluation of the CAO
Niagara Charter School
2018-19**

This annual evaluation of CAO Darci Novak uses a state-supported evaluation model developed and field tested by Robert Marzano, Beverly Carbaugh, and Michael Toth. The model was originally published in 2015 in book form as *School Leadership for Results: Shifting the Focus of Leadership Evaluation*.

In 2018, the original framework was updated, streamlined, and renamed the *Marzano Focused School Leader Evaluation*. The key objectives of this new model are to recognize the school leader's responsibility to balance and integrate both instructional and operational responsibilities; to underscore the importance of diversity, inclusion, and equal opportunity; to ensure that the school leader focuses continually on core values, but with a focus on results; and to support a caring and collaborative culture reflective of a growth mindset.

This year we have worked with the new model. It continues to focus on professional development throughout the year with an emphasis on self-improvement. Desired actions and behaviors stem from Marzano's highly regarded meta-analysis (2003) which validated powerful positive influences on student learning. Additionally, the new model incorporates updated evidence regarding the importance of teachers' collective efficacy for elevating both student achievement and school improvement.

The Focused School Leader Evaluation Model applies six domains. These are itemized in the attached chart, which also lists 21 elements or subdomains. Each element has a corresponding measurable rubric for performance. For each behavioral rubric there is a scale for performance, which theoretically improves throughout the year as visits are conducted and evidence is collected.

A generic description of the scale levels follows:

- (0) Not using—No attempt to use the strategy or demonstrate behavior that applies
- (1) Beginning—The school leader attempts to use the strategy but does so partially and with errors
- (2) Developing—The school leader accurately displays all the behaviors called for. She complies, but may not be growing to the next stage
- (3) Applying—The school leader has reached the target or proficiency level, but in addition has begun to analyze whether the strategy is achieving the desired effect

(4) Innovating—The school leader achieves the desired effect with ALL those impacted by the element. To achieve this, the leader may change, modify, or adapt the current strategy, exercising creativity or flexibility to achieve the desired goal.

The primary sources of evidence used to assess the CAO's starting point, progression, and destination for each domain are as follows:

- Five visits with the CAO for leadership consultation and observations
- Education committee interview and input
- Development and review of the CEO's annual goals
- Review of reports and documentation of NCS events and performance
- Analysis of NCS work plan, strategic plan, and EL resources
- Review of CAO's administrative portfolio
- Review and analysis of sample illustrative evidence of performance under each domain

The following documents are attached:

1. Learning Map for Marzano Focused School Leader Evaluation Model (unnumbered attachment PDF)
2. A bulleted list of the CAO's (and the school's) performance within each of Marzano's six domains, including reference to relevant elements within each domain, and scale level reached by the CAO on each element. (attachment 2)
3. Innovations (includes program or service adjustments) by Domain 2018-19 (attachment 3)
4. Retrospective NCS Highlights (seven years) with CAO's Comments Regarding Her Doctoral Studies (attachment 4)
5. Scoring Worksheet (attachment 5)

Marzano Focused School Leader Evaluation Model

DOMAIN 1

A Data-Driven Focus on School Improvement

- Element 1:** The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
- Element 2:** The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
- Element 3:** The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN 2

Instruction of a Viable and Guaranteed Curriculum

- Element 1:** The school leader provides a clear vision for how instruction should be addressed in the school.
- Element 2:** The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
- Element 3:** The school leader ensures that school curriculum and accompanying assessments align with state and district standards.
- Element 4:** The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
- Element 5:** The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN 3

Continuous Development of Teachers and Staff

- Element 1:** The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.
- Element 2:** The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
- Element 3:** The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Marzano Focused School Leader Evaluation Model

DOMAIN 4

Community of Care and Collaboration

Element 1:
The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Element 2:
The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Element 3:
The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Element 4:
The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN 5

Core Values

Element 1:
The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Element 2:
The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Element 3:
The school leader ensures that the school is perceived as safe and culturally responsive.

DOMAIN 6

Resource Management

Element 1:
The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Element 2:
The school leader utilizes systematic processes to engage district and external entities in support of school improvement.

Element 3:
The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

**Marzano Focused School Leader Model
CEO Performance Analysis 2018-19**

Please note:

The numbers in parentheses denote elements or subdomains (see attachment 2). Asterisks identify a scale value of “innovating”. All others are being “applied”.

Domain I: A Data-Driven Focus on School Improvement (Instructional)

- Goals, vision, and mission are closely linked and focused on performance improvement (1)*
- Performance goals are anchored to proficiency on state and benchmark tests (1)*
- A midyear EL review of school goals brought praise for the quality of student work (1)*
- Strategic plan is being revised by the governance committee, due for board approval (1)*
- CEO has engaged faculty in school values clarification to develop long-range themes (1)*
- Work plan progress was monitored quarterly with useful placemats for stakeholders (1)*
- Annual proficiency growth has been tracked to profile comparative test performance (1)
- ANET assessments were fully implemented, but will be replaced with a better system (2)*
- Student learning objectives and student goal-setting have individualized achievement (2)
- Parent reports on student progress help parents monitor their children’s growth (2)
- Root cause and student work protocols were used to develop multiple perspectives (2,3)
- Teachers met regularly to analyze and discuss individual student performance (2,3)
- 6th grader passage portfolios were initiated successfully with use of teacher panels (2)*
- Student-led conferences continue to help students review their achievement goals (2)
- Response to Intervention (RTI) team approach is used, along with diverse enrichments (3)

Domain II: Instruction of a Viable and Guaranteed Curriculum (Instructional)

- EL and professional development nurture a shared instructional model and language (1)*
- Core values are being clarified and will focus on respect, integrity, and teamwork (1)*
- Walk-throughs, observations, and instructional coaching enhance good practice (2)
- Proven instructional practices are supported by EL protocols and work plan (2)
- Modified common core standards are aligned with curriculum and assessment (3,4)*
- Science, social studies, and mental health are being incorporated into curriculum (4)*
- Technology systems support essential standards and have been grant-enhanced (4)*
- Professional development has sought to equalize learning opportunities (5)*

Domain III: Continuous Development of Teachers and Staff (Instructional)

- Interviewing and recruitment procedures have been standardized (1)
- Growth plans (TIPS) and staff reassignments have been patiently implemented (1)*
- Teachers are encouraged to lead projects reflective of their interests and talent (1)*
- Each teacher gets two formal and two informal observations annually (2)
- Multiple sources of input and self-evaluations help teachers’ pedagogy (2)
- Support of achievement coordinator and instructional coach are instrumental (3)
- BOCES and EL professional development is annually planned and targeted (3)
- Professional development is strategically job-embedded and often led by staff (3)
- Learning walks and peer observation promote shared knowledge of practice (3)*
- Weekly lesson plan feedback enhances consistent teaching practice (3)
- The CEO uses drop-ins and informal visits to heighten visibility and teacher support (3)*

Domain IV: Community of Care and Collaboration (Operational)

- Collaboration has matured and diversified via committees and grade level teams (1,2)*
- Teamwork has featured teacher engagement of parents, alumni, and students (1)*
- Teachers are coached to regularly analyze student work and performance standards (1)
- Data gathering has utilized multiple survey vehicles with reports and analysis shared (2)*
- Teachers report high levels of confidence in leadership and open communication (2)
- The PRIDE and “Leader In Me” programs have focused attention on character (3)*
- Special attention has been given to creating an inclusive cultural environment (3,4)*
- NCS is now using a new shared decision-making model developed by EL (2,3)*
- Rites of passage, celebrations, and honors make each school member feel valued (4)*
- Parents and students attend off-site board meetings for student presentations (4)*
- Parent volunteer opportunities and a family engagement rubric strengthen involvement (4)*

Domain V: Core Values (Operational)

- Community outreach and visibility have grown as the CEO seeks new resources (1)*
- The CEO continues to model collaborative leadership and open communication (1)
- The CEO’s doctoral program helpfully expands her perspective and commitments (1)*
- The work plan reinforces and balances academics and character learning (1)
- Parent and staff surveys confirm strong confidence in the CEO’s focus on students (2)
- Faculty focus groups have been used to analyze and share survey results (2)*
- Use of a dean of students and student referral data affirm student safety and discipline (3)*
- An electronic communications system provides timely, practical notices to parents (3)*
- A Boys/Girl Club grant and a new electronic bill board create positive PR and outreach (3)*

Domain VI: Resource Management (Operational)

- Grant initiatives continue to bear fruit especially in areas of technology and gardening (1)*
- Collaborative budgeting has strengthened the CEO’s prerogatives and fiscal decisions (1)*
- Multiple partnerships with nonprofit entities are enriching school improvement (2)*
- Board effectiveness analysis and updated policies are useful and accountable (2)*
- Follow-up on state and federal accountability requirements has been conscientious (3)

Attachment 3

Description of Innovative Changes 2018-19

In these other (bulleted) material I have organized and cited evidence of Darci Novak's performance in Marzano's six domains. I have used the 21 standard-setting elements within those domains as numbered reference points. Actually, much of what I have observed and documented this year has been an evolution of initiatives launched in previous years. These initiatives continue to be applied because they are producing positive results. Nonetheless, to the CEO's credit, some promising new projects and programs have appeared, as well as some significant evaluation-driven adjustments, variations, and extensions to existing services.

In many ways these changes lie at the heart of Darci's performance evaluation. They demonstrate her annual goals, and her learning and growth as a leader. Moreover, they show her flexibility, innovation, and a desire to generate continuous school improvement. Following are key examples from each domain.

In Domain 1, two of the CEO's annual goals have focused on data to guide school improvement and individual student achievement. To promote school community awareness of performance goals and benchmarks, a user-friendly placemat was designed and disseminated to summarize the school's work plan. In addition, Darci worked with the governance committee to revise the NSC strategic plan, building into this effort the results of a staff values clarification initiative. She also worked with the leadership team to guide them through the EL credentialing process. ANET was administered four times to provide benchmark assessment data accompanied by diversified resources. However, a decision is pending to install an improved testing program for next year. A new 6th grade passage portfolio program was initiated, engaging staff, students, and their parents in a reflective summative assessment experience.

In Domain 2, the CEO modeled and led professional development to implement NYSED Next Gen learning standards, making sure these align with the school's curriculum and assessment programs. Included were emergent resources for social studies, science (with kits), and mental health, which was accompanied by a unique parent awareness survey. A substantial grant was obtained to purchase new instructional technology, and to launch elevated gardens. A unique black history museum staged and staffed by students helped strengthen minority pride.

In Domain 3, interviewing and recruitment procedures were standardized. TIP plans produced effective staff reassignments. Teachers were encouraged to lead new initiatives based on their interests (e.g. Leadership Niagara). A book study was expanded to enable all teachers to read and discuss "The Leader in Me." The CEO expanded her use of walk-through's and drop-in's to enhance her visibility and to

increase teacher support for her instructional leadership. There were new protocols and opportunities for teachers to observe one another and share ideas. The role of the achievement coach has been consolidated with that of the dean of students, and new configurations of leadership team responsibility have been explored and tried.

In Domain 4, in support of her annual goal to enhance staff collaboration, the CEO worked with teachers on the academic committee to revise end-of-year assessments and to update their performance evaluation criteria. Parents were encouraged to become involved through a multi-faceted alumni event and invited attendance at board meetings when students made presentations. An in-depth school climate survey was conducted by NYSED invitation, and the school's HR service conducted an employee engagement survey, with results reviewed by focus groups. A new shared decision making model is due to be implemented. Teachers have been encouraged and prepared to use a new family engagement rubric. New avenues for cooperation with community groups have been explored, with positive results for students to relate to seniors, the disabled, and via Boys/Girls Club use of the facility.

In Domain 5, a revamped student behavior initiative has helped to improve the rate of discipline referrals. The CEO's doctoral program (see details in another attachment) has inspired a values clarification exercise involving all faculty, likely to become a feature in the school's revised strategic plan. A new electronic billboard has created positive PR and parent outreach.

In Domain 6, the CEO has resourcefully earmarked budget allocations to several new purposes. Grants have continued to create new learning opportunities for the students and staff. New award programs and celebrations for students are emerging regularly as connections with state legislators and nonprofit organizations are strengthened.

Notable Retrospective NCS Highlights (Seven Years) Plus CAO Comments Regarding Her Doctoral Studies

The following items have effected significant improvements in the CAO's performance and in the instructional and operational accomplishments of NCS.

- Increased and effective use of delegation with full implementation of a leadership team, including committees
- Improved documentation of CAO performance featuring Marzano's leadership evaluation framework and extensive documentation of artifacts
- Regents adoption and application of a detailed accountability framework for charter schools which provided clear, measurable guidance for NCS as it achieved a five-year charter
- Improved resources for NCS, including use of BOCES professional development services, enabling more effective implementation of the Common Core as well as the Next Generation of the core curriculum
- Grant services have enriched and diversified NCS programs and opportunities
- More and better surveys have been conducted for parents, teachers, and students
- An excellent HR firm has been hired, thereby strengthening personnel practices and ensuring legal compliance
- Technology, including interactive panels and IPADS, has strengthened the school's electronic resources. Hiring a web master and enhancing the school's web site have added value.
- There has been significantly more community outreach, especially to nonprofit agencies, along with better and more diverse methods of communicating with parents
- Reviews of performance by NYSED have shown strong improvement, spearheaded by clearly upward, regionally competitive state test performance especially in math
- Student discipline and referral rates continue to improve, as does student attendance

- The CAO's pursuit of a doctorate in leadership has provided mutually reinforcing ideas and inspiration for both the CAO and NCS.

CAO Comments Regarding Her Doctoral Studies

CAO Darci Novak reports that her collaboration with the NCS governance committee on the school's strategic plan has given her an inspiring opportunity to share recent learning from her coursework. As she explains,

I contributed to the work by suggesting we identify three values for our school and narrow down the values section of the document so it was more memorable. I used a document provided by EL that listed 100 value words and sent it out to all staff. It was a voluntary process that required them to narrow down what they value to three key words. The values that repeated were respect, integrity, and teamwork.

I emailed the staff to let them know the results, and the plan for next year is to use these three values as we frame our work with EL and continue to focus on Habits of Scholarship, Citizenship, and Character. These three values have been written into the strategic plan as well.

Darci reports also that her research focus for her dissertation will be leadership, specifically charter school leadership. She plans to interview local charter leaders to learn about her experiences, attributes, and skills, thereby allowing her to bring new learning into her own leadership practice and style. Therefore, Darci indicates, she can "contribute and give back to NCS".

**Scoring Worksheet for CAO
2018-19**

The Marzano leader evaluation model uses a standards-based scoring system. Each element is viewed as a standard, so they cannot be averaged. Leaders are scored on their competency relating to each element. Emphasis is placed on growth from the beginning to the end of the year. Scale values of 1 (beginning), 2 (developing), 3 (applying), or 4 (innovating) may be given. The scores on elements within a domain are added, and then can be compared to the highest possible total of all 4's combined. The total aggregated scale score is proportioned against a state-determined maximum total of 60 points to provide an approximation of administrator effectiveness.

Domain 1
Elements
1. 4
2. 3
3. 4
11/12

Domain 3
Elements
1. 4
2. 3
3. 4
11/12

Domain 2
Elements
1. 4
2. 3
3. 4
4. 3
5. 4
18/20

Domain 4
Elements
1. 4
2. 4
3. 4
4. 4
16/16

Domain 5
Elements
1. 4
2. 4
3. 4
12/12

Domain 6
Elements
1. 4
2. 4
3. 3
11/12

A total of 79/84 equals an equivalent of 56/60 state points. This ranks as highly effective and signifies that the CAO is consistently innovative. This is especially true on elements associated with operational leadership (4-6). Last year's total was 55.



Strategic Plan

DRAFT
MAY 2019

Part One: STRATEGIC PLAN

VISION STATEMENT

Niagara Charter School students are among the best both academically and socially. Our students are prepared for the challenges presented at each grade level.

βββ

MISSION STATEMENT

Niagara Charter School is a project-based learning¹ K-6 school that fosters the unique potential of each child through involvement in original research, critical thinking, and problem-solving, along with development of character and active learning skills.

βββ

CORE VALUES

As a student and family-centered charter school we believe:

- **3 BULLET POINT WORDS**
- **3 BULLET POINT WORDS**
- **3 BULLET POINT WORDS**

βββ

¹ EL Education (formerly Expeditionary Learning)
NCS Strategic Plan Final (09.15.15)

VALUE PROPOSITION

A Niagara Charter School education is a choice for parents and a better opportunity for children. We go above and beyond to reach each child with a learning process that brings out his/her strongest engagement and therefore the best effort and results.

§§§

AIMS

1. NCS students will show significant annual progress toward meeting proficiency in every grade.
2. NCS will achieve maximum student capacity in each year of the plan.
3. NCS parents will be highly satisfied with the academic and social success of their children.
4. NCS will have the necessary facilities and supports to ensure that the learning environment is optimal for our children.
5. NCS will achieve a five-year charter designation.
6. NCS will be perceived as the best option for elementary-age children in Niagara County.
7. NCS will have an engaged and responsible Board of Trustees that provides necessary direction and support.
8. NCS will have the financial capacity and operational ability to invest in our vision and success.

§§§

DRIVING STRATEGIES

1. Seek out and retain the best possible faculty – diverse and engaged in continuous professional development.
2. Work to overcome anti-charter attitudes.
3. Maintain and continually grow an academically rigorous program that is balanced with social skills development so that each child's progress is clear.
4. Emphasize teacher and administrator professional development, along with board capabilities development, as part of lifelong learning, setting an example for the students and parents.
5. Grow demand at the kindergarten level; build a significant waiting list to demonstrate the community's support of NCS as an option for those seeking an academically strong and safe school environment.
6. Develop a significant parent engagement initiative that is, in part, run and promoted by the parents themselves.
7. Make the disciplinary approach of the school more formal and consistent, and set high expectations among the parents and students.

§§§

STRATEGIC IMPERATIVES

1. Charter renewal
2. Community awareness and recognition
3. Facilities and infrastructure/supports
4. Parent engagement
5. Professional development
6. Governance
7. Program enhancement

βββ

DASHBOARD

AIM CATEGORY	DASHBOARD MEASURE	TARGET
Academic success	Standardized test scores	Meet or exceed State ELA and Math proficiency
		10% improvement in each year
Enrollment growth	Percent of capacity in each grade level	Capacity or at least 98% of capacity in each grade level
Student success	Annual Alumni Social	Survey Past Students
	EL Implementation Review Progress Report	At Target (98%+)
Parent satisfaction	Survey of parents prior to the end of each academic year	95% of parents would recommend NCS to neighbors and relatives
Financial capacity	Operating reserves are sufficient	Operating reserves at 40% of annual budget
Targeted learners	Special education % of students = compared to district of residence	Compared to district of residence
	English as a New Language (ENL) % of students = compared to district of residence	Compared to district of residence
Professional Development	Teacher satisfaction from annual survey	95% would recommend to family and friends as place to teach
Governance	Board self-evaluation	Total mean score of 2 or less on board self-evaluation

Part Two: STRATEGIC IMPERATIVE WORK PLANS

Imperative 1. Charter Renewal

Objective:

- A. NCS will have a five-year charter from the NYS Board of Regents.

Strategies:

- 1.1 Prepare for Partnership for Assessment of Readiness for College and Careers (PARCC) by continuing the quarterly computer-based benchmark assessment process.
- 1.2 Continue to develop predictive analytics based on real and statistically significant data.
- 1.3 Continue the use of data-driven instruction to improve instruction and content in areas that are targeted, especially ELA.
- 1.4 Develop parent/guardian understanding of the NCS's assessment process, including parent reports.
- 1.5 Enhance student engagement through individual conferences around their data/results.

Responsibility/accountability:

Chief Academic Officer
Assistant Academic Officer
Board President
Leadership Team

Resources required:

- a. Budget Line Item

Imperative 2. Community Awareness and Recognition

Objective:

- A. NCS will be established as one of the top performing charter schools in Western New York.

Strategies:

- 2.1 Build name recognition through an organized and professional branding campaign that promotes both NCS and the concept of charter schools as a choice in Niagara County.
- 2.2 Build support for charter schools and NCS by developing positive, long-term relationships with Niagara County influencers, agencies, and/or political leaders.
- 2.3 Support charter school resource allocations at the state level by active and increased participation in charter school advocacy efforts by all stakeholders.
- 2.4 Establish a strong NCS presence in social media, with positive and regular updates on Facebook and other social media platforms. Encourage students and parents to share their experiences as well.
- 2.5 Improve external signage and drive-by awareness of the school.
- 2.6 Establish relationships with agencies serving refugees, new immigrant populations, and children with disabilities, in order to attract students in those categories per our charter requirements.
- 2.7 Increase utilization of the tag line, *"A choice for parents and a better opportunity for children."*

Responsibility/Accountability:

Chief Academic Officer
Assistant Academic Officer
Leadership Team
Community Liaison
Trustees

Resources required:

- a. Media placement fees (billboards, print media, radio, etc.)

Imperative 3. Facilities and Infrastructure/Supports

Objective:

- A. Significant majority of NCS parents will rate the school facilities and supports/equipment as highly satisfactory or excellent.

Strategies:

- 3.1 Enhance outdoor play space by continuing improvements to the playground and the development of playing fields (soccer field, softball diamond, basketball court).
- 3.2 Improve the environment within the gym/community space by adding air circulation and noise baffling equipment.
- 3.3 Continue to invest in educational software solutions that target areas of test-taking and assessment. Ensure that there is staff capacity (training and supports) to optimize our technology and ensure that it is available as needed for instruction and assessment purposes.
- 3.4 Enhance transportation options by offering families transportation to and from school events when available.

Responsibility/Accountability:

Chief Academic Officer
Assistant Academic Officer
Facilities Coordinator

Resources required:

- a. Capital for necessary improvements
- b. Technology support and supervision
- c. Budget Line Item

Imperative 4. Parent Engagement

Objective:

- A. NCS will have at least 45% of parents formally engaged in a NCS activity.

Strategies:

- 4.1 Explore contracting with a parent engagement and training firm such as EPIC to provide opportunities for NCS parents and families. Include such training as a parent “benefit” for having children at NCS.
- 4.2 Use wellness and family health activities and programs to engage with parents and guardians in furthering the learning environment in homes.
- 4.3 Develop ongoing and interesting/engaging academic knowledge based training for parents.
- 4.4 Use a Literacy Night program to begin to engage parents early in the kindergarten and first grade years.
- 4.5 Continuously strengthen the Family School Association and provide opportunities for their active engagement in supporting the school.

Responsibility/Accountability:

Chief Academic Officer
Assistant Academic Officer
Community Liaison

Resources required:

- a. Budget Line Item

Imperative 5. Professional Development

Objective:

- A. NCS faculty and administration will have received specific training in key areas related to academic outcomes and classroom success.

Strategies:

- 5.1 Maintain a strong focus on ELA and writing skills.
- 5.2 Utilize a grounding text for all faculty and administrators in each year.
- 5.3 **Ensure that all faculty and administrators are fully trained and practiced at all times in terms of safety policies and procedures, including but not limited to shelter in place and building evacuation.????**
- 5.4 Develop consistent student behavioral management strategies and necessary supports.
- 5.5 Continue to train in all areas of EL, with a special emphasis on skills in writing, differentiation and data analysis.
- 5.6 Bring Annual Professional Performance Review skills development and training to accountable administrators.
- 5.7 Establish a succession plan for each of the key administrative positions so as to ensure smooth transitions should they be necessary.
- 5.8 Enhance faculty and administrative technology skills to ensure that all of the available technology tools are being optimally utilized.

Responsibility/Accountability:

Chief Academic Officer
Assistant Academic Officer
Leadership Team

Resources required:

- a. Budget Line Item

Imperative 6. Governance

Objective:

- A. Board members will be leading initiatives aimed at addressing the imperatives of this plan.

Strategies:

- 6.1 Create an ongoing board development and governance training process that includes an educational component at each board meeting.
- 6.2 Develop a pool of potential board members with educational and business backgrounds. Enhance relationships with these individuals.
- 6.3 Develop and keep current a clear succession plan and process for Board leadership.

Responsibility/accountability:

Governance Committee
Board President
Trustees

Resources required:

- a. Board Professional Development

Imperative 7. Program Enhancement

Objective:

A. NCS will have significant program initiatives/enhancements in place.

Strategies:

- 7.1 Develop further enrichment programs that would benefit our particular student population and get them excited about learning.
- 7.2 Explore the potential for a gifted and talented track to ensure that those students are receiving the enrichment they need to stay engaged and interested.
- 7.3 Enhance extra-curricular (after school/non-academic) programming. Explore the potential for sports, girl/boy scouts, clubs, student government, and a 6th grade yearbook, and implement where possible.

Responsibility/accountability:

Chief Academic Officer
Assistant Academic Officer
Leadership Team

Resources required:

- a. See Imperative 3. Facilities and Infrastructure/Supports (3.4)

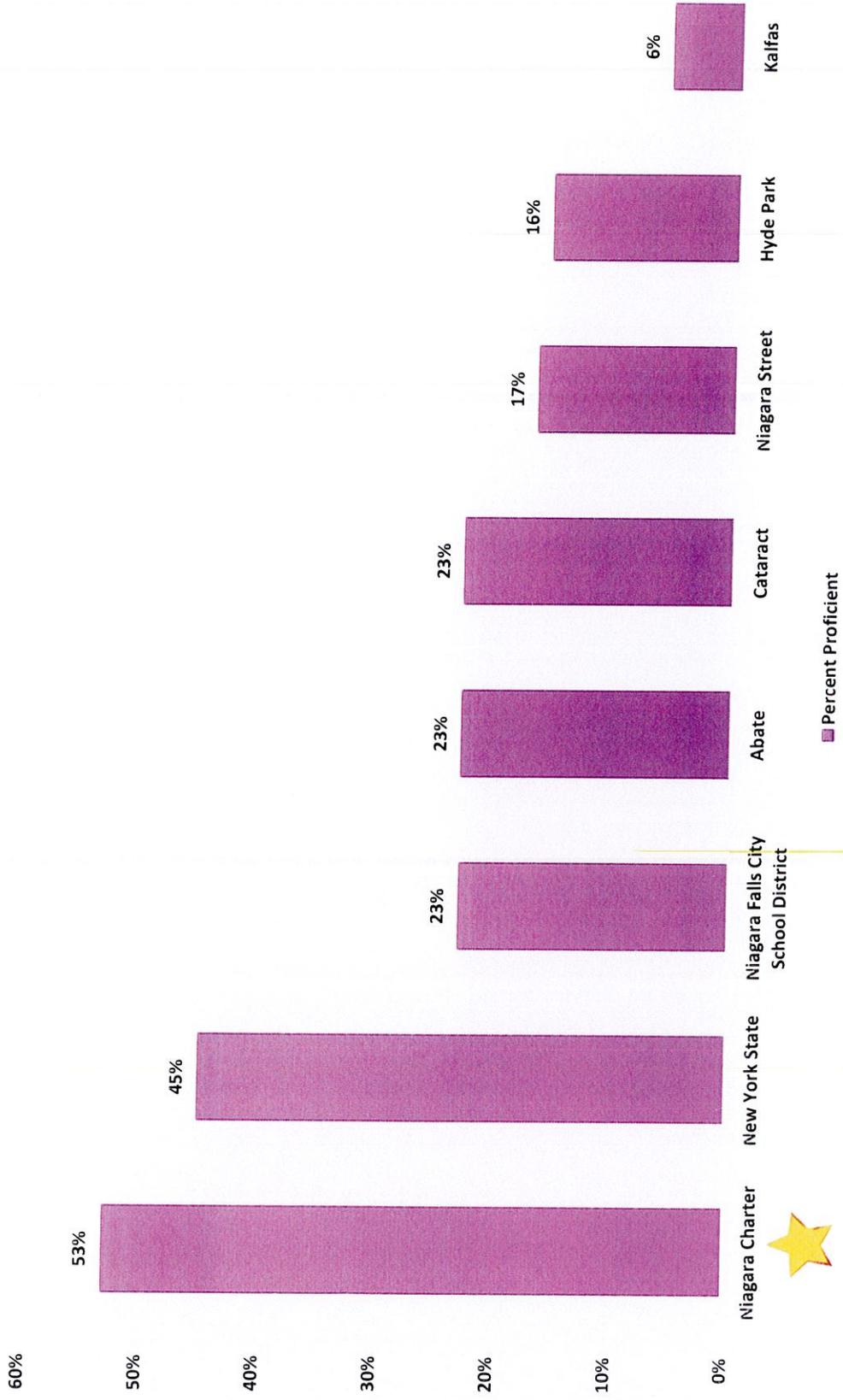
APPENDICES

A. One Page Strategic Plan Summary (**Lynn to Locate and Attach**)

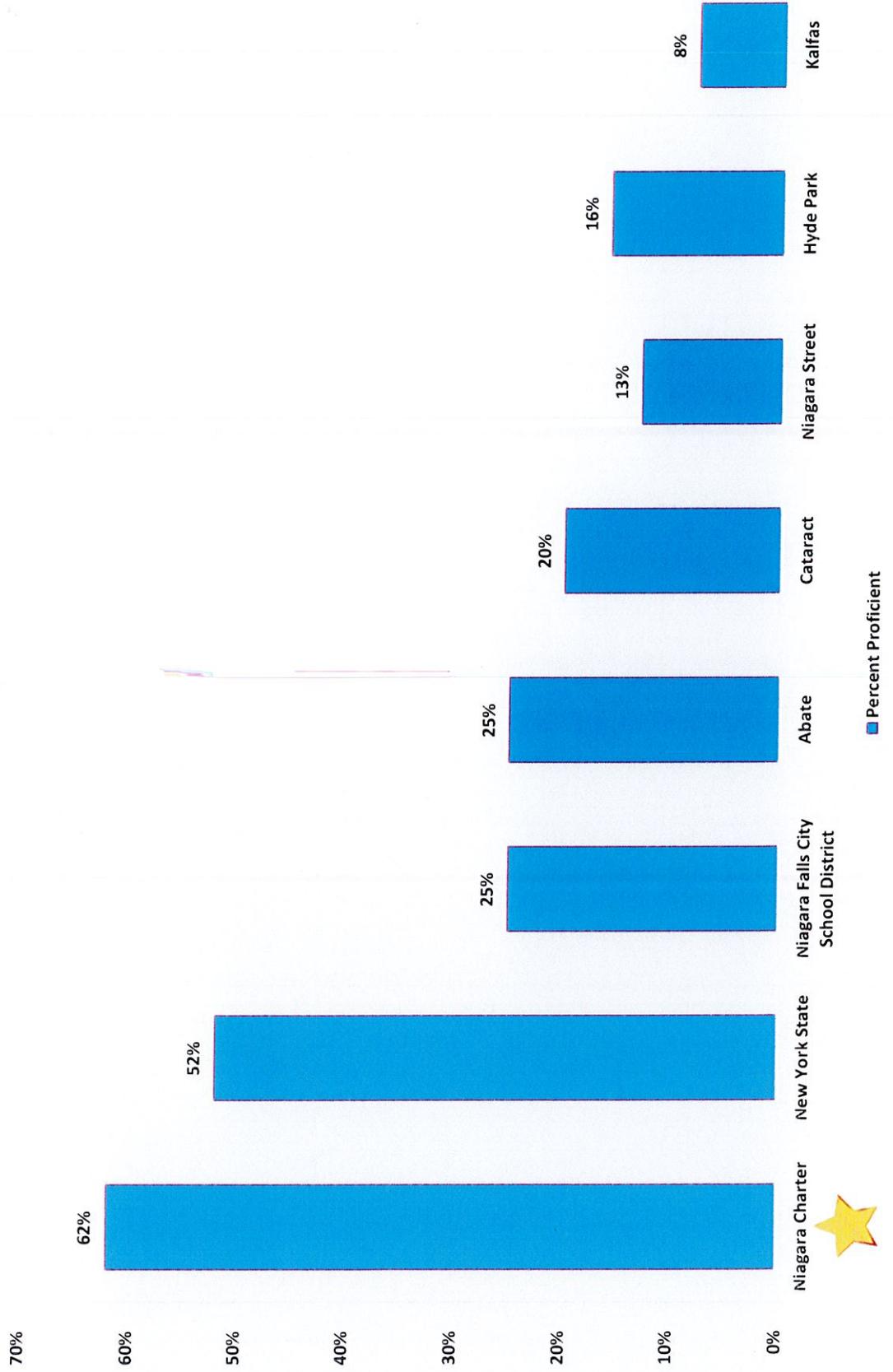
Appendix A: One Page Plan Summary

Imperative		Objective	Responsibility
1	Charter Renewal	NCS will have a five-year charter from the NYS Board of Regents.	CAO AAO Board President Leadership Team
2	Community Awareness and Recognition	NCS will be established as one of the top performing charter schools in Western New York.	CAO AAO Leadership Team Community Liaison Trustees
3	Facilities and Infrastructure/Supports	Significant majority of NCS parents will rate the school facilities and supports/equipment as highly satisfactory or excellent.	CAO AAO Facilities Coordinator
4	Parent Engagement	NCS will have at least 45% of parents formally engaged in a NCS activity.	CAO AAO Community Liaison
5	Professional Development	NCS faculty and administration will have received specific training in key areas related to academic outcomes and classroom success.	CAO AAO Leadership Team
6	Governance	Board members will be leading initiatives aimed at addressing the imperatives of this plan.	Governance Committee Board President Trustees
7	Program Enhancement	NCS will have significant program initiatives/enhancements in place.	CAO AAO Leadership Team

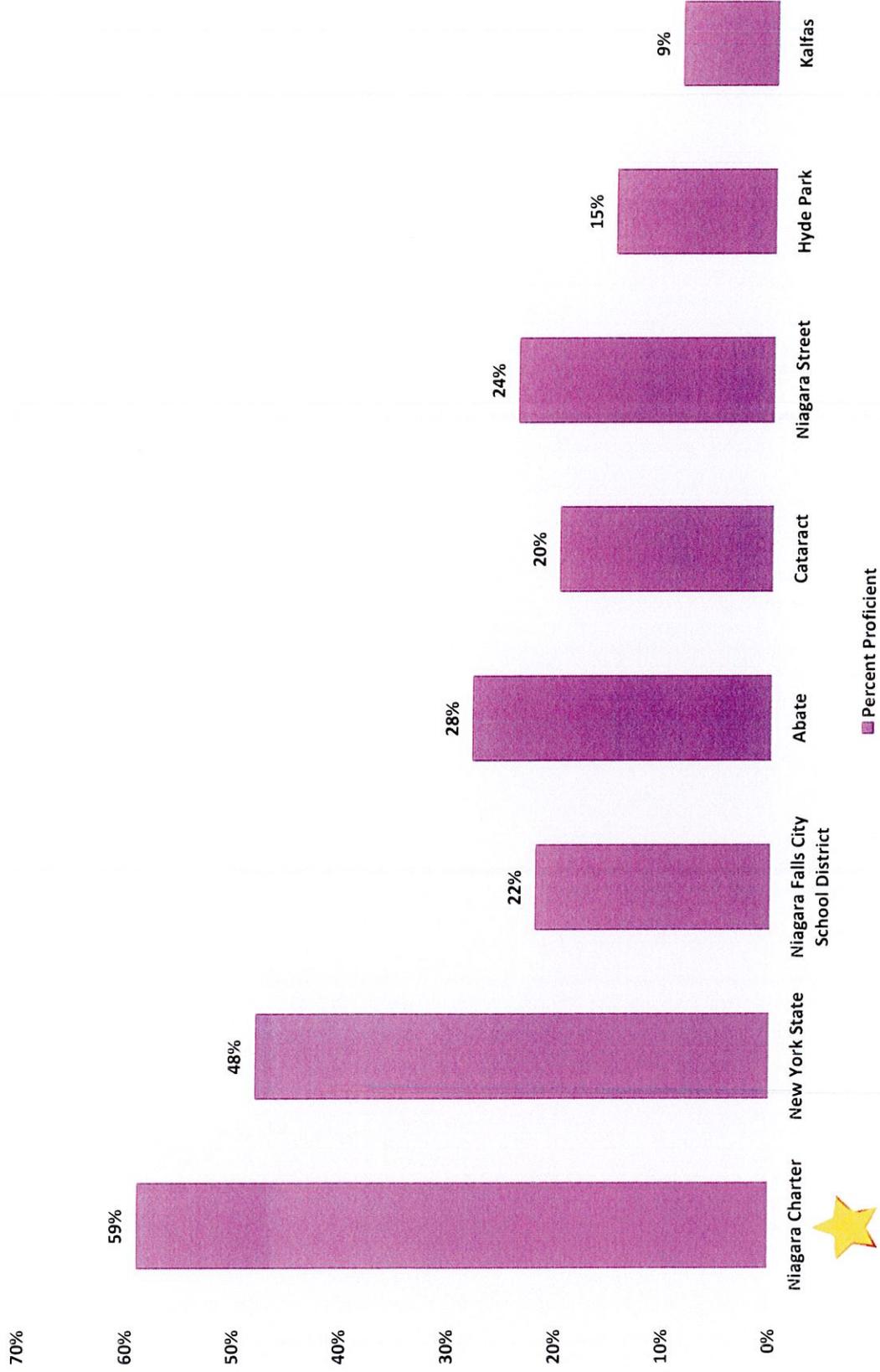
**ELA Percent Proficient
2018-2019
All Grades 3-6**



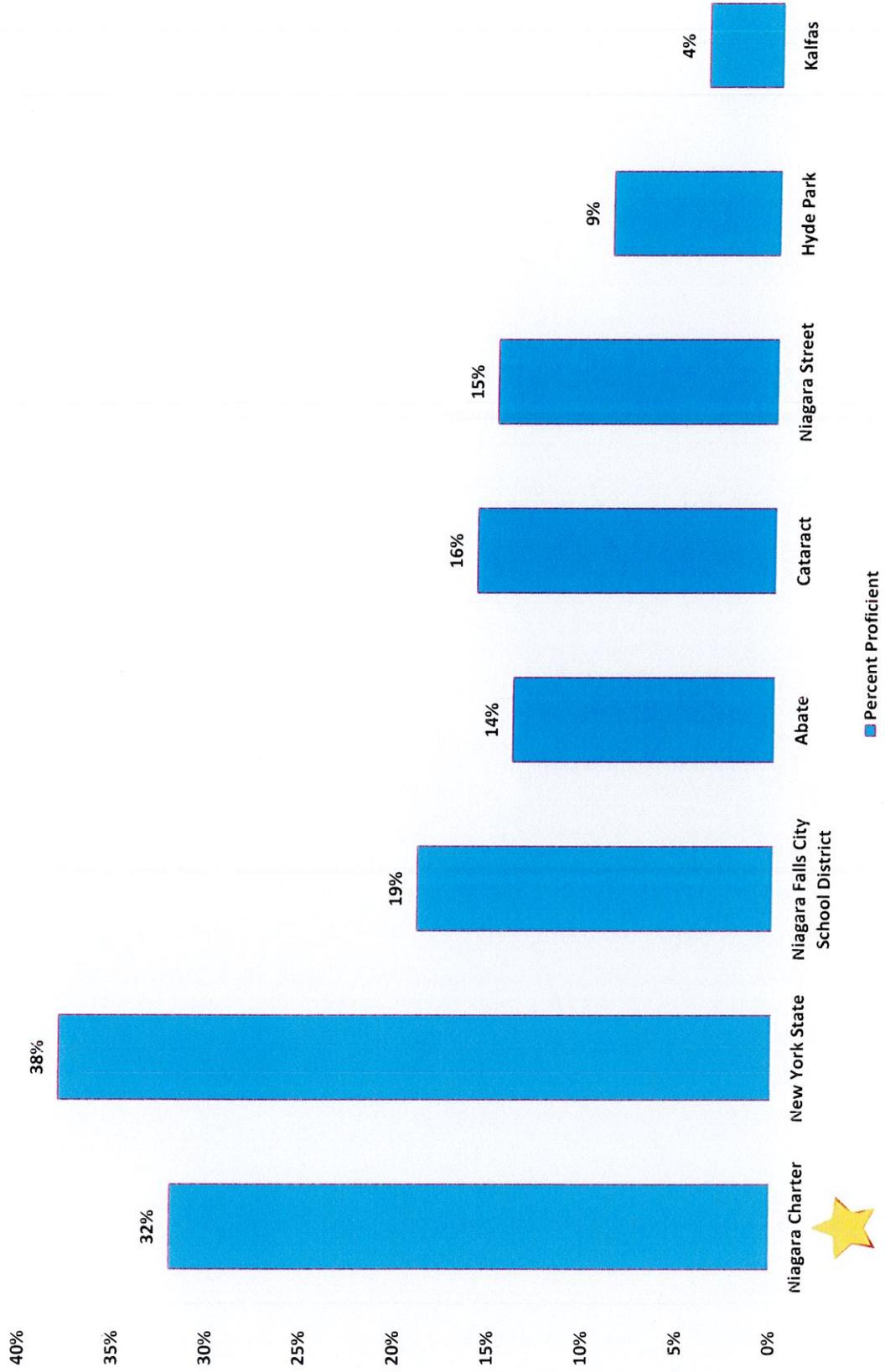
ELA Percent Proficient 2018-2019 Grade 3



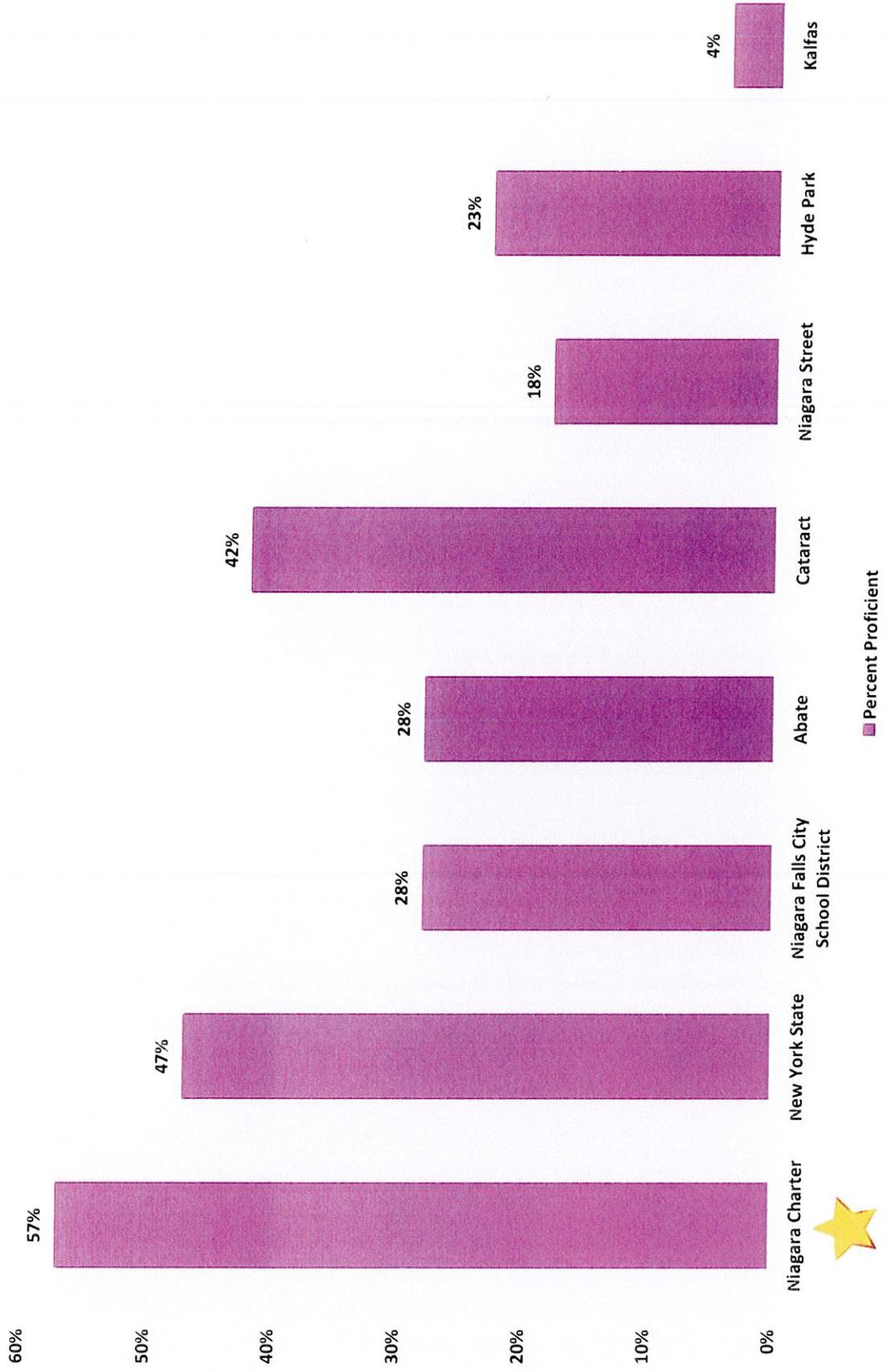
ELA Percent Proficient 2018-2019 Grade 4



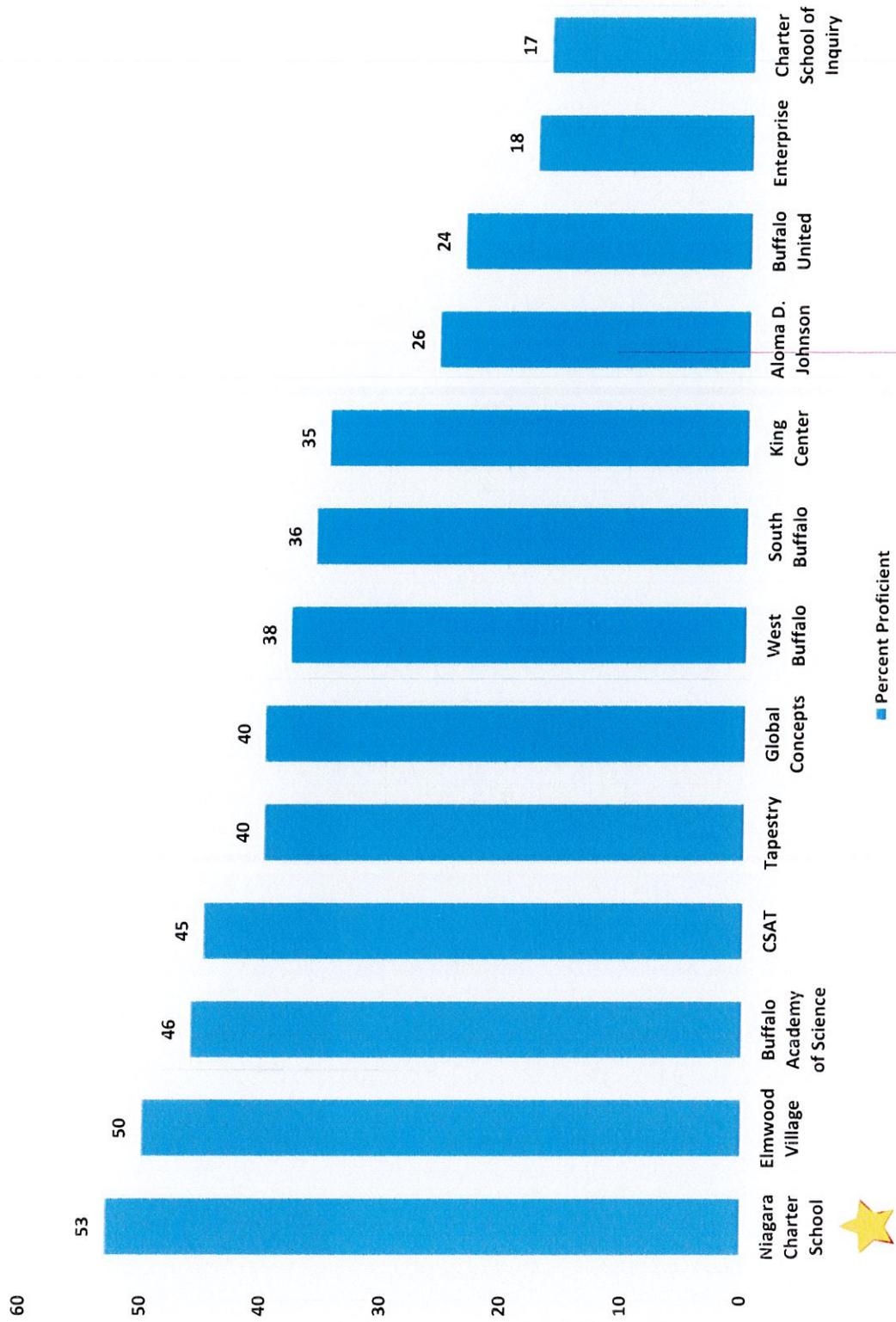
ELA Percent Proficient
2018-2019
Grade 5



ELA Percent Proficient
2018-2019
Grade 6



ELA Percent Proficient
2018-2019
Western New York Charter Schools





MEDIA ANNOUNCEMENT **August 21, 2019**

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, August 27, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard

For additional information contact: (716) 297-4520

MULTI TRANSMISSION REPORT

TIME : 08-21-2019 15:28
FAX NO.1 : 7162974617
NAME : NCS

FILE NO. : 173
DATE : 08.21 15:17
DOCUMENT PAGES : 1
START TIME : 08.21 15:17
END TIME : 08.21 15:28

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- ☎ 7168565150
- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 7168730809

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**Niagara Charter School
Minutes of Board of Trustees Annual Meeting
July 22, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James C. Muffoletto, President; Amy DiMaggio; Mary Scheeler; Ricky Scott; Judy DiCamillo

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez

Other: Katherine Liebner

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:00 PM with President James C. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. Scheeler. The motion was passed with all in favor and no abstentions.

Annual Review of the School Year: Darci Novak, CAO

- Ms. Novak reported that the NYS test scores have not been released yet.
- Ms. Novak thanked the trustees for the implementation of new flat panels. She also thanked the trustees for helping the school retain teachers with salary increases based on longevity and the calendar change
- Ms. Novak thanked the Academic Committee and all trustees who participated in school events this school year.
- Ms. Novak thanked teachers and staff for their dedication to Niagara Charter School.

Board Elections

- Parent Trustee seats
 - o Lauren Nalls submitted a resume and letter of interest.
 - o Upon the motion made by Ms. DiMaggio and seconded by Mr. Scott, Ms. Nalls was nominated to serve as a parent trustee for a term of one year. The motion was passed with all in favor as follows: subject to the Niagara Charter Board of Trustees conducting a thorough criminal history record check via fingerprinting which is deemed acceptable by SED, and discovering no state or federal criminal history, or subject to providing such history to the SED if found, and verifying that any academic and/or professional credential or qualification presented by the proposed member is genuine, and reviewing the application in its entirety, the board of trustees has voted to select Lauren Nalls as a representative to its board of trustees with a term expiring June 30, 2020, pending approval by the SED and resolution formerly being approved upon formal approval by the SED. The motion was passed with all in favor.
- At Large Trustee seats
 - o There are two at-large trustee seats available. Ms. DiMaggio and Mr. Muffoletto both agreed to serve another term

- A motion to elect the current slate of board members was made by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

Other/New Business

- Election of Officers: A motion was made to elect the current slate of officers for another term by Mrs. DiCamillo, seconded by Mrs. Scheeler, as follows: James C. Muffoletto, President; Amy DiMaggio, Vice President; Mary Scheeler, Secretary; Ricky Scott, Treasurer. The motion was passed with all in favor and no abstentions.

A motion to adjourn at 5:14 PM was made by Mr. Scott, second by Ms. DiMaggio, with all in favor and no abstentions.


Mary J. Scheeler, Secretary

**Niagara Charter School
Minutes of Board of Trustees Meeting
July 22, 2019 at 5:30 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Aimee Gonzalez; Lynn Kasper

Others in Attendance: Katherine Liebner

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:30 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

The minutes for the board meeting of June 18, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

General Update: Darci Novak, CAO

- General Announcements
 - Ms. Novak updated trustees on maintenance and facilities. She is pleased with the services provided by Coverall. Next school year, the service of burnishing the floors was added to the contract to help maintain the shine.
 - Painting is taking place to repair classroom walls where the new flat panels were installed.
 - One 5th grade teacher resigned her position at NCS. The position was posted internally.
 - Interviews for Associate Teachers are being held. We are looking to hire a minimum of three Associate Teachers.
 - New vegetable gardens were planted on NCS premises in partnership with Leadership Niagara. NCS is looking forward to incorporating the gardens into the curriculum.
 - Ms. Novak is working on the Annual Report that is due August 1, 2019.
 - A review of the dashboard took place.

Committees:

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee did not meet.

- Mrs. Kasper provided the trustees with the Charter Board Partners survey results. A discussion of the results took place.
- An updated draft of the Strategic Plan will be provided in the August packet.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Dr. Bowen will be sending Ms. Novak's evaluation to the Academic Committee. He will present the evaluation to the trustees at the August meeting.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- There is no formal report.

Unfinished Business:

- LED Sign Update: The electrical wiring has been completed. Construction of the stone pillars has begun. Full installation will begin in approximately four weeks.

New Business:

- There is no new business.

Executive Session:

- There is no need for executive session.

A motion to adjourn at 5:43 PM was made by Mr. Scott seconded by Mrs. Scheeler with all in favor and no abstentions.



Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 7/17/2019

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

IF YOU ARE UNABLE TO ATTEND THIS MEETING, PLEASE CONTACT EITHER MR. MUFFOLETTO OR MS. NOVAK.

In preparation for the upcoming meeting scheduled for Monday, July 22, 2019 at Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304, I have enclosed the following:

Media Announcement for Regular and Annual meeting 7/22/2019
Agenda for 7/22/2019 Annual meeting
Agenda for 7/22/2019 Regular Meeting
Draft Minutes 6/18/2019 Regular meeting
June 2019 Dashboard
Résumé and Letter of Interest for Lauren Howe Nalls



MEDIA ANNOUNCEMENT July 17, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Annual and Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Monday, July 22, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard and Annual

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Annual Meeting

Date: Monday, July 22, 2019
Time: 5:00 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval

Annual Review of School Year: Darci Novak, CAO

Board Elections:

Two (2) At-Large Trustee seats- Three-year terms
Two (2) Parent Trustee seats- One-year terms

Other/New Business:

Election of Officers
Appointment of Committee Chairs

Adjournment

Niagara Charter School Board of Trustees' Meeting

Date: Monday, July 22, 2019
Time: 5:30 PM
Location: Niagara Charter School
2077 Lockport Road, Niagara Falls, NY 14304

AGENDA:

Please make sure all cell phones are turned off.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 6/18/2019 Regular Minutes

CAO Report: Darci Novak

General Updates
Dashboard Review

Committees:

Governance: Lynn Kasper

Academic Committee: Mary Scheeler

Finance Committee: Ricky Scott

Unfinished Business:

LED Sign Update

New Business:

Emergency Conditional Appointments – if any

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
June 18, 2019 at 5:00 PM
Niagara Charter School, 2077 Lockport Road, Niagara Falls, NY 14304**

Trustees in Attendance: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Danelle Williams

Staff in Attendance: Darci Novak, CAO; Jill Keicher, AAO; Aimee Gonzalez; Jennifer Smith; Theresa Boniface; Andrea Hopkins

Others in Attendance: Jonathan Schechter; Roger Canning; Amy Canning; Ricardo Groom; Christine Smith; Johneisha Dix; Karen Sanders; Shonda Sanders; Eric Valery; Mark Morgan; Jeanette Smigielski

Excused Absence:

Unexcused Absence: Lakiehsa Price

The meeting was called to order at 5:09 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. DiCamillo, with all in favor and no abstentions.

The minutes for the board meeting of May 21, 2019 were approved as corrected on a motion by Mrs. Scheeler, seconded by Ms. DiMaggio, with all in favor and no abstentions.

Next, there was discussion of approving all prior actions of the Board of Trustees, including all prior actions held at a regular meeting of the Board of Trustees held on May 21, 2019, where a quorum was not present.

Upon motion duly made by Mr. Scott and seconded by Ms. DiMaggio it was RESOLVED, that all prior actions of the Board of Trustees are hereby ratified and approved, including any and all actions taken by the Board of Trustees at a meeting dated May 21, 2019.

General Update: Darci Novak, CAO

- PRIDE Spotlight

The May Habit of Scholarship is Excellence: I push myself to do more than I thought possible.

Crew 101-Love J.; Crew 102-Joshua S.; Crew 103-Zoey K.; Crew 104-A'marionna F.; Crew 105-LeMeirah G.; Crew 106-Jameir V.; Crew 107-Ricardo G.; Crew 108-William C.; Crew 114-Storm G.; Crew 115-Aubrie Carmona.; Crew 116-Eric V.; Crew 117-Ramone W.; Crew 118-Jonathan S.; Crew 119-Dewayne J.; Music-Derrick H.; Art-Nevaeh K.; Physical Education-Derrick D.; Nominated by Mrs. Stevener-Anaya J.; Nominated by Ms. Kirshy-Tavarius R.

Employee of the Month

Christopher Stoianoff, IT Coordinator/Facilities Manager, was named Employee of the Month for May.

- Professional Development:
 - 7 staff members (Darci Novak, Jill Keicher, Karen Gantz, Kim Abrams, Sara Felmet, Sherrie Tracy & Maria Lemme) attended workshops at Erie 1 BOCES including District Data Coordinator, Admin Series: Leadership Standards/Reflecting on Supporting All Learners, PE Health Education Directors Consortium, ELA: Grades 6-8 English Teacher's Consortium, 3-5 Deep Curriculum Alignment for Science Standards and Instructional Coaching Consortium.
 - 5 Staff members (Andrea Hopkins, Julie Stevener, Kelsey House, Theresa Killian, Megan Ackerman) attended online workshops through Orleans-Niagara Teacher Center including Tech Tools for ELLs, The End of Molasses Classes: Getting Kids Unstuck, The Last Lecture, and The Taming of the Crew.
 - Sharon Novak attended the 13th Annual Immunization Conference through the WNY Immunization Coalition.
 - Teachers in grades K-2 visited Sidway Elementary with Julie LoRusso from Erie 1 BOCES and conducted observations on writer's workshop.
 - Jessica Karnes from BOCES was at NCS for 1 day to meet with teachers in K-6 for plan for the new Social Studies curriculum.
 - Stephanie Baxter, behavior specialists from BOCES was at NCS for 1 day to conduct observations on classroom instruction.
- General Announcements
 - Ms. Novak announced that Niagara Charter School has been selected as a Community Action Project (CAP) partner with Leadership Niagara. Leadership Niagara will assist NCS staff in building several gardens on school premises. In the upcoming school year, students will learn about and care for the gardens.
 - Ms. Novak thanked Mr. Scott, Mrs. Scheeler, and Mrs. DiCamillo for their participation in 6th grade passage presentations.
 - Niagara Charter School held our first annual Alumni Social on May 23, 2019. 63 former Niagara Charter School students attended the event.

Committees:

Governance:

Mr. James Muffoletto

- The Governance Committee met on June 11, 2019.
- The Charter Board Partners survey results will be reported to the board at the July meeting.
- A Board Retreat will be scheduled this fall. The committee is currently looking for facilitators. Mr. Scott will present on financial reporting at the retreat.
- Ms. Novak and Ms. Kirshy updated the school's Strategic Plan and will be providing the trustees with a draft for approval.
- Two parent trustee positions will be up for election at the next meeting. Ms. Williams and Ms. Price will not be running for re-election.

- Mr. Muffoletto and Ms. DiMaggio will submit their names to continue for a three-year term.
- The committee would like to invite teachers to present at monthly board meetings.
- The next board meeting will take place on Monday July 22, 2019 at 5:00 PM at NCS.
- The next Governance Committee meeting will take place on Tuesday, August 20, 2019 at 4:15 PM.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- Mrs. Scheeler was pleased with the passage presentations she participated in.
- K-2 teachers will be implementing the Lucy Calkins writing curriculum next year
- The school will also be implementing new science standards. New science kits aligned to the standards have been purchased.
- A new social studies curriculum has been purchased.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott distributed 2018-2019 Budget vs. Actual report and discussed proposed adjustments.
- Mr. Scott pointed out funds allocated for the performance bonuses, subject to audit approval.
- The proposed adjustments to the 2018-2019 budget were approved on a motion by Mr. Scott, seconded by Ms. DiMaggio, with all in favor and no abstentions.
- Mr. Scott presented the draft 2019-2020 budget.
- Discussed after school program grant, cost of transportation, using surplus
- The 2019-2020 budget was approved on a motion by Mr. Scott, seconded by Mrs. DiCamillo, with all in favor and no abstentions.

Unfinished Business:

- LED Sign Update: Ms. Novak and Mr. Stoianoff are working to get three electrical and excavation quotes for installation of the new sign.

New Business:

- There is no new business.

Executive Session:

- There is no need for executive session.

A motion to adjourn at 5:52 PM was made by Mrs. Scheeler seconded by Mrs. DiCamillo with all in favor and no abstentions.

Mary J. Scheeler, Secretary

2018-2019

Niagara Charter School Monthly Operations Dashboard

Student Enrollment										
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
350	350	349	348	348	347	344	347	344	346	346

Student Population											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Average Daily Attendance Rate	92%	93%	93%	98%	91%	91%	92%	89%	88%	89%	84%
Free and Reduced Lunch	82%	89%	89%	87%	87%	86%	88%	86%	88%	88%	88%
Students with Disabilities	12%	13%	13%	13%	13%	13%	14%	14%	16%	16%	16%
English Language Learners	0	0	0	0	0	2	2	2	2	2	2
Exited	6	9	3	8	0	4	5	2	5	2	0
Wait List											
	08/29/18	10/3/18	11/5/18	12/6/18	1/8/19	2/5/19	3/6/19	4/2/19	5/14/19	6/5/19	7/11/19
K	15	18	18	18	20	19	19	17	17	17	13
1	10	9	9	6	6	6	6	5	5	5	12
2	16	16	14	13	13	14	13	13	13	13	14
3	12	13	12	12	14	14	14	12	14	12	15
4	17	14	14	13	15	16	16	14	5	14	15
5	10	8	7	6	7	7	7	7	5	5	17
6	3	3	3	3	3	3	3	3	3	3	5

Parent and Family Participation											
	Aug.	Sept.	Oct	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
# of parents and/or guardians attending FSA meetings	No meeting: Information will be distributed at Open House in September	6	No Meeting	6	No Meeting	1	11	3	8	No meeting	No meeting
# of families attending school events	n/a	Open House 87 families Million Father March 85 fathers	n/a	Parent/Teacher Conferences	Exhibition Night 54 families	n/a	Black History Living Museum and Exhibit 16 families	Student-led Conferences 192 families	n/a	Alumni Social 63	

June 20, 2019

Dear Niagara Charter Board of Trustees,

Hello, my name is Lauren Nalls and I am interested in becoming a Parent Trustee for Niagara Charter School.

My daughter, Giana Nalls is currently finishing first grade and I have a son, Frankie, who will be entering kindergarten at NCS in 2020. For the past two years I have been active in Niagara Charter's FHA, where I've gained firsthand knowledge about some of the issues that affect Niagara Charter School students. I have also attended information sessions on the EL Education Approach, which I find innovative, and am in support of.

I believe the presence of Niagara Charter School is an asset to our community. I would like to help continue to make NCS a success for years to come.

Thank you so much for your time, and I hope to work with you in the future.

Sincerely,

Lauren E Howe Nalls
Laurenehnallsrn@gmail.com
7164170825

Lauren E Howe Nalls
149 79th Street
Niagara Falls, NY 14304
716-417-0825

Education:

Wilson High School- Graduated 2006 Regents Diploma with Honor
Nazareth College of Rochester 2006-2007
Niagara Community College 2007-2010 Associates Degree in Nursing
Daemen College 2011-2012 Bachelor's Degree in Nursing

Employment:

Eastern Niagara Hospital 2010- Present Registered Nurse in ICU with ER cross training
People Inc. 2015-2016 Residential RN
Opportunities Unlimited (now Intandem) 2007-2010 Residential Aide

Additional Experience:

FSA participation

Hobbies/Interests:

Spending time with family and our dogs
Playing basketball- Member of the Lutheran Church league since 2012 playing for
Community Bible Church
Physical Fitness
Renovating our home



MEDIA ANNOUNCEMENT July 17, 2019

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Annual and Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Monday, July 22, 2019
5:00 PM**

Niagara Charter School
2077 Lockport Road
Niagara Falls, NY 14304

Agenda: Standard and Annual
For additional information contact: (716) 297-4520

MULTI TRANSMISSION REPORT

TIME : 07-17-2019 11:39
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SUCCESSFUL
FAX NUMBER

- ☎ 7168525683
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- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 7168730809

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Board Composition

- ▶ Members' ages range from 36-74, with average age of 58
- ▶ Four members of the board were recruited by the school leader and two by board members.
- ▶ Board tenure ranges 1-12 years
- ▶ Six members completed the survey

Where is your expertise?

- ▶ Well-represented skills
 - Finance
 - Organizational Leadership
- ▶ Under-represented skills
 - Education
 - Legal
 - Real Estate
 - Development
 - Marketing and Communications
 - Human Resources

What is the structure of the board?

- ▶ Number of members
 - 8 current members
 - 1 vacancy (parent/teacher)
- ▶ Officers
 - Chair/President
 - Vice Chair/Vice President
 - Treasurer • Secretary
- ▶ Committees - Ad hoc when needed

Standard One: Focus Relentlessly on Student Achievement

Strong Results: Board members have access to information around student performance data and know how to hold school leader accountable for results.

Strengths: 100%:

- Understand how their school defines and measures success and how their school compares academically to other schools in the district
- Review a data dashboard at least quarterly and can track student progress towards goals
- Understand what they can individually do to support the school leader in reaching goals
- Agree that their school leader is held accountable to academic goals

Challenges: None

Standard Two: Ensure Exceptional School Leadership

Strong Results: The board has a good relationship with the school leader, but still needs to a school leader succession plan.

Strengths:

- ▶ 83% agree the culture of this board is such that the school leader can speak with us candidly and proactively about successes and challenges.
- ▶ 100% agree the board provides ongoing professional development to the school leader
- ▶ 100% agree that the chair and school leader have a strong, candid, and supportive relationship
- ▶ 100% agree that the evaluation process is fair, comprehensive, and useful

Challenges:

- ▶ Less than 50% agree the board has a school leader succession plan

Standard Three: Commit to Exemplary Governance: Build a High-functioning and Engaged Board

Weak Results: The board says that it is high functioning, however responses to questions paint a different picture. Many do not agree that the board is effective.

Strengths:

- ▶ 100% attended a board training in the last year.

Challenges:

- ▶ All respondents believe that the board is composed of the right skill sets, however, critical expertise is missing from the board
- ▶ 28% of respondents agree that an orientation process exists
- ▶ 28% of respondents believe that all members actively contribute to the board
- ▶ Only 50% agree board holds an annual retreat that is well-planned, well- attended, and evaluated.

Mixed Results: Board members are engaged and could be more strategic during meetings. These results don't line up with the board members' assessment of the board's effectiveness.

Strengths:

- ▶ 100% report attending almost all meetings in person
- ▶ 86% of respondents serve on a committee that meets regularly

- ▶ 100% agree that they review the board materials and feel well prepared to fully participate in the meeting.
- ▶ 83% understand their role as a board member

Challenges:

- ▶ 57% believe that meetings are strategic or run well

Standard Four: Act Strategically

Mixed Results: Board members report that they understand the balance between governance and management, however the members have not emphasized strategic planning and goal setting.

Strengths:

- ▶ 100% agree the board has a common understanding of the balance between oversight and management.
- ▶ All respondents agree that the board does not overstep into managing the school

Promising:

- ▶ 72% agree that there is a multi-year strategic plan

Challenges:

- ▶ 57% disagree that the board works collaboratively to set goals for the year
- ▶ 57% respondents shared that the board does not regularly check progress of these goals or holds itself accountable

Standard Five: Raise and Use Resources Wisely

Strong Results: The board is responsible with its financial oversight and board members are great ambassadors for the school.

Strengths:

▶ 100% of board members:

- Have reviewed financial statements within the last three months
- Agree the board uses financial policies and procedures that protect the organization's long-term sustainability
- Routinely speak positively and proudly about the school

Promising:

▶ Vast majority of the board has reviewed the most recent audit

Challenges:

▶ Only one respondent has made or plans to make a financial contribution to the school

Standard Six: Maintain Legal and Regulatory Compliance

Strong Results: The board is knowledgeable of compliance standards and appears to have a structures in place to minimize risks and ensure all expectations are met.

Strengths:

▶ 100% agree that the school is in compliance with all applicable laws, regulations, and terms of our charter contract

- ▶ 100% have approved minutes each meeting and signed a conflict of interest agreement in the last 12 months
- ▶ 83% read and reviewed the bylaws at least once during the past three years.

Promising:

- ▶ 72% of respondents agree that the board proactively addresses compliance issues

Mixed Results on Board Effectiveness: "Our board is Highly Effective"

57% Agree or Strongly Agree

43% Disagree or Strongly Disagree

Members Enjoy Board Service: "I find my board service to be a rewarding and fulfilling experience."

100% Agree or Strongly Agree

In Your Own Words: Most Important Strategic Issues Facing the Board

- ▶ Board member recruitment, retention, and development
- ▶ Board member orientation and training
- ▶ Complete the 9-member board
- ▶ Succession planning for school leader
- ▶ Succession planning for board chair
- ▶ Board stability and recruitment
- ▶ Understanding the needs of the schools
- ▶ Keep the academics at the current high

In Your Own Words: Three Greatest Accomplishments this Year

- ▶ Increase in teacher salaries based on longevity*
- ▶ Removing the Teacher Trustee positions on the board
- ▶ School Leader Retention
- ▶ Providing resources to meet school objectives
- ▶ 5-year Charter renewal
- ▶ Outstanding faculty & administrator achievement recognition
- ▶ Shortening the school year to decrease teacher turnover
- ▶ Allowing the CAO to contract with a grant writer
- ▶ High performance of our students on NYS tests* *
- ▶ Retention of almost all of our highly qualified teachers through positive responses to ideas they presented to the board

• Continuing sound financial structure

*mentioned more than once

In Your Own Words: The Culture of the Board

- Efficient and passionate
- Cooperative and collegial
- Engaged, critical yet effective. Actively supports the mission of the school
- Unaware of educational needs and practices
- Efficient and passionate. Meetings are purposeful and each decision is driven by data and information.
- Deferential to Board chairman.

- There are three board members who have served for several years. They are consistent and attend meetings regularly.
- Engaged, critical yet effective. Actively supports the mission of the school

In Your Own Words: What Would You Like to Change?

▶ Board participation in school events need to increase as well as their work outside of the board meetings. Board recruitment could also improve.

▶ Recruitment

▶ Greater input from all board members in the decision-making process, discussions and school governance. Foster greater diversity in board make up from stakeholders in the community served

▶ Community involvement

▶ Board participation in school events and the life of the school needs improvement. The board also needs to adhere to the state recommendations of not having teachers on the board. The board has actively pursued this issue as the charter states two seats are reserved for teachers.

▶ Development of viable succession plan which is dependent on new member recruitment. Despite beating all the bushes, has not proven successful

In Your Own Words: What is Needed in New Board Members?

▶ Board members with different career experience. Most of our board are from the finance or education profession. We could use some legal and local business support to broaden our understanding of the Niagara Falls community

▶ Educational education knowledge

▶ Inquisitive thought process - Willingness to challenge consensus approach to addressing issues

▶ Local community representation

▶ Members with a better understanding of the current world of education. Members who show up for each meeting. Members who contribute and lead committees

▶ Willing & active participation

▶ A commitment to the community the children live in. A dedication to aid the students to become responsible citizens

CBP Recommendations

- Implement three committees: academic, governance and finance
- Develop committee charges, goals and expectations.
- Schedule an annual board retreat
- Each board member needs to understand board roles and responsibilities, as well as how they specifically add value to the board. It's vital to board engagement. Think about board structures and processes that are necessary for that to happen.
- Develop and document some strategies to ensure the board is diverse and inclusive. The board should offer diverse perspectives.
- Spend some board meeting time discussing issues of diversity, equity and inclusion. For example, if someone were to make assumptions about your organization's values based on board composition, what would they be likely to think?
- Create succession plans for school and board leadership. The leadership at Niagara is strong and there is no plan for what do should school leaders or board members leave
- Adopt some board goals that align with and support the schools' goals.

**Niagara Charter School
Minutes of Board of Trustees Meeting
May 26, 2020 at 5:00 PM
Video Conference**

Trustees in Attendance via Zoom: James Muffoletto; Amy DiMaggio; Ricky Scott; Judy DiCamillo

Staff in Attendance via Zoom: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Timothy Hyland; Andrea Hopkins; Kelsey House; Theresa Boniface; Kayla DiPronio

Others in Attendance via Zoom: Jonathan Schechter

Excused Absence: Lauren Howe Nalls; Mary Scheeler

Unexcused Absence:

The meeting was called to order at 5:02 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of April 30, 2020 were approved as corrected on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The April Habit of Scholarship is Integrity: I am honest with myself and others.

Crew 101-Xi S.; Crew 102-Reinier M.; Crew 103-Sebastian M.; Crew 104-Kyle M.; Crew 105-Kaiden M.; Crew 106-Anyeriel C.; Crew 107-Brielle S.; Crew 108-Layleona P.; Crew 114-Devon B.; Crew 115-Ricardo G.; Crew 116-Treasure R.; Crew 117-Bradley M.; Crew 118-Nevaeh K.; Crew 119-Kamara R.; Nominated by Ms. Kasper-Zander K.; Nominated by Mrs. DuFour-Hermione G.; Music-Robert S.; Gym-Julian E.

Employee of the Month

Linnea DuFour, Special Education Teacher, was named Employee of the Month for April. Linnea was nominated by Lynn Kasper.

Professional Development

- Cindy Rice from EL Education held one virtual meeting for new staff on EL Education practices
- Megan Ackerman attended a virtual workshop “Practical Strategies for Improving the Behavior of Attention-Seeking, Manipulative and Challenging Students” through Bureau of Education and Research

- Alana Cecala attended a virtual workshop “Effectively Dealing with Disruptive Students: Practical, Classroom-Proven Techniques” through Bureau of Education and Research
- Theresa Boniface attended a virtual workshop “Reading and Writing Remotely” through Erie 1 BOCES
- Kim Abrams attended “Physical Education Online Chat” through Erie 1 BOCES

General Updates

- Kindergarten graduation will take place on June 17th and 6th grade graduation will take place on June 18th at NCS from 11:00-1:00. Graduations will be drive through celebrations. All safety guidelines and social distancing guidelines will be adhered to.
- NCS is planning to offer summer school programming due to the COVID-19 pandemic. The leadership team is beginning to plan specifics around the program.
- New York State Re-entry Plans will be due in June and NCS is waiting for guidance on the plan. SED/CSO is encouraging charter schools to be creative and have multiple scenarios. Ms. Novak will be reaching out to Niagara Coach Lines to schedule a conference call regarding transportation plans for re-entry.
- The School has received positive feedback from families regarding the Chromebooks.
- A review of the dashboard took place.
- Ms. Novak presented a revised 2020-2021 calendar, which includes 190 instructional days. A motion to approve the revised 2020-2021 calendar was made by Mr. Scott, seconded by Ms. DiMaggio, with all in favor and no abstentions.
- A discussion of the draft charter renewal application took place. Mr. Muffoletto would like trustees to direct comments and questions to Ms. Novak by June 9th. A final report will be in the board packet for the June 16th meeting.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- No update from the Academic Committee

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- Ms. Novak reported that the majority of NCS students and families live in the 14301 and 14305 zip codes.
- Mrs. Kasper contacted the Niagara Small Business Developmental Center. They will provide NCS with a listing of 100 businesses located in the 14301 and 14305 zip codes.
- Mr. Muffoletto reported that trustee elections will take place next month. Mrs. Scheeler, Mr. Scott and Mrs. DiCamillo have all agreed to continue to serve. Their names will be included in the ballot for the June meeting. Mrs. Howe-Nalls is willing to continue to serve as a parent trustee.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reported that NCS applied for the Payroll Protection Plan portion of the CARES Act, and received \$530,087. This is a term loan, but can become forgivable if utilized under the terms of the loan agreement.
- Mr. Muffoletto thanked Mr. Hyland for his help with the application.
- An amended 2019-2020 budget will be presented at the June board meeting.

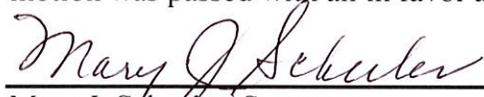
Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 5:56 PM was made by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.



Mary J. Scheeler, Secretary



MEMORANDUM:

DATE: 5/21/2020

TO: BOARD OF TRUSTEES
Niagara Charter School

RE: Material in the Board Packet

PLEASE NOTE: ALL DOCUMENTS ARE CONFIDENTIAL AND ARE INTENDED FOR THE RECIPIENT ONLY, UNAUTHORIZED USE IS ALSO PROHIBITED.

PLEASE CONFIRM WITH MR. MUFFOLETTO OR MRS. KEICHER AFFIRMATIVELY THAT YOU WILL OR WILL NOT BE IN ATTENDANCE AT THE MEETING.

In preparation for the upcoming meeting scheduled for Tuesday, May 26, 2020 via video conference, I have enclosed the following:

Media Announcement for Regular meeting 5/26/2020
Agenda for 5/26/2020 Regular meeting
Draft Minutes 4/30/2020 Regular meeting
Revised Draft 2020-2021 Calendar
Draft Charter Renewal Application
April 2020 Dashboard



MEDIA ANNOUNCEMENT May 20, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, May 26, 2020
5:00 PM**

Pursuant to Governor Cuomo's Executive Order 202.1 issued on March 12, 2020, the Niagara Charter School Board of Trustees' meeting scheduled for May 26, 2020 will be held electronically via video conference. Members of the public may view the meeting via <https://us02web.zoom.us/j/88675616647>.

Agenda: Standard

For additional information contact: (716) 297-4520

Niagara Charter School Board of Trustees' Meeting

Date: Tuesday, May 26, 2020
Time: 5:00 PM
Location: Video Conference

AGENDA:

Please make sure all cell phones are turned off and all background noise is eliminated.

Call to order

Proof of Public Notice

Agenda Approval:

Approval of Minutes: 4/30/2020 Regular Minutes

CAO Report: Darci Novak

PRIDE Spotlight
Employee of the Month
General Updates
Revised Draft 2020-2021 Calendar
Draft Charter Renewal Application
Dashboard Review

Committees:

Academic Committee: Mary Scheeler

Governance: Lynn Kasper
Trustee Elections

Finance Committee: Ricky Scott
PPP Loan Approval

Unfinished Business:

New Business:

Adjournment:

**Niagara Charter School
Minutes of Board of Trustees Meeting
April 30, 2020 at 5:00 PM
Video Conference**

Trustees in Attendance via Zoom: James Muffoletto; Amy DiMaggio; Ricky Scott; Mary Scheeler; Judy DiCamillo; Lauren Howe Nalls

Staff in Attendance via Zoom: Darci Novak, CAO; Jill Keicher, AAO; Lynn Kasper; Aimee Gonzalez; Jamie Guerra; Tim Hyland; Alanna Cecala; Andrea Hopkins; Kim Abrams; Jennifer Smith; Kayla DiPronio; Kelsey Jung; Lauren Nowicki; Linnea DuFour; Dana Burwell; Rebecca Armstrong; Sherrie Tracy; Sara Felmet; Sharon Novak

Others in Attendance via Zoom: Jonathan Schechter; Angie Caraballo; Stephanie Hayes; Christine Smith; Martin Collazo; Richard Mathews

Excused Absence:

Unexcused Absence:

The meeting was called to order at 5:06 PM with Mr. Muffoletto presiding.

Public Notice was confirmed.

The agenda was approved as amended on a motion by Mr. Scott, seconded by Ms. DiMaggio. The motion was passed with all in favor and no abstentions.

The minutes for the regular meeting of February 11, 2020 were approved as corrected on a motion by Mrs. Scheeler, seconded by Mrs. DiCamillo. The motion was passed with all in favor and no abstentions.

CAO Report, Darci Novak

PRIDE Spotlight

The March Habit of Scholarship is Respect: I value myself and others.

Crew 101-Dandre P.; Crew 102-Deasia S.; Crew 103-Laila R.; Crew 104-Keyrell G.; Crew 105-Anar'Re B.; Crew 106-Akira J.; Crew 107-Jacob M.; Crew 108-Gabriel D.; Crew 114-Aiden M.; Crew 115-Jermere M.; Crew 116-Ty'Dre C.; Crew 117-Kahmyah S.; Crew 118-Paige M.; Crew 119-Anaya J.; Nominated by Ms. Kasper-Lorali B.; Nominated by Mrs. DuFour-Robert H.; Music-Anailymar C.; Gym-Heaven M.

Employee of the Month

Jennifer Smith, 2nd Grade Teacher, was named Employee of the Month for March. Jennifer was nominated by Theresa Boniface.

Professional Development

- BOCES coordinator Julie LaRusso was at NCS one day supporting grades K-2 in the implementation of the Units of Study. Nicole Kerner, BOCES Behavior Specialist, was at NCS for one day conducting classroom observations and providing feedback.
- Staci Intrilligator from EL Education was at NCS to meet with grades 4 and 5 to continue supporting the implementation of the new modules.

- Susan Cyrulik from BOCES was at NCS to meet with 2nd grade to plan an upcoming Science Unit
- Julie LaRusso from BOCES was at NCS to meet with grades K-2 on Units of Study in writing and phonics
- Nicole Kerner from BOCES provided a whole staff virtual PD “Reducing the Frequency of Problem Behaviors in the Classroom.”
- Elizabeth Kraemer from BOCES provided a virtual training to grades 3-5 on building capacity in Mathematics teaching
- Brian Blaszak from BOCES provided virtual professional development on Schoology and held office hours for teachers as needed
- Sherrie Tracy attended virtual office hours with Lucy Calkins on the Units of Study

General Updates

- Ms. Novak updated the trustees on Niagara Charter School’s Continuity of Education Plan that was submitted to the State Education Department.
- Special Education services continue to be provided by NCS staff to NCS students virtually. The Niagara Falls City School District notified NCS that they are unable to provide Occupational and Physical Therapies to NCS students during the school closure. Ms. Novak is currently looking for alternative agencies to provide these services.
- The SED Charter School Office will be conducting a virtual check in visit with NCS on May 7, 2020.
- Ms. Novak thanked the New York Charter Schools Association for holding weekly webinars during the COVID-19 school closures.
- Ms. Novak advised the trustees that with the possibility of schools closing for the remainder of the school year, NCS may reconsider submitting a request to the CSO for a change in the length of school year. Instead, a request for a change in the length of year would be included in the renewal application for the 2021-2022 school year.
- Ms. Novak updated the trustees on a facilities grant opportunity that would assist NCS in procuring air conditioning for the School’s gymnasium.
- A review of the dashboard took place.

Academic Committee

Mrs. Mary Scheeler, Academic Committee Chair

- No update from the Academic Committee

Governance:

Mrs. Lynn Kasper, Governance Committee Chair

- The Governance Committee met on March 10, 2020 to review the final board retreat report from Lynn Scalzo.
- The focus areas from the report include recruitment and retention of board members and building a sense of community.
- Mrs. Kasper will be working with Niagara Falls Coachlines to develop a cluster map to determine where NCS families reside within the community. With the map, trustees will be able to target the communities which we need to serve.

Finance Committee:

Mr. Ricky Scott, Finance Committee Chair:

- Mr. Scott reported that based upon all of the information available to date, the school has had no direct financial impact due to the COVID-19 pandemic.
- The trustees authorized the purchase of Chromebooks to deploy to each family of NCS students.
- Mr. Muffoletto and Mr. Scott reported that the School qualifies for the Payroll Protection Plan (PPP) portion of the CARES Act. Mr. Muffoletto polled the board to see if they expressed an interest in applying for the PPP if more money becomes available. The trustees agreed to proceed with the application if funds became available. There were no objections.

Unfinished Business:

- There is no unfinished business.

New Business:

- There is no new business.

A motion to adjourn at 5:56 PM was made by Ms. DiMaggio, seconded by Mr. Scott. The motion was passed with all in favor and no abstentions.

Mary J. Scheeler, Secretary



Niagara Charter School

August 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Teacher Return	18 Board Mtg.	19	20 Cindy K orientation 10:30 & Supply Drop Off	21	22
23	24 (A)	25 (B)	26 (C)	27 (D)	28 (E)	29
30	Students Return 1	2	3	4	5	
	31 (F) Expedition/ Module kick-off 6					



Niagara Charter School

September 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 (A)	2 (B)	3 (C)	4 (D)	5
6	7 Labor Day No School	8 (E)	9 (F)	10 (A)	11 (B) Sports Picture Day 14	12
13	14 (C)	15 (D)	16 (E)	17 (F)	18 (A)	19
20	15 21 (B)	Board Mtg. 16 22 (C)	17 23 (D)	18 24 (E) Open House 5-7pm 23	19 25 (F) ½ day Early Release 24	26
27	20 28 (A) Sports Picture Day 25	21 29 (B) Picture Day 26	22 30 (C) 27			

Niagara Charter School



October 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 (D)	2 (E)	3
4	5 (F)	6 (A)	7 (B)	8 (C)	9 (D)	10
	30	31	32	33	1/2 day Early Release 34	
11	12 Columbus Day No School	13 (E)	14 (F)	15 (A)	16 (B)	17
		35	36	37	38	
18	19 (C)	20 (D)	21 (E)	22 (F)	23 (A)	24
	39	Board Mtg. 40	Faculty Mtg. 41	42	End of Q1 43	
25	26 (B)	27 (C)	28 (D)	29 (E)	30 (F)	31
	Start of Q2				1/2 day Early Release (fall festivals)	
	44	45	46	47	48	

Niagara Charter School



**November
2020**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 (A)	3 (B)	4 (C)	5 (D)	6 (E)	7
8	9 (F)	10 (A) Picture Re-take Day	11 Veterans Day No School	12 (B)	13 (C)	14
15	16 (D)	17 (E) Board Mtg.	18 (F)	19 (A) Parent Teacher Conferences 4-7pm	20 (B) ½ day Early Release Parent Teacher Conferences 62 1-4pm	21
22	23 (C)	24 (D)	25 (E) ½ Day Early Release	26 No School Thanksgiving	27 No School	28
29	30 (F)		65	66		
	66					



Niagara Charter School

December 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 (A)	2 (B)	3 (C) Exhibition Night 5-7pm 69	4 (D)	5
6	7 (E) Expedition Kickoff 71	67 8 (F)	68 9 (A)	70 10 (B)	70 11 (C)	12
13	14 (D)	72 15 (E)	73 16 (F)	74 17 (A)	75 18 (B)	19
20	76 21 (C)	Board Mtg. 77 22 (D)	78 23	79 24	80 25	26
27	81 28 No School	82 29 No School	No School 30 No School	No School 31 No School	No School Christmas Day	

Niagara Charter School



**January
2021**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 No School	2
3	4 (E) School Resumes 83	5 (F) 84	6 (A) 85	7 (B) 86	8 (C) 87	9
10	11 (D) 88	12 (E) 89	13 (F) 90	14 (A) 91	15 (B) 92	16
17	18 M L King Day No School	19 (C) Board Mtg. 93	20 (D) Faculty Mtg. 94	21 (E) 95	22 (F) 96	23
24	25 (A) 97	26 (B) 98	27 (C) 99	28 (D) 100	29 (E) 1/2 day Early Release 101	30
31						



Niagara Charter School

February 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 (F)	2 (A)	3 (B)	4 (C)	5 (D)	6
7	102 8 (E)	103 9 (F)	104 10 (A)	105 11 (B)	106 12 (C) ½ Day Valentine's Day (V-day parties)	13
14	107 15 President's Day No School	108 16 No School	109 17 (D)	110 18 (E)	111 19 (F)	20
21	22 (A)	23 (B) Board Meeting	24 (C)	25 (D)	26 (E)	27
28	115	116	117	118	119	



Niagara Charter School

March 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 (F)	2 (A)	3 (B)	4 (C) 1/2 day Early Release SLC's	5 Superintendent's day SLC's 124	6	
7	8 (D)	9 (E)	10 (F)	11 (A)	12 (B)	13
14	15 (C)	16 (D)	17 (E)	18 (F)	19 (A) 1/2 day Early Release 134	20
21	22 (B) Expedition Kickoff 135	23 (C) Spring/Grad Picture Day 136	24 (D)	25 (E)	26 (F)	27
28	29 No School	30 End Q3 No School	31 No School	138	139	

Niagara Charter School



**April
2021**

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 No School	2 Good Friday No School	3
4 Easter	5 No School	6 No School	7 No School	8 No School	9 No School	10	
11	12 (A)	13 (B)	14 (C)	15 (D)	16 (E)	17	
18	140 19 (F)	141 20 (A) NYS ELA Board Mtg. 146	142 21 (B) NYS ELA	143 22 (C) NYS ELA	144 23 (D)	24	
25	145 26 (E)	147 27 (F)	148 28 (A)	149 29 (B)	150 30 (C)	151	
	150	151	152	153	154		

Niagara Charter School



**May
2021**

There will be no 5-week reports for Quarter 4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 (D)	4 (E)	5 (F)	6 (A)	7 (B)	8
	155	NYS Math 156	NYS Math 157	NYS Math 158	159	
9 Mother's Day	10 (C)	11 (D)	12 (E)	13 (F)	14 (A) ½ day Early Release 164	15
	160	161	162	163	21 (F)	22
16	17 (B)	18 (C)	19 (D)	20 (E)		
	165	Board Mtg. 166	Faculty Mtg. 167	168	169	
23	24 (A)	25 (B)	26 (C)	27 (D)	28 (E)	29
	170	171	172	173	174	
30	31 Memorial Day No School					



Niagara Charter School

**June
2021**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 (F) 175	2 (A) 176	3 (B) SLCs 4-7pm 177	4 Superintendent's day SLC's 9-4pm 178	5
6	7 (C) End Q4 179	8 (D) 180	9 (E) 181	10 (F) 182	11 (A) 183	12
13	14 (B) 184	15 (C) Board Mtg. 185	16 (D) 186	17 (E) 187	18 (F) ½ Day K Graduation 188	19
20 Father's Day	21 (A) ½ day 6th Grade Graduation 189	22 (B) ½ day Tentative Last Day of School 190	23 190	24 190	25 190	26
27	28 190	29 190	30 190			

Niagara Charter School

**July
2021**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4 Independence Day	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20 Board Mtg.	21	22	23	24
25	26	27	28	29	30	31

2019-2020

Niagara Charter School Monthly Operations Dashboard

Student Enrollment										
Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
347	344	346	346	345	342	346	344	344		

Student Population											
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Average Daily Attendance Rate	90%	93%	92%	88%	88%	90%	88%	94%	n/a		
Free and Reduced Lunch	87%	87%	91%	91%	90%	90%	90%	89%	89%		
Students with Disabilities	16%	17%	17%	17%	17%	17%	17%	17%	17%		
English Language Learners	2	2	2	2	2	2	2	2	2		
Exited	2	8	4	3	5	7	1	4	0		
Wait List											
	9/11/19	10/4/19	11/6/19	12/11/19	1/15/20	2/4/20	3/6/20	4/10/20	5/18/20		
K	9	10	10	10	9	9	8	8	8		
1	9	7	17	7	7	6	5	5	5		
2	10	11	13	12	12	13	13	13	13		
3	10	10	10	10	9	9	9	9	9		
4	16	16	16	15	14	14	15	15	15		
5	16	17	17	17	16	16	14	13	13		
6	4	3	3	2	2	2	2	2	2		

Parent and Family Participation											
	Aug.	Sept.	Oct	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
# of parents and/or guardians attending FSA meetings	No meeting	1	10	6	No meeting	8	3	No meeting	No meeting		
# of families attending school events	n/a	Dads Take Your Child to School 70 participants	n/a	n/a	Exhibition Night 45 families	n/a	n/a	n/a	n/a		

DRAFT RENEWAL APPLICATION – NIAGARA CHARTER SCHOOL

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has a rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking and achievement.

Please provide the following information:

1. Curriculum:

a. Describe the documented curriculum in place at the school, explain how/if it was aligned to the NYSLs, and describe how the curriculum is systematically reviewed and revised.

The School's curriculum is comprehensive, and instruction challenges students to achieve their potential. Using the EL (EL Education, formerly Expeditionary Learning) approach, in conjunction with the state approved ELA and Math modules, the School's curriculum connects learning to real-world issues and needs. Academically rigorous learning expeditions/modules inspire students to be lifelong learners, resourceful and practical thinkers, active citizens, and future leaders. The School accesses a variety of resources and tools school leaders and teachers may use to guide the instructional planning process in the long and short-term.

There are three expeditions/modules per school year. The modules were adopted to support the current EL model within the School and are being enhanced into learning expeditions, where students will have access to case studies, projects, fieldwork, and experts. The expedition modules provide teachers and students with a curriculum aligned to New York standards, but allow the School to stay true to its mission and EL core practices. The expedition modules articulate skills and concepts that all students must know to meet and exceed learning standards. The School enhanced the expedition curriculum with the state approved modules in order to meet the rigorous demands of the Common Core/Next Generation Learning Standards and to increase student achievement.

To support this work, administration and teachers are trained in the Core Practices of EL throughout the school year. The EL school designer is on-site twenty-two days per year, and teachers attend various professional development training throughout the year.

In addition, Niagara Charter School works collaboratively with the Erie 1 BOCES network teams to address all of the learning standards and State standards within the areas of writing, Science, and Social Studies.

NCS implemented the Lucy Calkins *Units of Study* in grades K-2 in the 2019-2020 school year. This curriculum aligns to the NYS writing standards. In the 2020-2021 school year, the Lucy Calkins units of study will be implemented in school-wide in grades K-6.

NCS implemented the *BOCES 4 Science* kits in grades K-5 in the 2019-2020 school year. This curriculum and resources align to the NYS Science standards. In the 2020-2021 school year, the School will implement *Amplify Science* in grade 6.

Social Studies Alive was implemented in all grades in the 2019-2020 school year. Teachers received professional development through Erie 1 BOCES to align their Social Studies units to the NYS Social Studies Framework.

All curriculum is collaboratively reviewed throughout the year. Reviews are conducted with the EL School Designer(s), BOCES specialists, and the School’s Instructional Coach and Leadership Team.

List of Curriculum Documents	
EL Modules for Grades K-6	The EL curriculum for Grades 3-6 in English Language Arts combines standards-aligned content with effective instructional practice. Building on the first edition of EL Modules, the new K-5 Language Arts curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content and builds equitable and inclusive learning opportunities for all students.
Writing: Lucy Calkins Units of Study in Writing K-6	The Units of Study support teachers and students with explicit instruction in opinion, information, and narrative writing and provide rich opportunities for

	<p>practice through the workshop model. The workshop model allows teachers to address each student's individual learning, and explicitly teach strategies students can use when working independently. The model supports small group work and conferring, with multiple opportunities for personalizing instruction. Teachers use learning progressions to observe and assess students' writing, to develop students' use of self-monitoring strategies, and set them on trajectories of growth.</p>
<p>State Approved Math Modules for grades K-6 and State Provided Guidance Document for Math</p>	<p>The Math modules provide access to sequenced, spiraled, content-rich curriculum programming and instructional practices. Teachers use the State provided guidance document to create a year-long scope and sequence for Math instruction.</p>
<p>Science BOCES 4 Science kits K-5</p>	<p>BOCES 4 Science units are aligned to the content of the New York State Science Learning Standards. Each unit is broken into sessions/lessons that incorporate 3-Dimensional Instruction based on the NYSSLS. These dimensions help students build a cohesive understanding of science over time.</p>
<p>Amplify Science Grade 6</p>	<p>Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Lessons</p>

	are aligned to the New York State Science Learning Standards.
Social Studies Alive K-6	Social Studies Alive programs teach students about the world around them and how cultures were created through interesting and engaging activities and lessons. Lessons are aligned to the New York State Social Studies Learning Standards and the Common Core/Next Generation ELA Learning Standards.

b. Describe the process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.

Implementation of the modules as expeditions ensures the horizontal and vertical alignment of the curriculum. EL Education as an organization is responsible for providing support to the School with horizontally and vertically aligning the Common Core/Next Generation Learning Standards in all curricular areas (ELA, Math, Science and Social Studies).

EL Education assigns a School Designer to provide professional development and curriculum planning resources to ensure the curriculum is aligned and appropriate in each grade level. To further assist with this work, BOCES specialists work collaboratively with all teachers to implement modules and curriculum that aligns with the Common Core/Next Generation Learning Standards from grade to grade.

c. Explain how the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

In all subject areas, instruction is differentiated through whole and small group instruction. Students work toward the same learning targets, and teachers provide multiple pathways for meeting the learning targets based on student needs. Teachers proactively plan differentiated lessons to meet students' needs based upon ongoing assessments (pre-assessments, student self-assessments, and inventories).

Teachers use flexible groupings for below average, and above average students and design tasks allowing for different approaches to meet the same goals and standards. Materials are selected so all students have opportunities to work with grade-level texts and tasks, and tiered texts are used

to support different reading levels. General education and special education teachers collaborate to plan and deliver differentiated instruction for Students with Disabilities to meet IEP goals, and English Language Learners are taught within the regular classroom to the greatest extent possible.

2. Instruction:

a. Describe the instructional strategies used to engage all students in high-quality, rigorous instruction.

At Niagara Charter School, instruction starts with introducing students to the lesson's learning targets. Learning targets are goals for lessons derived from the Common Core/Next Generation Learning Standards and are used to assess student growth and achievement. Targets are visible in the classroom and deconstructed with students to ensure the purpose for learning is clear. They are strategically shared with students at the best time (at the beginning of the lesson or after the anticipatory set). Teachers refer to the target(s) during and at the end of the lesson to allow students to assess and reflect on their progress towards meeting the target(s). Students engage in debrief protocols, self-assessments, and written reflections.

Strategic questions are pre-planned questions promoting critical thinking and extending student understanding of a skill or a concept. Students ask questions of themselves and others to monitor and increase their understanding of the skill or concept. Teachers use checking for understanding strategies during their lessons to ensure all students are accountable during questioning. Teachers also use this data to re-teach using whole class, small group, or individual instruction.

Teachers use EL Protocols and Total Participation Techniques to engage all students in high-quality, rigorous instruction. These structures ensure all students think critically and participate fully. EL Protocols are formats for discussion that bring clear structures and guidelines to the classroom. Examples include Socratic seminars, jigsaws, building background knowledge and revision and critique protocols. Total Participation Techniques provide additional ways to actively and cognitively engage students in the learning process. Examples include hold-ups, concentric circles, and bounce cards.

In Reading/literacy teachers select a variety of complex texts and use a variety of instructional structures. Examples of structures include guided reading, shared reading, independent reading, and close reading. Teachers and students represent their thinking using formats such as graphic organizers, journals, concept maps, and quick writes. Anchor charts and other forms of documentation are used to publicly synthesize student understanding, and to provide the class with a resource for learning.

Math is integrated into expeditions whenever possible. The School uses the New York State approved Math modules, and in the 2019-2020 school year, NCS focused on real-world math problems that students can grapple with. These problems are used through *3 Act Math tasks*,

module application problems and through workshop models. Niagara Charter School continues to strengthen guided math centers to reinforce math skills and differentiate instruction for all learners.

Technology is also an integral part of learning at NCS. Students use technology as a tool for original research and to produce high-quality products, performances, and presentations. The curriculum and instruction is enhanced through the use of technology/web-based resources to support effective teaching and learning. Examples include Schoology, Flip Grid, Learning Farm, Epic, Zearn, Kahoot, and Plickers.

b. Describe the process used for creating, revising, and getting feedback on unit and lesson plans.

The School sets a high expectation for school-wide instructional practice. This process begins with daily lesson plans. Teachers are required to include the following in their daily lesson plans: Common Core/Next Generation State Standard(s), Learning Target(s), Strategic Questions, EL Protocols, Total Participation Techniques (TPT), Differentiation, and Assessment for Learning (AFL). Teachers have daily common planning time to work with their grade level peers to create weekly lesson plans. Lesson plans are turned into the School’s Instructional Coach and Assistant Academic Officer weekly. Feedback is returned to teachers weekly, and teachers are required to make revisions when necessary.

Sample Weekly Lesson Plan Feedback Checklist

Component	Evident	Partially Evident	Not Evident	Comments/ Suggestions
Common Core/Next Generation Learning Standards				
Learning Targets				
Formative Assessments				
Differentiated Instruction				
Strategic Questioning				
Guided Reading and Centers				
Math				

Writing				
Crew				
EL Protocols/Total Participation Techniques				

3. Assessment and Program Evaluation:

a. Describe the school's assessment system, including formative, diagnostic, and summative assessments.

Niagara Charter School uses ongoing formative and summative assessments and evaluation data to inform instructional decisions and promote student learning. Teachers regularly use formative assessments to check the understanding of each student prior to, during and at the end of lessons. For example, teachers may use exit tickets, hand signals, and rubrics. Students are conferred with individually and in small groups to monitor and assess their level of understanding. Observational records are kept during work sessions and used when conferring with students.

Through the EL structure, students are engaged in skills-rich projects resulting in high-quality products or performances for audiences beyond the classroom. Projects aligned with the Common Core/Next Generation Learning Standards are a primary structure for learning, teaching core skills and content through classroom lessons, discussions, and student research and fieldwork. Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem solving. Teachers and students create product descriptors, rubrics, and criteria lists, often working from exemplary models, so students are clear about the features that determine high-quality. Student work goes through multiple drafts, with specific, targeted feedback given to improve works in progress. Progress toward learning targets is assessed using either the rubric or the criteria list, and teachers use this data to inform instructional plans and practice. Rubrics and criteria lists are aligned to the Common Core/Next Generation Learning Standards. Students use this data to track their own progress, assess their own growth, and to set goals.

Students archive and organize their work in portfolios as evidence of progress towards meeting Common Core/Next Generation Learning Standards. Twice per year, students and their families engage in Student-Led Conferences (SLC) in which students communicate their progress toward both academic learning targets and character targets. Using their portfolios, students speak to their own strengths, struggles, goals, and processes of learning. Portfolios consist of work selected by students that includes multiple drafts, self-reflections, and feedback from teachers showing how their work has improved and how they have met the learning targets.

Teachers regularly use formative assessments to check if the students understand the target(s) prior to, during and at the end of lessons. For example, teachers may use exit tickets, and hand signals. Students are conferred with individually and in small groups to monitor and assess their level of understanding. Observational records are kept by teachers and teaching assistants during work sessions and used when conferring with students.

The following chart provides a listing of the assessments administered at the School, as well as the purpose of each assessment. It also describes how data from these assessments are used by teachers to inform, guide, and improve instructional practice, and how administrators use data from these assessments to monitor the effectiveness of school programs and make school-wide decisions.

List of Assessments	
Assessment	Purpose/Description
<p>NWEA Map Growth</p> <p>Summative</p>	<p>The school implemented NWEA MAP® Growth in grades K-2 in the 2019-2020 school year, and will implement the assessment program K-6 in 2020-2021 school year.</p> <p>MAP® assessments are designed to target a student’s academic performance in mathematics, reading, language usage, and science. These tests are tailored to an individual’s current achievement level. The computer adjusts the difficulty of the questions so that each student takes a unique test.</p> <p>By dynamically adjusting to each student’s responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.</p>

<p>Fountas & Pinnell Benchmark Assessment System</p> <p>Summative</p>	<p>The benchmark assessments determine the students' independent and instructional reading levels. They determine reading placement levels and group students for reading instruction.</p>
<p>Expedition Projects</p> <p>Formative and Summative</p>	<p>Projects are aligned to the Common Core/Next Generation Learning standards and are a core structure for learning important skills and content standards. Projects culminate in high-quality student-created products and performances. Formative and summative assessments take place during all aspects of the projects. Projects include assessments such as conferences, quizzes, tests, essays and presentations. These data are used to promote student learning, and inform instructional decisions such as remediation, reteach, and lesson planning.</p>
<p>Final Expedition Products and/or Performances</p> <p>Summative</p>	<p>Teachers and students create product descriptors, rubrics, and criteria lists. These tools are used to identify students' progress in attaining the set learning targets. Products and performances are created for an audience beyond the classroom, giving students an authentic reason to care about quality.</p>
<p>Portfolios</p> <p>Summative</p>	<p>Portfolios are a requirement for student-led conferences; however, students do not receive a formal grade on the entire portfolio. The portfolio process is a formative assessment used to help</p>

	<p>students reflect and take ownership of their learning. Students archive and organize their work across subject areas, selecting specific work for student-led conferences and presentations. The graded work within portfolios demonstrates growth towards the Common Core/Next Generation Learning Standards and learning targets. Portfolios include multiple drafts, self-reflections, and feedback from teachers showing how students' work improved.</p>
<p>New York State Assessments Summative</p>	<p>New York State assessments are required by the State Education Department. Administration and teachers use gap analysis and trend reports, when available, in order to help inform instructional decisions for the following school year. The School uses this as an annual summative assessment.</p>

b. Explain how the school uses qualitative and quantitative data to inform instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.

In 2018-19, the School adopted the Achievement Network (ANet) benchmark assessments to administer interim assessments to students in grades 2-6. These assessments assess recently taught standards in ELA and Math, and they provide data for teachers to use to inform their ongoing daily instruction. The data are also used in helping administration monitor the effectiveness of the instructional program.

Using ANet, the School administered a minimum of four ELA and Math interim assessments every 6-8 weeks. ANet offers teachers immediate access to student results in a format supporting informed classroom teaching and decision making, while offering targeted instructional resources.

These data however, do not assess growth overtime. Moving into the next five-year charter, NCS will be implementing the NWEA MAP Growth Assessments K-6 to provide school leaders, teachers, parents, and students with data that track progress overtime, including data that has some correlation with NYS assessment outcomes. NCS began the rollout of NWEA MAP with K-2 in the 2019-2020 year.

In the 2019-2020 year, ANet and NWEA MAP data were used by teachers to create differentiated tasks and action plans based on individual student and class data reports. These data were reviewed, discussed, and analyzed at data/grade level meetings.

Meetings are held after each interim assessment, as well as after mid and end of unit module assessments. Teachers use assessment data to drive instruction, and the results are used to identify similar learning gaps and differentiate students' learning. Students may be placed in small groups within the classroom or receive small group instruction outside of the classroom to provide additional support with the skills in which they are deficient.

In addition to the ANet and NWEA MAP Growth data, administration and teachers work collaboratively and use gap analysis and trend reports from the State assessment data, when available, in order to help inform instructional decisions. Formative and summative assessment data are used to determine which students receive Academic Intervention Services (AIS) and participate in the Leveled Literacy Intervention program.

4. Supports for Diverse Learners:

a. Describe the support in place to meet the academic needs of all students, including but not limited to: SWDs, ELLs/MLLs, and ED students.

The following structures and supports are in place for teaching staff and for Students with Disabilities and English Language Learners:

1. The Chief Academic Officer examines staffing, scheduling, and structures (including professional development) in order to choose models that best meet the needs of all students.
 - a. Collaborative teams working with Students with Disabilities are provided with adequate planning time to support this student population.
 - b. Collaborative teams evaluate accommodations and consider innovative strategies for diverse student populations.
 - c. Modifications are developed based on specific student needs, with the intention of achieving the most rigorous outcome possible for the student.
2. Decisions about placement and programs for Students with Disabilities and ELL students are based on high-quality assessments, such as interim assessments, NYS assessments, EL projects, final EL products, and portfolios.

3. The School develops and trains effective teams (e.g., Response to Intervention team) in order to ensure students needing supplemental support are identified, and that placement in interventions and other programs is made appropriately.

4. Students with Disabilities and ELL students complete the same curriculum and meet the same learning targets as their classmates.

5. Teachers provide supplemental materials so Students with Disabilities can access content (e.g., visual cues, graphic organizers, appropriately leveled text) and English Language Learners can access content (e.g., visual cues, materials written in the student's home language, culturally relevant materials).

6. Teachers help students learn self-sufficiency and advocacy skills.

7. Teachers help students understand their learning challenges so they gain lifelong strategies for further growth and development.

8. Teachers support all students' understanding of the diversity of learners that exists in their school, just as they support understanding of other forms of diversity.

9. In order to ensure students' IEP requirements and needs are and will be met, the School contracted Speech and Language services through Buffalo Hearing and Speech.

Students with Disabilities and English Language Learners are strongly supported through the School's curriculum. Teachers actively establish plans to meet students' varied needs based on ongoing assessments of their understanding and development. Teachers utilize flexible groupings of students and design rigorous tasks that allow for different approaches to the same goals. In addition to the differentiation that is built directly into the expedition modules, school leaders and teachers use research to determine best practices for Students with Disabilities and English Language Learners. When available, teachers have opportunities to attend professional development related to these groups of students. To the greatest extent possible, Students with Disabilities and English Language Learners complete the same curriculum and meet the same learning targets as their peers. This is achieved through decisions about placement and programming, as well as access to supplemental materials.

The School uses an inclusive Academic Intervention Service (AIS) model for both ELA and Math. This is primarily a push-in service, where the AIS support staff works with students in the general education classroom. Students with the highest academic needs are referred to the Response to Intervention (RtI) team. Students referred to this team are observed and their progress is monitored for growth and improvement over time.

The School uses the Fountas & Pinnell Leveled Literacy Intervention System (LLI). This is a small-group, supplementary literacy intervention designed to help teachers provide powerful,

daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Leveled Literacy Intervention (LLI) consists of a series of planned lessons designed to provide supplementary instruction to kindergarten, first, second, and third grade children who are finding it difficult to learn to read and write. Teachers begin by using a systematic assessment to determine the students' instructional reading level, and form groups of children who are reading at approximately the same level. Teachers then implement daily lessons that incorporate a variety of instructional approaches. By providing LLI in kindergarten-2nd grade we are confident as our students enter 3rd grade and must take the high stake tests they will be well prepared.

b. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Niagara Charter School's special education department includes a Special Education Coordinator, two special education teachers, and an Academic Intervention Service (AIS) assistant/teacher. The special education team provides Consultant Teacher services to support students within the general education classroom setting.

The Response to Intervention (RtI) process as outlined by the NYS Education Department is used to identify students needing additional support in academics. RtI is the practice of providing high quality instruction and researched-based intervention matched to individual students' needs by monitoring progress frequently. The School uses Aimsweb and NWEA Map Skills for progress monitoring and data management. RtI assists teachers in making important educational decisions about changes in instruction or goals and applying child response data. The School uses a 3 Tiered model for the RtI process.

Tier 1: A research based differentiated core curriculum or primary intervention intended for all students in the general education classroom. The beginning of the year and end of year Acuity assessment is administered in grades K-6. The Fountas & Pinnell Benchmark Assessment System is utilized as a preliminary universal screening tool (3 times per year) for all students to determine intervention needs.

- Interventionist: general education teacher
- Setting: general education classroom
- Grouping: variable and flexible grouping formats

- Curriculum: scientific, research-based instruction aligned to Common Core/Next Generation Learning Standards in core academic areas

- Duration: year-long

- Length of Instructional Sessions: involves a minimum of 90 minutes of ELA instruction per day

Tier 2: Secondary intervention required for any student who is not making adequate progress with core instruction or primary interventions at Tier 1.

- Interventionist: trained, skilled and knowledgeable school personnel

- Setting: variable, can occur in and/or outside of general education classroom

- Grouping: small, homogeneous grouping (1:3 – 1:5)

- Curriculum: scientifically research-based instruction designed to remediate skill deficits of targeted students

- Duration: varies – based on rate of progress and performance of students; 10 to 30 weeks minimum

- Length of Intervention Sessions: 20 – 30 minutes, 3 to 4 times per week

- Assessment: may include formal and informal measures to inform instruction

- Progress Monitoring: twice monthly to examine rate and level of performance

Tier 3: Tier 3 intervention is intended for students who need significant intervention services and are not responding to instruction at Tiers 1 & 2. If a child is not making adequate progress at Tier 3, a CSE referral will be made on behalf of the child.

- Interventionist: highly trained, skilled and knowledgeable school personnel

- Setting: most often takes place outside of the general education classroom

- Grouping: small, homogeneous grouping (1:1 – 1:2)

- Curriculum: customized, intensive, systematic and research-based instruction that targets academic areas of greatest need (specific skills)

- Duration: varies- a minimum of 10-30 weeks

- Length of Intervention Sessions: 30 – 60 minutes, five times per week

- Assessment: may include formal and informal measures to inform instruction
- Progress Monitoring: minimum once per week

Student progress is carefully documented and reviewed by the RtI Team on a monthly basis. Based on the RtI system of intervention, a student is referred to the Committee on Special Education if it is deemed necessary. Teachers receive professional development on the RtI model and receive ongoing support in implementation. In addition, students who have not met proficiency on the New York State assessments receive Academic Intervention Services during the regular school day along with additional support during enrichment remediation time.

The Response to Intervention Team consists of the Special Education Coordinator, special education teacher, school counselor, administration, and one to two general education teachers working collaboratively with the individual student's general education teacher. This team, in conjunction with administrators, closely monitors the effectiveness of services and programs through monthly meetings. Modifications to a student's intervention plans are made as needed.

At-risk students require a broad range of services to improve their learning and EL addresses many of these needs. The EL model supports the development of at-risk students with research-based instruction to help raise each student's academic achievement. For example, students may work with additional staff in small groups focusing on an area of need, such as skill and drill; the AIS teacher provides push-in services to support the student within the classroom; and the School provides remediation in ELA and Math. These services are designed to overcome academic barriers, make curriculum and instruction relevant, and to raise expectations for children at-risk of dropping out or failing school.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress, social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Please provide the following information:

1. Behavior Management and Safety:

a. Describe the school's approach to behavior management.

The foundation of a successful EL school is an environment that rigorously engages students, staff, families, and the community in the educational program. The School's climate is characterized by safety, kindness, joy in learning, and positive leadership by staff and students. There is a culture

of celebration of academic growth and character development that is communicated in the School's mission. Teachers and administration communicate clear expectations for student character and model those values in their own practice. The P.R.I.D.E code encourages students to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of the School.

Clear School-Wide Expectations

1. The School has established a code of character, known as P.R.I.D.E. (Perseverance, Respect, Integrity, Dedication, and Excellence) to which all students and staff members aspire. The code addresses both relational character (treating others well) and performance character (doing one's best), so success as a good person and success as a scholar are joined. Students and staff are held accountable for upholding the code of character.
2. School faculty members explicitly teach and refer to P.R.I.D.E. in classrooms. The components of P.R.I.D.E. are used daily to acknowledge positive or challenging behaviors. Teachers support students to make connections between character and their academic success.
3. The School establishes policies and procedures celebrating character traits and holds students accountable to them. Character achievement is identified in progress reports, disciplinary protocols, awards, and public acknowledgments.
4. When students or teachers report student progress, learning targets for academic growth are separate from learning targets for character. Both are equally important. For example, "I can take responsibility for my learning by coming to class prepared to learn," "I can complete my assignments daily," and "I can treat others with respect."
5. Adults model the character traits with students and in their professional relationships. At the commencement of each year, instructional staff signs a professional community commitment statement serving as a guidance document that sets norms for professionalism.
6. P.R.I.D.E. is practiced in the classroom, lunchroom, hallways, during recess, before and after school, bus, and wherever students represent the school in the community.

Traditions

1. A common set of EL traditions are created and used in whole-school settings and in classrooms (e.g., community circles, crew, and team-building activities) to foster character and develop leadership qualities.
2. The School customizes EL traditions, developing its own unique traditions expressing the School's vision of a positive community focused on learning.

3. Students play an active role in maintaining school traditions and acting as leaders (e.g., being ambassadors for visitors, leading community circles, being responsible for shared spaces, and leading morning announcements).
4. School spaces accommodate various traditions and classroom configurations (e.g., crew circles, collaborative groups, community meetings).

A Climate of Learning

1. Adults act as models of lifelong learning for students. Adult learning is visibly celebrated (e.g., in community circles, and professional development participation).
2. Multiple forms of intelligence and learning profiles are recognized and cultivated (e.g., mathematical, linguistic, kinesthetic).
3. The climate of learning is inclusive of all school members. Students, families, and staff with different cultural backgrounds or different learning needs are treated with dignity and respect.
4. School discipline is framed in terms of self-discipline and becoming a self-directed learner.
5. Student misbehavior is treated as a learning opportunity for both students and teachers. Teachers probe for causes of misbehavior or conflict, and consequences are logical, consistent, and clearly communicated.
6. Classroom norms, established by teachers and students, reinforce the school character traits and establish classroom cultures focused on responsibility for learning, compassionate behavior, and positive student leadership.

At Niagara Charter School classroom management is defined and thought of as “the self-managed classroom.” This term identifies students as having the power, within themselves, to make wise choices that best serve them as learners and people that maintain a respectful classroom culture. Self-discipline is the end goal of all management structures.

Students and teachers in the self-managed classroom are people who have self-knowledge, self-compassion, and self-control. The goal in a self-managed classroom is that students do not need authority figures to compel them to exhibit correct behavior; instead, with guidance and practice, students demonstrate the School’s code of character PRIDE, and own and enact that behavior themselves. A self-managed classroom is respectful, active, collaborative, and growth-oriented.

The school’s approach to behavior management is focused on responding to students’ varied needs and building relationships. Knowing the students and being responsive is most important, and to

support this work, NCS staff have engaged in professional development and training in *Management in the Active Classroom* by EL Education. This training and book are used as resources for creating the conditions needed to be responsive to all students. This resource identifies 23 practices essential to creating and running a self-managed classroom, and contains multiple academic protocols and strategies that provide students with predictable structures for collaboration and discussion and enable them to be leaders of their own learning.

b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

Niagara Charter School has maintained an environment for students, staff, and all stakeholders that is physically safe and free from harassment and discrimination. NCS has external and internal cameras throughout the campus, shatter resistant glass in specific areas of the School, and a double buzz-in system to gain access to the School. In the 2019-2020 year, NCS implemented the Raptor Visitor Management System. Raptor compares state-issued ID information to a database that contains registered sex offenders from 50 states. In the event of a match, Raptor alerts designated school officials.

NCS employs a full-time Dean of Students and School Counselor. These staff members work with staff and students to problem-solve, address reports of harassment or bullying, and support NCS in maintaining a safe learning environment conducive to learning.

In compliance with the Dignity for All Students Act (DASA), NCS collects and reports all data regarding material incidents of direct or indirect verbal, written, physical, or cyber acts of violence and/or harassment towards students, teachers, staff members, or parents at any time. If necessary, NCS works collaboratively with local law enforcement to address acts of threats. NCS staff also participate in annual professional development and training on discrimination and harassment.

2. Family Engagement and Communication:

a. Describe how the school communicates and engages with families and the school community.

Parents are expected and encouraged to play an active role in the School. Two Board of Trustee seats are reserved for and filled by parents/caregivers of students currently enrolled. These parent trustees are elected by the Board and subject to SED approval. The school also employs a Community Liaison to bridge a connection between the school and home. The liaison facilitates family engagement and communication and also resolves potential complaints at the school level.

There is continuous communication between the School and its families. Communication takes place via the school's website and social media platforms. The School also communicates special events and announcements using Alert Solutions, and parents have access to a school based email

address to send in questions, comments, or concerns throughout the school year. The emails are received by the School's CAO and are forwarded to the appropriate staff member.

The Family School Association (FSA) is a formalized opportunity for parent and family involvement. The FSA is composed of families and supporters of students currently enrolled in the School. The FSA is involved in a variety of school activities, including fundraising events and promotion of the charter school throughout the community. The FSA has regular interaction with the CAO and Board of Trustees and advises the School's leadership on approaches for providing information to parents, and strategies for arranging staff interaction with parents. Participation in the FSA is voluntary and open to all families and supporters. The FSA serves parents and seeks their participation in a variety of ways, including providing information on school activities through the School's newsletter or other means.

The School encourages parents and families to participate in a variety of ways. For example, families, community members and school partners participate in exhibitions acting as an authentic audience to learn about the work of the students and the School as a whole. Exhibition nights are held twice a year at the School. The School also schedules time twice each year to engage students and their families in conferences in which students communicate their progress toward both academic and character targets. Results from the School's 2019-2020 Parent Survey indicate 97% of parents agree that Student-led Conferences have been beneficial in learning about their child's progress.

In addition, the School hosts several family/community events each year. Examples of events include Family Fun Night, Dads Take Your Child to School Day, and Community Circle.

Describe how teachers communicate with families to discuss students' strengths and needs.

Teachers communicate with families to discuss students' strengths and needs in the following ways:

- Parents have access to the PowerSchool Parent Portal to regularly monitor their child's academic progress.
- Student-Led Conferences (SLC) are held twice per year to engage students and their families in conferences in which students communicate their progress toward academic learning. Students present a portfolio to demonstrate proficiency and growth in both academics and character.
- Parent-teacher conferences are also scheduled to allow teachers to discuss student progress with parents and families.
- Quarterly progress reports and report cards are sent home with students to inform parents of academic progress.
- Student performance on interim NWEA Map Growth assessments is communicated to parents via reports generated by the NWEA Map Growth system.

- Teachers utilize the Class Dojo communication platform, which allows families to stay connected to the classroom through a private feed to share classroom news and information. Teachers can also privately message with parents/guardians regarding individual student performance.
- Teachers schedule face-to-face meetings or phone conferences with families to discuss student progress as needed.

c. Provide the strategies the school uses to assess family and student satisfaction and explain how those results weigh into school wide decision-making.

To measure parent and family satisfaction with the School's educational program and other activities, the School conducts an annual survey of the parents/guardians of currently enrolled students. The survey gauges parent and family satisfaction with the educational program, EL Education, school safety, discipline, homework, and interaction with teachers and other school staff. Survey results are analyzed by administration and shared with the staff and the Board and are used in school-wide decision making processes.. The summary results from the 2019-2020 parent satisfaction survey indicated the following:

- 97% recommend Niagara Charter School to friends and neighbors
- 94% agree the school sets high expectations for students
- 94% agree the school helps students reach educational goals
- 94% agree the school is committed to character development and promoting good behavior
- 87% agree the school is meeting their expectations

The School also conducts an annual student perception survey to gauge student satisfaction. Similar to the parent survey, the results of the student survey are shared with the staff and Board and are used in school-wide decision making processes. The summary results from the 2019-2020 student perception survey indicated the following:

- 93% know what is expected of them in their classes
- 89% agree they are learning and growing in important ways as a result of attending NCS
- 88% agree their teachers are experts in what they teach
- 75% agree that NCS is meeting their expectations

d. Describe the systematic process used to respond to family or community concerns.

Input from families and community members is valued and welcomed at any time. Family and community members are encouraged to communicate concerns to the School's leadership team.

The leadership team addresses concerns immediately, providing a timely response. If further concerns are communicated, the family or community member will be referred to the Board President and will be made aware of the School's formal complaint policy.

e. Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students and school constituents.

Information pertaining to school-level academic performance is shared with the Board of Trustees through the Board's Academic Committee. The Academic Committee meets with the School's leadership team to engage in data-based conversations linked to school improvement goals. The Academic Committee Chair and CAO report information at monthly board meetings.

The School's leadership team and teachers organize data displays that support analysis by families. These data are displayed in the School and posted on the School's website. School academic data are also shared at monthly board meetings and Family School Association meetings.

Teachers engage students in regular data-based conversations about progress towards learning targets in academics and character. Students use their classwork as a data source, analyzing strengths, weaknesses, and patterns to improve their work. Students also track their progress on interim assessments. Students use data to set goals and reflect on their progress over time. Student academic data is shared with families during parent-teacher and student-led conferences.

3. Social-Emotional Supports:

a. Describe the systems or programs in place to support the social-emotional needs of students.

The School has structures in place to effectively address the social, emotional, and health needs of its students. A full time counselor is on staff to assist teachers and administrators in supporting individual students with social or emotional needs. Parents and teachers utilize a referral process to identify specific social/emotional needs of students. The counselor uses information from the referral to determine individualized social/emotional support. The counselor works collaboratively with the classroom teachers to identify or assess behavioral needs of students that affect the teaching and learning environment. The School employs a full-time school nurse to assess, monitor, and address student health needs. The School also employs a Dean of Students to support teachers of students with behavioral needs.

Crew meetings, involving the whole class, are held at the beginning of each school day. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their teacher. Teachers strategically plan crew lessons to address these goals.

The Second Step Program, a CASEL endorsed social-emotional learning program, is implemented in grades K-2. This program teaches various social and emotional skills such as self-management, relationship building, cooperation, and conflict resolution.

b. Explain how school leaders collect and use data to track the social-emotional needs of students.

Beginning in the 2018-2019 school year, Niagara Charter School partnered with early childhood specialists from Help Me Grow Western New York. During Kindergarten beginning of year testing, parents complete the Ages and Stages Questionnaire about their child(ren). Screening young children is an effective, efficient way for professionals to check a child's development, help parents celebrate their child's milestones and know what to look for next, and determine whether follow-up steps are needed. It's also an essential first step toward identifying children with delays or disorders in the critical early years, before they start school.

In the 2020-2021 year, Niagara Charter School will begin implementing and working towards becoming a Leader in Me School. Leader in Me (LiM) is an evidence-based, comprehensive-school improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. Leader in Me (LiM) is a CASEL-endorsed SEL process where students learn personal and interpersonal effectiveness by applying The 7 Habits of Highly Effective People® to their academic and personal goals. The Student Leadership Portrait represents the competencies developed through the integrated application of leadership principles. In 2019-2020, NCS students in grades 3-6 will take a baseline survey with LiM to collect these data. Students will be resurveyed annually to track progress year to year.

c. Explain how school leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

The School collects and analyzes data regarding the impact of Crew by conducting an annual Student Crew Survey in grades 2-6. The results of the survey are shared with EL School Designers and Instructional Staff to set goals and learning targets for the upcoming school year. The summary results from the 2018-2019 crew survey indicated the following:

- 80% of students feel the other students in their crew expect them to treat everyone in the crew with respect.
- 78% of students feel like they belong in their crew.
- 78% of students feel respected by the other students in their crew.
- 76% of students feel like the other students in their crew accept them for who they are.

Additionally, the School Counselor, Dean of Students, and School Nurse utilize data collected from DASA reports to plan and deliver specific whole-group and small-group lessons based on the Social Emotional Learning Competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making).

In the 2020-2021 school year, the School will collect and use data from the annual *Leader in Me* student, staff, and parent surveys to help track progress, identify areas of further improvement and provide data. The School's leadership team will work collaboratively with the *Leader in Me* Coach to build a custom learning plan.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

A fiscal dashboard for each renewal school, outlining the fiscal metrics used by the CSO to evaluate the financial condition of the school, pursuant to Charter School Performance Framework standards, will be provided.

Please include the following information:

1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.
2. Describe how the board provides fiscal due diligence and financial stewardship of the school.
3. Provide several examples of how the board has provided long-term fiscal direction to the school.
4. Describe how the board monitors the school's financial condition on a monthly basis.
5. Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.
6. Provide any additional information the school wishes to convey regarding its financial condition.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Please include the following information:

1. Describe several of the most challenging fiscal issues the school has encountered over the current charter term and how they were, or are being, resolved.
2. Describe several internal controls and procedures the school has changed over the current charter term. For each, include the reason for the change and the outcome, if applicable.
3. Use Fluid Review to complete the 5-year budget using the template provided at <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/ApplicationforCharterRenewal.html>. All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan. Note: Currently, the school maintains a dissolution escrow amount of no less than \$75,000. The school needs to maintain a dissolution escrow amount of no less than \$100,000 by December 31st of the second year of the renewal charter term.
4. Discuss how the school incorporates the NYSED Charter School Audit Guide in the school's financial management and audit procedures.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Please provide the following information:

1. **Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school; and describe the reason(s) for any board turnover which has occurred over the charter term.**

The Board retains a diverse group of trustees with a variety of professional backgrounds appropriate for supplying the School with responsible and reliable trustees. The Board maintains a group of trustees that properly represents the community, educators, youth, and families served by the Niagara Charter School. Prior to the Board's annual meeting, a nominating committee is appointed to review resumes of interested parties to become members of the Board. By reviewing Board candidates' backgrounds, the nominating committee ensures there are a variety of

professional backgrounds represented on the Board. The Board works in conjunction with legal counsel to the Niagara Charter School to collect, review, and submit materials in support of Board candidacy to NYSED CSO. Upon approval by NYSED CSO, the proposed candidate begins attending the Board meetings as a seated member.

The Board, as required by its By-Laws, elects any open at-large positions, as well as two parent trustees each year. In 2018-2019, the Board reduced its membership to seven trustees including five at-large trustees and two parent trustees. Currently, the one parent position has not been filled.

2. Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.

To assist the Board with long-term planning and further support the work of the standing committees, the Board utilizes data dashboards provided by administration. These dashboards are used to review student performance on interim assessments, student enrollment, student population, parent and family participation, and fiscal information. The Board uses this information to guide decision making and to ensure effectiveness in the overall operations of the School. The Board also developed a five-year strategic plan identifying key imperatives for the School and is working with an independent consultant to finalize the plan.

3. Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.

The Board conducts and directs its affairs and powers under the applicable terms of the Educational Law, Not-for-Profit Corporation Law, the Open Meetings Law, the General Municipal Law, the Niagara Charter School's Charter and Bylaws. The Board focuses on student growth and achievement, as well as community and parent involvement in the Niagara Charter School. The Board works to support student growth and achievement by providing the teaching staff with tools and resources necessary for the students of the School to achieve their highest. The Board's strategic plan utilizes the Governance, Academic, and Finance and Audit sub-committees created in prior charter terms.

All committees operate under the ultimate jurisdiction of the Board. The Governance Committee holds trustees accountable, ensuring that the Board stays true to the charter and all trustees participate in various aspects of the School. The Board continues to implement a covenant setting forth the obligations and responsibilities of each trustee to support the mission of the School. Each trustee signs the covenant acknowledging agreement to uphold the mission of the School, assist with school culture, governance, financial integrity, community and parent relationships and operational effectiveness.

The Academic Committee meets with administration staff and reports at each Board meeting. The report provides the trustees with information regarding students' growth in relation to academic performance and the supervision of instructional staff. In the event an administrative position becomes vacant, the Academic Committee will initiate the set protocol to recruit and recommend candidates to the Board.

The Finance and Audit Committee includes individuals with knowledge of fiscal operations. The duties of the Finance and Audit Committee include the following:

- Review receipts and expenditures monthly;
- Review savings and checkbook reconciliations;
- Ensure adherence to budget line items;
- Ensure adherence to separation of fiduciary responsibilities;
- Notify Board of Trustees of weakness of financial structure;
- Meet with external auditors.

4. Explain the processes and procedures for reviewing and updating school policies.

The Board of Trustees delegates to the Governance Committee the annual review of the School's policies. Most recently, as of July 1, 2019, Niagara Charter School updated all of its policies and procedures to create an updated manual.

In addition, the School receives from Erie 1 BOCES periodically suggested updates to all policies and procedures which are then reviewed by the School attorney and the Governance Committee to determine if any of such updates should be implemented and made a part of the School's policy and bylaws updates.

5. Describe the performance-based evaluation in place for the board to evaluate itself, the school, partners, and providers.

The Board uses an evaluation tool on an annual basis to determine its own effectiveness and the effectiveness of school leaders. The Tool is formulated by the Governance Committee and each Trustee is required to complete it. The Governance Committee tracks the Trustees participation throughout the school year in all school and board activities. The Governance Committee evaluates whether Board Members attend events, communicates with teachers, and focuses on the Schools Strategic Plan and Mission. By reviewing these metrics monthly at each Board Meeting the school is assured that Trustees are actively participating in the School operations. The Board has obtained training in EL and has engaged independent consultants to assist with strategic planning, training, and to increase Board effectiveness.

6. Describe how the board regularly and systematically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.

The Board engages with an outside consultant to conduct the annual evaluation of the Chief Academic Officer's performance and provide feedback for growth. The current outside consultant is a retired Superintendent experienced in the evaluation of principals. He was selected by the Board to complete the required training for principal evaluations and complete the required evaluation. The Board selected as its evaluation tool the Marzano School Leader Evaluation Model from the New York State Education Department's list of Approved Teacher and Principal Practice Rubrics. State and local assessments, along with Student Learning Objectives are also used as evidence for the Chief Academic Officer's annual evaluation.

The Focused School Leader Evaluation Model applies six domains. Each element has a corresponding measurable rubric for performance. For each behavioral rubric there is a scale for performance, which theoretically improves throughout the year as visits are conducted and evidence is collected.

A generic description of the scale levels follows:

0	Not Using	No attempt to use the strategy or demonstrate behavior that applies.
1	Beginning	The school leader attempts to use the strategy but does so partially and with errors.
2	Developing	The school leader accurately displays all behaviors called for. She complies, but may not be growing to the next stage.
3	Applying	The school leader has reached the target or proficiency level, but in addition has begun to analyze whether the strategy is achieving the desired effect.

4	Innovating	The school leader achieves the desired effect with ALL those impacted by the element. To achieve this, the leader may change, modify, or adapt the current strategy, exercising creativity or flexibility to achieve the desired goal.
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The primary sources of evidence used to assess the CAO's starting point, progression, and destination for each domain are as follows:

- Five visits with the CAO for leadership consultation and observations
- Education committee interview and input
- Development and review of the CEO's annual goals
- Review of reports and documentation of NCS events and performance
- Analysis of NCS work plan, strategic plan, and EL resources
- Review of CAO's administrative portfolio
- Review and analysis of sample illustrative evidence of performance under each domain

At the end of the School year the Academic Committee invites the evaluator to present his findings. The findings include:

- Learning Map for Marzano Focused School Leader Evaluation Model
- A bulleted list of the CAO's (and the school's) performance within each of Marzano's six domains, including reference to relevant elements within each domain, and scale level reached by the CAO on each element.
- Innovations (includes program or service adjustments) by Domain for the Academic Year.
- Retrospective NCS Highlights (all years as CAO) with CAO's Comments regarding CAO's Doctoral Studies
- Scoring Worksheet

The Trustees have found the above model is the best way to review the School's CAO. The results of the evaluation are a factor in employment decisions and the CAO's professional development decisions.

7. Describe the process in place used by the board in order to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflicts of interest.

The Board adheres to the Open Meetings Law and all applicable regulations. The Board has a recording secretary who prepares the open meetings log, public notices, as well as records meeting at Board meetings. The Board meetings are open to the public and many students and parents attend each month. Furthermore, through the use of the Governance Committee, the Board abides by its Bylaws and charter policies. Legal counsel advises the Board as needed, including ongoing

review of Board policies and compliance with applicable laws and regulations and to ensure there are no concerns regarding any conflicts of interest.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Please provide the following information:

1. **School Leadership:**

Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.

The leadership team acts as a collective force to increase the learning and engagement of every student through continuous improvement of curriculum, instruction, assessment, and school culture in alignment with the EL model and the School's mission and vision. The leadership team monitors student achievement, fosters the implementation of the EL model, and supports continuous school improvement by developing and following an annual EL work plan. The EL work plan aligns prioritized goals, objectives, strategies, and evidence of attainment. The leadership team solicits input on the work plan from NCS staff to obtain staff commitment to the goals. The leadership team works collaboratively with teachers throughout the school year to revisit the school's mission and yearly goals to focus on continual improvement, and meet the needs of students and the school as a whole.

Define the roles and responsibilities for leaders, staff, management, and board members.

The School has an organizational chart that clearly defines the roles and responsibilities and staff and board members adhere to them. The lines of accountability and decision-making authority are clearly articulated to all staff, and the leadership team strives to maintain a high level of accountability and takes responsibility for outcomes.

The Chief Academic Officer is responsible for providing the School with leadership and supervision in developing, achieving and enhancing the School's educational programs. The CAO supervises and manages all academic service areas, and is evaluated annually. The Assistant Academic Officer supervises the building based substitutes, special teachers, counselor, dean of students, and the school nurse. The AAO works in collaboration with the CAO to develop and enhance the School's educational programs. The AAO is held accountable for meeting school goals by being evaluated annually by the CAO.

The School's leadership team also includes an Achievement Coordinator, Instructional Coach, and Dean of Students. The roles of Achievement Coordinator and Instructional Coach focus on working with teachers to regularly review student work and assessment results (both formative and summative) to inform instructional practice. The Dean of Students' role is to support teachers and students in maintaining a safe and positive school environment.

Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.

A staff survey is conducted annually. Administration uses the provided feedback to monitor the overall effectiveness of the operations of the School, and to drive any necessary changes to the program.

To solicit feedback from both students and parents, an annual survey is given and results are analyzed. Parent attendance at events such as exhibition nights, student-led conferences, monthly community circles, parent-teacher conferences and basketball games has increased. Administration communicates regularly with the Community Liaison to maintain open lines of communication between the School and the parental community.

School-wide performance, initiatives, and programs are shared in the following ways:

- School website
- Monthly newsletters
- Facebook and Instagram
- Monthly Community Circles
- Open House
- Exhibition Nights
- Letters and notices to parents
- Student communicators

Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions - when warranted - to remove ineffective staff members.

The School utilizes various means to advertise open positions, including the School's website, WNYRIC Applicant Tracking, and advertisements in local newspaper publications.

Administration uses clear protocols and processes to hire teachers and other school staff. Multiple faculty members participate in a group interview process to identify new teaching staff members. Finalists are required to demonstrate their proficiency with best practices (e.g., presenting sample

curricula, facilitating a lesson with students, or sharing a portfolio of their work). A key feature that contributes to the School's stability is the practice of hiring and promoting from within the staff. Because building-based substitutes participate in the School's professional development, they are well prepared to move into a full teaching role when needed.

Retention decisions are made by the CAO using informal and formal observations based upon Charlotte Danielson's Framework for Teaching. Formal observations are conducted two times per year by the CAO and AAO. Teachers rated ineffective or developing on the Danielson Framework are placed on an improvement plan by the CAO. The plan is created by the CAO with input from the teacher, and includes supportive action steps and resources, such as coaching and professional development. It is monitored on a monthly basis by administration and the teacher and the Board are apprised of the teacher's progress. Additional observations are conducted to determine if the teacher should maintain employment. If the teacher(s) does not show growth towards effective and highly effective ratings, he or she would be notified by administration that their employment will be terminated.

While overall teacher retention is high for a charter school, over the last two years of the current charter term, NCS has experienced a slight increase in teacher turnover. To address this issue, in the 2019-2020 school year, the board's Academic Committee conducted a staff survey to gather data on causality of teacher turnover. Data collected indicated that the length of the school day and school year were reasons for staff to seek employment in local districts. Based on the data, the School's administration requested a non-material change from the Board of Trustees in March, modifying the length of the school year to mirror the local district of residence. Despite this request gaining approval from the Board of Trustees, due to the COVID-19 Pandemic, the request was tabled for the 20/21 school year, to be included in the August 2021 renewal application.

2. Professional Climate:

Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including areas of finance, human resources, and communication.

In order to meet all educational needs, NCS is fully staffed with effective and highly effective instructional staff. All teachers are certified within their content area(s), and NCS currently does not employ any non-certified staff.

The School's Business Manager provides leadership related to the financial management and ensures the financial well-being of the School in order to provide resources to support the academic program. By working closely with the CAO and Finance Committee, the Business Manager provides the materials and funding requirements necessary to fulfill the academic vision of the School. The Business Manager is evaluated by the Board on an annual basis.

The School employs a full-time Community Liaison to facilitate family engagement and communication. The Community Liaison is responsible for advertising and recruitment of NCS students and families, including educating families and the community of the benefits of attending NCS. New and prospective students and family members are provided with information about the School's programs and are given a tour of the School. The Community Liaison also participates in planning and advertising school events.

NCS engages with an outside agency to provide human resource services. The agency provides monthly on-site office hours to faculty and staff, and provides applicable training and professional development.

Describe the structures in place for collaboration among teachers.

Teachers are given daily common planning time (42 minutes) during the school day to work in teams to plan lessons, align curriculum and share best practices. In addition, teachers have from 4:00-4:35 daily to continue this planning. Each month, staff also participates in whole school professional development for three or more hours through EL. At monthly faculty meetings, staff present information from professional development attended outside of school and continue to share best practices.

Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs, including how school leaders monitor the effectiveness of professional development initiatives.

The School supports the development of high-quality teachers through professional development. Teachers are provided with substantial professional development, feedback, and coaching aligned with their formal evaluation to promote professional growth of every teacher and ensure school-wide excellence. Professional development opportunities provide the necessary resources to develop every teacher's content knowledge and instructional repertoire.

At the beginning of each school year, an interest inventory is given to the instructional staff to help administration differentiate professional development needs. The inventory also seeks to identify teachers who have best practices to share during faculty meetings. Multiple opportunities are available for staff to attend institutes through EL, visit other EL schools, and attend sessions on various topics through BOCES open sessions. All teachers are required to present the information to the rest of the instructional staff. All special teachers and building-based substitutes attend the professional development provided by EL School Designers at the School. EL professional development is monitored by administration using feedback provided from the teachers as well as informal and formal classroom observations.

The School's administration monitors the effectiveness of EL professional development opportunities through mid and end of the year implementation reviews. The implementation

review is an electronic survey completed by teachers (classroom, specials, and special education) and administration to evaluate the implementation of the EL model. The results are compiled into a report written by a third party vendor and shared with the school designers, administration, and the Board. When teachers return in the fall, the end of year review information is shared with them. The results are used to build the upcoming school year's work plan for professional development. The work plan identifies goals in the areas of achievement and culture, and includes targets, leadership actions, and EL support and services. Student assessment data and the implementation review data are monitored in conjunction with the EL work plan to determine if goals were met.

The School's Instructional Coach provides mentoring to new/first year teachers, as well as teachers in need of improvement. This model is meant to provide support for teachers and maintain teacher retention rates. The School's Instructional Coach implements school-wide learning walks to provide teachers the opportunity to observe best practices and build relational trust.

In addition to the professional development opportunities, each grade level has scheduled daily common planning time (42 minutes) to plan and prepare for future instruction. During this time, teachers also meet with the special education teachers to plan and differentiate instruction.

Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

Formal and informal observations are conducted by the CAO and AAO based upon the Charlotte Danielson's Framework for Teaching. The Danielson Framework includes specific criteria for teacher performance aligned with the EL model and the NYS teaching standards. Evaluations are conducted two times per year, and pre and post observation conferences are part of the process. During the post observation meeting, the final report is communicated to the teacher. Documentation required from the teacher includes a pre-observation form, formal lesson plan, reflection form, and student work samples.

Teachers rated ineffective or developing on the Danielson Framework are placed on an improvement plan by the CAO. The plan is created by the CAO with input from the teacher, and includes supportive action steps and resources. It is monitored on a monthly basis by administration and the teacher and the Board are apprised of the teacher's progress.

Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.

A staff survey is conducted annually. Administration uses the provided feedback to monitor the overall effectiveness of the operations of the School, and to drive any necessary changes to the program.

Additionally, teachers serve on the committees of the Board of Trustees. By serving on these committees, teachers are able to provide input and suggestions for school improvement aligned to the school's goals.

3. Contractual Relationships (If Applicable):

Describe how the board of trustees and school leadership establish effective working relationships with the charter management organization or comprehensive service provider.

Using the EL Education's Strategic Planning Process, the board of trustees and their designee, the Chief Academic Officer, in collaboration with EL Education, establish and monitor multi-year performance benchmarks. These benchmarks are embedded in a comprehensive work plan which is revisited quarterly and formally reviewed two times a year during the Mid-Year Review process in January and the Implementation Review process in May. The board is updated on a regular basis and the leadership team aligns personnel, supervisory practice and professional development in accordance with the work plan. EL Education provides direct building support during each month of the school year and works closely with the leadership team to assure that the work plan is supported. Additionally, EL provides formal off-site opportunities to engage with our national network of teachers and leaders.

Describe any changes in the school's charter management or comprehensive service provider contract, and if they comply with required charter amendment procedures.

No changes in the school's contract with EL Education were noted during the current charter term.

Describe how the school monitors the efficacy of contracted service providers or partners.

A collaborative, evidence-based working relationship forms the foundation of Niagara's partnership with EL Education. The efficacy of this partnership is monitored regularly through constant assessment of the alignment between the school's needs and the service provided. Additionally, NCS participates, annually, in a partnership satisfaction survey administered by EL Education, which is used to monitor the quality of service as well.

SECTION 3: FAITHFULNESS TO CHARTER AND LAW

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

Please provide the following information:

1. Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrate a common and consistent understanding of the school's mission and key design elements outlined in the charter.

EL Education features five key dimensions that support the school's mission and provide NCS with its key design elements. The five key design elements are: curriculum, instruction, assessment, culture and character, and leadership.

Under each dimension are core practices that detail the approach for making the School a high-achieving, engaging learning environment. The practices describe what teachers, students, school leaders, families, and other partners do to fully implement the EL model. The core practices of EL are precisely the means by which the School seeks to ensure more students meet and exceed state performance standards.

In each year of implementation, the School's Implementation Review score has increased. Evidence of the School's mission and key design elements can be seen in various ways across the educational program. Examples include:

- Learning Expeditions
- Habits of Scholarship/Crew
- Student-Led Conferences and Passage Presentations
- Student-Engaged Assessment

2. Describe how the school has fully implemented the mission and key design elements in the approved charter and in any subsequently approved revisions. Please include the mission and key design elements as written in the initial or most recent renewal charter.

Below are the School's current mission and vision statements. While the School continues to reflect the values and goals defined in the school's mission, moving into the 2020-2021 school year, the proposed modifications to the mission and vision statements are recommended to ensure alignment to the school's key design elements of EL Education and the Leader in Me practices. Classroom practices as well as operating procedures are built on the key design elements and are continually evaluated, refined and adapted to best meet the existing challenges and strengths of students, staff and families.

Current Mission: Niagara Charter School is a project-based learning K-6 school that fosters the unique potential of each child through involvement in original research, critical thinking, and problem-solving, along with development of character and active learning skills.

Proposed Mission: Niagara Charter School believes that academic success is built on strong character qualities of collaboration, perseverance, responsibility, and compassion. NCS students develop their character through engaging and challenging academic work.

Current Vision: Niagara Charter School students are among the best, academically and socially prepared for the challenges presented at each grade level.

Proposed Vision: Niagara Charter is committed to the common goal to develop every student as a life-ready leader with the potential to make a difference in the world.

EL Education features five key dimensions that are the life of the School: curriculum, instruction, assessment, culture and character, and leadership. Under each dimension are core practices that detail the approach for making the School a high-achieving, engaging learning environment. The practices describe what teachers, students, school leaders, families, and other partners do to fully implement the EL model. The core practices of EL are precisely the means by which the School seeks to ensure more students meet and exceed state performance standards. In each year of implementation, the School's Implementation Review score has increased. Evidence of the School's mission and key design elements can be seen in various ways across the educational program. Examples include:

- Learning Expeditions
- Habits of Scholarship/Crew
- Student-Led Conferences and Passage Presentations
- Student-Engaged Assessment

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets as defined by the NYSED CSO (grade level comparisons to the school's district of location) for students with disabilities (SWDs), English language learners (ELLs)/multilingual learners (MLLs), and students who are eligible applicants for the free and reduced priced lunch program (ED); or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

As early as possible, the CSO will provide Benchmark 9 tables to renewal schools. Benchmark 9 tables will include the school's 2016-2017, 2017-2018 and 2018-2019 school and district enrollment information. In addition, the CSO will provide a Benchmark 9 table for any sending school district where more than 40% of the school's enrolled students reside or for districts that the school has a mission to serve pursuant to its charter.

Schools should:

1. Discuss trends in enrollment of special populations over the current charter term. Please see below:

Niagara Charter School					Niagara Falls City School District			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
SWD	14%	12%	19%	20%	18%	18%	19%	TBD
ELL	0%	0%	0%	.005%	2%	2%	2%	TBD
ED	68%	94%	88%	93%	72%	76%	80%	TBD

Niagara Charter School					Niagara Wheatfield Central School District			
	2016-2017	2017-2018	2018-2019	2019-2020	2016-2017	2017-2018	2018-2019	2019-2020
SWD	14%	12%	19%	20%	13%	13%	14%	TBD
ELL	0%	0%	0%	.005%	1%	1%	1%	TBD
ED	68%	94%	88%	93%	41%	42%	42%	TBD

2. If the school is not yet serving proportions of special students populations that are comparable to the district of location (or primary send district), explain, in detail, the recruitment strategies and program services that were implemented over the current charter term to attract and retain SWDs, ELLS/MLLs, and ED students.

NCS is serving proportions of special student populations that are comparable to the district of location (or primary sending district). Please refer to the provided tables above.

3. Describe the process currently used to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.

To evaluate recruitment and outreach strategies, the school's administrative and leadership team works collaboratively with the Community Liaison to review recruitment efforts, develop new and innovative strategies for recruitment, and enlist staff support when needed with current recruitment efforts. In addition, the Community Liaison receives an outreach report from a local broadcasting company based on NCS's recruitment advertising for the current school year. Using these data, the Liaison can identify population subgroups and locations throughout the surrounding communities where information about NCS is being received.

The program services are reviewed and evaluated by the school's leadership team throughout the school year. Based on teacher feedback, student observations, and parent input, the school's administrative team makes informed decisions about program services, such as how to enhance or modify them to ensure all student needs are met. The special education department and leadership team works collaboratively with the Community Liaison to provide outreach and information to local communities about the Student with Disabilities and English Language Learners program services of NCS. NCS instructional and support staff further supports this work by volunteering at community events and providing community members with information about the programs offered at NCS.

4. Describe in detail the recruitment strategies and program services that will be implemented in the renewal term to attract and retain SWDs, ELLs/MLLs, and ED students.

NCS staffs a Community Liaison to focus on recruitment efforts. Current recruitment plans include:

- Distribution of brochures and school information to parents and outside businesses and agencies
- Scheduled meeting with local PreK and Head-start programs
- Building tours available throughout the school year
- Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union-Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine
- Radio advertisements
- Applications are easily accessible to parents via the school's website; Applications can be completed online and are sent directly to the school's Community Liaison
- All recruitment efforts target special populations including ELL students

- All recruitment efforts target special populations including SWD
- Speech screenings for all new kindergarteners are administered by Buffalo Hearing and Speech; an initial referral for special education services is sent to the district CSE for any students not passing the screening

Retention Efforts include but are not limited to:

- The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year
- Transportation is provided to all students at no cost to our families
- Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies
- All students received free breakfast, lunch, and snack daily
- Preference is given to currently enrolled students' siblings, so families do not have children attending different elementary schools
- Every NCS teacher receives a classroom budget to purchase materials and resources for students
- The Community Liaison position is designed to work collaboratively with families providing support as needed. The Liaison communicates regularly with parents, addressing any concerns or issues in an effort to retain students year to year
- Transportation is provided to all students at no cost to our families
- Monies are allocated in the annual budget for families in need of assistance purchasing uniforms or supplies
- All students received free breakfast, lunch, and snack daily
- Preference is given to currently enrolled students' siblings, so families do not have children attending different elementary schools
- Every NCS teacher receives a classroom budget to purchase materials and resources for students

5. Using data from L2RPT, list the district(s) of residence for your students and the percentage of students enrolled in the 2019-2020 school year who reside in these districts.

District of Residence	Percentage of students enrolled in the 2019-2020 school year
Niagara Falls City School District	88%
Niagara Wheatfield Central School District	4%
Lockport City School District	6%
North Tonawanda City Schools	>1%

Tonawanda City School District	>1%
Wilson Central School District	>1%

6. Complete the tables in Attachment M and discuss trends observed over the current charter term and describe efforts made by the school to retain special populations.

NCS staffs a Community Liaison to focus on recruitment efforts. Some of the current recruitment plans include:

- Distribution of brochures and school information to parents and outside businesses and agencies
- Scheduled meeting with local PreK and Head-start programs
- Building tours available throughout the school year
- Announcements and advertisements in local papers such as, the Niagara Gazette, Lockport Union-Sun & Journal, Niagara Wheatfield Tribune, Lewiston Sentinel, and WNY Family Magazine
- Radio advertisements
- Applications are easily accessible to parents via the school's website; Applications can be completed online and are sent directly to the school's Community Liaison
- All recruitment efforts target special populations including ELL students
- All recruitment efforts target special populations including SWD
- Speech screenings for all new kindergarteners are administered by Buffalo Hearing and Speech; an initial referral for special education services is sent to the district CSE for any students not passing the screening

Benchmark 10: Legal Compliance

1. Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter.

Niagara Charter School is meeting its legal compliance benchmark and implements safeguards to maintain compliance with all applicable legal requirements. Niagara Charter School receives annual visits from NYSED and has not been cited for non-compliance with applicable laws, rules, and regulations during this Charter Renewal period.

Niagara Charter School continues to use attorney Jonathan D. Schechter and his law firm of Gross Shuman P.C. in Buffalo, New York to continue to advise the Board of Trustees on policy and legal matters and to ensure the School's compliance with applicable laws, rules, regulations, and the provisions of its Charter, including the Freedom of Information Law and Open Meetings

Law. Mr. Schechter has worked for the School since late 2007. The Board of Trustees notifies the public of Board meetings and conducts itself in accordance with the Open Meetings Law. The Board of Trustees is kept well-informed of any and all compliance and charter issues that arise and participate in management of the same through applicable Board committees and meetings.

The Board of Trustees continues to seek diversity and has active committees including governance, financial and academic. The Board participates in periodic retreats and training to improve in leadership and academic growth and to ensure all compliance items are met.

2. Describe any corrective action taken, when needed, for issues that have arisen, and the safeguards implemented to maintain compliance with all legal requirements. See Item 4 below regarding the revisions to bylaws.

Niagara Charter School received a Notice of Deficiency with a Request for a Corrective Action Plan on February 13, 2019, from NYSED. The purpose of a Notice of Deficiency is not punitive, but rather to elicit improvements and the Niagara Charter School used the Notice of Deficiency as an opportunity to grow. In the February 13, 2019, Notice of Deficiency, the sole deficiency area cited by NYSED was in respect to enrollment and stated, "The school has failed to enroll a comparable number of students with disabilities when compared to the district of location." In its Corrective Action Plan, the School set a goal to increase the percent of enrolled students with disabilities from 14% to 15% as estimated by an Enrollment and Retention target calculator.

In order to achieve this goal, Niagara Charter School implemented the following strategies: (1) continue to ensure all advertisements (printed, media, and radio) focus on subgroup populations, including students with disabilities; (2) research and seek out community events and advertisements in the district and community with a focus on students with disabilities, to set-up an informational table; (3) continue to offer and provide building and classroom tours to parents; (4) continue to present school information to local Head Start programs; (5) track the number of students denied special education services; seek legal counsel and support as deemed appropriate to acquire these services for students; and (6) participate in the CSO generated special education consortium to support the school's focus on providing the highest level of special education services to our students.

Niagara Charter School is dedicated to serving students of all abilities. As of May 20, 2020, the percentage of enrolled students with disabilities increased 17% as compared with the students' district of residence (19%) and the school's district of location and the Niagara Charter School continues to ensure this goal is achieved.

3. Summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed (to the school, board, or CSO), and the information on how the complaint was resolved.

Niagara Charter School receives annual visits from NYSED and has not been cited for non-compliance with applicable legal requirements and there have been no formal complaints filed against the School, Board, or CSO during this term period.

4. Briefly list material and non-material charter revisions that were sought by the school from the Board of Regents and/or the NYSED CSO over the charter term.

The Niagara Charter School does not have any material revisions to the School's Charter, however NYSED approved a non-material revision for the minimum enrollment age to Niagara Charter School on February 13, 2019. Accordingly, the School implemented the following revision: "Eligibility for Enrollment (page 1, second paragraph): For students enrolling for kindergarten, the age 5 cut-off date is changed from December 31st to December 1st." The purpose of the revision to the Enrollment Policy was to make the age cut-off consistent with Education Law 3202(1) and with Niagara Falls City School District's enrollment age cut-off, which is also December 1st.

The most recent update to the School Policies, Student Handbook, Employee Handbook, and Student Code of Conduct was done in July 2019. The Niagara Charter School policies were updated in compliance with all applicable state and federal laws and regulations.

In November 2018, a non-material revision was made to the Niagara Charter School Bylaws. The revisions to the Bylaws included the following:

- a. "The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws" was revised to: "The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, *the Open Meetings Law, the General Municipal Law*, the Corporation's Charter and these Bylaws."
- b. "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" was revised to: "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."

- c. The following provision was removed: "Teacher Members. There shall be two seats on the Board reserved for full time teaching faculty of the Corporation. Such seats shall be appointed by the members of the Board of Trustees."
- d. "A minimum of ten Regular Meetings shall be held each year on dates determined by the Board" was revised to: "A *total of twelve Monthly meetings must be held by the Board each year on dates determined by the Board. The Annual Meeting may be designated as one of these meetings.*"
- e. "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" was revised to: "*In accordance with New York General Construction Law § 41, 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.*"
- f. A provision requiring the consent of a majority of the entire board was removed and replaced with revisions to committees' structure and authority. The "Standing Committee" was renamed to the "Finance Committee," and was given the responsibility of "overseeing all aspects of finances of the School to confirm that the School is operating in a fiscally prudent matter." Additionally, the following provision was added to this section:

Committees of the Corporation:

- In accordance with Section 712(e) of the New York Not-for-Profit Corporation Law, the Corporation may, whether created by the Board or its members, form committees which are other than committees of the Board. Such Committee shall be committees of the Corporation (a "Corporation Committee"). No such Corporation Committee shall have the authority to bind the Board. Members of such Corporation Committee may be non-Trustees and shall be elected and/or appointed by the members of the Board.
- The Board may have a Corporation Committee regarding academics (the "Academic Committee"). The Academic Committee shall work with the Chief Academic Officer to assist in reviewing teachers, staff, and other faculty.
- The Board may have a Corporation Committee regarding governance (the "Governance Committee"). The Governance Committee shall, among other things, make recommendations to the Board as to the Board governance and the School operations as it relates to the terms of the Charter, Board Covenant, Education Law, Not-for-Profit Corporation Law, the Open Meetings Law, the General Municipal Law. The

Governance Committee shall take on the duty of recruiting and interviewing candidates for Board trusteeship, annual evaluation of the Board, make recommendations as to the Board's governance policies, practices and procedures, monitor compliance with the Board's governance documents, including its charter. The Governance Committee shall report at each regular meeting of the Board of Trustees to provide such advice and counsel as it may deem appropriate in its reasonable discretion.

g. Lastly, the following language was added to the "Investments" section: "Nothing herein shall authorize the Board to invest or those acting on its behalf to invest the Corporation's money, assets or other funds in any manner prohibited by the New York State Constitution or any other applicable law."

The above-referenced Bylaw revisions and all supporting documents were submitted to NYSED for review and approval on November 16, 2018. In response to the submission, the Niagara Charter School's NYSED CSO staff stated the revisions are wise decisions and will make the Board's work more efficient. Accordingly, the revised Bylaws were finalized and signed by the Board secretary and sent to NYSED for approval. The Niagara Charter School received confirmation via email on November 28, 2018 that the final Bylaws were approved by NYSED.

5. Describe how the school assures, on an ongoing basis, that its facility meets applicable state and federal requirements, is safe and secure, and is programmatically accessible to physically handicapped individuals.

The Niagara Charter School facility has not undergone any significant renovations in this charter term. The Niagara Charter School maintenance and facilities team inspects the facility to ensure compliance with applicable state and federal health, safety, accessibility, security, safety, and city code requirements.

For safety purposes, the Niagara Charter School began using the Raptor Technology Visitor Management System in the 2019-2020 school year. The Raptor Technology System is used to promote a safe and secure environment for students and staff members. The Raptor Technology System is a visitor entry screening system that screens against the national sex offender registry for every visitor based on first name, last name, and date of birth. In the event a scan produces a custom alert notification, the visitor will not be permitted in the school and the Niagara Charter CAO has the discretion to notify local authorities for further assistance.

6. Describe the school's plan to address teacher certification issues, if applicable.

The Chief Academic Officer has the responsibility to ensure the teacher qualifications/certifications are up to date and that background checks are conducted. Complete

records are kept in the personnel files in a locked filing cabinet in the Niagara Charter School's administrative office. There have been no teacher certification issues to address during this term period. The Niagara Charter School attracts high-quality teachers who further the School's mission.



MEDIA ANNOUNCEMENT May 20, 2020

**NIAGARA CHARTER SCHOOL
BOARD OF TRUSTEES
OPEN MEETING ANNOUNCEMENT**

The Regular Meeting of the Niagara Charter School Board of Trustees will be held on:

**Tuesday, May 26, 2020
5:00 PM**

Pursuant to Governor Cuomo's Executive Order 202.1 issued on March 12, 2020, the Niagara Charter School Board of Trustees' meeting scheduled for May 26, 2020 will be held electronically via video conference. Members of the public may view the meeting via <https://us02web.zoom.us/j/88675616647>.

Agenda: Standard

For additional information contact: (716) 297-4520

MULTI TRANSMISSION REPORT

TIME : 05-20-2020 13:03
FAX NO.1 : 7162974617
NAME : NCS

FILE NO. : 670
DATE : 05.20 12:52
DOCUMENT PAGES : 1
START TIME : 05.20 12:52
END TIME : 05.20 13:03

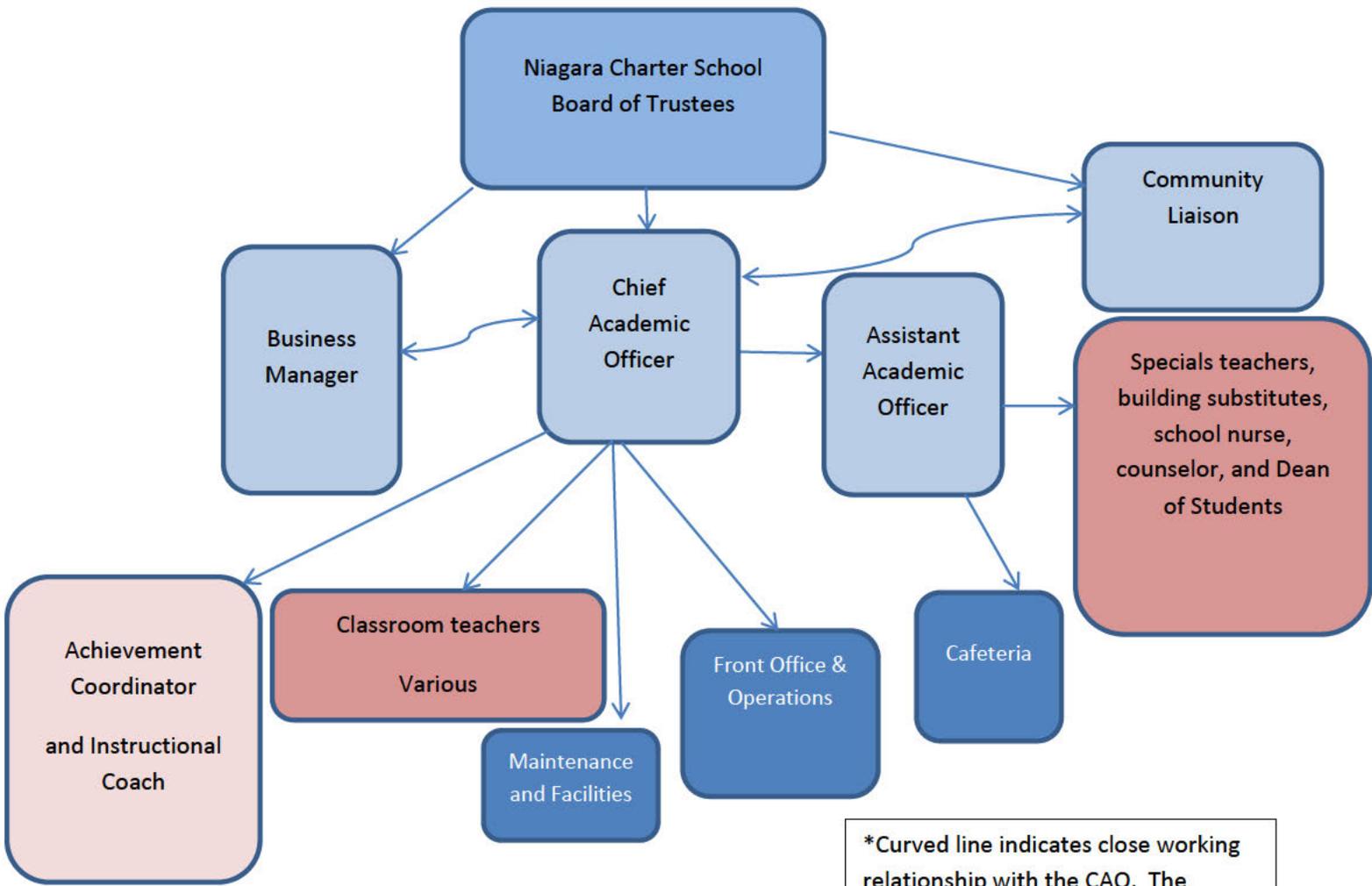
SUCCESSFUL
FAX NUMBER

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- ☎ 7168497602
- ☎ 7168323080
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- ☎ 7168521452
- ☎ 7168359457

UNSUCCESSFUL
FAX NUMBER

- ☎ 7168730809

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*Curved line indicates close working relationship with the CAO. The Business Manager and the Community Liaison report directly to the Board of Trustees.



2020-2021 School Calendar

calendar subject to change

<p><u>AUGUST</u> (6 instructional days) 17th- Teachers Report 20th- Kindergarten orientation & school supply drop off 24th- 1st Day of School/ Students Report</p> <p><u>SEPTEMBER</u> (21 instructional days) 7th- NO SCHOOL/ Labor Day 25th- ½ Day 12 PM Dismissal</p> <p><u>OCTOBER</u> (21 instructional days) 9th- ½ Day 12 PM Dismissal 12th- NO SCHOOL/ Columbus Day 30th - ½ Day 12 PM Dismissal</p> <p><u>NOVEMBER</u> (18 instructional days) 11th- NO SCHOOL/ Veterans Day 20th- ½ Day 12 PM Dismissal 25th- ½ Day 12 PM Dismissal 26th & 27th- NO SCHOOL/ Fall Break</p> <p><u>DECEMBER</u> (16 instructional days) 23rd-31st- NO SCHOOL/Winter Break</p> <p><u>JANUARY</u> (19 instructional days) 1st- NO SCHOOL 2nd- Students Report 18th- NO SCHOOL/ Martin Luther King Day 29th- ½ Day 12 PM Dismissal</p>	<p><u>FEBRUARY</u> (18 instructional days) 12th -½ Day 12 PM Dismissal 15th-16th - NO SCHOOL/ President's Day</p> <p><u>MARCH</u> (20 instructional days) 4th- ½ Day 12 PM Dismissal 5th- NO SCHOOL/ Superintendent's Day 19th-½ Day 12 PM Dismissal 29th-31st- NO SCHOOL/ Spring Break</p> <p><u>APRIL</u> (15 instructional days) 1st-9th- NO SCHOOL/ Spring Break 12th- Students Report</p> <p><u>MAY</u> (20 instructional days) 14th- ½ Day 12 PM Dismissal 31st- NO SCHOOL/ Memorial Day</p> <p><u>JUNE</u> (16 instructional days) 4th- NO SCHOOL/ Superintendent's Day 18th- ½ Day 12 PM Dismissal 21st- ½ Day 12 PM Dismissal 22nd- ½ Day 12 PM Dismissal/ Tentative Last Day of School 23rd-25th- <i>Snow day make-up days</i></p>
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*Please refer to the monthly calendar for school events to be announced.