



FULL APPLICATION COVER PAGE

Last updated: 05/06/2019

PROPOSED CHARTER SCHOOL NAME: Nickel City Preparatory Charter School

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

New Operator Applying to Establish a New Charter School - Not Applicable Round 1

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with? N/A

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)? N/A

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Machael Sherry		
	Public Contact Name	Email Address	Phone Number
	Brianna Lanoye		

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	N/A		

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

Start date of initial term (1st day of school) 08/24/2020

End date of initial charter term

06/30/2025

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	4-5	81	54	54	54	54
1st	5-6	27	81	54	54	54
2nd	6-7		27	81	54	54
3rd	7-8			27	81	54
4th	8-9				27	81
5th	9-10					27
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		108.0	162.0	216.0	270.0	324.0

7. Mission Statement

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

Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Preparatory Charter School educates kindergarten through fifth grade students with the academic and ethical foundation necessary to excel in college and become leaders in our community.

FULL APPLICATION SUMMARY

Proposed Charter School Name ¹	Nickel City Preparatory Charter School		
Application History	Not Applicable		
Proposed Board Chair Name	Machael Sherry		
Proposed Board Chair Email Address			
Proposed Board Chair Telephone Number			
Public Contact Name	Brianna Lanoye		
Public Contact Email Address			
Public Contact Telephone Number			
District of Location	Buffalo		
Opening Date	August 24, 2020		
Proposed Charter Term ²	5-year term; August 2020- June 2025		
Proposed Management Company or Partner Organizations	Not Applicable		
Projected Enrollment and Grade Span for Indicated Years	Year	Grades	Enrollment
	1	K,1	108
	2	K,1,2	162
	3	K,1,2,3	216
	4	K,1,2,3,4	270
	5	K,1,2,3,4,5	324
<p>Mission Statement: Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Preparatory Charter School educates kindergarten through fifth grade students with the academic and ethical foundation necessary to excel in college and become leaders in our community.</p>			
<p>Application Summary: Nickel City Preparatory Charter School (“Nickel City Prep”) proposes an academic program rooted in high-quality instruction, rigorous academics, and values-based curriculum in order to prepare our students for success in middle school, high school, and college, and to develop the necessary skill sets to become leaders in our community. Our design principles are informed by the invaluable relationships we have built with community-based organizations, parents, students, and other stakeholders in the community, combined with the best practices of high-performing schools across the nation. Our unique academic program is supported by the following five principles of design:</p> <ol style="list-style-type: none"> 1. Kindergarten is the first step to college. 2. High-quality instruction drives academic achievement. 			

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.



- 3. Values-based education drives leadership.**
- 4. Data-driven instruction leads to student academic achievement.**
- 5. Partnerships with families are paramount.**

To successfully execute on our ambition mission and operationalize our vision, we have specific elements embedded within our unique school design: (a) Each classroom will have a co-teaching model with 1 ESOL certified and 1 SWD certified teacher; (b) We will provide extra student support through additional Special Education and English as a New Language Teachers for robust push in/pull out support to meet the needs of our students with disabilities and our MLL/ELLs; (c) We will offer an extended school day and year with prioritized focus on literacy and math; (d) We will conduct Morning Circles, Closing Circles, and Community Circles dedicated to values-based education with an emphasis on social emotional learning; (e) We will prioritize strong relationships with families, including frequent communication beginning with summer home visits, daily communication logs, and monthly family events, along with frequent engagement with the community through service projects and partnerships.

Successfully executing these components will allow us to reach our ambitious academic goals that are (a) aligned with New York State Next Generation Learning Standards (“NYSNGLS”), (b) measured by absolute, growth, and comparative metrics, and (c) aligned to the Charter School Performance Framework. All K-5 students will be assessed on nationally-normed Northwest Evaluation Association Measures of Academic Progress in Reading and Mathematics, Strategic Testing and Evaluation of Progress in Reading, and all required NYS Testing.

We intend to provide a high-quality of education for all learners in the Black Rock/Riverside Neighborhood, which has a combined population of 23,552 and is growing due to refugee resettlement. According to the 2010 Census, the average annual income is \$24,091, with 42% living below the poverty line and increasing to 70% in single parent households; 76.5% of adults have a high school degree or higher; 13.5% hold a Bachelor’s degree or higher. There are 2,189 children under the age of 5 and 1,988 children between the ages of 5 and 9. Since the 2010 census, there has been an increase in the refugee population. With the MLL/ELL population in Buffalo Public Schools growing, there is added imperative to ensure foundational literacy skills. Currently, MLLs/ELLs significantly underperform all other subgroups in Buffalo; on the NYS ELA Assessment, 4% of MLLs/ELLs scored proficient; average performance in Buffalo was 23%. According to the *New Americans Study*, Buffalo has seen an increase of 22,000 refugees and immigrants from 2006-2013. Buffalo has over 80 spoken languages, making it the one of the most linguistically diverse cities in New York State. We will provide a robust staffing model to meet the needs of MLL/ELLs and provide professional development for all teachers to ensure strong and measurable language development for all learners.

We bring a high capacity founding team of 100% Buffalo residents, one who lives in the target community, one who grew up there, and with the wide professional skills and deep commitment necessary to establish, govern, and lead an accountable, high-functioning, and high-achieving K-5 school for the families and children of Buffalo.



CERTIFICATION AND ASSURANCES STATEMENT *

Proposed Charter School Name:	Nickel City Preparatory Charter School
Proposed School Locations (District):	Buffalo
Name of Exiting Ed. Corporation (If applicable):	N/A

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

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

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

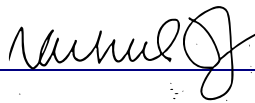
¹ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;²

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

I, Machael Sherry, hereby certify that the information submitted in this Full Application to establish Nickel City Preparatory Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair:



Date: 5/5/2019

² 20 USC § 7221b(b)(3)(J)

³ 20 USC § 7221b (b)(3)(K)

⁴ 20 USC § 7221b (b)(3)(N)



Nickel City Prep

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

A. MISSION STATEMENT, OBJECTIVES AND GOALS

Mission Statement. Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Preparatory Charter School educates kindergarten through fifth grade students with the academic and ethical foundation necessary to excel in college and become leaders in our community. **Objectives.** Paramount to our mission is ensuring students' academic success, which can only be assessed if it is measured through clear and reliable metrics, the results of which are shared with internal and external stakeholders. Triangulating data from state, national, and literacy assessments to inform the most robust and reliable vision of student achievement within individual years and across all years, we will use absolute, growth, and comparative measures to annually report on academic achievement. To ensure we are holding ourselves accountable for our educational success, organizational soundness, and faithfulness to the charter and the law, all goals are aligned to the NYSED Charter School Performance Framework.¹ **Goals.** Nickel City Prep sets ambitious academic goals (a) aligned with New York State Next Generation Learning Standards ("NYSNGLS") and (b) measured by absolute, growth, and comparative metrics. All students will be assessed on nationally-normed Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") in Reading and Math and Strategic Testing and Evaluation of Progress ("STEP") in Reading. All students will be assessed on the NYS ELA Exam (3-8), NYS Math Exam (3-8), and the NYS Science Exam (4 & 8).

Benchmark 1: Student Performance. The school has met or exceeded achievement indicators for academic trends toward proficiency.

Figure 1.1: Metric 1: ESEA Accountability

Measure 1.1A	Absolute	In all years, the school will receive a minimum ESEA Accountability designation of "good standing."
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Figure 1.2: Metric 2: Students will achieve mastery in English Language Arts.

Measure 1.2A	Absolute	70% of kindergarten students will be on Step 4 by end of the school year, demonstrating 1 st grade reading readiness as measured by STEP.
Measure 1.2B	Absolute	75% of 1 st grade students will be on Step 7 by end of the school year, demonstrating 2 nd grade reading readiness as measured by STEP.
Measure 1.2C	Absolute	80% of 2 nd grade students will be on Step 9 by end of school year, demonstrating 2 nd grade reading readiness as measured by STEP.
Measure 1.2D	Absolute	85% of 3 rd grade students will be on Step 12 by end of school year, demonstrating 3 rd grade reading readiness as measured by STEP.
Measure 1.2E	Absolute	90% of 4 th grade students will be on Step 15 by end of the school year, demonstrating 5 th grade reading readiness as measured by STEP.
Measure 1.2F	Absolute	90% of 5 th grade students will be on Step 19 by end of the school year, demonstrating 6 th grade reading readiness as measured by STEP.
Measure 1.2G	Growth	90% of students will grow a minimum of three step levels in reading for grades K-5 each year that STEP is tested.
Measure 1.2H	Comparative/ Growth	Average annual increase of percentiles in reading composition on NWEA MAP will be at least 5 percentiles per year until the average reaches 80%.
Measure 1.2I	Absolute	60% of students who have attended for two or more years will score proficient or advanced on the New York State ELA Exam.
Measure 1.2J	Absolute	70% of students who have attended for three or more years will score proficient or advanced on the New York State ELA Exam.

¹ http://www.p12.nysed.gov/psc/documents/9-4-2015CSPPerformFrame082015_MM_SM-changesaccepted.pdf.

Measure 1.2K	Absolute	80% of students who have attended for four or more years will score proficient or advanced on the New York State ELA Exam.
Measure 1.2L	Comparative	All students attending more than 2 years will score 15% higher than surrounding district on New York State ELA Exam until 80% proficiency.

Figure 1.3: Metric 3: Students Achieve Mastery in Mathematics

Measure 1.3A	Absolute	60% of students who have attended for two or more years will score proficient or advanced on the New York State Math Exam.
Measure 1.3B	Absolute	70% of students who have attended for three or more years will score proficient or advanced on the New York State Math Exam.
Measure 1.3C	Absolute	80% of students who have attended for four or more years will score proficient or advanced on the New York State Math Exam.
Measure 1.3D	Comparative	All students attending for more than two years will score 15% higher than surrounding district on New York State Math Exam until 80% proficiency.
Measure 1.3E	Comparative/ Growth	Average annual increase of percentiles in Math on NWEA MAP will be at least 5 percentiles of growth per year until the average reaches 80%.

Figure 1.4: Metric 4: Students Achieve Mastery in Science

Measure 1.4A	Absolute	70% of all 4 th grade students who have attended for two or more years will score proficient on the New York State Science Exam.
Measure 1.4B	Comparative	All students attending for two or more years will score 15% higher than surrounding district on New York State Science Exam until 80% proficiency.

Figure 1.5: Metric 5: Students Achieve Mastery in Social Studies.

Measure 1.5A	Absolute	80% of all students will, on average, demonstrate proficiency on internally designed assessments aligned to New York State Social Studies Standards as measured by a score of 80% or higher.
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Benchmark 2: Teaching and Learning. Nickel City Prep will execute NYSNGLS-aligned curriculum differentiated to ensure all students, including those receiving special education services or MLLs/ELLs, master grade level skills and concepts. All teachers will have targeted intervention plans based on quantitative and qualitative data and are revised, at minimum, following each NWEA, STEP, and interim assessment cycle.

Figure 1.6: Metric 1: Curriculum and Assessment Development

Measure 2.1A	Absolute	100% of curricula and assessments show clear & specific alignment to state standards & effective differentiation for diverse learners.
Measure 2.1B	Absolute/Comparative	Students with IEPs & MLLs/ELLs will obtain same level of absolute, comparative, & growth achievement in ELA, Math, Science, & Social Studies as outlined in Metrics aligned to Benchmark 1.
Measure 2.1C	Absolute	100% of teachers will be trained in intellectual preparation protocol ² , lesson differentiation, data analysis, & data-responsive action planning.

Benchmark 3: Culture, Climate, and Family Engagement. Nickel City Prep will support students social and emotional health and provide a safe learning environment with the support of families, teachers, and leaders. Families and students will be satisfied with academics, staffing and leadership at Nickel City Prep.

Figure 1.7: Metric 1: Family Survey Completion and Incorporation

Measure 3.1A	90% of families will state satisfaction with values-based program & focus on social & emotional health on internally created annual survey with 90% of families responding.
Measure 3.2B	90% of families will state satisfaction with academic program on internally created annual survey, w/90% of families responding.

² See Attachment 3b.

Measure 3.3C	90% of families will state satisfaction with school staffing & leadership on internally created annual survey, w/90% of families responding.
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Organizational Goals. Nickel City Prep has established clear metrics to ensure the school’s financial health and organizational viability in each year and across all years. **Benchmarks 4 and 5: Financial Condition and Management.** Nickel City Prep will have sound finances with annual budgets that are mission-aligned, have clear assumptions, and are in accordance to state and federal law.

Figure 1.8: Metric 1: Annual Audits Reports and Balanced Budget	
Measure 4.1A	100% of external annual audit reports demonstrate school meets/exceeds GAAP.
Measure 5.1A	100% of budgets for each academic year demonstrate effective allocation of financial resources for effective execution of our mission as measured by annual balanced budgets.

Benchmarks 6 and 7: Board Oversight and Governance and Organizational Capacity. The Nickel City Prep Board of Trustees (“Board”) will demonstrate effective oversight while establishing and maintaining policies, performance goals, and faithfulness to the charter. There will be a strong organizational structure that clearly defines lanes for management versus government.

Figure 1.9: Metric 1: Board of Director Oversight	
Measure 6.1A	In all years, the Board will conduct formal, annual review of the Head of School using an evaluation rubric aligned to accountability goals, finalized at the 1 st annual Board meeting.
Measure 6.1B	In all years, the Board will conduct a formal annual review of its bylaws and policies.
Measure 7.1A	In all years, the Board will conduct an annual self-evaluation to assess areas of weakness and areas of strength on the Board and create annual priorities based upon results.
Measure 7.1B	In all years, the Board will conduct annual review of organizational areas of weakness and areas of strength in relationship to Goals/Measures within the school’s accountability plan.

Faithfulness to Charter and Law. Nickel City Prep is faithful to our mission and implements the key design elements described in our charter. **Benchmark 8: Mission and Key Design Elements.** Nickel City Prep is completely aligned to its mission and has implemented the key design elements with fidelity.

Figure 1.10: Metric 1: Mission Aligned Structures	
Measure 8.1A	90% of key stakeholders, including Board members, staff, families, and visitors ³ agree that operation are aligned to mission and key design elements as measured by annual surveys.

Benchmark 9: Enrollment, Recruitment, and Retention. Nickel City Prep will meet the set enrollment plan and maintain retention targets for all populations of students including SWD, MLL/ELL, and economically disadvantaged students.

Figure 1.11: Metric 1: The school will be fully enrolled with high levels of daily attendance and re enrollment	
Measure 9.1A	93% of all student populations including SWD, MLL/ELL, and economically disadvantaged students who begin the school year will remain throughout the year. ⁴
Measure 9.1B	93% of all student populations including SWD, MLL/ELL, and economically disadvantaged students who complete the school year will enroll the following year.
Measure 9.1C	95% average daily attendance across all student populations including SWD, MLL/ELL, and economically disadvantaged students will be in place annually.

³ Annual visitor survey results will be tabulated from total annual survey results which we will ask visitors to complete at the end of their visit.

⁴ We have designed strategies to ensure that all families continue with us year to year (**Section I.F**); given economic stressors of our community and experiences of similar schools, we anticipate up to an average 7% mobility rate based upon factors beyond the school’s control.

Benchmark 10: Legal Compliance. Nickel City Prep will comply with all laws, regulations, and provisions of the charter.

Figure 1.12: Metric 1: Mission Alignment	
Measure 10.1A	The Board will conduct an annual legal evaluation of its policies and procedures to ensure compliance with all laws, regulations, and provisions as outlined in the charter.
Measure 10.1B	The Board will update any policies throughout the year in a timely response to any revised or newly enacted legal or regulatory requirements.
Measure 10.1C	The Board will provide the NYSED with an annual report on the academic, operational, and financial health of the school in accordance with all required timelines and elements.

B. KEY DESIGN ELEMENTS

Nickel City Prep is a proposed K-5 elementary school for Buffalo’s Black Rock/Riverside community. Students will develop a strong academic and ethical foundation which will allow them to excel in middle school, high school, and college and become leaders in our community. We are guided by five core beliefs that inform all key design elements.

Core Belief 1: Kindergarten is the first step to college. All children deserve an education that prepares them to attend the college of their choice; that path begins in kindergarten. High school graduation and college readiness can be determined by reading proficiency scores at the end of third grade⁵; NY’s rigorous standards require a strong foundation in literacy. **Key Design Elements:** We will extend literacy instruction to 200 daily minutes to ensure students are reading at or above grade level⁶; we will have 110 minutes of math instruction daily⁷ to ensure students develop conceptual understanding for advanced math.⁸ From Home Visits with new families to all school experiences throughout the year, we will surround students with messages that they will go to college, adorning walls with college pennants, naming classrooms after universities, and reciting college chants. Community members from local colleges⁹ whose backgrounds reflect those of our students will share their stories; we will tour college campuses annually with our families¹⁰ and students. We will have a clear scope and sequence for all skills and content, align all unit and lesson plans to those, and provide families six annual competency- and standards-based academic reports.¹¹ **Core Belief 2: High-quality instruction drives academic achievement.** “[I]mproving teacher quality is one of the most powerful ways - if not *the* most powerful way - to create better schools. Give high-need students three highly-effective teachers in a row and they may outperform students taught by three ineffective teachers in a row by as much as 50 percentile points.”¹² **Key Design Elements:** We begin recruitment and hiring in November to secure mission-aligned teachers for the following August.¹³ Our systematic development of teachers, a unique element within our community, will begin with 20 days of summer PD to: (a) establish college-bound mission and GRIT values of Growth Mindset, Responsibility, Integrity, and Team; (b) practice cultural systems and routines; (c) train processes for internalizing curriculum and lesson structures; (d) analyze/plan from frequent data cycles; (e) practice

⁵ Annie E. Casey Foundation. “Learning to Read: Early Warning.” 2010. 63.8% is the current graduation rate in Buffalo.

⁶ According to BPS, K-3 receive 90 daily minutes of reading instruction and grades 4-6 receive 60. <https://www.buffaloschools.org/Page/4006>.

⁷ According to BPS, K-3 receive 90 daily minutes of math instruction and 4-6 receive 60. <https://www.buffaloschools.org/Page/83944>.

⁸ For more detail on our daily schedule, see Attachment 4a for more detail on our approach to literacy and math, see **Section II.B**.

⁹ We have met with representatives from Canisius College and Niagara University per partnerships; see Letters of Support in **Attachment 2c**.

¹⁰ Dollars have been allocated in our Budget under the line item for Field Trips. We average \$50 per student and \$50 per parent per year.

¹¹ For more detail on communication with families, see **Section II.G**.

¹² “The Widget Effect” TNTP. 2009. <https://tntp.org/publications/view/the-widget-effect-failure-to-act-on-differences-in-teacher-effectiveness>.

¹³ “Greenhouse Schools in Boston” TNTP. 2014. <https://tntp.org/publications/view/greenhouse-schools-in-boston>.

classroom management skills and engagement techniques; and (f) implement effective, differentiated practices and our RTI system to reach all populations including students with disabilities and MLLs/ELLs. Each classroom will be co-taught with one teacher SWD certified and one ESOL certified. Teachers will engage in a two-hour weekly PDs to further develop foundational instructional strategies, including using data to inform daily/weekly/cyclical instructional practices. Our coaching model embraces live coaching, providing feedback that can be acted upon and adjusted in real time. Each teacher will have 35+ weekly official observations, which will involve 30 minutes of observation and 30 minutes of debrief and practice. At times the use of video will substitute the weekly live observation; the 30-minute debrief regarding video will still take place to highlight areas of strength and pushes for immediate growth.¹⁴ **Core Belief 3: Values-based education drives leadership.** We will provide students with a values-based foundation so they can (a) take ownership over their actions and impact and (b) develop a values-based character to become leaders.¹⁵ According to the Raikes Foundation, “Students have learning mindsets when they know that intelligence grows with mental effort, understand that struggling with new challenges is a normal part of the learning process, can relate lessons to their own lives, and believe that they belong and can succeed in the classroom. Learning mindsets work hand in hand with educational skills....learning mindsets and skills give students the beliefs, tools and habits they need to learn more of the content they are taught, seek out new challenges and persist through them.”¹⁶ **Key Design Elements:** Students and staff will discuss and celebrate our GRIT (Growth Mindset, Responsibility, Integrity, and Team) values and our community. MLLs/ELLs will feel honored in their first languages and be celebrated in their diversity, rooted within our value of Team.¹⁷ Our values will encourage pride and community amongst students, critical when working with students with disabilities to eliminate hurtful stigmas associated with special needs.¹⁸ Values will live within classroom expectations, teacher PD, and discipline plans and will help students learn how to persevere, feel empowered to do their best, do the right thing, be kind to and supportive of others – and ultimately have an ethical code that will inform their lives. **Core Belief 4: Data-driven instruction leads to student academic achievement.** Instruction must be standards-driven, outcome-focused, and differentiated to meet the needs of all students and a variety of learners. We will use data to determine what standards students have mastered and in what standards they need support. When students track their progress through assessments, their mindsets of achievement strengthen. They recognize that attitude, effort, and practice lead to increased achievement. “In the most prominent study, Black and William (1998) found that gains in achievement associated with formative assessment nearly doubled their rate of learning. In *Advancing Formative Assessment in Every Classroom*, Moss and Brookhart (2009) survey a range of research that supports the powerful effect of formative assessment on teacher efficacy.”¹⁹ **Key Design Elements.** We will collect, analyze, and respond to data frequently. We will analyze formative assessments: daily exit tickets and weekly quizzes, backwards-mapped from standards, aligned to our scope and sequence and informed by upcoming interim assessments. We will measure summative assessments: monthly interim data,

¹⁴ For more detail on our professional development program, see [Section II.A](#).

¹⁵ Informed by RISE Prep Mayoral Academy and Rochester Prep. <https://www.riseprepri.org/> <http://rochesterprep.uncommonschoools.org>.

¹⁶ <https://raikesfoundation.org/education-what-we-are-learning>.

¹⁷ “Best Practices for Serving English Language Learners and Their Families” *Teaching Tolerance*. Southern Poverty Law Center. 2017.

¹⁸ West, Clara. “Reducing Stigma in Special Education Students” Rutgers. October 2015.

¹⁹ “Why Student Engage Assessments Matter” Excerpt from *Learning on Their Own*. EL Education. 2014.

three-times-per-year data from the NWEA MAP in Reading Comp and Math, and five-times-per-year literacy data from STEP.²⁰ After each major assessment, we will conduct a Data Day to assess student work, adjust instruction, and inform strategic small group instruction.²¹ Under the Head of School, teachers will be provided with extensive dedicated annual hours for analyzing assessments and creating individualized student supports. We will report data to families six times per year²² and will report monthly academic dashboards to the Board for their oversight.²³

Core Belief 5: Partnerships with families are paramount. As voiced in **23** community events, **13** tabling events, **3** information sessions, and by **100+** families with whom we have spoken, parents in Black Rock/Riverside are seeking a small elementary school that clearly and regularly communicates their child's academic and behavioral progress.²⁴ The Center for Public Education finds that "creating a partnership between parents and schools focused on academics truly does have significant impact on student achievement."²⁵ When working with MLLs/ELLs, families will be treated with "respect and cultural sensitivity" and "school-family relationships [will] deepen trust and positively influence students' school experiences."²⁶ According to Project Informing and Designing Education for All Learners, "[I]f you have parents of students with disabilities involved in the education of their children, those students will have a better chance of achieving academic goals and experiencing more success."²⁷ **Key Design Elements:** We prioritize consistent communication with parents regarding student's academic progress. We begin with annual Home Visits where school leaders "understand the hopes of the family and clearly outline the school expectations."²⁸ After establishing this personal relationship, we hold Parent Orientations to focus on the school's elements and our partnership on behalf of their children's success. We will provide daily communication logs ("GRIT reports") to allow parents and teachers to communicate specific information, monthly newsletters, and monthly parent college nights, focused on student growth and achievement, reinforcing our mission-driven partnership.

C. COMMUNITY AND STUDENTS TO BE SERVED

"The Board Regents and NYSED are dedicated to fostering equity and achieving success for all students." - Commissioner MaryEllen Elia, New York State Commissioner of Education²⁹

*"Every child in Buffalo deserves the opportunity to go to college."
- Mayor Byron Brown, Mayor of Buffalo³⁰*

*"I want my child to feel supported and experience success."
- Hildaliz Rivera, Mother of student in Buffalo Public Schools³¹*

Nickel City Prep proposes to educate students who perform behind their peers across the state. In Buffalo, one in three adults is illiterate (reading below a 5th grade level); ≈ 3 of 4 students are

²⁰ Costs for both assessments are outlined in the budget, found in **Attachment 9**, tab 4, line 115.

²¹ For more detail on our assessment system, see **Section II.E**; for more detail on our annual calendar, see **Attachment 4c**.

²² We provide 3 mid-trimester progress reports and 3 end-of-trimester report cards.

²³ For more detail on communication with families, **Section II.G**; for more detail on our Board's use of accountability tools, see **Section II.E**.

²⁴ Responses from 20 families in the Riverside community who have school-aged children. For more detail, see **Attachment 2a**.

²⁵ "How Parent Involvement Affects Student Achievement." Center for Public Education. 2011. <http://www.centerforpubliceducation.org>.

²⁶ "Best Practices for Serving English Language Learners and Their Families" *Teaching Tolerance*. Southern Poverty Law Center. 2017.

²⁷ "Encouraging Parent Partnerships. Project IDEAL. 2013.

²⁸ Joelle Formato, 2016 BES Fellow, Founder and Head of School of Persistence Preparatory Charter School in Buffalo, NY.

²⁹ NYSED News. Twitter. March 29, 2019.

³⁰ Teach For America Alumni Induction. Key Note Address. June 2018.

³¹ Hildaliz Rivera came to a tabling event in March on LA Fitness in Buffalo. Her son has disabilities and her biggest priority in his education is finding a school that will support his diverse learning needs while holding high expectations for his academic success.

unable to read at grade level.³² Nickel City Prep is designed in response to this crisis, as life opportunities in our post-industrial world are no longer available to individuals with such limited education, and changing this educational narrative is critical for the families and children in our city. Buffalo was built on industry and manufacturing jobs that will not return and is now being rebuilt with an upswing of new professional opportunities, all relying on higher levels of education. Last year, Buffalo added 8,900 more jobs in education and health services³³; our workforce requires greater education to reap the benefits of this resurgence. We propose a K-5 school for our community, which currently lacks the educational levels to access such opportunities and pursue their life's dreams.

Present Performance. Buffalo Public Schools ("BPS") educates 31,398 kindergarten through twelfth grade students; 47.2% are African American, 20.2% White, 19.1% Hispanic or Latino, 9% Asian or Native Hawaiian/Other Pacific Islander, 3.6% Multiracial and 0.8% American Indian or Alaskan Native; 16% of students are MLLs/ELLs representing 80+ languages; 23% receive special education services and 79% are economically disadvantaged³⁴; 2018 state assessment data indicates that 23% of students in grades 3-8 are proficient in ELA and 21% in math. These rates are persistently behind those of New York State, with statewide proficiency rates for Math and ELA at 45%.³⁵ When disaggregating data by sub-group, including African American, Hispanic or Latino, students with disabilities, and MLLs/ELLs, all sub-groups underperform the rest of the student population: 2018 NYS ELA results show 18% of African American students, 16% of Hispanic or Latino students, 8% of students with disabilities, and 4% of MLLs/ELLs scored proficiently.³⁶ With African American students and those living in poverty representing the majority of our community, fewer than one in five African American students are scoring proficiently and economically disadvantaged students perform at a rate three times lower than their peers.³⁷ Since 2016, BPS Superintendent Dr. Kriner Cash has been leading the path on education reform in Buffalo, promoting a 6-part educational bargain to ensure that foundational literacy and math skills are firmly and measurably established for all students, starting in elementary school. In agreement with NYS Education Commissioner Elia, Mayor Brown, and Superintendent Cash, we believe that these foundational years require high-quality instruction if schools are to create the skills necessary for students to be successful in the upper grades and allow all students to have equitable access to college and economic success. To ensure all students starting in kindergarten end the year performing on grade level or above, we will dedicate 200 minutes per day (120 more minutes than the district) to foundational literacy using multiple modalities of instruction and 110 minutes per day to foundational numeracy skills focusing on algorithmic and conceptual understanding and application. Our dedication of time to literacy will allow us to reach our initial goal of having at least 70% of kindergarteners reading at an early first grade level, demonstrating strong first grade reading readiness as measured by the Strategic Teaching and Evaluation of Progress ("STEP") assessment³⁸ and to demonstrate high

³² "Say Yes Buffalo: Improving our Public Schools." *Community Foundation for Greater Buffalo*. January 2018.

³³ "Prospects for Jobs Pick Up In Buffalo, Upstate New York." *Buffalo Business Journal*. June 15, 2018.

³⁴ <https://data.nysed.gov/profile.php?instid-800000052968>.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

³⁸ STEP 3 is the suggested level for the end of Kindergarten; it is our goal to have students reach a STEP 4 by end of Kindergarten. This ensures that students will be where they need to be at the beginning of first grade and calculating room for the "summer slide" which can result in a regression of reading levels. Two high performing schools that have this standard include RISE Prep Mayoral Academy in Woonsocket, RI and Purpose Prep in Nashville, TN.

levels of performance on state reading assessments in all tested grades.³⁹ Our community is eager for a school with an extended school day and year and professional adult culture with continuous teacher development and excited by the proposal of a K-5 school designed as a proof point for Buffalo.⁴⁰ **Schools in Black Rock/Riverside.** The proposed location for Nickel City Prep is the Black Rock and Riverside neighborhoods (14207) where parents do not have access to a proximate, high-quality K-5 school. There is one current K-12 and one expanding K-12, two PK-8, one PK-4, and three high schools; results are outlined below.

Figure 1.13: NYS Assessment and Graduation Data in Black Rock/Riverside

School Name	Private/ Typical Public School (TPS), Charter	Enrollment	Grades	% Proficient on NYS ELA	% Proficient on NYS Math	Graduation Rate
CS for Applied Technology	Charter	2,180	K-12	28%	29%	92%
Elmwood Village CS	Charter	148	K-2 (12)	N/A	N/A	N/A
PFC William J. Grabiars	TPS	560	PK-8	28%	20%	N/A
McKinley HS	TPS	1,052	9-12	N/A	N/A	81%
Riverside Academy	TPS	N/A	9 th	N/A	N/A	N/A
Riverside Inst. of Tech.	TPS	224	10-12	N/A	N/A	33%
Roosevelt ECC	TPS	332	PK-4	34%	21%	N/A
West Hertel Academy	TPS	736	PK-8	12%	9%	N/A

All elementary schools are scoring lower on NYS Assessments than NYS average proficiency rates; in Math PFC William J. Grabiars and West Hertel Academy are scoring lower than the average in Buffalo; in ELA West Hertel is scoring lower than the average in Buffalo.⁴¹ There are 15 BPS schools in receivership, with proficiency rates consistently below 15%, 13 focus schools and 2 priority schools in various stages of academic distress as defined by the state. To earn good standing, a school must meet a performance indicator and must have state testing participation of 95%. Riverside Institute of Technology is one of 13 struggling schools; a majority of students in our community attend this high school; 30% of seniors are graduating and 20% are attending college. West Hertel Academy is one of two priority schools, with 12% proficiency in ELA and 9% in Math.⁴² As an elementary school, we are designed to be part of our city's larger set of solutions to the challenges that manifest in our high school graduation and college matriculation rates; with our community, we believe this work "doesn't start in high school or even middle school. The time to instill the belief that all students can be college material is in elementary school."⁴³ **Need in Black Rock/Riverside.** The 14207 zip code has a population of 23,552 and is growing due to refugee resettlement; average annual income is \$24,091, with 42% living below the poverty line and increasing to 70% in single parent households; 76.5% of adults have a high school degree

³⁹ Details regarding accountability goals can be found in [Section I.A.](#)

⁴⁰ Details regarding community engagement and input can be found in [Section I.E](#) and [Attachment 2b](#).

⁴¹ <https://data.nysed.gov/profile.php?instid-800000052968>.

⁴² Ibid.

⁴³ Hjalmarson, Hans. "College Ready: It's Elementary." *ASCA School Counselor*. Nov/Dec 2007.

or higher; 13.5% hold a Bachelor's degree or higher. There are 2,189 children under the age of 5 and 1,988 children between the ages of 5 and 9.⁴⁴ Since the 2010 census, there has been an increase in the refugee population in 14207: "Last year, 1,600 refugees were resettled in Buffalo.... This year, the expected number... is 2,000"⁴⁵ and thus there is added imperative to establish foundational English skills. MLLs/ELLs significantly underperform all other subgroups in Buffalo; on the NYS ELA Assessment, 4% of MLLs/ELLs scored proficient; the average in Buffalo was 23%.⁴⁶ According to the *New Americans Study*, Buffalo has seen an increase of 22,000 refugees and immigrants from 2006-2013.⁴⁷ Buffalo has 80+ spoken languages, making it the one of the most linguistically diverse cities in New York State. With two qualified teachers in every classroom of 27 students, Nickel City Prep will have at least one ESOL-certified teacher in each classroom and, as part of our annual comprehensive professional development program, we will train all teachers on best practices of language development, including Sheltered Instruction Observation Protocol, a "research-based and validated instructional model that has proven effective in addressing the academic needs of English Learners throughout the United States."⁴⁸ There is a large push for equitable education on behalf of MLLs/ELLs, spearheaded by the Buffalo Immigrant and Refugee Leadership Taskforce ("BILT"). Lead Founder and proposed Head of School Brianna Lanoye had attended BILT meetings and retreats⁴⁹ and our Founding Team is informed by BILT educational campaigns such as "Raise the Rate" to increase the graduation rate of MLLs/ELLs students far beyond the current 26% rate. Our school design is in response to our community's need and the larger body of work supported by Superintendent Cash and Buffalo School Board Members to reach our ambitious goals for all students.⁵⁰ To successfully achieve these outcomes for our community, we will work with Building Excellent Schools, Teach For America, and local universities⁵¹ to develop a staff focused on professional growth and development. The culture of continuous growth and feedback will drive our ability to deliver a school that demonstrates high-quality, data driven instruction across all grades and in all classrooms, starting in kindergarten, so all students are provided with individualized supports to push them to be on and above grade level as measured by state and national assessments.

Innovative Practices. Our school will have a values-based curriculum that encourages GRIT - Growth Mindset, Responsibility, Integrity, and Team. These values will be instilled and celebrated in daily Morning and Closing Circles and weekly Community Circles: "Nothing is more important in fostering growth in students than the degree to which they care. Recent research suggests that student perseverance, grit, and self-discipline correlate strongly with academic success."⁵²

Community Support. Community outreach has been overwhelmingly positive with 99% of stakeholders with whom we have met saying they would support a high-quality school option coming to the Black Rock/Riverside neighborhood. There has been no opposition that has been made apparent, except regarding interactions with three BPS District representatives who state that Buffalo is saturated with charter schools and the addition of any more will ruin the current public school system. We have listened and learned from all concerns. BILT and the Hispanic

⁴⁴ 2010 U.S. Census Bureau.

⁴⁵ "Refugee Resettlement." *Journey's End*. Summer 2018.

⁴⁶ <https://data.nysed.gov/profile.php?instid=800000052968>.

⁴⁷ Bessel, Diane, et al. "The New Americans Study." *City of Buffalo*. January 2016.

⁴⁸ <http://www.cal.org/siop/about/>.

⁴⁹ Details regarding community outreach with BILT in **Attachment 2a**, along with their letter of support in **Attachment 2c**.

⁵⁰ <https://voicebuffalo.org/bilt>.

⁵¹ Letters of Support from BES and TFA, can be found in **Attachment 2c**.

⁵² Rugen, Leah, et al. *Leaders of Their Own Learning: Transforming Schools through Student-Engaged Assessment*. San Francisco: Jossey-Bass. December 2013.

Heritage Council have committed to helping support us in finding linguistically and culturally diverse support and teachers. Multiple Head Starts have committed to allowing us to consistently table and in the future hold information sessions for families looking for school placements. The Riverside Business Association has committed to working with local businesses to help in the school's growth and development. Councilmember Joseph Golembek has been extremely supportive, inviting us to speak at the Rediscover Riverside Meeting and Polish Cadets Breakfast and making facility recommendations and other community connection on our behalf. We are confident we can overcome opposition that may arise with our community backing.

D. APPLICANT GROUP HISTORY AND CAPACITY

The Nickel City Prep applicant group is diverse, dedicated, and determined to bring an equitable educational K-5 option to the Black Rock/Riverside community. All members are respected and accomplished leaders within the city and many have connection to Black Rock/Riverside. As needed for a charter school, the applicant group represents a wide variety of expertise in governance, finance, facilities, law, education, community development, nonprofit leadership, and communications/marketing. Led by Ms. Brianna Lanoye, who has leveraged wide professional networks across the educational community from her work as BPS teacher and TFA Corps Member, the assembly of the applicant group was supported by Building Excellent Schools ("BES") as we began building the team in August 2018. With the guidance of BES Founder Linda Brown and 60+ hours of BES Governance Training, Ms. Lanoye identified mission-aligned, diverse, high-capacity community leaders who had the professional experiences necessary to effectively govern an accountable, achievement-oriented, and community-responsive charter school. Ms. Lanoye shared the initial vision for Nickel City Prep with Founding Team candidates, prioritized the need for a diverse team, and ensured all members were committed to Black Rock/Riverside. After vetting each prospect, Ms. Lanoye consulted with BES to ensure the most promising candidates joined the team. Each candidate was provided with a clear written description of the responsibilities of a Founding Team member, and each formally committed to joining the team through signature; all were provided training on charter school governance, including the distinction between governance and management, the major responsibilities of a charter school Board of Trustees, and governance accountability tools and processes. There is one pre-existing relationship between proposed Vice Chair Jason Zwara and proposed Secretary Naomi Pabon-Figueroa. Ms. Pabon-Figueroa worked with Mr. Zwara's wife at the WNY Service Collaborative.

Applicant Group Involvement. The Founding Team has tabled at several local Head Starts and libraries and attended multiple block club meetings in Black Rock/Riverside. We have shared our survey on Black Rock/Riverside social media platforms, gathered survey information from community members, had hundreds of meetings with community stakeholders, and secured 25 Letters of Support.⁵³ We have communicated formally weekly and informally with more frequency, held monthly formal meetings, and participated in a 6-hour Founding Team Retreat where we vision planned, reviewed survey data to incorporate details into our school design, and created a plan for continuing public outreach. With the support of BES, Ms. Lanoye is the primary writer of the charter application, and has worked with all Founding Team members to solicit input and feedback, drawing on their professional expertise as it aligns to key components of the

⁵³ See 24 Letters included in [Attachment 2c](#); one letter was mailed directly to NYSED.

application. Along with Lead Founder and proposed Head of School Ms. Lanoye, all Founding Team members are described below; please refer to **Table 1** for further applicant group interaction along with **Attachment 5a** for a listing of education credentials and resumes. **Brianna Lanoye, Lead Applicant and proposed Head of School**, is a Buffalo native and BES Fellow⁵⁴ who brings deep passion to providing a high-quality K-5 education for the students of Buffalo. Over three years as a 5th grade BPS teacher, 90% of Ms. Lanoye's students made one and a half years of literacy growth each year, 60% of whom grew two years, and 25% of those grew three or more years. Over three years, her students outperformed the school by 10 percentage points and district by 8 on the NYS ELA Assessment.⁵⁵ Ms. Lanoye was featured on the BPS Best Practices page for her work leading a data-driven classroom that used targeted small groups to serve the needs of her MLLs/ELLs. Her previous educational experience, combined with best practices learned from top performing schools, inform the design of Nickel City Prep. She completed Leadership Residency at RISE Prep Mayoral Academy where she worked with Founder/Head of School and studied the academic, financial, and organizational elements that inform the school's success.⁵⁶ Ms. Lanoye earned BFA from Niagara University and MEd in Urban Education, Childhood Education Students With Disabilities from Canisius College. **Machael Sherry, Proposed Chair**, is Buffalo native and Senior VP at Catapult LLC, providing strategic advising for companies across Buffalo. Ms. Sherry previously served as VP at Expanding Educational Excellence, Network Curriculum Specialist at Uncommon Schools, and Managing Director of Leadership Development at TFA. All experiences developed a strong skillset in academics, leadership, organizational development and strategic planning. Ms. Sherry earned a BA at Boston College, MS at Pace University in Elementary and Special Education, and JD from University at Buffalo. As proposed Board Chair, Ms. Sherry will chair the Governance Committee, be an *ex officio* member of all committees, and serve on the Academic Committee. **Jason Zwara, Proposed Vice Chair**, a Buffalo native born in Riverside, serves as Policy Manager for the National Association of Charter School Authorizers, Adjunct Professor at Canisius College Educational Leadership Program, and Advisor for the Erie Community College Perkins IV Advisory Committee. He has served as Policy Manager for the Northeast Charter School Network and was Executive Director of Buffalo ReformEd. He brings expertise in state policy resource development, advocacy, and partner engagement for internal and external policy goals and expertise in state and federal policy research, analysis, and advocacy. Mr. Zwara earned a BA from Canisius College and JD from Notre Dame Law School. Mr. Zwara will serve on the Governance Committee as well as on our Finance Committee and Facilities Taskforce. **Wayne Robinson, Proposed Treasurer**, recently retired, has served as CEO of equity-owned companies including Harper International and Evenflo and currently works as administrator and lecturer for the Harvard Business School of Buffalo. With 30+ years of experience with nonprofits and for-profit businesses establishing expertise in financial oversight, leadership, business plan development, and operational management, he serves as Treasurer for the Boys & Girls Club of Buffalo, member of the Harvard Business School of Buffalo, Trustee on the Graycliff Preservation Board and International Institute of Buffalo as well as special advisor for the Baird Foundation. Mr. Robinson earned a BA from Colgate University and MBA from

⁵⁴ See **Attachment 2c** for BES Letter of Support.

⁵⁵ <https://data.nysed.gov/assessment>.

⁵⁶ RISE Prep Mayoral Academy had an average of 74% proficiency for ELA and 84% proficiency for Math according to the NWEA MAP, nationally normed assessment. See **Attachment 2c** for Letter of Support from Lead Founder of RISE Prep Mayoral Academy, Rosalind Da Cruz.

Harvard University. He will chair our Finance Committee. **Naomi Pabon-Figueroa, Proposed Secretary**, resides in Black Rock/Riverside and has spent her career advocating for underserved communities. She served as the ABLE Manager of Member Services at the Service Collaborative of WNY and Interim Executive Director of Young Audiences of WNY and currently serves as Manager of Marketing and Outreach at the Literacy New York Center. Ms. Pabon-Figueroa has 10+ years of experience working with local nonprofits and deeply understands the operations of Board Governance and the needs of our community. She earned a BA and MS in Higher Education and advanced certificate for Teaching and Leading for Diversity at University at Buffalo. Ms. Pabon-Figueroa will serve on the Governance and Development Committees. **Tara Craig, Proposed Board Member**, is a Buffalo native who attended and graduated from BPS. Ms. Craig serves as Assistant Director of the Martha Mitchell Community Center which has allowed her to apply her service skills to building relationships with community service providers, patrons, and families, listening to their needs while providing obtainable solutions. Ms. Craig has earned a coveted position at Open Buffalo as a part of its Emerging Leaders Program, developing professionals in the community to strengthen and diversify leadership in Buffalo. Prior, she was Case Manager for Lakeshore Behavioral Health and a Community Educator in Buffalo, NY. Ms. Craig will serve on the Academic and Finance Committees. **Jody Valdés, Proposed Board Member**, a Buffalo native, is a bilingual communications consultant who has lived and worked in Europe and Latin America for 20+ years and has recently moved back to her hometown. Mrs. Valdés served in leadership roles for the Foundation for Puerto Rico, Hospital Monte Narranco in Spain, Fisher Price in Buffalo and Europe, NASCAR in North Carolina, Terumo Medical Corporation in New Jersey, Republic Drug and Westwood Pharmaceuticals in Buffalo. She received a BA in Journalism and Communication from Buffalo State College. Mrs. Valdés brings skills in communications, marketing, strategic planning, and public relations, and will chair our Facilities Taskforce and serve on the Development Committee.

E. PUBLIC OUTREACH

Along with being informed by best practices from high-poverty, high-achieving charter schools and current research on effectively serving students with disabilities and MLLs/ELLs, Nickel City Prep's school design is also informed with input from multiple community stakeholders, including: students, families, and community members; existing district and charter schools; community-based organizations; and elected and appointed public officials. We have operated in accordance to N.Y. Education Law Section 2852(9-a)(b)(ii), which states that the Board of Regents shall not consider any applications that do not rigorously demonstrate that the applicant has conducted public outreach, in conformity with a thorough and meaningful public review process prescribed by the Board of Regents. All members of the applicant group have contributed to and participated in our public outreach efforts across the 14207 zip code. All details of our public outreach and public review process are detailed in **Table 2** and **Attachment 2b**, respectively. **Students, Families, and Community Members**. Through the fall, winter, and early spring of 2018-19, we have attended **23** community events, held **13** tabling events, hosted **3** information sessions, conducted **two** public meetings, and spoken to **100+** parents with age-eligible children. We have distributed **300+** flyers to local businesses and families in Black Rock/Riverside. We have held a discussion group with Buffalo students, learning what they want to see in an ideal school, and have spoken to parents regarding what they would like to see in a

local K-5 school. We have collected **100+** surveys, completed online and in person at tabling events and information sessions. We have held **two** public meetings in Black Rock/Riverside that coincided with Riverside Business Association and Rediscover Riverside gatherings to best reach the largest number of stakeholders and families; we have provided timely public communication to the community through (a) networking communication via these relationships which bring an established strong community base as well as providing (b) public notice through the *Riverside Review* and (c) our online presence of the Nickel City Prep Facebook Page and Nickel City Prep Instagram Page. **Existing District and Charter Schools.** We have studied and spoken with local school leaders from: BPS #33 Bilingual Center; BPS #195 City Honors; BPS #353 Newcomer Academy; Tapestry Charter School; Buffalo Academy of Science; and West Buffalo Charter School. We have spoken to leaders about working with a high MLL/ELL population and what challenges they currently face, along with effective practices they use. We have attended 2 WNY Charter School Leader meetings where we spoke about Nickel City Prep, and have learned from leaders at the following: Enterprise Charter School, Elmwood Village Charter School, Buffalo Academy of Science Charter School, Charter School for Applied Technologies, Proposed School Primary Hall Preparatory, and Maritime Charter School. **Community-based Organizations.** We have held multiple meetings with dozens of community-based organizations. We have become formal members of and attended meetings for the BILT, Black Rock Historical Society, and Riverside Business Association. Others with which we have worked include: Central, Riverside, and North Park Branch Libraries, Drexal Academy and Holy Cross Head Starts, Hope Buffalo, Rediscover Riverside, Forest District Civic Association, Amherst/Grant St. Block Club, Believe in Black Rock, 716 Squash, AmeriCorps Builds Lives through Education, Baird Foundation, Say Yes Buffalo, Buffalo Prep, and Teach For America. **Elected and Appointed Officials.** We have met with Councilmember Joseph Golembek from the North District that encompasses Black Rock/Riverside and gained insight into facilities, community organizations, and community leaders. We have met with Larry Quinn, Member-at-Large of the Board of Education, to learn about the challenges and best practices that exist throughout the Buffalo Public Schools. **Identified Trends.** We are grateful for the input shared by all stakeholders and have incorporated much of that into the proposed design. The most common trends showed a strong desire for: (a) caring, invested, high-quality teachers; (b) engaging curriculum; (c) safe school; (d) consistent family communication; and (e) supports for MLL/ELLs and students with disabilities. Our design has incorporated these elements directly through: (a) protocol for hiring, training, and retaining mission-aligned, community-invested, high-quality teachers (**Section III.C**); (b) adoption of rigorous, engaging curriculum used in high-performing schools (**Section II.B**); (c) ensuring focus on clear expectations, policies, and procedures for student safety throughout the day (**Section II.B**); (d) daily Family Communication Logs and frequent opportunities for family involvement (**Section II.G**); and (e) ensuring that one teacher in every co-taught classroom has a ESOL and/or Special Education license (**Section II.D** and **Attachment 13**).

F. ENROLLMENT, RECRUITMENT, AND RETENTION

Enrollment Plan and Rationale. If students are to have the foundation needed for access to and success within college, then they must have access to the highest performing middle and high schools in Buffalo that will be the final preparation pre-high school graduation. For this reality to be possible for the families in Black Rock/Riverside, then their children first need a rigorous

academic K-5 foundation. We have designed Nickel City Prep to prepare students to have such opportunity and gain admission into these programs. City Honors Public School is ranked as the 17th best Magnet School in New York State and 103rd in the nation; as a 5-12 public school, to be accepted, students must first take a cognitive ability test and demonstrate academic readiness on state assessments. The academic foundation established at Nickel City Prep will allow students to be prepared for these entrance exams and requirements. With this ambitious goal, we have established a slow growth enrollment plan and focus relentlessly on the K-5 grades. Nickel City Prep will open with 81 students in kindergarten and 27 students in grade one (108 students) and will grow one grade per year.⁵⁷ Enrollment is “associated with superior performance at most ages and grade spans. Slow grow schools have a first year advantage, which can be carried forward via the same pattern of stability demonstrated among all schools.”⁵⁸ By our fifth year we will have grown to 324 students. The slow growth model allows us to establish core curriculum and assessments aligned to ambitious goals, rigorous professional development aligned to teachers’ needs and these goals, cultural and operational details that are similarly aligned, and the critical relationships with students and families. On average, based upon a 10% attrition rate experienced by charter schools in Buffalo, we expect a similar rate of attrition; when seats become available, regardless of grade level, up until the end of the second trimester, they will be filled so that students have access to a high-quality education.

Figure 1.14: Projected Enrollment Table Over the Charter Term⁵⁹

Grades	Ages	2020-21	2021-22	2022-23	2023-24	2024-25
K	4-5	81	54	54	54	54
1 st	5-6	27	81	54	54	54
2 nd	6-7		27	81	54	54
3 rd	7-8			27	81	54
4 th	8-9				27	81
5 th	9-10					27
Totals	4 10	108	162	216	270	324

Recruitment Plan. Recruitment will be strong, strategic, and multi-dimensional as we intend to enroll to our full capacity, securing two to three times the number of applications as seats available. We will attend and provide informational tables at all community events within 14207 and go door to door to raise awareness. Families interested in enrolling can complete an application in hard or soft copy in their home language. The WNY Charter School Leaders Organization has had 2 meetings to discuss the transition to using a common application administered through School Mint, anticipated in 2020. School Mint offers full translation services for 18 languages; we will utilize the Language Line as translating service for the remaining languages.⁶⁰ Our application process will be accessible to all families regardless of disability or language barrier. Our admissions policy and procedures are outlined in **Attachment 1**. We will abide by the New York Codes, Rules and Regulations throughout the random selection process for charter school student applicants. We will provide notice of the date, time and place of the

⁵⁷ Enrollment numbers are based on conversations with various charter schools in the area, including West Buffalo and Persistence Prep that both cited difficulty in enrolling first graders since they were already enrolled in other schools. We expect Kindergarten to be our main grade of entry but do want to provide grade 1 as well for those families who have expressed such need and who may have more than one child.

⁵⁸ Palterson, Emily. *CREDO Report Charter School Growth and Replication 2013*. We move from 81 to 54 enrolled new seats in kindergarten to (1) control for fiscal health in year 1 and (2) control for overall small school size, shown instrumental for student success in a high-need community.

⁵⁹ N.Y. Education Law § 2851(2)(p).

⁶⁰ <https://www.schoolmint.com>.

lottery, consistent with Public Officers Law Section 104. We will ensure that the lottery is held in an accessible location and that the lottery is conducted by an impartial observer. We will use technology-based software to generate our random results. We will document the entire process and make sure that the records are sufficiently detailed and available to NYSED. **Parent Demand.** Community engagement has shown that along with a clear and chronic academic need for quality elementary seats in our community, there is strong local desire for a small, college preparatory elementary school option (**Attachment 2b**). We have chosen Black Rock/Riverside as our proposed location. Through our community outreach that began in August 2018, we have engaged with hundreds of local families, students, leaders, community organizations, and elected officials to ensure we are incorporating feedback from all stakeholder groups. We have attended **23** community events, held **13** tabling events and **3** information sessions, conducted **2** public meetings, and spoken to **100+** parents with age-eligible children. There is one K-12, one K-2 expanding into a full K-12, two PK-8, one PK-4, and three high schools in our target zip code of 14207. None of these schools are high-performing, and one school, West Hertel Academy, is a priority school, with 12% ELA and 9% Math proficiency rates. **Recruitment and Enrollment Strategies.** With dedication to all students in our community, all enrollment policies will comply with all federal and state requirements, providing equal access to application for all students regardless of race, ethnicity, gender, language, or disability. Designed specifically for the families and students of Black Rock/Riverside, we will implement enrollment strategies allowing us to serve our community's demographics, including 24% of students with disabilities, 25% ELLs, and ~87% FRL qualifies.⁶¹ To ensure that we are recruiting all students, including those with disabilities, MLLs/ELLs, and economically disadvantaged students, we have and will continue to work with organizations⁶² that interact with, support, or represent these subgroups, widely sharing information about Nickel City Prep. To recruit MLLs/ELLs, all recruitment materials have been translated into Spanish, which accounts for 34% of the multilingual population in Buffalo (**Attachment 2a**). We have attended BILT Meetings and Multicultural Church Services at the River Rock Church to reach out to the MLL/ELL community. To ensure we are recruiting students with disabilities, spoken to families of students with disabilities at Head Start programs and day care centers who have students with disabilities to ensure they know that Nickel City Prep serves all students. To recruit economically disadvantaged students, we have distributed flyers to the locations and met with the leaders of Hearts for the Homeless and Hope House, both of which work with local homeless families. Many of our at-risk live in public housing adjacent to the Northwest Community Center. We have spent considerable time tabling and speaking to families there. We will continue and expand all enrollment strategies going forward. **Enrollment Procedures.** We will accept applications throughout our enrollment period; if we have more applicants than seats available, we will hold a public lottery to determine seat offerings and wait list designations. If we do not have sufficient applicants to warrant a lottery, we will offer a seat to all applicants. In both cases, we will continue to accept applications after the enrollment period and/or lottery, offering a seat as available or ordered number on the waiting list as an application may be received. We will notify families in order of their seat number of their selection in the lottery via phone and official acceptance letter. If families do not respond within 2 weeks from notification the seat will be filled from the waitlist in numerical order. To best ensure that

⁶¹ These percentages are based off of enrollment averages of the school in 14207.

⁶² Letters of Support from BILT, Boys & Girls Club, TFA, HOPE Buffalo, Literacy Center of New York, and the Service Collaborative can be found in Attachment 2c.

accepted seats become fully enrolled students on day one, we will maintain at least 8 touch points between the time a family accepts a seat and the first day of school. We will: host our own events in the community to welcome families; email and mail out a monthly newsletter to our growing distribution list informed by community engagement activities; call families to provide updates and reminders; and make home visits to each new family before the start of school. Families will be invited to attend the public lottery, which will determine a randomized order of students to fill the available seats and establish a waiting list as needed. We will support all students and all subgroups in many ways to ensure they have the ability to succeed, one of which will be by providing ESOL and SWD certified teachers at every grade level. (Section III.C.)

Figure 1.15: Enrollment and Retention Targets⁶³

	Enrollment # / %	Retention # / %
Economically Disadvantaged	94.8 / 85.6%	88.2 / 93%
Students with Disabilities	14.5 / 13.1%	13.5 / 92.6%
English Language Learners	21.3 / 19.2%	19.9 / 93.4%

Enrollment Preferences. We will provide preference to students returning to Nickel City Prep in the second or any subsequent year of operation, students residing in the school district where Nickel City Prep is located, siblings of students already enrolled in Nickel City Prep, and children of Nickel City Prep staff. **Retention Strategies.** We have established a 95% annual retention metric as outlined in our objectives (Section I.A). We will achieve this goal by deeply and systematically investing families and students in our mission and prioritizing parent involvement and frequent communication; research shows engaged parents leads to increased retention. Prior to day 1, the Head of School will conduct Home Visits for newly enrolled families and the school will hold a Parent Orientation to ensure all families know school expectations and reinforce alignment to the mission. Parents will be invited to monthly coffee with the Head of School where they can provide feedback. We will hold monthly family nights where we will invite representatives from local colleges/universities, plan annual trips to local colleges and universities, or celebrate our students’ success on their path to college. Retention of MLLs/ELLs and students with disabilities is mission-critical. We will translate materials and use translators through the Language Line⁶⁴ when communicating with families. We will have a strong academic and behavioral RTI program for students who need varying levels of interventions and supports. Our data-driven culture and targeted interventions will allow us to provide accurate groupings of students with the appropriate level of targeted support. In all years, we will have a robust staff to support our special populations, including those with disabilities, MLLs/ELLs, and who are homeless, including NY licensed special educators, certified ESOL teachers, a social worker, Coordinator of Student Supports, and a School Psychologist.

G. PROGRAMMATIC AND FISCAL IMPACT

Nickel City Prep’s purpose is to provide more high-quality elementary education options for children in the Black Rock/Riverside Neighborhood of Buffalo. The Buffalo Public Schools serve 31,203 students, 14,704 of which are currently enrolled in grades K-5.⁶⁵ We are proposed to open

⁶³ These numbers are indicative of the population of Buffalo as a whole, but not specific to the Riverside/Black Rock Community, and therefore can be misleading to our specific community’s demographics and needs, especially regarding MLL/ELL which represent a much more significant and growing percentage. For example, two elementary schools located in 14207 have a range of MLL/ELL from 13% to 36% and of SPED from 14% to 34% and FRL of 88% to 92%.

⁶⁴ www.language.com allows you access to 9,000 professionally trained interpreters, fluent in 240 languages, 24/7.

⁶⁵ <https://data.nysed.gov/enrollment.php?year=2018&instid=800000052968>.

in August 2020 with a total of 108 students: 81 kindergartners and 27 first graders. When we reach full capacity, we will be a full K-5 school educating 324 students.

The schools in Buffalo are continuously low performing; this is true specifically in the Black Rock/Riverside Neighborhood. We have researched surrounding schools and included that in **Figure 1** in our Community Need Section. The 2018 state assessment data indicates that 23% of students enrolled in grades 3-8 are proficient in ELA and 21% are proficient in math. These rates are persistently behind those of New York State, with statewide proficiency rates for Math and ELA at 45%, double the rate of our own students.⁶⁶ When disaggregating data by sub-group, including African American, Hispanic or Latino, students with disabilities, and ELLs, all sub-groups underperform the rest of the student population: 2018 NYS ELA results show 18% of African American students, 16% of Hispanic or Latino students, 8% of students with disabilities, and 4% of ELLs scored proficiently.⁶⁷ Within the last three years there has been large push for more community schools and we intend to help aid in Buffalo's initiative by creating a high-achieving, community school for the children of Black Rock/Riverside.

Overall, we believe our school will have a positive programmatic impact on other schools within the 14207 zip code and help support educational reform in Buffalo through working with other schools and school leaders.⁶⁸ We have reached out to over 10 schools throughout our community engagement and have toured and met with leaders from Buffalo Public School #33, #195, #353, West Buffalo Charter School, Tapestry Charter School, Enterprise Charter School, Buffalo Academy of Sciences, Persistence Prep, and Buffalo Collegiate Charter School. We will continue to build relationships with local schools to provide high-quality options in Buffalo, therefore having a positive programmatic impact. See **Figure 1.16** below to view our projected fiscal impact.

Figure 1.16: Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget ⁶⁹	Projected Impact on District Budget
2019-20	108	\$13,495	\$1,441,800	\$216,465	\$1,658,265	\$927,400,000	.18%
2020-21	162	\$13,495	\$2,186,190	\$321,347	\$2,507,537	\$927,400,000	.27%
2021-22	216	\$13,495	\$2,914,920	\$432,297	\$3,347,217	\$927,400,000	.36%
2022-23	270	\$13,495	\$3,643,650	\$537,495	\$4,181,145	\$927,400,000	.45%
2023-24	324	\$13,495	\$4,372,380	\$642,484	\$5,014,864	\$927,400,000	.54%

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ See Section III.I.

⁶⁹ <https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=197087&FileName=2019.04.30%202019-20%20Buffalo%20Public%20Schools%20Draft%20Budget%20v4.30.2019.pdf>.

II. EDUCATIONAL PLAN

A. EDUCATION PHILOSOPHY

In a post-industrial, knowledge-based economy, we believe that kindergarten is the first step to college. Buffalo's economic past is rooted in physical labor; Buffalo's economic future is rooted in advanced levels of academic learning. We believe that all children learning and growing in the City of Buffalo deserve an education that prepares them to attend the college of their choice, and we believe that the path to college begins in the kindergarten classroom. Research shows that high school graduation and college readiness can be determined by reading proficiency scores at the end of third grade⁷⁰, demonstrating the lifelong impact of a powerful elementary education, and part of our city's road to a promising future for all children. **Establish a 21st Century Literacy Foundation.** We know that having a strong foundation in literacy allows students to gain access to complex text and concepts in middle and high school and provides future access to higher education and professional opportunities. "Ninety percent of a typical child's brain is developed by the age of 5, putting early childhood educators on the frontlines of building that foundation. Their success (or failure) determines how successful a child will be in school and in life. School and reading readiness translates to life readiness."⁷¹ With these early years critical to the academic success of our students, we simultaneously anticipate 87%⁷² or more of our students will be from economically disadvantaged homes and "if students who come from economically disadvantaged households are not reading by the end of third grade they are 13 times less likely to graduate from high school."⁷³ Literacy is more than just being able to read; it also involves writing, speaking, listening and comprehending a wide variety of texts. Our literacy program is modeled after multiple high-achieving, high-poverty school, but two schools are of particular note in their influence: (1) RISE Prep Mayoral Academy⁷⁴ where a high-risk student community are, on average, performing in the 75th percentile of academic performance in ELA and (2) Purpose Preparatory, a TN Reward School where 68% of their students are scoring proficient on the Tennessee Comprehensive Assessment Program ("TCAP").⁷⁵ Like these schools, we will extend and prioritize literacy instruction through 200 (K-2) and 170 daily minutes (3-5) of literacy instruction to ensure students are reading at or above grade⁷⁶ by the end of two years with us.⁷⁷ Each classroom will have a co-teaching model to afford more individualized support and small student to teacher ratio of 14:1. **Bring College into the Classroom and the City.** We are preparing students from the first day of school for a successful career. Our school will be filled with college pennants, classrooms named after universities, college chants, and student- and family-friendly college literature. Although most schools start to discuss college and career options in high school, research shows that "for a student to be truly prepared for college, parents and children need to begin thinking about, and discussing, higher education goals as early as primary

⁷⁰ Annie E. Casey Foundation. "Learning to Read: Early Warning." 2010. <https://ed.psu.edu/goodling-institute/policy/special-report-executive-summary>.

⁷¹ Ward-Cameron, Kathy. "Building a Foundation for Literacy and Learning" National Association for Elementary School Principals. September 2013. http://www.naesp.org/sites/default/files/Ward-Cameron_SO13.pdf

⁷² Based off of enrollment averages of schools in 14207.

⁷³ "2017 Annual Report" Read to Succeed Buffalo. Community Alignment for Reading Excellence. 2017. www.readtosucceedbuffalo.org.

⁷⁴ Refer to **Attachment 2c** for Letter of Support from RISE Prep Mayoral Academy.

⁷⁵ Both RISE Prep and Purpose Prep are schools incubated and continuously supported by Building Excellent Schools.

⁷⁶ Refer to **Section I.B** for more information regarding out two-teacher model.

⁷⁷ Refer to **Section I.A** Absolute Measure 1.12.

school.”⁷⁸ We will invite community college members to interact with our students and we will travel with our families to visit colleges on field trips throughout the year.⁷⁹

In a modern, 21st century school, we believe that teacher quality needs to be grown and that an investment in developing high-quality teachers increases student achievement. Hire Mission-Aligned Teachers. We know that teachers must bring the right raw material to our school - powerful mission-alignment and a fierce belief that all students can, will, and must achieve. To ensure we are hiring candidates who are the right fit for Nickel City Prep, and whom we can grow into high-impact teachers, we will begin the hiring process in October of each year, nine months earlier than a traditional public school, and aligned with the hiring cycle of high-poverty, high-achieving schools here in New York State and across the country that allow more opportunities “to identify teacher-school ‘fit’ compared to peers across the country.”⁸⁰ Hiring will include a resume review, phone interview, sample lesson with coaching, re-teach lesson with implementation of feedback, reflection, credential check, and a final interview. Early hiring relies on effective partnerships with local colleges and universities, TFA, AmeriCorps Builds Lives Through Education (“ABLE”), and Buffalo Public Schools to ensure we are recruiting people committed to urban education in our city. We will prioritize individuals with at least two years of urban teaching experience and those working with the growing refugee population in Buffalo.

Develop High-Impact Teachers. We know that teachers grow through a process of learning, practice, and continual feedback, with clearly outlined next steps. Our teachers will begin the year with 20 PD days filled with modeling of systems, lessons, and feedback to incorporate into their practice. In addition, teachers will partake in 140+ hours of targeted PD throughout the year to further develop content knowledge, instructional strategies, and cultural engagement techniques. Rooted in best practices in *Teach Like a Champion*, teachers will be coached daily by the Head of School through live coaching strategies which focus on immediate feedback. According to the “Greenhouse Schools in Boston”, 75% of surveyed teachers stated that consistent “feedback from observations helps them improve student outcomes.”⁸¹ We are designed to ensure that we have an adult professional culture focused on growth, where teachers are professionally receptive and immediately responsive to feedback, reflect on their practice, and remain focused on high-quality instruction that drives academic performance and makes measurable impact for all learners.

Retain Practice-Proven Teachers. We know that retention of mission-aligned, high-impact teachers is critical to student success: “Schools with strong instructional cultures retain far more of their most effective teachers. In fact, schools with weak cultures stand to lose their effective teachers at 1.5 times the rate as schools with stronger cultures.”⁸² To focus teacher growth on lesson implementation, student differentiation, and data-driven teaching and learning rather than creating curricular resources from scratch, we will provide teachers with 140 minutes of daily planning time⁸³ and scripted curriculum used in high performing schools like RISE Prep Mayoral Academy, aligned to NYSNGLS, which will ensure teachers are supported and have the time to become masterful at execution of their lessons and responsive to their students’ needs. Driven by research on their use as strong retention tools, we

⁷⁸ “College Prep for Students in Grades K-8.” www.gocollege.com. 2017.

⁷⁹ Refer to **Section III.K**.

⁸⁰ “Greenhouse Schools in Boston” TNTP. 2014. https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_in_Boston.pdf.

⁸¹ Ibid.

⁸² Ibid.

⁸³ Refer to **Attachment 4b** for teacher schedule.

will provide daily, bite-size teacher feedback and develop internal leadership roles, including Director of Curriculum and Instruction in Y2, and grade level chairs and the Dean of Culture beginning in Y3.⁸⁴ We train teachers to our definition of academic rigor, which means having high expectations (on grade level or above) for student work, differentiating materials so that all students are interacting with the same level of challenge, and pushing students to think critically and effectively articulate their thought process verbally and in writing.⁸⁵ To ensure academic rigor in all classrooms, mission-aligned, high-impact teachers must remain in our school for as long as possible; therefore, and as outlined, we will provide leadership opportunities, professional development, administrative support, a strong sense of community, and clear expectations for success for every member of our teaching team.

Across time and geography, we believe that a values-based education drives student success and builds communities sustained by its members' ethical leadership. We will provide all students with a values-based foundation that compliments and supports their academic foundation. Students will be taught how to take ownership over their actions and impact and will be trained to become leaders.⁸⁶ Incorporating life-affirming values are critical to student success, and “they are skills you can learn; they are skills you can practice, and they are skills you can teach.”⁸⁷ Through the use of age-appropriate visual aids, role plays, readings, partner discussions, and weekly recognition of students demonstrating our values in school, students will become deeply invested in and increasingly demonstrative of our GRIT values of Growth Mindset, Responsibility, Integrity, and Team. These values will help students learn how to persevere, feel empowered to do their work to the best of their ability, act with honesty, do the right thing, be accepting, kind to, and supportive of others – and ultimately having and following an ethical code that will inform all of their lives and all of their many communities. **Develop the Power of a Growth Mindset.** Paramount to our principles is that of the Growth Mindset championed by Dr. Carol Dweck: “No matter what a child’s ability is, effort is what ignites that ability and turns it into accomplishment.”⁸⁸ A Growth Mindset encourages students to be excited by challenges and understand that making mistakes is essential to success. Students will be taught to persevere through rigorous academic work and take risks in their work, unphased by small failures that will always occur as part of learning. The result will be that students will have an increased ability to persevere through challenging situations, personal or academic, and excel in college and lead in our communities, all through the power of having a growth mindset. **Develop the Power of Responsibility.** By learning a sense of responsibility, and internalizing that value, students will be empowered for success in school and in life. Students will complete Lifework each night and be responsible for getting a daily high level academic and behavioral report signed by a parent/guardian; this daily report will outline student behavior for the day and any weekly goals on which to remain focused. Students will be taught to be responsible for their actions through the implementation of and consistent language that is part of our structured disciplinary system, starting each day with a daily “responsibility check” to ensure all students are prepared with the

⁸⁴ Refer to **Section III.B** for full explanation of Organization Structure.

⁸⁵ Lemov, Doug. “The First Answer is Rarely Sufficient: A Common Opportunity for More Rigor.” Field Notes. 2017. www.teachlikeachampion.com.

⁸⁶ Values-based education are proven effective in many high-quality charter schools such as RISE Prep Mayoral Academy and Rochester Prep in Rochester, NY. <https://www.riseprepri.org/> <http://rochesterprep.uncommonschoools.org/>.

⁸⁷ Tough, Paul. *How Children Succeed*. Boston: Mariner Books. 2012.Print.

⁸⁸ Dweck, Carol. *Mindset: The New Psychology of Success*. London: Robinson, 2017. Print.

necessary materials to be academically successful.⁸⁹ The ultimate goal will be for students to acquire internal academic habits that allow them to schedule their time responsibly, be prepared for all classes, and own their individual behavior – all through developing a powerful sense of responsibility. **Develop the Power of Integrity.** Individuals who live up to their word, and who consistently strive to do the right thing, develop powerful internal moral compasses and life-sustaining reputations as trustworthy leaders in the world of school, work, and community. Students will be explicitly taught how they can demonstrate the core value of Integrity in their daily lives. They will study social justice leaders across our curriculum who have demonstrated the value of standing up for what is right even when it was the unfavorable choice and doing the right thing when no one was looking. Students will be taught concrete examples of and the power of honesty and what “doing the right thing” looks like; as students get older, those abstract concepts of abiding by an ethical code will be taught at increasingly mature levels. The result will be a strong sense of self and development of an internal code for doing what is right - an integral part of leadership development that will ultimately prepare students to lead in college and in their communities. **Develop the Power of Team.** Perhaps one of the most powerful tools for our multi-cultural democracy and modern world is that of team. Students will be representing a variety of identities, as Black Rock/Riverside is a main location for refugee resettlement. Honoring each of these identities, we will also focus on making one out of the many, with the powerful value of Team. Students will be taught how to work as a team and how to engage respectfully with each other no matter their background. Flags representing different countries, images of diverse leaders, translated signs and cultural celebratory events will drive our school’s belief that all identities should be explored and celebrated, and through the beauty our diversity, we will build one team – the Nickel City Prep team. The result will be higher academic performance because students will feel valued and connected and they will be united in their common excitement for learning and reaching ambitious goals so that they can excel in college and lead in their communities.

With the promise of higher standards and the opportunity for all to achieve those standards, we believe that data-driven instruction leads to dramatically improved achievement. Drive Decisions through Data. We believe that the only way to ensure that our instruction is successful in meeting the needs of all students is to use data to determine where students are academically at multiple points throughout each day, week, month, trimester, and year, and where we need to push them to be at each point along that continuum. According to top performing charter schools, “[Y]ou must use rigorous formal and informal assessment tools - from quizzes and tests to exit slips and homework - to collect data that helps [teachers] adjust their instruction to meet students’ needs.”⁹⁰ We will collect, analyze and respond to data on a regular basis: annually, we will respond to yearly trends as seen in NYS Testing results by identifying strong and weak performance on particular standards that will inform future instructional, curricular, and professional development decisions; at a trimester level, data will be analyzed from NWEA MAP in Reading and Math, drawn from our beginning-of-year diagnostic evaluation, mid-year evaluation, and summative end-of-year assessment to ensure that students are growing

⁸⁹ Responsibility checks are completed each morning to ensure students are responsible for their academic materials at Memphis RISE, a TN Reward School incubated and supported through Building Excellent Schools. www.memphisrise.org.

⁹⁰ Greenhouse Schools in Boston” TNTP. 2014. https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_in_Boston.pdf.

sufficiently in Reading and Math.⁹¹ Teachers will evaluate STEP data five times per year. Weekly, grade level teams will have vertical planning sessions during which they will evaluate data and interpret what specific skills look like across grade levels to produce or reinforce identified trends. For example, if teachers are using a RACE (Restate, Answer, Cite Evidence, Explain) rubric to evaluate student writing and they identify that as a grade level 48 of 54 students are struggling with citing evidence, the grade level team will work together to develop ways to reteach this skill. On a daily basis, exit tickets will be evaluated after each class period to identify small group instruction during Response to Intervention (RTI) as well as the next day's lesson. RTI will allow teachers to develop individualized supports for students so that they can understand the content.⁹² At a classroom level, students will be assessed daily to ensure that they are understanding the lessons being taught and in order to strategically arrange small group instruction for optimal growth. Teachers will be provided with two hours weekly during abbreviated Wednesday schedule and co-planning meetings to analyze assessments to create individualized supports for their students. We believe that taking the time to analyze data will allow teachers to identify misconceptions and then provide the supports to correct these, and that well-analyzed data first informs clear and targeted action plans for the adults and then informs clear and measurable growth for students.⁹³

With a village of commitment, communication, and support, we believe that building authentic, mission-driven partnerships with parents and guardians is mission-critical. Engage with Families in Authentic and Continuous Ways. According to parents/guardians in Black Rock/Riverside, families often feel like they have been unaware if their child is struggling in school, or if their child is reading on grade level. Families indicate that the most communication they have with a school is when their child is involved in behavioral issues.⁹⁴ In response, we have designed a communication system with families that allows us to stay in constant communication about their student's ongoing academic progress. The first step in this system is building a strong and committed relationship with each individual family, which begins with spring Home Visits after the close of our enrollment period and lottery; Home Visits allow school leaders to "understand the hopes of the family and clearly outline the expectations of the school."⁹⁵ After we have established that positive foundational relationship, we will invite students and families to join all teachers for lunch one day of their summer PD so that teachers, parents, and students can further strengthen their relationship. Our first day of school will include a positive phone call to each family about one strength that their child exhibited that day. This line of communication will continue to be strengthened through biweekly phone calls from teachers and monthly emails and newsletters from leadership and grade level teams. Daily reports will be provided so that parents can communicate specific questions and see how their child is doing each day.⁹⁶ As a result of the constant interaction there will be increased parent engagement in activities at school and their student's academic work. Parental engagement reinforces the foundation in

⁹¹ NWEA MAP establishes annual growth goals and RIT scores indicating that student is on track for HS graduation; Building Excellent Schools' data team has built out more ambitious growth goals and RIT scores aligned not to high school graduation but to college readiness. We will use both the MAP guidelines and BES guidelines to consistently measure our students' achievement against a national cohort, our BES cohort, high school graduation readiness, and college readiness.

⁹² Daily exit tickets that inform small group instruction to inform necessary individualized supports for students take place in many high-quality schools like Roxbury Prep in Boston, MA, as well as BES school Purpose Prep in Nashville, TN and RISE Mayoral Academy in Woonsocket, RI.

⁹³ At Roxbury Prep in Boston, MA, teachers evaluate student work for common misconceptions during planning periods and use that information to inform support.

⁹⁴ Findings from meeting with families in the Riverside community who have students enrolled in typical public schools.

⁹⁵ Joelle Formato, Leader of BES school Persistence Preparatory in Buffalo, NY, spent time with each family over the summer.

⁹⁶ Schools like Purpose Prep in Nashville, TN and RISE Mayoral Academy in Woonsocket, RI communicate with families through daily reports.

academics and holds students accountable to the standards at home as well as school. We will strengthen this relationship through daily communication logs to allow parents and teachers to communicate specific information to one another in a timely manner⁹⁷, monthly newsletters, and monthly family events, focused on student growth and achievement, reinforcing a mission-driven partnership between home and school.⁹⁸

B. CURRICULUM

Our mission is to educate all K-5 students with the academic foundation necessary to excel in college and lead in Buffalo. Our curriculum must ensure that students develop a strong elementary foundation so that they can be successful in middle school, high school, and college and lead in our community. Nickel City Prep will provide a rigorous and engaging curriculum that aligned to the New York State Next Generation Learning Standards (“NYSNGLS”) and will support all learners including MLLs/ELLs, students with disabilities, and at-risk students.

Curriculum Selection and Development. Our curriculum will be developed through an intensive vetting system to ensure full alignment to the NYSNGLS and the level of rigor required for us to meet and exceed the expectations of Benchmark 1 of the Charter School Performance Framework.⁹⁹ Students will be on track to score proficiently (3 or higher) on the NYS Math and ELA Assessments in all tested grades. We will access publicly available, proven material, and develop internally-created supplemental material to ensure a comprehensive academic program designed to meet the needs of all students. Our selections are highly informed by high-performing urban charter schools with populations similar to ours and a proven track record of alignment to the rigors of our state’s standards.¹⁰⁰ Teachers will be provided with curriculum maps, scopes and sequences, unit plans, daily lesson plans and all end of unit assessments. Curricular materials will be organized and developed by the Head of School in Years 1 and 2 and by the Director of Curriculum and Instruction in Years 3 and beyond.¹⁰¹ The Head of School will ensure that curriculum is vertically aligned across grade levels, demonstrating what skills are necessary to build upon from grade level to grade level and how the focus of each grade level draws from that which preceded it and supports the foundational needs of the grade which succeeds it. The Head of School in Y1 and Y2 and Director of Curriculum and Instruction in Y3 and beyond will ensure horizontal alignment across each grade level so that necessary skills for grade level mastery/conceptual understanding are mapped out and reinforced across subjects. Instead of developing curriculum, teachers will focus on internalizing curriculum, analyzing student work, and mastering key instructional practices and techniques. We know that “[h]igh levels of student learning depend on adult mastery of content, the caliber of adult questioning, and the quality of the demands adults place on kids’ thinking.” For that reason, rigorous intellectual preparation of adults is key to our academic design.¹⁰² Teachers will use a unit and lesson intellectual preparation protocol (“IPP”) which the Head of School, joined by the Director of Curriculum and Instruction in Y2, will introduce and model during summer PD and monitor and support during

⁹⁷ High-poverty/high-achieving schools like BES schools Purpose Prep and Nashville Classical communicate through daily family reports.

⁹⁸ For more detail on operational details for family engagement, refer to **Section II.G.**

⁹⁹ http://www.p12.nysed.gov/psc/documents/9-4-2015CSPerformFrame082015_MM_SM-changesaccepted.pdf.

¹⁰⁰ High-performing schools such as RISE Prep in Woonsocket, RI and Elan Academy in New Orleans, LA use blended curriculum from publicly available resources and internally created resources and have at least 65% of their students reading at or above grade level. For Letter of Support from RISE Prep, refer to **Attachment 2c.**

¹⁰¹ While the DCI comes on in Y2, that year will be used for the HOS to train the DCI in curriculum development protocols for Nickel City Prep.

¹⁰² Moskowitz, Eva. “For High Levels of Student Learning, Intellectual Prep for Adults is Key” Linked In. 2017.

weekly intellectual preparation meetings. The main components of this protocol include the following: understanding the big idea, reading necessary materials, identifying key student misconceptions, and creating strategies to support student learning, providing accommodations or modifications for students, creating student exemplars, practicing lesson delivery, and posting prepared lesson plans. For more information regarding specific IPP guidelines, please refer to **Attachment 3b. Curriculum Evaluation**. Through annual review of STEP, NWEA MAP, and NYS assessment outcomes conducted at the end of each testing cycle and most formally at the end of each academic year, we will evaluate our academic data to ensure our curriculum is meeting the needs of all students and allowing us to meet or exceed the expectations of Benchmark 1. The Head of School will create a plan that addresses trends identified in the data that illuminate gaps in curriculum and will do so through a question-by-question, standard-by-standard, and skill-by-skill analysis protocol. We will disaggregate these by subgroup to reveal inconsistencies, gaps, or needs across different types of learners. Improvements and replacements will incorporate feedback from teachers to ensure our program remains rigorous. We will examine the results of similar schools in our city and state to compare results and examine their curricular choices to ensure we are remaining abreast of current impactful practice. In Y3, the development of Grade Level Team Leads will join the Head of School and Director of Curriculum and Instruction and Coordinator of Student Support (NY licensed special educator) in determining curricular shifts or adaptations, which will simultaneously support the building of a strong leadership bench by providing “real-life exposure” to future tasks they might take on.¹⁰³

Curriculum Approach for Literacy. We expect that 87%¹⁰⁴ or more of our students will be from lower socioeconomic households and we know that “[c]hildren whose family incomes are at or below poverty level are especially likely to struggle with reading, a pattern that emerges early and strengthens in the elementary school years.”¹⁰⁵ We have allotted a total of 200 and 170 minutes for literacy instruction daily for our K-2 and 3-5 students, respectively. Our literacy program is comprehensively designed to engrain a love of literacy and create lifelong readers. While not unique across the larger national education reform landscape, our extended and prioritized, multi-modality approach is unique to families residing in Buffalo, and particularly within the community of Black Rock/Riverside. To combat the current 23% rate of students reading on grade level, for K-2 students this expanded and prioritized time will be comprised of Read Aloud (20 minutes), Shared Reading (20 minutes), Guided Reading (40 minutes), Phonics (40 minutes), Blended Learning (40 minutes), Grammar and Writing (40 minutes); for 3-5 students, it will be comprised of Close Reading (50 minutes), Novel Study (60 minutes), DEAR (20 minutes), and Writing/Grammar (40 minutes). Curriculum will be constructed from various resources relying heavily on the high-quality work at Achievement First and Success Academy. Both serve high populations of at-risk youth, MLLs/ELLs, and students with disabilities and are outperforming their local and state counterparts. All selected literacy programs will ensure a balanced approach as outlined and supported by the National Reading Panel. According to best practices, a balanced literacy method “evaluates children’s reading competence in many ways”

¹⁰³ Conger, Jay A. “Developing Your Leadership Pipeline” The Harvard Business Review. 2003.

¹⁰⁴ Based off of the average enrollment statistics of elementary schools in 14207.

¹⁰⁵ Hemphill, Lowry. “The Importance of Early Vocabulary for Literacy achievement in High-Poverty Schools”. Journal of Education for Students Placed at Risk. 2008.

instead of keeping them in isolation.¹⁰⁶ This explains our approach to teaching various components of literacy instruction through rotating literacy centers with a student to teacher ratio of 9:1 focusing on guided reading, phonics, and blended learning.

Figure 2.1: Literacy Curriculum			
Grade Level	Component	Description	Materials
K-2	Read Aloud (20 mins.) 27:1 student to teacher ratio	Read Aloud allows students to engage with text read by teacher. The teacher is modeling fluency and asks questions (factual and inferential) to check for comprehension. According to Colorín Colorado, Read Aloud is a critical way to “engage ELL students with the story, brought in content-area connections, and included informal assessment to check comprehension.” ¹⁰⁷ Students will interact with different genres and understand how to pull out common elements found in each genre.	Text lists and framework from Achievement First
	Literacy Rotation 1: Guided Reading (40 mins.) 9:1 student to teacher ratio	Students will be grouped by reading levels into groups no larger than 10 students to allow for “meaningful literacy experiences.” ¹⁰⁸ Small groups allow teachers to provide necessary individualized attention and will be determined by data from STEP assessments. Teachers will focus on the development of foundational reading skills, fluency, and reading comprehension.	Fountas and Pinnell Guided Reading Collection and internally developed lessons
	Shared Reading (20 mins.) 27:1 student to teacher ratio	Students as a whole group closely read the same text the teacher is reading expressively to the class; students work on decoding, fluency, and reading comprehension skills. The teacher models fluency and expressive reading, and students practice habits of discussion with peers. Implicit and explicit vocabulary instruction will also occur during Shared Reading, including previewing words, daily word study, and context study in texts. Vocabulary words will be posted around the classroom and students will have many opportunities to use them throughout the academic day.	Internally Created Resources aligned to NYSNGLS
	Literacy Rotation 2: Phonics (40 mins.) 9:1 student to teacher ratio	Students will learn letter-sound correspondence, blending and decoding. We will use Reading Mastery, a proven phonics program used by many of the highest performing charter schools in the nation and across New York State.	Reading Mastery
	Literacy Rotation 3: Blended Learning (40 minutes) 1:1 student to chrome book ratio	Blended learning allows students to work individually on chrome books, using such platforms as iReady to practice reading skills at their individual level.	iReady
	Spelling (combined w/ Writing & Grammar for 40 mins.) 14:1 student to teacher ratio	Through a hands-on approach, students will learn spelling rules and patterns. The word study and spelling program will align with and compliment the Reading Mastery phonics scope and sequence to allow students to develop encoding and decoding skills simultaneously.	Words Their Way
	Writing & Grammar (combined w/Spelling for 40 min.) 14:1 student: teacher ratio	Students will be provided time to practice strong writing and grammar skills, so that they can learn how to articulate and express their thoughts.	Lucy Calkins/ Step Up to Writing
3-5	Close Reading (50 mins.)	Students analyze text to develop a deep and sophisticated understanding. Carefully designed questions will push students to	Success Academy/ Achievement First

¹⁰⁶ “A Balanced Approach is Best for Teaching Kids How to Read”. The Conversation. 2015.

¹⁰⁷ www.colorincolorado.org.

¹⁰⁸ <http://www.warriorridgeelementary.warrencor3.org>.

	14:1 student to teacher ratio	think critically about the text and will inform the teaching and practice of text annotation, understanding author's purpose, citing text evidence, and pulling out themes found in the text.	
	Reading Comprehension (integrated into Close Reading and Novel Study blocks) 9:1 student to teacher ratio ¹⁰⁹	Students will be grouped by reading levels for part of the block. Teachers will provide necessary individualized attention and will be determined by data from STEP assessments. Teachers will develop students' reading comprehension skills that align to the novels that are being studied, and includes vocabulary study.	Success Academy/ Achievement First
	Novel Study (60 min) 14:1 student: teacher ratio	Students will study novels that challenge their critical thinking skills.	Success Academy/ Achievement First
	Drop Everything and Read ("DEAR") (20 mins.)	DEAR develops a love of independent reading and builds students' stamina. Students keep a log of how much they have read and complete 20 minutes of independent reading at home each night, including parental signature. Students will have the opportunity to write book summaries and present this work to their peers. ¹¹⁰	Classroom library texts
	Writing & Grammar (40 mins.) 14:1 student to teacher ratio	Students begin to develop paragraphs in written responses and grow shorter pieces into essays by end of grade 5, aligned to NYSNGLS. They practice and master writing process, including brainstorming, drafts, revision, edits, and final publishing. Students learn rules for writing, reading, and speaking the English language. We also teach foundational grammatical skills.	Lucy Calkins/ Step Up to Writing

Curriculum Approach for Math. Through our unique Math program which nearly doubles the amount of time devoted to math and with a literacy-rich and conceptually framed approach, students will be able to master algorithmic fluency and conceptual understanding of math in our world. Our math program is comprised of calendar math, cognitively guided instruction ("CGI"), and daily direct math instruction. All curriculum will align with NYSNGLS and will allow students to develop the three aspects of rigor, "conceptual understanding, procedural skills and fluency, and application."¹¹¹ The emphasis on conceptual understanding, development of strategies, and fluency allows students to truly understand the rationale behind mathematic algorithms and to develop the depth of conceptual understanding that allows them to explain their thinking and have an intellectual platform on which to build more advanced math study in the upper grades.

Figure 2.2: Math Curriculum			
Grade Level	Component	Description	Materials
K-5	Calendar Math (10 mins.) ¹¹²	Calendar Math time will be used to preview, review, practice and discuss math concepts focused on place value, real world connection, and fluency.	Every Day Counts Calendar Math
	CGI (40 mins.)	During CGI, students will take an inquiry-based approach to solving problems that encourages learning from peers and building upon mathematic strategies.	Resource: <i>Children's Mathematics: Cognitively Guided Instruction</i> .
	Math (60 mins.)	During Math block, students will master a "conceptual understanding alongside the procedural skills and fluencies: they understand why the algorithms work." ¹¹³	Engage NY

¹⁰⁹ ENL and/or Special Education teachers will be scheduled to push into Novel Study and/or Close Reading blocks to provide small group leveled instruction.

¹¹⁰ Students will present during Friday Morning Circle time.

¹¹¹ Rola, Holly. "Developing Conceptual Understanding Alongside Procedural Skill". Achievement Network. 2015.

¹¹² Calendar Math is only for grades K-2.

¹¹³ Ibid.

Curriculum Approach for Science. Our Science program (80 mins. per week in K-2 and 160 mins. in 3-5) will encourage literacy, critical thinking, understanding and solving real world problems, and strong habits of discussion. Students will engage with relevant and rigorous essential questions that use an inquiry-based approach to solving through the implementation of experiments. We will pull from Engage NY and Full Option Science System (“FOSS”), both of which align to NYSNGLS. Students will use hands-on activities to create a hypothesis, implement an experiment, collect data, and analyze information, which will provide multiple authentic opportunities to apply previously learned literacy strategies.

Curriculum Approach for Social Studies. Our Social Studies program (80 mins. per week in K-2 and 160 mins. in 3-5) will encourage literacy, understanding, solving real world problem, culturally responsive topics, and analyzing both primary and secondary texts. We will use curriculum materials from Achievement First and Core Knowledge aligned to the NYSNGLS. Students will learn about leaders, cultures, and religions across the globe. They will be able to apply previously learned literacy strategies across the Social Studies Curriculum.

Curriculum Approach for Social Emotional Learning. Uniquely designed for the needs of our community, we provide a values-based education that aligns to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) Learning Standards. Values-based instruction will occur daily through Morning Circle (15 mins. 4 days/week), Closing Circle (10 mins. 5 days/week) and Community Circle (25 mins. 1 day/week). Students from a variety of linguistic and experiential backgrounds, often infused with stress and trauma of relocation and economic instability, as well as those from highly impoverished and often illiterate homes, with its own set of stress factors, will learn various social emotional learning competencies, using age-appropriate learning tools. We will draw from Second Step and Better World Ed, both of which have been used successfully in supporting at-risk youth and MLL/ELL populations.¹¹⁴

Curriculum Approach for Physical Education (PE) and Performing Arts. PE will occur for 40 minutes three times/week, meeting the NY State requirement of two hours/week.¹¹⁵ Performing Arts will take place 40 minutes two days/week, alternating with the PE Curriculum. Though these courses are considered enrichment, they will still follow the same process as our other content areas by including vertical alignment documents, curriculum maps, scope and sequences, unit guides, lesson plans, and regular assessments. Both courses will be aligned to the NYSNGLS and will be used to further our values-based educational model through teaching Growth Mindset, Responsibility, Integrity, and Teamwork as it applies to these areas.

C. INSTRUCTION

Instructional Methods. High-quality instruction drives academic performance through rigor of materials and assessments, engagement in classroom learning, and through targeted supports. We define rigor as: having high expectations for student work that addresses grade level standards and expectations; requiring students to explain their thinking in clear, accurate, and text-based ways verbally and in writing; differentiating materials and strategies so that all learners are interacting with the same level of challenge; and pushing students to think critically,

¹¹⁴ <https://www.Secondstep.org> and <http://www.Betterworlded.org>.

¹¹⁵ <https://www.shapeamerica.org/advocacy/son/2010/upload/New-York-profile.pdf>.

using prior knowledge, deep thinking, and inferential observations and articulate their thought process to peers and teachers.¹¹⁶ We define engagement as: students consistently working with culturally responsive, standards-aligned curriculum that encourages attention, curiosity, interest, and passion for learning; students being assessed in authentic and intellectually demanding ways aligned to state and national standards; students being excited by their growth and working towards goals that they have helped to name and specify. To deliver on our promise of rigorous and engaging instruction for our students, all instructional methods are selected to put the greatest degree of thinking work on our students through effective, pre-planned questioning techniques that cumulatively spiral to develop strong critical thinkers. Buffalo Public Schools (“BPS”) was recently studied in The New Teacher Project’s “Opportunity Myth” where researchers ultimately quantified what we have known to be true for so long: students of color and students of low socioeconomic status are not provided with instructional methods necessary for them to be successful. The study identified that the four key components leaving students unprepared for college the lack of (1) high expectations, (2) deep engagement, (3) strong instruction, and (4) grade appropriate assignments. The study found that “while two thirds of students succeeded on their assignments, only 17% demonstrated success against the grade level standards.”¹¹⁷ This disproportionality is all too common in Buffalo. The selection and codification within internal instructional playbooks outlining and capturing our instructional methods are in direct response to this need in order to ensure a rigorous academic K-5 school with high levels of student engagement. All selected methods, which together will become the Nickel City Way of Instruction, have proven effective across several high-performing schools with similar demographics including multiple BES schools including RISE Mayoral Academy in Woonsocket, RI, Purpose Prep in Nashville, TN, and Persistence Prep in Buffalo, NY,¹¹⁸ as well as the Uncommon Schools, Achievement First, and Success Academy networks, and are based off the teachings from *Teach Like a Champion* and *Great Habits Great Readers*.

Teacher Models Across Grade Bands. Data drives instruction and small group instruction allows for more targeted teaching. To accomplish both, we use a powerful instructional technique through our staffing of a two-teacher model across all grade levels to ensure a strong flexible grouping model to target intervention and “move from one zone of proximal development level to the next.”¹¹⁹ This staffing-based instructional method allows us to differentiate small groups and provide individualized supports for all students; we will use the data (NWEA MAP, STEP, Interim Assessments) to regularly change groups based on student need. Our students with disabilities, MLLs/ELLs, and those at risk will benefit greatly from having two certified teachers in each classroom. One study found that when MLLs/ELLs were given small group literacy instruction, they outperformed students in overall reading achievement and that “[d]ifferences were statistically significant on measures of phonological awareness, word attack, word reading, and spelling.”¹²⁰ Two teachers will share instructional duties within one classroom, creating a student teacher ratio of 14:1. This will allow for increased small group instruction and

¹¹⁶ Lemov, Doug. “The First Answer is Rarely Sufficient: A Common Opportunity for More Rigor”. Doug Lemov’s Field Notes. 2017. www.teachlikeachampion.com.

¹¹⁷ “The Opportunity Myth”. The New Teacher Project. 2018

¹¹⁸ For Letters of Support from each of these school’s founding and continuing leadership, please see [Attachment 2C](#).

¹¹⁹ Williams, Virginia. “Four Reasons Why Flexible Grouping is a Powerful Force for Learning”. NWEA. 2015.

¹²⁰ “What Research Says About.../Small-Groups Intervention for ELLs.” ASCD Express. April 2009.

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx.

differentiation to build a strong foundation in literacy to prepare our students to excel. Small group instruction for students with disabilities and MLLs/ELLs “provides students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students.”¹²¹ When considering the benefits to students with disabilities, this “grouping format for reading instruction, small groups were found to yield the highest effect sizes (Elbaum, Vaughn, Hughes, Moody, & Schumm, 2000).”¹²² In our co-teaching model, one teacher will be primarily responsible for leading ELA and Social Studies, while the other will be responsible for Math and Science.¹²³ This division of duties allows each teacher to be an expert in each content area, which allows for a deeper internalization of curriculum and thorough understanding of data.

Habits of Discussion. “[T]o build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations.”¹²⁴ Developing effective habits of discussion allows us to provide students with a strong academic foundation in communication skills, evaluation of their own and other’s thinking, expressing their thought process, and articulating their answers.¹²⁵ These habits allow for the quality of critical comprehension in the classroom to be rich and complex to promote a strong foundation to excel in college and career. Given the rich diversity of languages in our target community and our expectation that anywhere from 13-36% of students will come identified as MLL/ELL, this instructional technique is shown particularly critical for academic success: “ELLs need the opportunity to hear language in authentic and varied contexts. . . . to produce language in contextualized and purposeful ways. . . [and] benefit from redundancy of ideas and their related vocabulary.”¹²⁶ Teaching good habits of discussion will allow students to successfully use critical thinking skills to analyze a text and lead fellow students to richer comprehension of that text across content areas. We will train teachers to master: the power of prompting, learning to share, and learning to build. The power of prompting is what encourages students to produce longer, more developed answers and active listening to others. Learning to share requires instruction on talking in turn, speaking audibly, speaking in complete sentences, and directing discussions to other peers. Should a student answer a question by saying, “The main character of the story feels sad because he is lost,” if strong Habits of Discussion have been built another student may build on this response by saying, “Erin, I would like to build on your response because I think that the main character feels sad because he is lost and because he is going to miss the parade.” This is beneficial for MLLs/ELLs to develop oral language skills because it provides “the foundation for literacy development....(ELLs) need daily opportunities to learn and practice oral English in order for their literacy skills to flourish.”¹²⁷ Our focus on Habits of Discussion connects directly with our commitment to Social Emotional Learning and is supported through our Better World Ed and Second Step curricula. Students will learn how to use their words to engage in respectful conversations to resolve conflicts and learning to build on others’ ideas requires students to extend their thinking and to elaborate for deeper comprehension. Habits of Discussion in lower

¹²¹ Sharon Vaughn, Marie Tejero Hughes, Sally Watson Moody, and Batya Elbaum, *Intervention in School and Clinic*, Vol 36, No.3, January 2001 (pp.131-137).

¹²² Vaughn, Sharon, et al. “Grouping Students who Struggle with Reading.” <http://www.readingrockets.org/article/grouping-students-who-struggle-reading>.

¹²³ In K-2, math lead teacher will teach Science and Social Studies to allow the ELA lead teacher adequate planning time for the 200 minutes of literacy instruction.

¹²⁴ Next Generation New York State Learning Standards.

¹²⁵ Bambrick-Santoyo, Paul *Great Habits Great Readers*.

¹²⁶ Knight, Nicole. “Why are Academic Discussions So Important for our ELLs?” <https://www.teachingchannel.org/blog/2014/10/24/academic-discussions-and-english-language-learners-ousd>.

¹²⁷ “Teaching Diverse Learners.” <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/>.

elementary (K-2) focus on training the habits that will be maintained in upper grades. For example, a teacher will focus on the skill of “listen and talk only in turn” and ensure students are doing this by modeling “hands down” when one student has been called on, all other students must put their hands down. Habits of Discussion in upper elementary (3-5) help students construct viable and respectful arguments with peers. These take the form of sentence stems that allow students to access the language to have these respectful and academically engaging conversations – of specific benefit to students with disabilities and MLLs/ELLs by giving them a starting point for language skills. Examples include: Can you clarify what you mean by that? Why do you think that? I agree with you because... I disagree with you because... I would like to build upon your answer by saying... Another way to solve the problem is...”

Aggressive Monitoring. The academic need in Buffalo is chronic and profound and requires a level of urgency to change the trajectory of our students’ lives and the narrative of communities like Black Rock and Riverside. Nickel City Prep believes in urgency, and we know that it will be mission-critical that teachers aggressively monitor student work during daily independent practice. Aggressive monitoring requires teachers to analyze student work during completion to check for understanding and provide immediate, targeted feedback against a high standard of completion. This quick delivery of feedback allows students to unpack misconceptions, rectify errors in real time, and push constantly towards exemplary work. In preparing for aggressive monitoring, teachers will identify clear monitoring pathways in the classroom to ensure that each student receives feedback at least one time during independent practice. These pathways will be efficient and will intentionally sequence feedback to ensure that students who need the most support are provided with attention early in the independent practice cycle. Aggressive monitoring ensures that students are being held accountable for the work they are required to complete to master the content being taught. They are aware that as soon as they are given a task, teachers will be circulating, ensuring they urgent in their completion. In this approach, which at its core is data-driven instruction, our teachers are giving feedback in the moment as they use data to inform their next teaching moves in the lesson to make the most of every academic minute. Through this process we can best serve all students in a “responsive and differentiated method to maximize academic progress.”¹²⁸

Close Reading. This will be a key instructional method used consistently across grade levels although the time and complexity will adjust to appropriate grade levels.¹²⁹ This time will be dedicated to “creating interpretations and discussions...grounded in a comprehensive understanding, introducing complex texts, and developing ‘language sense’ through understanding syntax, structure, and rhythm.”¹³⁰ Close Reading will push students to deeply analyze grade level text while practicing text annotation, identifying author’s purpose, citing text evidence, and pulling out textual themes. Through teacher and peer modeling, students will dive deep into a complex text and consider author’s purpose, central ideas, and language shifts through a process of analysis, ultimately allowing our students to critically think about the text and develop true meaning. This process will particularly benefit our youngest and most at-risk students who cannot yet decode or analyze grade level text independently.

¹²⁸ “Data Driven Instruction.” *Children’s Literacy Initiative*. 2015. www.cli.org.

¹²⁹ See **Attachment 3** to see how close reading lives under shared reading in K-2 as opposed to a stand-alone class in grades 3-5.

¹³⁰ Lemov, Doug. *Teach Like a Champion 2.0* San Francisco, CA: Jossey-Bass, 2010. Print.

Ratio. Through continuous practice and problem-solving students gain a deeper conceptual understanding of content, and students will be responsible for the “heavy lifting” throughout their day. During CGI, students will engage in productive struggle with math problems and practice explaining their strategies. In Performing Arts, students will practice performance skills through monologues, full scenes, and eventually full-scale productions. Students will be tasked with understanding their character and providing objectives for performance choices. Putting the cognitive lift on students is key to developing critical thinkers prepared to lead. According to Bloom’s taxonomy there is a hierarchy of student tasks that increase the level of cognitive lift that a student is required to do; the lowest level is knowledge, next is comprehension, then application, followed by analysis, synthesis and the highest level of evaluation.¹³¹ To put the lift on analysis, synthesis, and evaluation, it is important to engage students in academic work that allows them to design, assemble, develop, argue, defend, value, and experiment.

Cognitively Guided Instruction (“CGI”). We will use CGI, proven effective in developing mathematical conceptual understanding in high-performing urban charter schools with similar demographics such as BES schools RISE Prep Mayoral Academy and Purpose Prep¹³² along with nationally recognized charter networks. CGI is a “student-centered approach to teaching math that starts with what students already know and builds on their natural number sense and intuitive approaches to problem solving.”¹³³ Students will use manipulatives and flexible strategies to solve complex, yet strategically scaffolded math questions. In a lower elementary lesson, students begin as a team and listen to the math problem told by the teacher and then retell the story three times to ensure retention. Students then independently work to solve the problem using manipulatives, visuals, or equations. While students work, the teacher circulates to evaluate student work, collect data on student performance, and strategically select students to present their thinking to the class. Students return to the carpet and the selected students explain their thinking and mathematical steps used to solve the problem. This results in students learning multiple strategies from peers. The students guide the strategy discussion and build upon one another’s thinking in order to develop deep mathematical understanding.

Anchor Charts. Nickel City Prep believes in providing our students with resources that they can then utilize to further their own independent academic practice. An anchor chart is a visual resource that summarizes a key point or strategy for students to access while working independently. All classrooms will have consistent anchor charts so that students can use the common strategies to drive their academic achievement. Our anchor charts will act as key teaching tools while introducing students to new content and will be placed strategically around the room for students to access independently. For example, if a first grader is learning about character feeling they will be able to refer to a chart that has an image of a character with labeled feelings, a table that explains what the character says, and how that shows what the character feels. Visual aids “provide a different form of explanation and provide students with information that they may not have understood if it was presented to them in written or spoken form. Providing this model as the students are taken through the task verbally eliminates ambiguity

¹³¹ Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives* (Complete ed.). NY: Longman.

¹³² For Letters of Support from both schools, please see [Attachment 2C](#).

¹³³ Carpenter, Thomas P. *Children's Mathematics, Cognitively Guided Instruction*. Portsmouth, NH: Heinemann, 2015.

and gives the messaging in more than one way.”¹³⁴ These visual aids are imperative for our students who are visual learners and our students who are MLL/ELL.

Instructional Taxonomies. High-quality instruction is rooted in the best practices outlined by Lemov in *Teach Like a Champion 2.0*. To spend the appropriate amount of time on specific targeted taxonomies each month will focus on two, building to a skillset of 20 by the end of the academic year. Teachers will be introduced to these taxonomies during our Summer Professional Development and will spend significant time practicing them with feedback from instructional coaches. Throughout the year, instructional coaches will support teachers in their development of these monthly taxonomies through live coaching, weekly professional development, and practice in coaching meetings. **Figure 2.3** outlines the instructional taxonomies that Nickel City Prep staff will be proficient in utilizing with students across classrooms.

Figure 2.3: Instructional Taxonomies	
Instructional Taxonomy	Criteria For Success
Do it Again	Teachers have students do a routine again if it was not done properly to create a culture of high expectations.
Positive Narration	Teachers acknowledge students who meet expectations immediately by using the sentence frame of “I see” which encourages other students to meet the expectation.
Strong Voice	Teachers stand and speak with purpose. They square up their bodies to face their audience, use a formal register, and stand still to effectively deliver material.
What to Do	Clear precise directions that uses few words allows for effective communication to students, eliminates questions, allows them to begin the task sooner and know expectations.
Precise Praise	Teacher praises specific student actions for both behavioral and academic expectations. This allows students to understand exactly what they are doing well so they can replicate it again.
Cold Call	Teacher calls upon students who do not have their hands raised in order to create a culture of consistent thought and development of answers.
No Opt Out	This ensures that students take responsibility for their learning by calling on other students to provide support when a student is struggling to produce an answer. Once they are given peer support, the teacher returns to the student that was struggling.
Warm/Strict	Teacher has a bright face while giving clear directions, if they are not met they provide the rationale and remain focused on the desired behavior.
Right is Right	Teachers develop clear expectations for what they want of students and then develop follow up questions until students produce an answer that is 100% correct.
At Bats	This creates culture of growth and development by allowing all students time to practice for mastery.
Turn and Talk	Teacher pairs specific students together to discuss academic material to then share out with the class. This creates a culture of community and encourages positive habits of discussion.
Targeted Questioning	Teacher plans questions prior to the lesson that are targeted at specific students and delivered efficiently. This emphasizes a culture of data-driven instruction and urgency.
Call and Response	Teacher asks questions that require whole group response, increasing engagement and joy.

¹³⁴ Echevarria, J., Vogt, M. & Short, D.J. (2010). *Making Content Comprehensible for Elementary English Learners. The SIOP Model*. Pearson.

Joy Factor	Teacher includes cheers or chants into the academic day, increasing student engagement in academic work.
Positive Framing	Teacher uses a positive tone when administering feedback and avoids calling out specific students names. This creates a positive culture focused on opportunities for growth.
Stretch It	Teachers encourage students to elaborate on original answers by asking a follow-up question.
Control the Game	Teacher models and encourages students to read in expressive voices and jumps from student to students in an unpredictable manner, encouraging engagement during academic time.

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

Our Belief. At Nickel City Prep we believe in high-quality education for all students. We anticipate having a diverse student population with a wide range of needs and have designed a rigorous instructional model focused on data-driven instruction and targeted supports for all learners. We have a legal and moral obligation to set ambitious, yet achievable goals for students and provide the supports necessary for them to meet those goals. We will provide all students with a free and appropriate education (“FAPE”), will follow all state and federal requirements, and will do this through a three-tiered responsive approach to student interventions. Driven by our belief that data drives instruction, we will continually use data to inform our academic decisions, always maximizing accommodations while minimizing modifications. Teachers will be consistently assessing students to ensure that they are getting what they need and providing any supports necessary to drive academic success.

RTI for Academics. “As a school-wide prevention approach, RTI includes changing instruction for struggling students to help them improve academic skills and behavior. To meet the needs of all students, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and behavioral problems from becoming larger issues.”¹³⁵ Nickel City Prep will use a three-tier academic RTI approach that will be followed with fidelity by all staff members. The Head of School and Coordinator of Student Supports will be tasked with effectively monitoring all aspects of the RTI process. Accurate and prompt data analysis to drive all tiers of intervention is critical and will occur during a weekly review process. Data that will be reviewed includes, but is not limited to: daily exit tickets, weekly quizzes, interim assessments, STEP assessments, and NWEA MAP data. The first tier will be the benchmark level for all students and are the supports we have already provided through our high-quality instruction. These will meet the needs of approximately 80% of students and include a two-teacher model, small group instruction, daily interventions, and a prioritized focus on the establishment of foundational literacy skills. The second tier is a more targeted level of intervention and involves providing work that is modestly accommodated for struggling students, as well as targeted small group instruction. This is for the students who are performing in the bottom 20% on MAP and STEP performance and includes more targeted intervention such as reducing the ratio of small groups and providing push in or pull out services by one of our special education teachers. A Special Education certified teacher will provide support during our daily choice time/intervention block (20 minutes, 4 days per week). Data will be collected at the end

¹³⁵ “New Roles in Response to Intervention” Nov 2006. <https://www.asha.org/uploadedFiles/slp/schools/prof-consult/rtiroledefinitions.pdf>.

of each day and reviewed weekly by the Coordinator of Student Supports and Head of School. The third tier is the most intensive level that may require individual pull out of a student to address specific academic needs. This is for students who are not making sufficient academic progress with Tier 3 interventions and will likely be those students performing in the lowest 5% on MAP and STEP; these interventions are comprised of individualized instruction, close monitoring of progress, and on-going communication with the family. Tier reassignments will occur on a six-week basis, and will involve meeting with families to discuss metrics, interventions, and progress monitoring. If data demonstrates that a student has been unsuccessful in all tiers, then we would consider a special education evaluation. Action will not be taken until there has been deep analysis of data with parents and all members of the Students Support Team. All student who have a disability will receive all required academic interventions that meet the legal requirements of their IEP, or 504 plan. **RTI for Attendance.** “In all grades, the lower family income, the higher the absenteeism rates. Living in a poor family (one whose income is below the federal poverty level—FPL), or a low-income family (one whose income is up to 200% FPL) greatly increased the chances of being an at-risk or chronic absentee.”¹³⁶ With an expected FRL number of 87%¹³⁷, tracking and responding early to attendance challenges will be mission-critical. Nickel City Prep will use a three-tier attendance RTI system that will be managed by the Head of School and Director of Operations. The first tier will include those students who have missed a day of school and require a phone call home by 9:00am. Families will receive a weekly GRIT Report that will summarize student attendance for the week and require a signature. The second tier includes students who have missed 2-4 days in a trimester and will require a parent meeting with the Head of School to individually discuss issues and provide the necessary support, which could include helping with transportation challenges or providing a wake-up call or incentive plan. The third tier is necessary when a student has acquired 5 or more unexcused absences within the year. This requires a meeting with the Head of School and Classroom Teachers to strategize an action plan that will hold them accountable and support them in improving their attendance. **RTI for Behavior.** We will have a three-tier behavior system that will be monitored by the Head of School and Dean of Culture in Y3 and beyond. The first tier will implement a weekly GRIT Report that includes attendance statistics and a report on student behavior that must be reviewed and signed weekly. The second tier involves students who are scoring on “reset red” 1-2 times per week or ending on an unprofessional impression (“rethink that impression red”).¹³⁸ These students might need a check in/check out procedure to have another teacher provide extra support or a calm down corner procedure for behaviors in the classroom. The classroom teacher monitors progress daily and provides weekly progress monitoring to be reviewed by the Head of School and Dean of Culture starting in Year 3. After a six-week cycle, students will be assessed based on their check in/check out data, classroom behavior data, and weekly GRIT Report to see if they need to be reassigned to a new tier. The Head of School and Dean of Culture as hired will communicate the new assignment to families. The third tier involves students who are spending the majority of their day on red, and are participating in behaviors that result in them being removed from the classroom. These students have not found success in Tier 2 and are in need of

¹³⁶ Romero, Mariajose, and Young-Sun Lee. *A National Portrait of Chronic Absenteeism in the Early Grades*. Oct 2007. <https://www.attendanceworks.org/wp-content/uploads/2017/09/A-National-Portrait-of-Chronic-Absenteeism-in-the-Early-Grades-Oct-2007.pdf>.

¹³⁷ For more detail on our target community, please see **Section I.C.**

¹³⁸ For more detail on our behavioral management systems, see **Section II.G** and **Attachment 4.**

separate individualized behavior plans designed by the Head of School and Coordinator of Student Supports in Y1 and Y2, and Dean of Culture in Y3.

Special Education Program. We will provide a Free and Appropriate Public Education (“FAPE”) for all students and will be in compliance with all state and federal statutes, including Education Law Section 4402, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act (“IDEA”). In accordance with regulations for students with disabilities we will provide the Least Restrictive Environment (“LRE”) abiding with specifications of Individualized Education Plans (“IEPs”). **Identification.** When students apply for enrollment at Nickel City Prep, only their name, address, email and phone number will be recorded. Once a student is selected and ready to officially enroll, we will formally inquire as to whether the student has previously received special education services. This form will be available in multiple languages to ensure understanding from all families. We will use Child Find to identify students who have disabilities and are eligible for services. If there is a delay in delivery of IEP records, then we will support students with disabilities to the greatest degree possible until they are received. **Teacher Training.** We believe in using data effectively to (a) identify students who are struggling academically and (b) deliver supports that will aid them in their academic achievement. Our four-week summer professional development program will allot time to annually train teachers on how to read and interpret a student’s IEP or 504 plan, the difference between modifications and accommodations, and how to implement these successfully. Throughout the year teachers will receive coaching from the Coordinator of Student Supports on how to best service our students with disabilities, such as adapting lesson plans to meet student need. Teachers will be trained annually on our RTI system and how to appropriately provide services to students in alignment with their specific tiers, and teachers will meet weekly in whole school and grade level teams to review student performance towards goals. **Records and IEPs.** All records and IEPs will be stored and locked in a secure cabinet in the office of the Coordinator of Student Supports. Teachers can access these files by requesting permission and under the supervision of the Coordinator of Student Supports. Teachers will be adequately trained during summer professional development and ongoing coaching how to read and understand IEPs, adapt lesson plans to support students with disabilities, and how to provide appropriate accommodations and modifications based on the student and task. The Coordinator of Student Supports will provide coaching to teachers on effective planning for and successful execution of differentiated lessons to meet the needs of students with IEPs. Teachers will be evaluated at the end of the year by the Head of School; these evaluations will include a teacher’s ability to serve the needs of students with IEPs¹³⁹ within their classroom. **504 Plans.** We will follow all requirements that are documented in a student’s 504 plan. During summer professional development staff will be trained on how to read a 504 plan and will provide sample plans to review. Individually they will inform teachers of a student’s specific 504 plan and how those needs must be met within the classroom environment. If a parent has the necessary documents and requests a 504 plan, then the Coordinator of Student Supports will create the document to accommodate the student. **Progress Monitoring and Family Communication.** We believe in (a) the constant collection of data to ensure effective progress monitoring and (b) weekly communication to families about student progress. The Coordinator of Student Supports and Head of School will meet weekly to

¹³⁹ This evaluation will also include the ability to effectively serve students with 504 plans.

review student data and ensure that students are in the appropriate tier of support. If a student has been in the third tier and has not made adequate progress, then a parent meeting will be held to consider more support and possible special education evaluation. All participants will review the data and with family permission will pursue an evaluation as appropriate. **Related Services and Providers.** We believe in offering high-quality services to our students who need these to help in their academic and social development. At Nickel City Prep counseling services will be provided by an appropriately licensed professional, we will contract with Kaleida Health in Y1 and add a social worker to our staffing model in Y2. We will also partner with Buffalo Hearing and Speech to provide visual and auditory services. We will partner with BPS to provide physical therapy, occupational therapy, and paraprofessional assistance to students who need it.

MLL/ELL Program. We will provide an ENL program that fully supports our students in the acquisition of the English language. Currently, within BPS there are over 80 languages spoken by the nearly 6,000 students. While we cannot fully know the precise percentage (local schools range from 13 – 36%, for staffing and budgeting purposes, we anticipate an average of 25% of our population to be MLL/ELL. **Identification.** We will identify students in compliance with the Commissioner’s Regulation Part 154 plan and its direct instructions for screening, identification, placement, review, and exit criteria. Screening, identification, and placement will be completed within 10 days of enrollment. **(Attachment 13) Services Provided.** At Nickel City Prep we will have integrated English as a New Language (ENL) program where one teacher in each two-teacher model is certified in ESOL to provide instruction in literacy for our students who are MLL/ELL. We also will have one ENL teacher¹⁴⁰ who will provide extra integrated support, as well as stand-alone instruction for Entering and Emerging students. We are guided by NYSED details for units of study and staffing requirements.¹⁴¹ **Progress Monitoring.** We will regularly analyze MLL/ELL data as a subgroup within our weekly data cycles. The Head of School, ENL Teacher, and Coordinator of Student Supports will review data to ensure our MLLs/ELLs are receiving appropriate supports. Although MLLs/ELLs can only test to move up in categories through the NYSESLAT testing at the conclusion of the academic year, we will develop interim assessments throughout the year to monitor progress. The first year of immigrating to the country, students are omitted from taking the NYS ELA exam, but are mandated to take the NYS Math exam with accommodations based on proficiency level. The state exam data will also be used to scaffold students and target instruction within their pull out groups. **Communication with Parents.** We will be in consistent communication with our parents who have students receiving MLL/ELL services. We will notify parents of their students’ weekly progress on their GRIT Report. We will use The Language Line¹⁴², a translating resource, to translate any communication home. In addition, we will translate all written communication to the home language of a family.

Gifted and Talented Program. We believe in educating all students regardless if they come three grade levels behind, or three grade levels above. It is our responsibility to ensure that all of our students are making growth. Using the NWEA MAP assessment three times per year, we will identify gifted and talented students who are performing at the 85th percentile or above. During the choice time/intervention block, the group will be engaged in literature at their level and

¹⁴⁰ We will employ 2 ENL teachers in years 2 and 3 and will add an additional ENL teacher in year 3.

¹⁴¹ <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>.

¹⁴² Costs of The Language Line are reflected in budget details found in **Attachment 9**.

focused on developing high-level problem-solving skills. A general education teacher who is trained in the curriculum will provide these services.

Evaluating the Effectiveness of Programs. We will use achievement, behavioral, and attendance data to measure the success of our RTI program, special education program, and MLL/ELL program. We will disaggregate all data from state, national, interim, and weekly assessments to determine the success of each program, and we will conduct ongoing progress monitoring by student and program throughout the year. All evaluations will be led by the Head of School, with input and support from appropriate staff including the Coordinator of Student Supports, Dean of Culture, and teachers implementing the program. The Board will evaluate all programs through monthly analysis of student data by subgroup. The Head of School will make final decisions regarding improvements and refinements to each program.

E. ASSESSMENT SYSTEM

Assessment Purpose. Nickel City Prep measures our academic achievement by administering and analyzing data from rigorous, standards-based assessments. Our assessment program will ensure that we are reaching our ambitious goals outlined in **Section IA** in order to fulfill our mission of a strong academic foundation that prepares students to excel in middle school, high school, and college. Frequent assessments allow us to monitor student progress and create supports to best fit the needs of students in real time and throughout the year. Our culture of assessment aligns to our GRIT value of a Growth mindset, which means we are excited by challenges and know that there is not a limit to our own academic growth. Teachers will be taught, supported, and expected to consistently analyze data from assessments to address student need quickly and close academic gaps efficiently. We will align our interim assessments to the NYSNGLS and the New York State Assessments to ensure reliable alignment; see **Attachment 4c** for a detailed assessment calendar. To ensure the validity and reliability of all assessments teachers will receive thorough professional development around what mastery of standards looks like and how they can scaffold and support students to reach mastery. Assessments provide crucial data for the Board of Trustees as it conducts its academic oversight of the school. Board members will be positioned to ask the necessary questions and provide a strong level of oversight with frequent reliable and valid assessment information.

Selection of Assessments. At Nickel City Prep we will use carefully selected formative and summative assessments. The Head of School in all years will select the major assessments of the school; the Head of School (in Year 1) and Director of Curriculum and Instruction (in Years 2 and beyond) will work with teachers to design smaller components of our assessment cycle, including daily exit tickets and weekly quizzes.¹⁴³ Interim assessments, administered every six to eight weeks, will be cumulative, aligned to NYSNGLS, and used to predict how students may perform on end-of-year assessments; the Head of School (in Years 1 and 2) and Director of Curriculum and Instruction (in Years 3 and beyond) will create the school's interim assessments. Interim assessments will not be made available to the teachers ahead of time in order to ensure that they are true assessments of student learning. Teachers will be provided with exemplar interim assessment items that illustrate the structure and rigor, as well as a clear sequence of assessed

¹⁴³ See **Section I.B** for more information regarding assessments.

skills to ensure that all content is taught prior to each interim assessment. The Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”), a nationally normed assessment, will be administered at the beginning, middle, and end of year. The Strategic Thinking and Evaluation of Progress (“STEP”) Assessment is conducted five times per year, the diagnostic will be completed during Home Visits in the Spring. STEP allows teachers to provide accurate literacy groupings for students based on reading level.

Figure 2.4 Annual Assessment Calendar with Descriptions		
Assessment and Calendar Frequency	Administration, Design, and Purpose	Collection, Analysis, and Use
Daily Exit Tickets	Administered by teachers. Design: Quick daily formative assessment comprised of 1-5 questions. (5 minutes) Purpose: To assess mastery of specific daily lesson objectives	Teachers collect data and input into an internal platform such as Kickboard or Infinity Campus. Daily Exit Tickets will be used by teachers to assess student mastery of lesson objectives. Teachers analyze data to inform whole class reteach or lesson adjustments, daily intervention grouping, and targeted skill development during guided practice.
Weekly Classroom Quizzes	Administered by teachers. Design: Content specific quizzes given once per week, comprised of approximately 15 questions. (10-20 minutes) Purpose: To assess mastery of weekly content and skills	Teachers collect data and input into an internal platform such as Kickboard or Infinity Campus. Weekly quizzes will be used by teachers to assess student mastery of weekly objectives. Teachers analyze data to inform whole class reteach or lesson adjustments, instructional adjustments, intervention grouping, and targeted skill development during guided practice.
Interim Assessments (Every 6-8 weeks)	Administered by teachers. Design: NYSNGLS and NY State assessment aligned. Cumulative to assess student mastery of multiple objectives, consisting of MC, Short Response, and Extended Response or Application (whole class period). Purpose: To assess mastery of multiple objectives and standards over course of unit(s). Assessment format will vary, including multiple choice and open response items. Interim exams in grades 3-5 will be used to support prediction of how students will perform on NY State Assessment.	Data is collected by the Director of Operations and will input data in a common platform such as Kickboard or Infinity Campus. Data from Interim Exams will demonstrate how well students are mastering standards. Teachers will analyze data to determine instructional adjustments and to design small group and individualized interventions. School leadership will use data to inform staffing, professional development, curricular, and scheduling decision for whole school, grade levels, content areas, and targeted to the needs of specific subgroups.
NWEA MAP Assessments (three times per year – BOY, MOY, EOY)	Administered by Director of Operations and teachers. Design: Adaptive, technology-based, nationally-normed assessment in English Language Arts and Math. Purpose: Measures performance of students compared to students at their grade level nationally. Measures student growth over course of one academic year and across years.	Data reports will be issued by NWEA; all data will be imported by the Director of Operations onto an internal school platform. Data from MAP assessments will provide a comparison to schools across the nation and performance growth across time. This information will inform intervention grouping. School leadership will use data to inform staffing, professional development, curricular, and scheduling decision for whole school, grade levels, content areas, and targeted to the needs of specific subgroups.
STEP Assessment (five times per year)	Administered by teachers, ENL teachers, Special Education teachers. Design: Individually administered literacy assessment (10 minutes) Purpose: To measure reading skills, including phonemic awareness, decoding, spelling, fluency, and oral and written comprehension.	Teachers will collect data and will input the data into a platform provided by STEP. STEP assessments allow teachers to match students to appropriate texts at their level. Knowing students’ STEP levels allows teachers to design effective guided reading and intervention groups. School leadership will use data to inform staffing, professional development, curricular, and scheduling decision for whole

		school, grade levels, content areas, and targeted to the needs of specific subgroups.
NY State Assessment (once per year as required)	Administered by teachers. Design: Summative assessment for Math and English (grades 3-5) and for Science (grade 4); MC, Short Answer, Constructed Response. Purpose: Measures standards mastery across the year.	NY State will issue results to the school; the Director of Operations will input all data into our internal school platform. NY State Exams data provides a comparison of how students perform as compared to peers in schools across the city and state. School leadership will use data to inform staffing, professional development, curricular, and scheduling decision for whole school, grade levels, content areas, and targeted to the needs of specific subgroups.

Data-driven instruction leads to student academic achievement. Instruction must be standards-driven, outcome-focused, and differentiated to meet the needs of all students. We will use data to determine what standards students have mastered and in what areas they require targeted support. When students can track their progress through assessments, their mindsets of achievement strengthen. They recognize that attitude, effort, and practice lead to increased achievement. “In the most prominent study, Black and William (1998) found that gains in achievement associated with formative assessment nearly doubled their rate of learning. In Advancing Formative Assessment in Every Classroom, Moss and Brookhart (2009) survey a range of research that supports the powerful effect of formative assessment on teacher efficacy.”¹⁴⁴ We will collect, analyze, and respond to data on a frequent, reliable basis. We will analyze formative assessments including daily exit tickets and weekly quizzes, all backwards-mapped from the standards, aligned to our scope and sequence, and informed by upcoming interim assessments. We will analyze summative data from interim assessments, three-times-per-year data from the Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) in Reading and Math, and five-times-per-year data from STEP literacy assessment.¹⁴⁵ After each of our STEP Assessments and our NWEA MAP Assessments, we will conduct a Data Day that will allow leadership and teachers the dedicated, prioritized, and immediate time to assess student work, adjust instruction accordingly, and inform strategic small group instruction.¹⁴⁶ Under the direction and support of the Head of School, teachers will be provided with 9 professional days across the year for analyzing assessments to create individualized student supports. We will report data to families five times per year in correlation to our STEP cycle and will report monthly academic dashboards to the Board for their oversight.¹⁴⁷ Teachers will be supported through weekly coaching sessions which include reviewing assessments to plan for reteaching specific aspects in targeted small group and plan remediation for students for the following week. Best practices for data analysis to inform instruction will be shared at school-wide professional development sessions on Wednesdays. Individual data will be used to monitor student progress and ensure that they are provided with the appropriate level of intervention. Cohort and schoolwide data will be used to address trends and identify areas that need to be targeted at a broader level to reevaluate grade level curriculum and instructional methods. **Goal-Setting (3-5).** At Nickel City Prep we believe in a Growth Mindset culture, which means we are constantly setting goals and holding ourselves accountable to reaching those goals. We will teach weekly goal setting habits to students; these goals will be displayed on their desks and students will be

¹⁴⁴ “Why Student Engage Assessments Matter” Excerpt from Learning on Their Own. EL Education. 2014.

¹⁴⁵ Costs for both assessments are outlined in the budget, found in [Attachment 9](#).

¹⁴⁶ For more detail on our assessment system, see [Section II.E](#); for more detail on our annual calendar, see [Attachment 4c](#).

¹⁴⁷ For more detail on communication with families, [Section II.G](#); for more detail on our Board’s use of accountability tools, see [Section II.E](#).

asked each morning to reflect if they are reaching it or if they have not. They will be based on the academic data that the teacher shares with the students. They will complete their GRIT Goals, which stands for Goal, Result, Interruptions, and The Plan during their Monday Morning Circle to focus them on their weekly goals. These components will be completed and reflected upon daily with teacher support when necessary. **Informing Families, Students, Stakeholders, and Board Members.** Fostering strong relationships with families is essential to ensuring student academic success at Nickel City Prep. A daily communication log is shared with families that summarizes how their child did for the day. The school will issue progress reports and trimester report cards. Students will receive graded work daily and will have data trackers in grades 3-5, so that they are graphing their assessments and working to improve their academic skills. We will publish a monthly academic dashboard to be evaluated by the Academic Achievement Committee and presented to the Board for review and oversight. We will post all major assessment data (STEP, NWEA MAP, and NY State assessments) on our website and provide all data results in our annual report to the authorizer.

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Our Mission. The policies for performance and promotion at Nickel City Prep exist to ensure that all students are prepared to excel in middle school, high school, college, and lead in our communities. Our policies are grounded in the belief that all students can achieve mastery when provided appropriate academic supports. We have high expectations for all of our students and believe that our extended school day and year, data driven small group instruction, and individualized supports will result in a high percentage of our students meeting our academic expectations and being promoted to the next grade level. Our mission is to prepare our students for college and therefore we have strong indicators at each grade level that must be met in order for students to be prepared for promotion. **Performance Indicators.** We will evaluate students on the mastery of specific “power standards” in each content area. These standards will be assessed via weekly quizzes, exit tickets, unit tests and interim assessments. A student’s grade will be determined by an average of their performance on these assessments over the course of each trimester. This grading system will be clearly communicated with families at Family Orientation, as well as being outlined in the Student and Family Handbook and indicated on every progress report and report card.¹⁴⁸

Figure 2.5 Performance Indicators for Mastery		
4	Above grade-level mastery	Student shows grade-level mastery and can apply knowledge within new contexts
3	Grade-level mastery	Student shows grade-level mastery and can apply knowledge independently
2	Partial mastery	Student shows partial mastery and requires some support.
1	Minimal mastery	Student shows minimal mastery and requires significant support.
0	No mastery	Student shows no mastery of the standard.

Promotion. Three primary factors are considered in promotion decisions: attendance, reading level, and grade-level exit standard mastery. In order to achieve benchmarks in the Charter School Performance Framework, we will always prioritize academic performance in all promotion and retention decisions. However, we will consider attendance as well as a student’s social and emotional development and maturity as we make promotion

¹⁴⁸ All materials will be provided within the family’s home language.

decisions.¹⁴⁹ All promotion criteria will be shared with families during Family Orientation and will be included in our Student and Family Handbook. Teachers will be trained on our promotion policy annually during Summer Professional Development. In order to be considered for promotion, students must have an average grade of at least 3 in literacy and math, as well as meet end of year STEP level requirements and accumulate no more than 10 absences during the school year.¹⁵⁰ Absenteeism has been a major concern within Buffalo Public Schools, “roughly one-third of students have satisfactory attendance - and that includes all the way from pre-school to 12th grade.”¹⁵¹ We know that if our students are not in school they do not have access to the academic materials necessary to prepare them for future grades, thus we will have a laser focus on attendance meeting with families and action planning as needed.¹⁵²

Figure 2.6: Graduation Requirements

Grade Level	Attendance Requirement	Grade Component	STEP Level Requirement
K-2	Absent ≤ 10 days	3 in Literacy 3 in Math	K=STEP 3 or higher 1= STEP 6 or higher 2= STEP 9 or higher OR 4 STEP levels of growth
3-5	Absent ≤ 10 days	3 in Literacy 3 in Math	3= STEP 12 or higher 4= STEP 15 5= STEP 18 ¹⁵³ OR 4 STEP Levels of growth

Retention. We believe that all students can achieve at high levels and as a school prioritize instruction that help students experience academic success with a focus on small group literacy instruction, RTI, and progress monitoring. These supports along with attendance data allow us to identify students who are at risk for retention. If our interventions prove to be unsuccessful families of students who are at-risk for retention will be notified by February by a phone call, with a follow-up meeting in May. Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the Head of School. The school reserves the right to make exceptions to this policy given special circumstances. **Special Considerations.** There will special considerations for promotion of students with disabilities and MLLs/ELLs. If students have met their IEP goals and made demonstrative growth but are not reading at the specific STEP level indicated by their grade they may still be considered for promotion. If MLLs/ELLs have made demonstrative growth on their language acquisition assessments but are not reading at the specific STEP level indicated by their grade they may still be considered for promotion. **Summer Academy.** All students in grades 3-5 who are reading below grade level at the end of the academic year may be required to attend Summer Academy.¹⁵⁴ The Academy will be an intensive, individualized instructional program that will develop the reading level of a student as well as any other classes in which they may not have achieved mastery throughout the academic year. Transportation is not provided for families. It is free of cost and lasts two weeks during the month

¹⁴⁹ Any students who shows mastery of the standards, regardless of other factors, will be eligible for promotion.

¹⁵⁰ Ibid.

¹⁵¹ Desmond, Mike. “Only One-Third of BPS Students Have Satisfactory Attendance Record, Data Shows” National Public Radio. September 14, 2017.

¹⁵² For detail on our approaches to monitoring and supporting strong attendance, please see [Section IID](#) and [Section IIG](#).

¹⁵³ We will use STEP: Strengthen and Expand for grades 4&5

¹⁵⁴ See [Attachment 9](#) for more details on Summer Academy budgeting.

of July. If a student does not achieve the necessary growth during Summer Academy, then the Head of School reserves the right to retain that student.

G. SCHOOL CULTURE AND CLIMATE

Values-based Education Drives Leadership. Nickel City Prep supports a culture of growth combined with grit to drive our academic and values-based culture. Current research show that a strong culture is built on shared values as well as on “the judgements people...make about those belief assumptions.”¹⁵⁵ Mission-driven teams share a core set of values, and have multiple opportunities to learn together what those shared values look like in action for every member of the team. Two of our core beliefs are that (1) our students can meet and exceed the high expectations that we have of them and (2) it is our responsibility to ensure that every student develops a strong academic and ethical foundation that will lead to their success in middle school, high school, college, and in our community. We further believe that a warm and structured learning environment is most conducive to ensuring our students’ academic success. We will prioritize and honor growth and the limitless potential that all students possess through our consistent data collection and individualized supports. As a solutions-oriented, gap-closing school, we will consistently review data to drive daily, weekly, monthly and annual goals for our students and ourselves. Our weekly Instructional Leadership Team meetings will be used to review school culture data and to prioritize teacher and student need and to plan weekly culture professional development. Beginning in year 3, our Culture Team, which will include our Head of School, Dean of Culture, and Coordinator of Student Supports, will meet weekly to monitor the effectiveness of our behavior management system, and student discipline data. **Social Emotional Learning.** Uniquely designed for the needs of our community, Nickel City Prep believes in a values-based education that aligns to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) Learning Standards. According to an Adverse Childhood Experience (“ACE”) Survey, 34.7% of students in Buffalo have witnessed someone in their neighborhood get shot, stabbed, or beaten and 23.5% live with someone with an alcohol, gambling, or drug problem.¹⁵⁶ We cannot control the trauma that occurs outside of school, but while students are in school, we can create an environment where students learn steps they can take to help cope with these adverse experiences. One way in which we will help is through our circle instruction. Values-based instruction will occur daily through Morning Circle (15 mins. for 4 days per week = 60 mins.), Closing Circle (10 mins. for 5 days per week = 50 mins.) and Community Circle (25 mins. 1 day per week = 25 mins.) for a total of 135 minutes of circle instruction per week. We believe in creating a welcoming environment as “culture can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the school. Schools that encourage emotional well-being create an atmosphere for both learning and emotional development. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings.”¹⁵⁷ Through these structures, students from a variety of linguistic and experiential backgrounds, often infused with

¹⁵⁵ Shafer, Leah. “What Makes a Good School Culture?” Harvard Graduate School of Education. 23 July 2018. <https://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture>.

¹⁵⁶ Bower, Corey. “Poverty, Stress, and School Performance in Buffalo.” 2018. https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=2580&dataid=17198&FileName=poverty_%20stress%20and%20school%20performance%20in%20%20buffalo1.pdf.

¹⁵⁷ Bucholz, Jessica. “Creating a Warm and Inclusive Classroom Environment.” *Electronic Journal for Inclusive Education*. Spring 2009.

stress and trauma of relocation and economic instability, as well as those from highly impoverished and often illiterate homes, with its own set of stress factors, will learn various social emotional learning competencies, using age-appropriate learning tools. We will draw from Second Step and Better World Ed, both of which have been used successfully in supporting at-risk youth and MLL/ELL student populations, to design our Social Emotional Learning program.¹⁵⁸

Community Circle. A community circle is “a safe discussion space in which students and the teacher sit in a circle so that all members’ faces are visible to one another. What distinguishes a community circle from a group discussion is that community circles are explicitly used as an opportunity for students to build community.”¹⁵⁹ Each Wednesday, our entire school will gather together as a community to celebrate our academic achievement and build community. Teachers will sit at the same level as students in the circle and will recognize individual students who have demonstrated our GRIT values of Growth Mindset, Responsibility, Integrity, and Team. Staff and students have the opportunity to recognize students who have demonstrated a particular value, and use a call and response chant for the whole community to honor and recognize that student in a joyful and ritualized way.¹⁶⁰ The Head of School will announce the class who has earned the most GRIT points so they can take the school trophy to be displayed in their class for the week. This time is important to drive academic achievement and to provide examples of how students are living our values throughout the day to create an invested student body and a strong school culture. More details on our GRIT values are outlined below. **Growth Mindset.** We are excited by challenges because we know it is how we grow our academic results. We are not worried about making mistakes because we understand that failure is necessary in order to experience success. We know that our intelligence is not fixed and with grit and goal setting we can obtain academic success. We do not use the word *can’t* because that means we are unable, instead we believe in the power of *yet*. **Responsibility.** We manage our bodies, our words, and our materials in school. We are responsible for our bodies and make sure that we dress in our uniforms and sit in “ready position” with our hands folded, backs straight, feet flat, to show that we are ready to learn. We are responsible for our words and the impact they have on ourselves, our class, and our entire community. We are responsible for our materials and are prepared with the necessary resources to participate in learning. **Integrity.** We always tell the truth. We are leaders who stand up for what is right. We believe in being true to who we are. We are genuine in our questioning and critical thinking. We don’t believe in shortcuts, but instead work diligently to achieve desired results. **Team.** We know that we are made better as a community because of our diversity. We believe in respectfully engaging in conversations with peers. We believe in celebrating differences and seeking to understand. **Classroom Management Proactive Moves.** Teachers will be trained in the following taxonomies to proactively establish high levels of engagement and to address any off-task behaviors as they arise: What to Do Directions, Lightning Fast Praise, Positive Behavior Narration, Be Seen Looking Moves, Whole Class Reset, High Energy, Urgent Pacing, and Positive Framing. Strong educators who build trusting relationships and provide clear directions will alleviate a majority of negative behaviors that could arise within a classroom.¹⁶¹ **Whole Class Management and Grit Point Incentives:** We focus on the power of TEAM and thus created a class

¹⁵⁸ <https://www.Secondstep.org> and <http://www.Betterworlded.org>.

¹⁵⁹ <https://goalbookapp.com/toolkit/strategy/community-circle>.

¹⁶⁰ These approaches have been observed in many high-achieving schools including RISE Mayoral Academy <https://www.riseprepri.org/>, Purpose Prep <https://www.riseprepri.org/>, and the Brooke Schools <https://www.ebrooke.org/>.

¹⁶¹ Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass, 2010. Print.

level incentive system to lay the groundwork for teaching the functions of successful teams. At the end of each instructional block, the teacher will provide feedback on how students were able to work as a team through engaging in respectful conversations, following directions, and supporting others throughout their learning. The goal is to earn all four GRIT points for each subject. Each day points will be recorded and reported to the Head of School who will announce during Community Circle which class has earned the most points. **Classroom Management System.** As a K-5 school, we will provide an age appropriate, consistent, and values-based classroom management system for all students. We will use a “choice stick” for grades K-2 and “first impressions chart” for 3-5. **Choice Stick.** Teachers will use a choice stick model that has been effective at many high-performing charter schools, such as BES school RISE Mayoral Academy in Woonsocket, RI¹⁶² and Brooke Charter Schools in Boston, MA. A choice stick is a behavior management tool used to monitor student behavior that is mobile, so that expectations remain consistent and students can receive immediate, frequent, and visual feedback on their choices. The choice stick is a yard stick divided into four different colors that correlate to positive and negative behavior. The first section is “best choice blue,” the next is “good choice green,” after green is “okay choice orange,” and the last color is “reset red.” All students begin their day on green, indicated by a clip with their name on it placed within the boundaries of the green color. Throughout the day students’ names will fluidly move up and down the stick based on the choices they make for that day. Students may have their clip moved up for demonstrating the core values of GRIT, showing focus and engagement in work, following teacher directions, and helping other classmates; students may have their clip moved down for not demonstrating our core values through not following directions, refusing to complete an assignment, and distracting peers. Logical consequences follow the changing of colors: Yellow - a student would miss the first five minutes of recess, Red - a student would miss the first 15 minutes of recess. All details are provided within the Student and Family Handbook provided in written copy to families each year in their home language and accessible on our school’s website. **Impressions.** Teachers will use an Impressions Chart displayed at the front of the classroom. We want our maturing students in grades 3-5 to understand the broader impact of their actions as it relates to our core value of Team; therefore, the impression chart is a visual reminder to the class of their impressions as a team as well as individuals. The impression chart will be divided into sections that correlate with the choice stick colors. At the beginning of each day, all students’ magnets will begin on “good impression” and their magnets will move fluidly throughout the day based on their choices. The top section is “brilliant impression blue,” next is “good impression green,” followed by “okay impression orange,” and finally “rethink that impression red.” Students may have their clip moved up for positive impressions that correlate to our core values such as preserving through a challenging task, supporting a peer who is struggling, or rebounding from a set-back; students may have their clip moved down for being unprepared for class, not complying with teachers’ directions or responding to a redirection. Students will lose appropriate and increasing degrees of social privileges as aligned to their end-of-day impressions. **Behavior Referral and Reflection.** If a student exhibits a behavior that is considered a Tier 3 in the classroom¹⁶³, the teacher will complete a behavior referral and the student will be referred to a member of the Culture Team.¹⁶⁴

¹⁶² For letter of support from RISE Mayoral, please see **Attachment 2c**.

¹⁶³ See **Attachment 4** for a complete list of Tier 3 behaviors

¹⁶⁴ Culture Team members are: Y1 Head of School; Y2 Coordinator of Student Supports joins the team; Y3 Dean of Culture joins the team.

The Culture Team member will have the student complete a behavior reflection and discuss the reflection and plan with the student. The student will be walked back to class and the member of the Culture Team will facilitate a restorative conversation between the student and teacher and then help them acclimate to the current task or activity. The Culture Team member will communicate with the student's family and monitor their progress over the course of the day. The behavior reflection will be tracked to identify trends and make decisions regarding RTI plans.

Professional Development. During the four weeks of professional development before the start of the year, teachers will be trained on and practice our behavior management system. Teachers will be taught the proper phrasing and tone for consequences to ensure students understand why their name is moving. For example, a teacher might say, "Be La Kit, I need your eyes tracking me. Clip down," while moving the clip down. This concise language, calm tone, and clear gesture allowing a teacher to move fluidly throughout the lesson while maximizing instructional time and allows the student to understand what behavior they need to change and what color they are currently on. A teacher must complete the move for a clip up or a clip down with narration to explain specifically what choice the student made, so that they know how to correct it. The same will be done for responding to positive behaviors. For example, a teacher would narrate, "Jayden is tracking the teacher, clip up." Teachers will be coached through live practice during professional development and in their classrooms during the beginning months of school.

Strong Partnerships with Families are Mission-Critical. We know that fostering strong relationships with families is essential to ensuring student success. We take the time to engage in meaningful conversations and explicitly share expectations of the school culture and behavioral systems. During summer orientation, families will meet with staff for a half day, which will have a session dedicated to the code of conduct. It will be reviewed explicitly and questions will be answered for deeper understanding of content. It will be clear what the expectations are of students, teachers, Nickel City Prep, and of families. Teachers and Leadership Staff will root all conversations about behavior in the code of conduct when communicating with families. Daily communication will be sent home on a GRIT report that will indicate the level on which a student ended their day and any notes from the teacher about behavior. The expectation will be for the parent to sign the report and communicate thoughts on supports or any communication they had with their child about their behavior. On a biweekly basis teachers or administrators will communicate with families to discuss areas of strength and areas of improvements for their children.

Data Drives Decisions. Led by the Head of School in Y1 and the Dean of Culture starting in Y3, data collected from weekly GRIT reports will allow us to identify behavioral patterns by student, classroom, teacher, cohort, day of week, and time of day, so that we can develop support for our students and our staff and ensure that we are addressing root causes. It will also determine whether these supports can be internal or if we need outside supports. Data will allow the Culture Team to interpret behavioral data and use it to provide professional development for specific teachers who need growth in that area.

Goal Setting (Grades 3-5). Nickel City Prep believes in continual growth and development and therefore will work on weekly goal setting for students. These goals will be displayed on students' desks and students will be asked each morning to reflect if they are reaching it or if they have not. They will complete their GRIT Goals, which stands for Goal, Result, Interruptions, and The Plan. These components will be completed and reflected upon daily.

Students with Special Needs. While we anticipate that the vast majority of students will be able to be successful within our culture and with the implementation of our

code of conduct, we do recognize that some students with special needs may require Behavioral Intervention Plans (“BIPs”) that individualize the school’s response to that child’s needs, both through positive reinforcements, customized responses, more frequent check-ins, and more detailed daily communication between staff and student and between staff and family. The Coordinator of Student Supports will work with the CSE regarding all IEP details, and with all families, students, all staff in the successful implementation of BIPs as needed. **Monitoring and Evaluation.** We will use many different data points to measure the strength of the culture of Nickel City Prep. One data point we will rely upon is our disciplinary data: we will monitor and evaluate the number of behavior referrals, short-term suspensions, and long-term suspensions and disaggregate the data by subgroup and by teacher. We also have a family, student, and staff survey to assess the culture of the school that are administered at the beginning and end of the year. All survey results and disciplinary data will be provided to the Board and will be one set of variables that will inform the annual evaluation of the Head of School. Internally at the school level, and based on these metrics we will be able to evaluate the degree to which we are building a safe, warm, inclusive, and values-based culture and make adjustments and refinements accordingly.

H. SCHOOL SCHEDULE AND CALENDAR

The Nickel City Prep calendar is designed to drive academic success. We have an extended school day and year to increase the amount of time spent engaging with rigorous curriculum inside the classroom. With Buffalo’s movement into the post-industrial, knowledge-based economy, “[e]xtended learning time (ELT) has taken on new urgency, thanks to growing concerns about competing in a global economy.”¹⁶⁵ Our annual calendar includes 186 days, 4 more days than the traditional public school system in Buffalo, which is a consistent trend across high-performing urban charter schools. We have a focus on high-quality instruction, which will be addressed through our extended time dedicated to professional development. We have built in 29 professional development days throughout the course of the year - 20 over the summer to prepare teachers for the start of the academic year and 9 during the year to analyze and action plan from data generated from our assessment system, which is essential for driving effective instruction in the classroom and ensuring ambitious, measurable results for all students. We will operate on a trimester schedule that correlate with our NWEA MAP, STEP and interim assessment cycles. We are beginning with Kindergarten and first grade in 2020; upon enrollment of grades from 3-5 starting in 2022, we will add 15 sessions of Saturday Academy (3 hours per session, 45 hours in total, equivalent to 9 traditional school days) for our most vulnerable students in grades 3-5 not making the necessary academic growth during the traditional school week. A final tier of support is provided with students in grades 3-5 at risk of retention attending 2 weeks of Summer Academy in July. **Family Partnerships.** Staff will spend May-July conducting Home Visits for newly enrolled families, during which we will conduct our initial STEP assessments. There will be five abbreviated days dedicated to student orientation and one day of family orientation to help with the onboarding process for students and families. Including our two Family/Teacher Conference days, there are 9 family events throughout the year, approximately one per month, to strengthen our partnerships with families. **Student Weekly**

¹⁶⁵ Schacter, Ron. “Extending the School Day.” *Scholastic Administrator*. Spring 2011.

Schedule. Students partake in 940 and 820 minutes of literacy and 540 and 500 minutes of math instruction weekly for K-2 and 3-5, respectively. In K-2, students will have daily guided reading, phonics, blended learning, read aloud, shared reading, grammar and writing. They also have math instruction in the form of calendar math, direct instruction, and CGI. They will alternate between Science and Social Studies curriculum throughout the week. In grades 3-5, students have daily novel study, close reading, grammar and writing, and DEAR. Students will participate in a project-based science curriculum and will have a Social Studies class which focuses on critical thinking. Student weekly schedules can be found in **Attachment 4a. Innovative Aspects.** There are many innovative pieces in the schedule that uphold Nickel City Prep’s culture of high-quality education, literacy, leadership, and a values-based education. With our extended time model, the research is clear about the way that schools use that added time is critical, as extended time on its own is insufficient to change academic outcomes: “Practitioners of ELT emphasize that just adding more school time will not make a difference in student outcomes. ‘There has to be more time used well...And the focus also needs to be on professional development and data-driven instruction.’”¹⁶⁶ We provide days of professional development for staff, 74 total weekly hours during the year, and 9 Data Days during the year. Choice Time/Intervention time, while not seemingly unique, is in fact innovative in that it is driven completely by academic data, as all teachers plan and pull targeted small groups for specific interventions determined by current academic data. We are also uniquely attentive to the social and emotional growth and character development of our students as part of our daily schedule, shown critical to academic success for a high-needs community, since “[f]or many children, school is the only place where any deficiencies in these abilities can be addressed before they become active members of society.”¹⁶⁷ Students have Morning Circle, where they are brought together to learn a specific value and motivate them for the rest of the academic day. In Closing Circle, they check in to see how well they were able to demonstrate GRIT values. Students will have Physical Education three days per week and Performing Arts two times per week. In Performing Arts, students will learn perseverance, the importance of practice, and the foundational skills of public speaking.

Figure 2.7: Instructional Day from Three Kindergarten Student Perspectives			
Content Area	On Grade Level	At Risk of Academic Failure	Above Grade Level
Morning Circle (15 mins.)	Full participation	Full participation	Full participation
Calendar Math (10 mins.)	Full participation	Full participation	Full participation
Read Aloud (20 mins.)	Full participation	Full participation	Full participation
Literacy Rotations (40 mins. each; total of 120 minutes)	Full participation in all three literacy rotations (phonics, guided reading, blended learning)	Participation in two literacy rotations (phonics and guided reading) and pulled for small group, targeted extra phonics support	Participation in all three literacy rotations; blended learning is replaced with independent advanced reading
Cognitively Guided Instruction (40 mins.)	Full participation in whole-group mini-lessons and independent work, receives teacher coaching	Participation in whole-group mini-lessons and uses manipulatives during independent work with targeted support	Participation in whole-group mini-lessons and independent work, with targeted support to increase rigor in independent strategies and extension problems

¹⁶⁶ Ibid.

¹⁶⁷ Brotto, Giancarlo. “The Future of Education Depends on Social and Emotional Learning.” *EdSurge*. <https://www.edsurge.com/news/2018-06-04-the-future-of-education-depends-on-social-emotional-learning-here-s-why>.

Direct Math Instruction (60 mins.)	Full participation in whole-group and independent work components, receives teacher coaching	Participation in whole-group, when doing independent work pulled by co-teacher to small targeted intervention group	Participation in whole-group, independent work, and challenging extension problem receives teacher coaching
Shared Reading (20 mins.)	Full participation	Full participation, vocabulary front loaded in intervention group	Full participation
Grammar & Writing Composition (40 mins.)	Full participation	Participation in whole-group lesson, when doing independent writing pulled by co-teacher to small targeted intervention group	Full participation, extension question to answer in writing composition
Enrichment P.E./Art (40 mins.)	Full participation	Full participation	Full participation
Social Studies/Science (40 mins.)	Full participation in whole-group lesson, independent work, receives teacher coaching	Full participation in whole-group lesson, independent work, received vocabulary front loaded in intervention group	Full participation in whole-group lesson, independent work, receives teacher coaching
Choice Time & Intervention (20 mins.)	Full participation in choice time and intervention time when students need extra support with standards	Full participation in intervention time to provide extra targeted support	Full participation in choice time and intervention time targeted to provide challenging work
Closing Circle (10 mins.)	Full participation	Full participation	Full participation

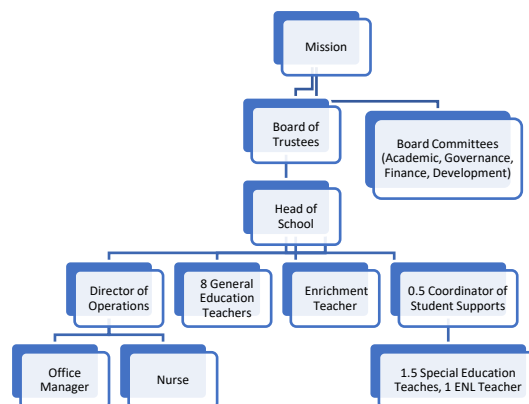
Teacher Weekly Schedule Overview. The teacher weekly schedule can be found in **Attachment 4b**. All teachers arrive at Nickel City Prep at 7:00am and remain until 4:30pm, which is a 9.75 hour work day, or 1.75 hours more than a traditional public school. Each teacher will have a total of 140 minutes of planning time throughout their day; 40 minutes of this planning time will be designated for common planning across grade levels. There will also be 40 minutes of supervisory time for teachers during arrival and dismissal periods. Teachers will have an abbreviated teaching day every Wednesday during which they will have two hours of professional development.

III. ORGANIZATIONAL AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE

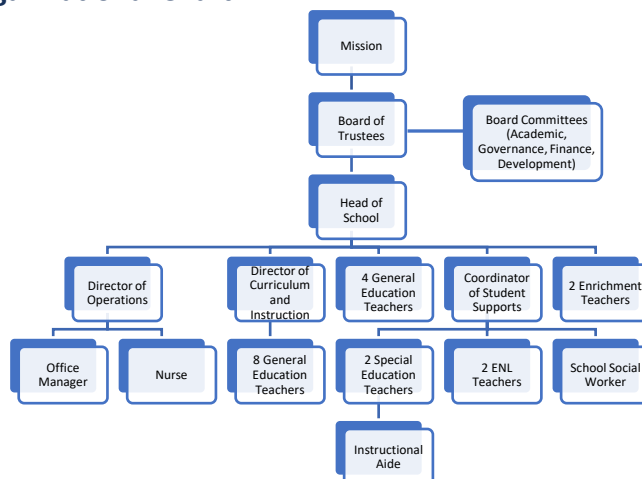
Nickel City Prep will be staffed with 16 full-time equivalents (“FTEs”) in our first year and will enroll 108 students; we will grow to 47 FTEs at full scale with 324 students. Our staffing structure is driven by our mission that all students can, will, and must achieve at high levels. To drive academic achievement, we prioritize high-quality teachers to address the needs of all learners and support them with our wider administrative and operational staff aligned to the growing needs of our school over time. In all years, Nickel City Prep will be governed by a Board of Trustees which will have academic, financial, and regulatory oversight of the school, be accountable to the Board of Regents for the success of the school, and hold responsibility for hiring, evaluating, and setting compensation for the Head of School role. The Head of School will manage all day to day responsibilities, hire all other positions and lead the school’s academic and operational success.

Figure 3.1: Year 1 Organizational Chart



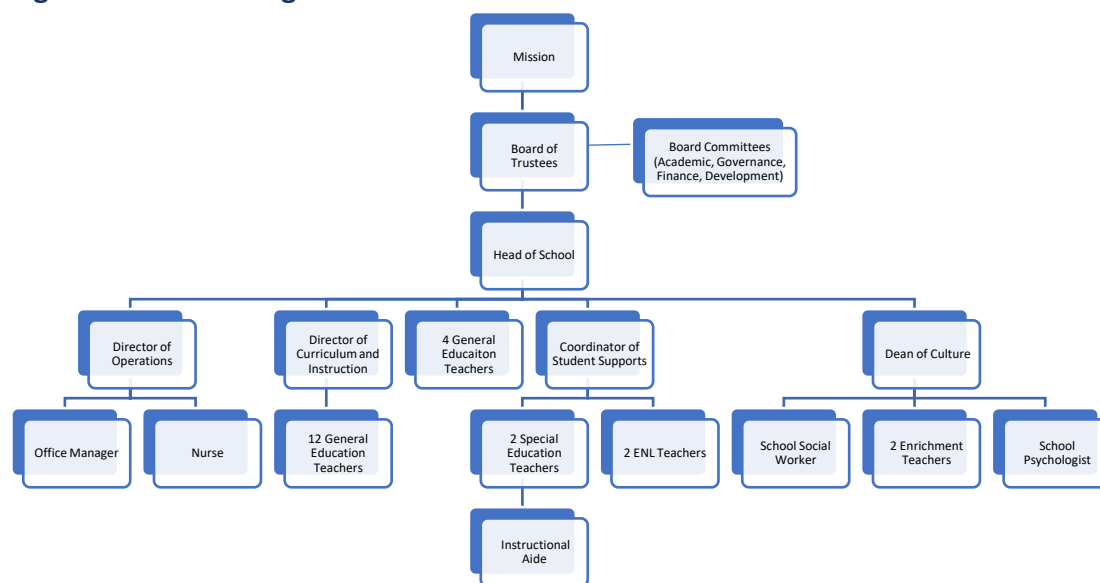
Nickel City Prep will have a staff of 16 for our Y1 opening in August 2020. There will be one Head of School who will be hired by the Board of Trustees. The Head of School will report directly to the Board of Trustees and will be evaluated on an annual basis by the Board. There will be a Director of Operations who will be hired to ensure all operational systems and procedures are running efficiently as well as handling all vendor relationships for the school. A full-time Nurse and Office Manager will report directly to the Director of Operations and will support in the execution of clear systems and procedures. The eight general education teachers (4 with ESOL certification/4 with SWD certification) will report directly to the Head of School along with the one enrichment teacher who will be responsible for various duties throughout the school as well as instructing Physical Education and Performing Arts. There will be 0.5 FTE Coordinator of Student Supports who will serve 0.5 FTE as Special Education Teacher. Reporting directly to the Coordinator of Student Supports will be the Special Education and ENL teachers. We will contract out financial services to a back office provider who will work with the Head of School and Board.

Figure 3.2: Year 2 Organizational Chart



In Y2, Nickel City Prep will have a staff of 26, adding 10 new members to the team. A Director of Curriculum and Instruction will be added who will have eight teachers report to them; the Head of School will continue to coach four teachers (most likely those new teachers added to the staff). The Leadership Team will grow to include a full time Coordinator of Student Supports who will manage the following six positions: two Special Education Teachers, one School Social Worker, one Instructional Aide, and two ENL Teachers. We have added four teaching positions, as we will be adding two more cohorts of kindergarteners in Y2. One more Special Education teacher will be hired along with another ENL teacher to accommodate the high SWD and MLL/ELL population. We continue to contract with a back office provider for all financial services.

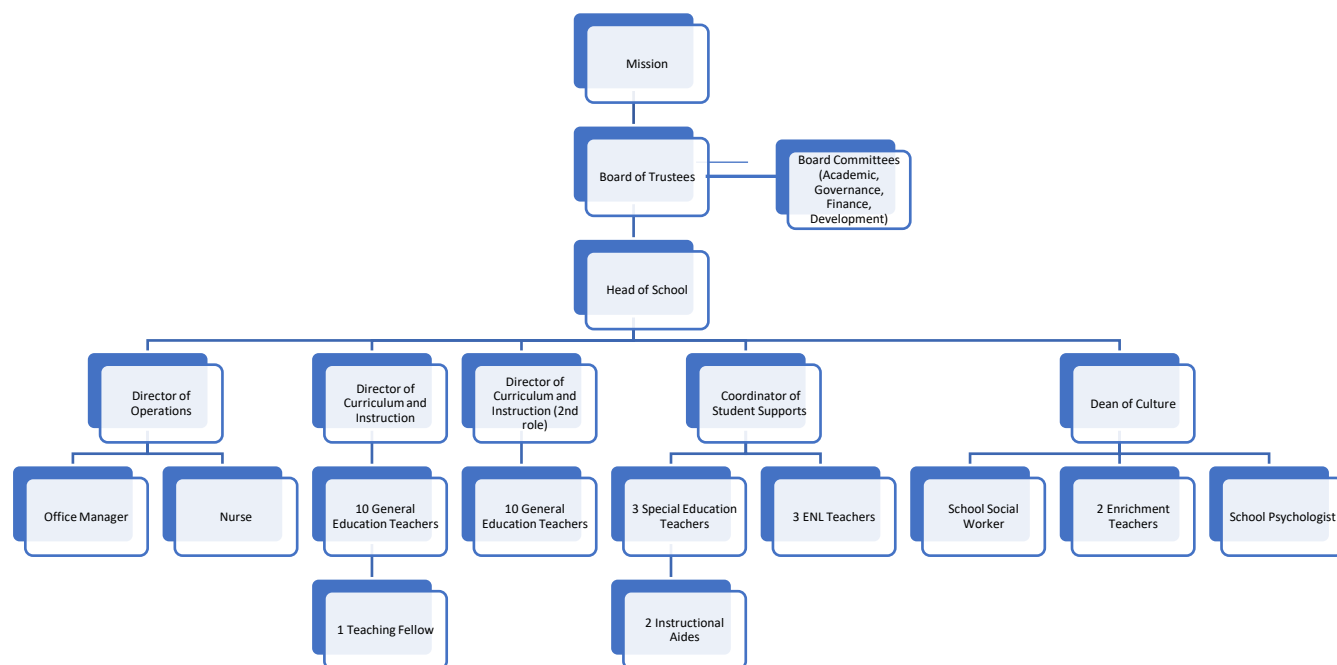
Figure 3.3: Year 3 Organizational Chart



In Y3, we will add six new members forming a team of 32 members. A Dean of Culture will be added to the Leadership Team who will have two Enrichment Teachers, a School Social Worker, and a School Psychologist reporting to them. A Director of Curriculum and Instruction who will coach 12 teachers; the Head of School will continue to coach four teachers (most likely those new teachers added to the staff). We will add a School Psychologist in order to be responsive to the high population of students who have experienced trauma in Buffalo.¹⁶⁸ There will also be four more teachers added to accommodate the incoming cohort of kindergarteners.

¹⁶⁸ "About 45 percent of Buffalo Public Schools students live in the 10 neighborhoods where the most violent crime was committed over the past decade." <http://BuffaloNews.com>. In addition, with the size of the school, contracted services for special education testing also encourage the inclusion of a psychologist position who will be able to take on this role internally.

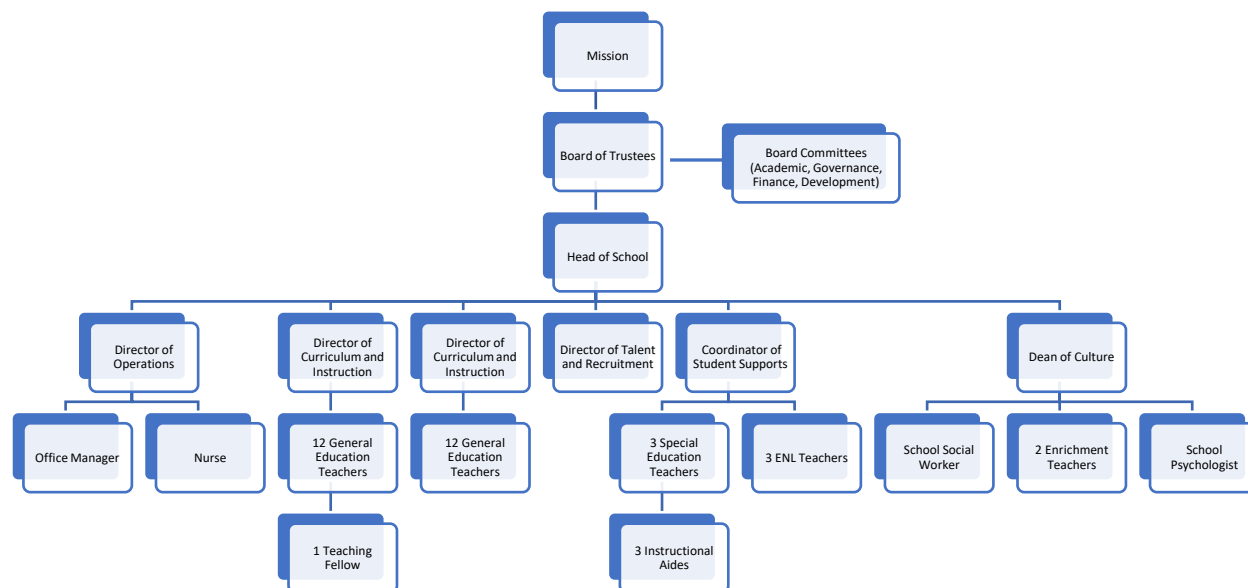
Figure 3.4: Year 4 Organizational Chart



In Y4 we will have a team of 41 staff members, adding 9 more from the previous year. Due to the increase in population we will add another Special Education Teacher and another ENL Teacher. There will be a total of two instructional aides who will support with intervention time and other academic support for students throughout the day. We will add one teaching fellow to help assist with duty coverage and to prepare to take on a full time role during the upcoming year who will be managed by the more veteran DCI. There will be an addition of four more teachers for the incoming cohort of kindergarteners. We will add a second Director of Curriculum and Instruction, who together will oversee between them 20 general education teachers and 1 teaching fellow.¹⁶⁹ The Head of School will no longer oversee any individual teachers.

¹⁶⁹ We will make determination as to how to divide teacher reports across these two roles, whether by grade or content area, based upon the qualifications of the best candidates and the needs of the school at that time.

Figure 3.5: Year 5 (Final) Organizational Chart



In Y5 we will have a total of 47 employees, adding six staff members from Y4. We will add four more teachers with the incoming cohort of kindergarten students and another instructional aide. A Director of Talent and Recruitment will be added to the leadership team to ensure a continued strong talent pipeline and teacher onboarding program.

B. BOARD OF TRUSTEES AND GOVERNANCE

Roles and Responsibilities of the Board. Board members must share a commitment to Nickel City Prep’s mission and the vision of an academically rigorous, highly structured, public charter school educating students in the Black Rock/Riverside Neighborhood of Buffalo. The purpose of the Governing Board is to govern, not manage, the school and will act in accordance to our By-Laws (**Attachment 5b**). Board members shall be able to carry out the Nickel City Prep vision and provide effective organizational, academic, financial oversight, while the Head of School manages the day-to-day responsibilities of the school. Board members will: **Attend** monthly meetings of the Nickel City Prep Board, which are approximately 1.5 hours in duration. The Board meets at least 10 times per year and must be accessible for personal contact between Board meetings. **Provide** leadership to and service on Board committees. Each Board member is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Presently committees include: Academic Achievement, Governance, Finance, and Development. **Commit** time to developing financial resources for Nickel City Prep. This includes making a personally meaningful financial gift as well as supporting other fund development activities in a manner appropriate for Governing Board members. **Review** and responsibly act upon committee recommendations brought to the Board for action. **Prepare** in advance for decision-making and policy formation at Board meetings; take responsibility for self-education on the major issues before the board. **Participate** in the annual Board of Trustees self-review process. **Utilize** personal and professional skills, relationship and

knowledge for the advancement of Nickel City Prep. **Cultivate** prospective Board members, donors, partners, and volunteers and utilize personal and professional networks for the financial, organizational, and educational benefit of the school. **Disclose** any potential conflicts of interest, whether real or perceived, to the rest of the Board and abide by any decisions the Board may make with regards to the matter in the interest of the School. **Board Chair Responsibilities.** The Board Chair is the senior volunteer leader of Nickel City Prep who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees implementation of Board, school, and fiscal policies and ensures that appropriate administrative practices are established and maintained. Some responsibilities include: (1) Develops agendas for Board Meetings; (2) Appoints volunteers to key leadership positions; (3) Works within the bylaws and school's mission to maintain effective operational systems; (5) Serves as the Governance Committee Chair; (6) Communicates with the Head of School; (7) Works with the Committee Chairs and Head of School to ensure they have resources to complete their jobs; (8) Creates a safe and inclusive environment where others' perspectives are encouraged and respected; (9) Connects with major stakeholders and represents the organization at meetings, with major donors and with the press. **Vice Chair Responsibilities.** The Vice Chair is the secondary volunteer leader of Nickel City Prep and assumes all responsibilities required by the Chair in the Chair's absence. The Vice Chair supports the activities of the Board Chair and has the following responsibilities: (1) In the absence of the Chair s/he presides at the meetings of the Board of Trustees, serves as *ex officio* member of standing committees; (2) Works with the Chair to assist in agenda development for meetings; (3) Advises Chair on appointment of volunteers to key leadership positions; (4) Assists Chair by facilitating conversations between Committee Chairs as needed; (5) Supports Chair to ensure organizational priorities and governance concerns are addressed effectively and efficiently. **Treasurer Responsibilities.** The Treasurer provides oversight for the financial management of the school and aids the Board in meeting its financial oversight responsibilities. Key responsibilities include: (1) Serves as Finance Committee Chair; (2) Provides guidance for financial oversight of Nickel City Prep; (3) Ensures presentation of financial dashboards are done in timely and meaningful way; (4) Ensures development of annual budget and submission to the Board for approval; (5) Oversees development and adherence to financial policies and procedures adopted by the Board; (6) Develops and monitors investment policies as adopted; (7) Ensures assets protected and invested according to Board policy; (8) Ensures compliance with federal, state and other financial reporting requirements; (9) Presents recommendation of auditor to Board for approval; (10) Reviews results of audit with the Finance Committee, including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board. **Secretary Responsibilities.** The Secretary provides direction for the keeping of legal documents including minutes of all Board meetings. Major responsibilities include the following: (1) Provide certification, storage, and upkeep of original or copy of up-to-date bylaws; (2) Keep accurate book of minutes composed of all Board Meetings, minutes must record time and place of meeting, whether regular or special, how called, how notice was given, names of those present at meetings, and what took place; (3) Ensure that all notices are given in accordance with provisions of bylaws or as required by law; (4) Serves as protocol officer of the Board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other requirements are followed legally and ethically. **Proposed Governance Practices.**

Board Size. The Board of Trustees shall consist of at least seven (5) Trustees and no more than fifteen (15) Trustees. **Qualifications of Board Members.** (1) Unwavering commitment to mission and vision of Nickel City Prep; (2) Set of skills or expertise that can support the Board in the following: finance, governance, law, real estate, education, development, human resources, or other areas beneficial to the school; (3) Following all regulations outlined in the By-Laws, Conflict of Interest and Code of Ethics Policies. Upon authorization, the Board will recruit new members who have specific skillsets including real estate and development. **Recruitment and Selection.** New members will be recruited based on mission-alignment to Nickel City Prep and capacity to serve on the Board. The Governance Committee will identify possible members through conversations with the Board and community leaders. It will do initial screening of Board prospects, make recommendations and bring strong candidates to the Board for consideration. **Appointment.** To be approved, prospective members must receive a 2/3 vote during a regular monthly meeting in full accordance with Open Meeting Law. The Governance Committee will then be responsible for onboarding new members. New members must read and sign the Nickel City Prep By-Laws (**Attachment 5b**) and the Code of Ethics (**Attachment 5c**) two weeks prior to their first meeting. **Member Terms.** Members of the initial Board shall serve staggered terms, at least two members will serve one-term, at least two members will serve two years, and at least two members will serve three years. Any new Trustees will serve a three-year term from the date of their appointment until their successors are seated. No Trustee shall serve more than two consecutive, three-year terms. **Ex Officio and/or Representative Positions.** *Ex officio* members will not be able to vote but will be appointed to a position if the Board believes that the school could benefit from their expertise. From its membership, the Board will elect members to serve in the following four roles: Chair, Vice Chair, Treasurer, and Secretary. On an annual basis the Governance Committee will recommend prospective officers to be voted on by the Board. Board confirmation requires a 2/3 vote. Officers will serve a one-year term and will be eligible to serve up to three consecutive terms if the Board votes in such a manner. If there is a vacancy of an officer position the Governance Committee will identify a Board member to fill the spot to be confirmed by a 2/3 vote. **Committees.** The Governance Committee is structured to build and maintain an effective and robust Board for Nickel City Prep. This Committee will be chaired by the Board Chair and will be comprised entirely of Trustees of the Board. Responsibilities will include: (1) Review and evaluate the structure and size of the Board and its committees to ensure it is filling the strategic vision of Nickel City Prep; (2) Identify and recruit new members who are a mission-fit for Nickel City Prep; (3) Review any possible conflicts of interest that Board Members may have; (4) Annually review and assess the charter school governance practices and propose any policies that need amendments the Board; (5) Support Board education through new member orientation, retreats, and education and support of Board Members; (6) Conduct assessment/evaluation of the Board and its members; (7) Maintain proper organizational oversight; (8) Identify leadership development opportunities to maximize member's contributions. The Finance Committee is responsible for working with the Head of School to create a fiscal year budget, present the budget to the Board, monitor implementation of the approved budget, and recommend appropriate policies for the management of the Nickel City Prep's assets. The Treasurer will serve as the Chair and responsibilities include: (1) review and recommend the budget, a three-year financial forecast, grant proposals, and non-budgeted expenditures over a set dollar amount; (2) Annually submit objectives for the budget process; (3)

Annually evaluate committee work; (4) Arrange for an annual audit; and (5) Review all monthly financial documents and present them to the Board for its review. The Academic Achievement Committee works closely with the Head of School to ensure that all members understand Nickel City Prep's definition of academic achievement and the promises made to the community. Key responsibilities include: (1) Create a clear plan to measure progress toward academic goals; (2) Work with Head of School to set annual goals to be presented and approved by the full Board; (3) Share successes, barriers, and strategies to achieving goals; (4) Schedule opportunities for Board training on academic oversight; (5) Submit objectives for the budget process; (6) Evaluate its work as a committee. Development Committee is designed to ensure that Nickel City Prep's development plan aligns with the strategic direction and needs of the organization. Responsibilities include: (1) Working with staff to develop a fundraising plan; (2) Develops policies, plans, and schedules for fundraising; (3) Educates members regarding environmental factors affecting fundraising as well as skills and techniques used in development; (4) Sets guidelines for Board members' contributions; (5) Identifies, cultivates, and approaches major donors. **Open Meeting Law.** The Board will comply with the New York State Open Meeting Law and will hold at least 10 meetings each year (**Attachment 5b**). The date, time, location, and agenda of all meetings will be publicly posted at least one week in advance and all of the meeting minutes will be made available on our website. **Training and Development of Veteran Members.** The Board will have at least 10 meetings annually and will have a summer retreat to build their capacity. They will also be provided with on-going coaching and support for Board Committee action-planning and Board Chair coaching through Building Excellent Schools (BES). The Board will attend other BES schools' Board meetings in Buffalo to learn how to run effective meetings. The Board will annually review the By-Laws, Code of Ethics, and Conflict of Interest Policy to ensure they are up to date on the latest policies and procedures and all Board members will disclose any conflicts annually. Holding Leadership Accountable. The Head of School will report formally to the Board each month, using pre-approved financial, academic, and cultural dashboards. The Board will evaluate the Head of School annually using metrics aligned to the academic and organizational goals and metrics outlined in the charter and the annual priorities established by the Board. **Nickel City Prep Board of Trustees.** The proposed Board has six members with a wide range of expertise including: law, finance, business, education, marketing, non-profit board service, and non-profit management. Two members hold JDs, one holds an MBA, one holds a MEd, and one has experienced working for a high performing charter network in Rochester, NY. All members live in Buffalo, one grew up in Riverside, and one continues to live in Black Rock/Riverside and have a deep understanding of the culture of our city and its deep roots in educational inequity. **Family and Staff Involvement.** Participation from the community, families, and staff will be encouraged. In accordance with our By-Laws, all Board meetings will be publicly announced in a timely manner (minimally 72 hours prior to a meeting with public notice in local media, the school's website) and always include time for public comment for our stakeholders to share comments and concerns with the Board. These will be documented in our minutes and posted on our website for the public. We will also conduct a semi-annual satisfaction survey for families. There will be family monthly events where Board Members can interact with family and community members. The Board is responsible for an annual written evaluation of the Head of School, which they will conduct survey results from parents and from the staff. **Machael Sherry, Proposed Chair,** is a Buffalo native and Senior Vice President at Catapult LLC,

providing strategic advising for companies across Buffalo. Her experiences developed a strong skillset in academics, leadership, organizational development and strategic planning. Ms. Sherry earned her BA at Boston College, MS at Pace University in Elementary and Special Education, and JD from University at Buffalo. As proposed Board Chair, Ms. Sherry will chair the Governance Committee, be an *ex officio* member of all committees, and serve on the Academic Committee.

Jason Zwara, Proposed Vice Chair, Buffalo native born in Riverside, serves as Policy Manager for the National Association of Charter School Authorizers, Adjunct Professor at Canisius College Educational Leadership Program, and Advisor for the Erie Community College Perkins IV Advisory Committee. He brings expertise in state policy resource development, advocacy, and partner engagement for internal and external policy goals and expertise in state and federal policy research, analysis, and advocacy. Mr. Zwara earned his BA from Canisius College and JD from Notre Dame Law School. As Vice Chair, Mr. Zwara will serve on the Governance Committee, as well as on our Finance Committee and Facilities Taskforce.

Wayne Robinson, Proposed Treasurer, recently retired, has served as CEO of equity-owned companies including Harper International Corps and Evenflo Company and currently works as administrator and lecturer for the Harvard Business School of Buffalo. With 30+ years of experience working with nonprofits and for-profit businesses establishing expertise in financial oversight, leadership, business plan development, and operational management, he serves as Treasurer for the Boys & Girls Club of Buffalo and member of the Harvard Business School of Buffalo, Trustee on the Graycliff Preservation Board and International Institute of Buffalo as well as special advisor for the Baird Foundation. Mr. Robinson earned his BA from Colgate University and MBA from Harvard University. As proposed Treasurer, he will chair our Finance Committee.

Naomi Pabon-Figueroa, Proposed Secretary, resides in the Black Rock/Riverside neighborhood and has spent her career advocating for underserved communities. She currently serves as the Manager of Marketing and Outreach at the Literacy New York Center. Ms. Pabon-Figueroa has over 10 years of experience working with local nonprofits and deeply understands the operations of Board Governance and the needs of our community. She earned her BA and MS in Higher Education as well as an advanced certificate for Teaching and Leading for Diversity at University at Buffalo. Ms. Pabon-Figueroa will serve as our Secretary and on the Governance and Development Committees.

Tara Craig, Proposed Board Member, is a Buffalo native who attended and graduated from Buffalo Public Schools. Ms. Craig currently serves as Assistant Director of the Martha Mitchell Community Center which has allowed her to apply all of her service skills to building relationships with community service providers, patrons, and families, listening to their needs while providing obtainable solutions. Ms. Craig will serve on the Academic and Finance Committees.

Jody Valdés, Proposed Board Member, Buffalo native, is a bilingual communications consultant who has lived and worked in Europe and Latin America for 20+ years and has recently moved back to her hometown. Mrs. Valdés has served in leadership roles for the Foundation for Puerto Rico, Hospital Monte Narranco in Spain, Fisher Price Inc. in Buffalo and Europe, and Westwood Pharmaceuticals in Buffalo. She received her BA of Journalism and Communication from Buffalo State College. Mrs. Valdés brings skills in communications, marketing, strategic planning, and public relations, and will chair our Facilities Taskforce and serve on the Development Committee.

C. MANAGEMENT AND STAFFING

Staffing Plan. Nickel City Prep has created a comprehensive staffing plan that aligns to our mission and meets the needs of all learners. Outlined below in **Figure 3.2** our plan includes a robust staff to deliver a rigorous curriculum and meet the social emotional, language, disability, and academic needs of all students. In Year 1, we will have a staff of 16 FTEs and grow in Year 5 to a staff of 47 FTEs. We have an unwavering commitment to educating all subgroups of students and have created a staffing plan that reflects these priorities by providing a Coordinator of Student Supports along with full teaching build out including three ENL teachers and three Special Education teachers to provide targeted intervention. Our general education hires will be required to have an ESOL certification or a SWD certification to ensure that they are familiar with instructional strategies to support our subpopulations. If this certification has not been obtained, we will provide support in its completion.¹⁷⁰ We are deeply aware of the high levels of trauma in Buffalo and as a result add a School Social Worker in Y2 and a School Psychologist in Y3.¹⁷¹

Figure 3.6: Proposed Staffing Chart

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	\$90,000	1	1	1	1	1
Director of Operations	\$60,000	1	1	1	1	1
Office Manager	\$40,000	1	1	1	1	1
Director of Curriculum and Instruction	\$65,000	0	1	1	2	2
General Education Teacher	\$45,000	8	12	16	20	24
Teaching Fellow	\$40,000	0	0	0	1	1
Director of Talent and Recruitment	\$50,000	0	0	0	0	1
Coordinator of Student Supports	\$60,000	0.5	1	1	1	1
Special Education Teacher	\$50,000	1.5	2	2	3	3
Instructional Aide	\$35,000	0	1	1	2	3
ENL Teacher	\$50,000	1	2	2	3	3
Dean of Culture	\$65,000	0	0	1	1	1
School Social Worker	\$50,000	0	1	1	1	1
Enrichment Teacher	\$50,000	1	2	2	2	2
School Psychologist	\$80,000	0	0	1	1	1
Nurse	\$50,000	1	1	1	1	1

Delegation of Responsibilities. The Board of Trustees (“Board”) provides academic, financial, and organizational oversight of the school¹⁷², while the Head of School is in charge of the management of the school. In Year 1 the Leadership Team consists of the Head of School (“HOS”) and Director of Operations (“DO”). Management responsibilities are dispersed between the HOS, responsible for instructional responsibilities, and DO, who responsible for operational responsibilities to ensure that they are completed in an effective manner. The Leadership Bench will be built to include a Director of Curriculum and Instruction (“DCI”) in Y2 along with a Coordinator of Student Supports who will provide coaching around supporting MLLs/ELLs, at-risk students, and students with disabilities. This will shift some of the instructional and coaching duties held by the HOS given the growth of the school. In Y3 a Dean of Culture (“DC”) will be added to the Leadership Team who will primarily be responsible for the Cultural and Disciplinary

¹⁷⁰ Our support is in the form of professional resources rather than monetary.

¹⁷¹ Lankes, Tiffany. “In Buffalo’s Children, Wounds No One Sees.” www.buffalonews.com.

¹⁷² See **Section III.B** for a more extensive outline of Board responsibilities.

Management of the school. The Leadership Team will add one more member in Y4, another DCI, to share the instructional coaching load to ensure optimal academic results. The **Head of School (“HOS”)** is the external face of the school and is accountable for all school operations. S/he is the liaison between the Board and the Nickel City Prep staff. The HOS is responsible for maintaining the integrity of the mission for Nickel City Prep and ensuring that all resources are provided so that the mission can be successfully executed. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to, the DCI, the DO, or the DC (added in Year 3). The HOS reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress toward the goals in Nickel City Prep’s Accountability Plan. If granted authorization the Board intends to hire Brianna Lanoye as the founding HOS. Ms. Lanoye is a Buffalo native and BES Fellow¹⁷³ who brings deep passion to providing a high-quality K-5 education for the students of Buffalo. Over three years as a fifth grade BPS teacher, 90% of Ms. Lanoye’s students made one and a half years of literacy growth each year as measured by Fountas & Pinnell, 60% of whom grew two years, and 25% of those grew three or more years. Over the course of three years, her students outperformed the school by 10 percentage points and the district by 8 percentage points on the NYS ELA Assessment.¹⁷⁴ Ms. Lanoye was featured on the BPS Best Practices page for her work leading a data-driven classroom that used targeted small groups to serve the needs of her MLLs/ELLs. Her previous educational experience, combined with the best practices learned from top performing schools across the nation, inform the design of Nickel City Prep for the Black Rock/Riverside community. She completed Leadership Residency at RISE Prep Mayoral Academy where she worked closely with the Founder and Head of School and studied the academic, financial, and organizational elements that inform the school’s success.¹⁷⁵ Ms. Lanoye earned BFA from Niagara University and MEd in Urban Education, Childhood Education Students With Disabilities from Canisius College.¹⁷⁶ The **Director of Curriculum and Instruction** will be added in Y2 and another will be added in Y4. The DCI is responsible for reviewing previous scope and sequences for all content areas and developing new ones for the emerging grade levels. S/he is responsible for coaching and evaluating teachers and providing a mid-year and end of year review. S/he needs to prepare and present professional development sessions and coordinate progress reports, report cards, and retention conversations. S/he is responsible for creating differentiated homework packets for each grade and analyzing student growth and achievement data. The **Director of Operations** is responsible for leading day-to-day facilities management, including walkthroughs, coordinating with landlords and facilities vendors, custodial vendors, and snow removal. S/he completes the ordering of all supplies and materials throughout the year, including the annual furniture order. S/he also manages the student transportation and the school meal program in partnership with our meals vendor. S/he schedules the logistics of all special events, team coverage, and testing windows. S/he develops and implements school-wide systems and procedures. S/he must maintain all student information on the data base. S/he is the lead on district quarterly billing and assists with the school hiring process, and the school enrollment process. S/he directly

¹⁷³ See **Attachment 2c** for BES Letter of Support.

¹⁷⁴ <https://data.nysed.gov/assessment>.

¹⁷⁵ RISE Prep Mayoral Academy had an average of 74% proficiency for ELA and 84% proficiency for Math according to the NWEA MAP, nationally normed assessment. See Attachment 2c for Letter of Support from Lead Founder of RISE Prep Mayoral Academy, Rosalind Da Cruz.

¹⁷⁶ Brianna Lanoye’s full resume can be found in **Attachment 8b**.

supervises and coaches the Office Manager role. The **Coordinator of Student Supports** focuses on the administration of special education and ENL programs. During the first year of operation, s/he will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for those students requiring pull-out services in special education classes. The Coordinator will also support the identification of MLLs/ELLs along with the ENL Teacher(s). S/he will also provide coaching around supporting MLLs/ELLs, at-risk students, and students with disabilities. The **Dean of Culture** focuses on student culture and discipline. S/he holds students accountable to the Code of Conduct and establishes and maintains family relationships to support high behavioral expectations. S/he will ensure that students have access to the educational enrichment opportunities beyond the school's offerings through our family events. **Recruitment.** Nickel City Prep aims to recruit, hire and retain high-quality instructors for our students. We know that teachers must bring the right raw material to our school - powerful mission-alignment and a fierce belief that all students can, will, and must achieve at high academic levels. To ensure we are hiring candidates who are the right fit for Nickel City Prep, and whom we can grow into high-impact teachers, we will begin the hiring process in November of each year, eight months earlier than a traditional public school, and aligned with the hiring cycle of high-poverty, high-achieving schools here in NYS and across the country that allow more opportunities "to identify teacher-school 'fit' compared to peers across the country."¹⁷⁷ Hiring will include a resume submission, phone interview, sample lesson with coaching, re-teach lesson with implementation of feedback, reflection, credential check, and a final interview. Moving up the hiring date will help us recruit high quality teachers. Recruitment relies on effective partnerships with local colleges and universities, TFA¹⁷⁸, AmeriCorps Builds Lives Through Education ("ABLE"), and Buffalo Public Schools to ensure we are recruiting people committed to urban education in our city. We will prioritize individuals with at least two years of urban teaching experience and those with experience working with the growing refugee population in Buffalo. Teachers fluent in other languages of the 80+ spoken in Buffalo will be essential to our mission as well. We will provide competitive teaching salaries with a 3% contribution to our employees' 403b retirement plan. Our base salary for our teachers is \$50,000, which is more than \$11,234 more than the average starting salary of a teacher in Buffalo Public Schools.¹⁷⁹ We provide a 5% raise annually based on teacher performance and also provide extensive professional development. **Develop High-Impact Teachers.** We know that teachers grow through a process of learning, practice, and continual feedback, with clearly outlined next steps. Our teachers will begin the year with 20 days of summer professional development filled with modeling of systems, lessons, and feedback to incorporate into their practice. In addition to the professional development provided in the beginning of the year, nine days of targeted professional development throughout the year will further develop teachers' content knowledge, instructional strategies, and cultural engagement techniques. Rooted in best practices found in *Teach Like a Champion*, teachers will be coached daily by the Head of School through live coaching strategies which focus on immediate feedback. According to the "Greenhouse Schools in Boston" which studied the highest performing charter schools across the city, 75% of surveyed

¹⁷⁷ "Greenhouse Schools in Boston" TNTP. 2014. https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_in_Boston.pdf.

¹⁷⁸ See **Attachment 2c** for evidence of TFA support.

¹⁷⁹ "2017-2018 BTF Teacher's Salary Schedule."

<https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=2448&dataid=16434&FileName=2017-2019+Teachers+Salary+Schedule.pdf>.

teachers stated that consistent “feedback from observations helps them improve student outcomes.”¹⁸⁰ We are designed to ensure that we have an adult professional culture focused on growth, where teachers are professionally receptive and immediately responsive to feedback, reflect on their practice, and remain focused on high-quality instruction that drives academic performance and makes measurable impact for every student and all learners. This professional development will encourage teachers to remain at Nickel City Prep. **Retain Practice-Proven Teachers.** We know that retention of mission-aligned, high-impact teachers is critical to student success: “Schools with strong instructional cultures retain far more of their most effective teachers. In fact, schools with weak cultures stand to lose their effective teachers at 1.5 times the rate as schools with stronger cultures.”¹⁸¹ To focus teacher growth on lesson implementation, student differentiation, and data-driven teaching and learning rather than creating curricular resources from scratch, we will provide teachers with 140 minutes of built-in daily planning time¹⁸² and scripted curriculum used in high performing schools like RISE Prep Mayoral Academy, aligned to New York State Next Generation Learning Standards (“NYSNGLS”), which will ensure teachers are supported by administration and have the time to become masterful at execution of their lessons and responsive to their students’ needs. Driven by research on their use as strong retention tools, we will provide daily, bite-size teacher feedback and develop internal leadership roles, including Director of Curriculum and Instruction (Y2), and Dean of Culture (Y3) and grade level chairs (Y3).¹⁸³ We train teachers to our definition of academic rigor, which means having high expectations (on grade level or above) for student work, differentiating materials so that all students are interacting with the same level of challenge, pushing students to think critically and effectively to articulate their thought process verbally and in writing to their peers and teachers.¹⁸⁴ We know that to ensure academic rigor in all classrooms for all students, mission-aligned, high-impact teachers must remain in our school for as long as possible; therefore, and as outlined, we will provide leadership opportunities, professional development, administrative support, a strong sense of community, and clear expectations for success for every member of our teaching team.

C.1-3. CHARTER MANAGEMENT/PARTNER ORGANIZATIONS/NETWORKED SCHOOLS – Not applicable

D. STAFF SUPERVISION AND DEVELOPMENT

Summer Professional Development. At Nickel City Prep every decision from hiring, to instruction, to our core values, is rooted in our mission of building a strong academic foundation for every student. The only way we will reach our goal is if we, as a staff, are all committed equally to our ambitious goals, are supportive of each other as individuals, and have a clear and detailed program to grow ourselves as the adults responsible for our students’ growth. That support and that program formally begins with our summer professional development which will span 20 days and devote a significant portion of the time setting a strong adult culture, which will result in a strong student culture.¹⁸⁵ This is an imperative part of the process to ensure we have the deep

¹⁸⁰ Ibid.

¹⁸¹ Ibid.

¹⁸² Refer to **Attachment 4b** for teacher schedule.

¹⁸³ Refer to **Section III.B** for full explanation of Organization Structure.

¹⁸⁴ Lemov, Doug. “The First Answer is Rarely Sufficient: A Common Opportunity for More Rigor.” Field Notes. 2017. www.teachlikeachampion.com.

¹⁸⁵ High-quality schools like Purpose Prep and Nashville Classical, both located in Nashville, TN hold summer onboarding three weeks before school begins. See Attachment 4c for calendar details.

commitment to our mission, team, and practices to prepare ourselves to start of strong for our students. The content of the sessions will be divided between mission development, teambuilding, instructional taxonomies, instructional content and standards-based assessments, home visits/exploration of the community, and specific procedures/routines. **Mission Development.** We will explicit teach our mission and how it drives the purpose behind all schoolwide decisions, policies, and programs. **Teambuilding.** We will be build this in as a component of each day to build a united team, so that when challenges arise our staff will be solutions-oriented, supportive, and goal-driven. **Instructional Taxonomies.** We must be consistent across classrooms and execute taxonomies effectively to ensure that our students build a strong academic foundation. We will practice 100%, strong voice, positive narration, do it again, and what to do as the core taxonomies for our team. Teachers will be able to effectively encourage positive behavior and provided clear and precise directions.¹⁸⁶ **Instructional Content and Standards-Based Assessments.** We will devote time to unpacking our literacy and math programs most particularly, go over how to intellectually prepare for lesson execution, and review our assessment program and how we will use it to drive our work with students and towards their measurable success. **Procedures and Routines.** These need to be explicitly taught and internalized by teachers so there is not a minute wasted of academic time. We will focus on transitions within the classroom and outside of it, with some examples including: bathroom routine, cafeteria routine, and turn and talk procedure. Before the first day of school all of these teachings must be practiced with other teachers/leadership team so that they can learn and grow from feedback to ensure readiness for the first day. **Facilitation.** In Years 1 and 2, the Head of School will be leading the majority of professional development sessions, except for some content specific sessions such as those pertaining to operations. After the first two years the Head of School will be developing leadership from within the school and will broaden professional development to have sessions run by school leaders. The Coordinator of Student Supports will lead sessions on procedures for supporting students with disabilities, at-risk, and MLLs/ELLs. The DCI (Y2) will lead specific curriculum content-based sessions. **Abbreviated Day Professional Development.** Every Wednesday we will have an abbreviated school day that ends at 2:00pm, to provide teachers with two hours of weekly professional development. This time will be dedicated to professional development based off of classroom observations of teachers, or instructional/behavior data. This time will require full group participation and will be centered around breaking down school wide goals, specific instructional/cultural pushes, reinforcing our community values, and specific logistical concerns that may arise. A session may consist of review of a specific strategy like ratio “putting the thinking on students,” which directly aligns to preparing our scholars excel in high school, college, and life. This concept will be taught whole group by the Head of School through modeling, visual aids, and discussion with peers. A different session may focus on a cultural push of norming specific behavioral expectations that have not been implemented across the school to fidelity. Another day may have an emphasis a specific logistical concern such as safety drills, CPR certification, or trauma informed care. Meeting as a whole group will be an opportunity to reinforce our commitment to our team and to our mission. We are reminded that we are in this together and that each one of us is a valuable component to accomplishing our goal. As our school matures, professional development will be

¹⁸⁶ See **Section II.C** for more details regarding taxonomy practice.

differentiated based on the time teachers have spent at Nickel City Prep, so that those more veteran teachers are learning new material and novice teachers are receiving training on foundational elements of our model. For example, new teachers may spend time focusing on core instruction taxonomies such as clear “what to do” directions, while more experienced teachers are trained on instructional moves to increase ratio during discussions. **Content Level Specific.** In Year 2, content specific sessions will be led by the DCI and include teachers from varying grade levels, but identical content areas. This time is dedicated to demonstrating how curriculum builds across grade levels and to address any gaps that may exist in necessary foundational skills that impact other grade levels. Teachers will norm language to unlock previous understanding from students and preview the concepts taught in other grades to ensure they are prepared for the next academic steps. **Grade Level Specific.** In Year 3, this will be led by the grade level chairs with a specific agenda and consists of all teachers that are teaching a specific grade level. This is an important time to focus on academic/cultural norming around student work and behavior, reviewing best practices, and planning for future lessons. There is one teacher who will be appointed the grade level chair who develops the agenda and notifies teachers of any necessary prework that should have been completed, with support and oversight by the DCI. A sample agenda would begin with quick hits, then go into student work to review and norm around grading, then sharing best practices and strategizing with each other about implementation, and then planning for upcoming events, lessons, and assessments.¹⁸⁷ **Planning Periods.** Each day teachers are provided with 140 minutes of preparation and 100 minutes on Wednesdays due to the abbreviated day; 40 of those minutes will be designated for common planning to ensure teachers have time to plan together to implement purposeful, rigorous and engaging instruction.¹⁸⁸ **Data Days.** At Nickel City Prep we dedicate 9 days throughout the year to analyze data after important STEP, NWEA MAP and/or interim assessments. It is a time to celebrate positive data trends and identify individual trends that need more thorough support. In Y1-Y2 we will be identifying gaps in assessments, analyzing why they exist, and then addressing them in an action plan as a whole group. In Y3, the role of the grade level chair will be to guide teachers through the process and asks probing questions that allow teachers to arrive at appropriate conclusions. This will ensure that teachers are able to learn these best practices on larger assessments and then apply them in their daily data analysis of student work. **Identify the Gaps.** Teachers should come prepared with prework completed before the meeting where they have begun the process of error analysis. Each assessment will have questions aligned to standards that teachers have already taught prior to the assessments. Teachers will spend time looking at the data and seeing where there are misconceptions. **Analyze the Gaps.** After they have identified these gaps they then analyze the specific standards and reflect on teaching practices and student work. They evaluate certain trends and identify the scholars that need targeted instruction based off of the trends. **Address the Gaps.** Lastly, in order to ensure that these gaps do not widen teachers develop an action plan to address them. This could look like implementing new strategies to teach whole group, targeted small group or individualized plans for students. **Individual Teacher Coaching.** At Nickel City Prep we believe in high-quality instruction, which is developed mostly through individual teacher coaching. The highest performing schools have an emphasis on coaching and feedback cycles, which allows their

¹⁸⁷ This protocol is followed at RISE Prep Mayoral Academy, a high-performing school in Woonsocket, RI.

¹⁸⁸ See **Attachment 4b** for a full Teacher Schedule.

teachers to “find value in regular, actionable feedback from their administrators, transparent evaluation tools and structured time for collaborating with and learning from effective colleagues.”¹⁸⁹ This coaching allows for school leadership presence in classrooms, teacher reflection on practice, feedback on specific practices, development through modeling and practice, and an action plan for improvement. To be our best we need to make sure that we are constantly reflecting and growing in all roles. **Content.** We will base our practices on the research-based results of Elena Aguilar’s *The Art of Coaching* and Paul Bambrick-Santoyo’s *Get Better Faster*. Each weekly session will begin with a celebration of a practice that a teacher is doing well in their classroom. After identifying areas of praise, then both the Head of School¹⁹⁰ and the teacher will review either a filmed section of the observation, or an oral summary of the observation. The Head of School will then ask probing questions to help the teacher reflect on their practice and identify an area of growth. Once that area is confirmed by the Head of School, it is their job to model what it should sound like or look like. After modeling there is time dedicated to practice this skill with the appropriate amount of scaffolding. When the teacher has demonstrated understanding of the practice then an action plan is developed to help them use it in their classroom for the upcoming week. Coaching sessions will be weekly for 30 minutes in order to allow for adequate time for the review. This will also require an additional 30 minutes that the Head of School spends observing and live coaching.

E. EVALUATION

Evaluation Process. At Nickel City Prep, we use data to evaluate all that we do including our staff performance. We believe that reflection and feedback drive staff to continuously develop and grow. Throughout each year we will evaluate our Board, our leadership and staff, our fiscal management, and our academic program. **Programmatic Audits.** We will work in compliance with Education Law §2851(2)(f) which states that “charter schools must follow requirements and procedures for programmatic and independent fiscal audits at least once annually, with such audits being comparable in scope to those required of other public schools.”¹⁹¹ We will conduct semi-annual and annual audits to gauge success towards the accountability goals stated in this petition (**Section IA**). Our programmatic audits will analyze data collected from surveys of staff, community members, and families twice per year. These surveys will be used to identify trends across all content areas, grade levels, and subpopulations, including MLL/ELL, at-risk students, and students with disabilities. Areas of valid strengths and areas of improvement will be analyzed to make plans to better serve stakeholders. Through our programmatic audit process, we will ensure progress toward Benchmark 3, “Families, community members and school staff work together to share in the responsibility for student academic progress and 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.”¹⁹² Data collected from these surveys are also a part of the criteria used to evaluate the Head of School.¹⁹³ The results of the programmatic audit will go into our annual report which will be communicated through our website and directly shared with our Board, community stakeholders, and the Board of Regents. Our annual report is

¹⁸⁹ McGovern, Kate. *Greenhouse Schools in Boston*. TNTP. 2014.

¹⁹⁰ Beginning in Y2 the DCI will have coaching load of 8 teachers, while the HOS will coach four teachers. See III.A for more information about the coaching structure.

¹⁹¹ <https://codes.findlaw.com/ny/education-law/edn-sect-2851.html>.

¹⁹² http://www.p12.nysed.gov/psc/documents/9-4-2015CSPerformFrame082015_MM_SM-changesaccepted.pdf.

¹⁹³ See **Attachment 8a**.

due to the Board of Regents on August 1 and our DO and HOS will oversee the creation and submission of the report. **Board of Trustees.** We will have an annual administrative review comprised of a self-evaluation by the Board of Trustees as well as the Board's evaluation of the HOS. The Board will conduct a self-evaluation overseen by the Board Chair and Governance Committee.¹⁹⁴ They will use this tool to evaluate individual Board member's performance using role and committee criteria. They will also evaluate the Board as a whole on how successfully it provides academic, financial, and academic oversight. The findings will help support the Board in strengthening its oversight expertise. The Board will also annually provide a written cumulative review of the HOS through its Evaluation Committee which will be comprised of the Board Chair, Treasurer, and Chair of the Academic Achievement Committee. The cumulative review will include all data aligned to student academic performance, 360 feedback, semiannual data from staff and family surveys, criteria for the job description of the HOS, and progress towards accountability goals as outlined by the charter. The Board Chair is responsible for reviewing the evaluation with the HOS and securing it in the his/her personnel file. The Board will use this data to identify valid strengths and areas for improvement to set accurate goals for performance, unless it is determined that the HOS should be discharged based on lack of progress towards goals. In addition to being evaluated by the Board, the HOS will use a self-evaluation tool to measure progress towards executing the goals outlined by the Charter School Performance Framework and share that self-evaluation tool with the Evaluation Committee. **Leadership Staff/School Staff Evaluation.** All staff members will receive daily informal feedback as well as weekly coaching sessions to work towards mastery of professional growth goals. We will have a formal mid-year and end-of-year evaluation that will be conducted by each employee's direct manager. The purpose of our evaluation process is to recognize areas of particular strength and success, to articulate areas for improvement and/or focus, and to give overall feedback on performance to date. The evaluation data will be compiled from direct coaching and observation, weekly coaching check-ins, and HOS feedback regarding overall job performance. For both the mid-year and end of year evaluations, the manager will provide a written review to the employee that includes key areas of strength, areas for improvement, and professional growth goals for the remainder of the school year. During the evaluation meeting, next steps will be discussed to help the employee achieve their professional growth goals. All growth goals must be specific, measurable, achievable, relevant, and timely for the employee. If the employee is struggling with their performance, they will be put on a Performance Improvement Plan ("PIP"), which will be drafted in their next meeting with their manager and should be a separate document from the evaluation document. For the end-of-year evaluation, the same protocol will be followed with the addition of student academic data (growth and absolute) to support whether the professional growth goal has been achieved and what areas should be focused on for the summer months. If the employee was placed on a PIP during the mid-year review and has not demonstrated improvement towards the outlined goals with school support, then the employee may be released in accordance with personnel policies. **Academic Evaluation.** The Board is responsible for overseeing, reporting on, and ensuring the academic, financial, and organizational health of Nickel City Prep. The Academic Achievement Committee will analyze academic dashboards that will be presented to the Board to ensure that we reach our outlined academic performance goals.

¹⁹⁴ See Attachment 5b.

Each month, the Academic Achievement Committee will evaluate the following disaggregated data points: attrition, attendance, enrollment, academic data for MLLs/ELLs, students with disabilities, and at-risk students, and assessment performance. Teachers will collect data to determine where students are academically at multiple points throughout each day, week, month, trimester, and year. According to top performing charter schools in Boston, “[Y]ou must use rigorous formal and informal assessment tools - from quizzes and tests to exit slips and homework - to collect data that helps [teachers] adjust their instruction to meet students’ needs.”¹⁹⁵ Annually, we will analyze NYS Testing results to inform future instructional, curricular, and professional development decisions. At a trimester level, data will be analyzed from the Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) assessments in Reading Comprehension and Mathematics. The MAP assessment will be given for our beginning-of-year (BOY) diagnostic evaluation, mid-year evaluation (MY), and summative end-of-year assessment (EOY) to ensure that students are growing sufficiently in Reading and Math. Teachers will also evaluate student data from the STEP assessment, which will be completed five times per year to track our students’ growth in developmental reading, as well as interim assessments every six to eight weeks. On a weekly basis, grade level teams will meet to evaluate weekly data collected from exit tickets, student work, and quizzes to plan reteaching and interventions to close student academic gaps. All of our data collection aligns to Benchmark 6 in the Charter School Performance Framework, as “[t]eachers 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 consistent high levels of engagement, thinking and achievement.”¹⁹⁶ On a daily basis, exit tickets will be evaluated after each class period to identify students for small group instruction during Response to Intervention time (RTI) as well as any necessary revisions to the next day’s whole class lesson. RTI will allow teachers to develop individualized supports for students so that they can understand the content. At a classroom level, students will be assessed daily to ensure that they are understanding the lessons being taught and in order to strategically arrange small group instruction for optimal growth. Teachers will be provided with time to during planning periods and Wednesday professional development to create individualized supports for their students. Analyzing this data will allow the Board to provide proper oversight and determine if any changes need to be made to increase academic performance. **Financial Evaluation.** The Finance Committee will analyze financial dashboards prepared by the Head of School and Back-Office-Provider monthly. They will then present to the whole Board for oversight and approval of all financial statements. The data points evaluated include, cash on hand, cash flow statements projected to actual, budget details projected to actuals, and the income and expense statement. The Finance Committee will also recommend an auditor that is a Certified Public Accountant for the Board’s consideration and approval. All of the guidelines set forth by the NYSED Charter School Audit Guide will be followed¹⁹⁷ and the Board will address all findings of the audit in a timely and complete manner.

¹⁹⁵ “Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive” The New Teacher Project. March 2012.

¹⁹⁶ http://www.p12.nysed.gov/psc/documents/9-4-2015CSPerformFrame082015_MM_SM-changesaccepted.pdf .

¹⁹⁷ <http://www.p12.nysed.gov/psc/documents/auditguide2017.pdf>.

F. FACILITIES

In November 2019 we established a relationship with Colby Development¹⁹⁸ which brings 10+ years of experience in the Buffalo charter school sector, is located in Black Rock/Riverside, has strong relationships within the community, and has recently secured facilities for 3 charter schools. **Facility Requirements.** We are planning for an average of 90 square feet per student, requiring a facility between: 9,000-11,000 square feet Y1; 15,000-17,000 Y2; 21,000-23,000 Y3; 27,000-29,000 Y4; and 33,000-35,000 Y5. We will not need any community resources to implement our program and will be able to run our program entirely in our proposed facilities.

Figure 3.7 Facilities Requirements					
Spaces	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	4	8	12	16	20
Special Education Classrooms	1	1	2	2	2
ENL Education Classrooms	1	1	1	2	2
Counseling/Guidance Offices	1	1	1	1	1
Administrative Offices	1	1	1	1	1
Cafeteria ¹⁹⁹	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	-	-	-	-	-
Conference Rooms	1	1	1	1	1

Facility Locations. We have not identified a single property yet but have looked at eight, toured four and have narrowed the choice between two. Option 1: 2101 Kenmore Avenue in Buffalo, NY 14207 is a currently used as warehouse space, includes 4 floors of 12,500 square feet per floor (50,000 square feet total), includes a parking lot with ample room for drop off and pick up, and is located in our target zip code of 14207. Option 2: 356 Hertel Avenue in Buffalo, NY 14207, could be a lease to purchase (Y8), has 44,000 square feet across 2 floors, is on a bus line, has room for drop off and pick up, is located within an opportunity zone and hold historic tax credit; all renovations could be done in two phases across floors. Both facilities provide a Lease with Option to Purchase Contract and would be able to accommodate a full K-5 build out. We are evaluating which decision would be the most financially sound. We are going on tours with the Head Developer of Colby Development, Colby Smith, and his Lead Architect to provide estimates on renovations in May 2019. Based on estimates we will choose the space that is most fiscally responsible and sign a Lease with Option to Purchase Contract upon our approval (anticipated dates November 4-5) and immediately begin the necessary renovations. All leasing and renovation costs are provided for in our budget details in **Attachment 9** with accompanying narrative in **Section III.K**.

G. INSURANCE

Our proposed insurance quote was provided by First Fidelity Brokerage, INC and includes: General Liability, Workers Comp, Educators Legal Liability, Property, Excess Liability, Crime, and Accident Insurance (\$21,488 Y1; \$30,832 Y2; \$40,176 Y3; \$49,520 Y4; \$58,864 Y5). We intend to obtain additional coverages: Cyber Liability, Special Risk, and Fiduciary Liability, incurring an


¹⁹⁸ www.colbydevelopment.com.

¹⁹⁹ The cafeteria and gymnasium can be a shared space if the square footage does not allow for two separate spaces.

additional flat rate of \$3,750 each year. We will obtain a Directors and Officers (D&O) insurance policy for the Board during the planning year for \$2,000, which will merge into our Educators Legal Liability Coverage post-planning year. To be fiscally conservative, we have budgeted Workers Compensation at a rate of 1%, instead of the quoted rate of .75%.²⁰⁰ This variance should account for any discrepancies that may incur between the quote and the actual policy. Nickel City Prep and our insurance provider will notify NYSED within ten days of cancellation.

Figure 3.8: Proposed Insurance Coverage

Nickel City Prep
NOTICE: This statement is intended to provide the insurance coverages and the associated estimated premium for budget purposes only. Actual premium will be determined at time of coverage placement and will depend on exposures, carrier rate changes, and limits and deductibles selected.

 **FFB**
www.FFBny.com

COVERAGE	LIMITS OF LIABILITY	RETENTION	COMMENTS	Projected					
				Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
General Liability	Liability:								
	Each Occurrence	\$1,000,000	Nil except:		\$8,208	\$12,312	\$16,416	\$20,520	\$24,624
	Personal and Advertising Injury	\$1,000,000	\$1,000 Employee Benefits Liability						
	General Aggregate	\$3,000,000							
	Fire Legal Liability	\$1,000,000							
	Medical Payments, per person	\$5,000							
	Hired and Non Owned Liability	\$1,000,000							
Workers Compensation	Employee Benefits Liability	\$1,000,000							
	Abuse & Molestation Limit	\$1,000,000							
Educators Legal Liability (incl. Directors & Officers)	Abuse & Molestation Agg. Limit	\$2,000,000							
	Products Agg Limit	\$3,000,000							
Workers Compensation	Workers Compensation	Statutory	2.66 FTE (~\$190,000)	\$1,425	\$8,700	\$13,050	\$17,400	\$21,750	\$26,100
	Employers Liability	\$1,000,000							
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability	\$1,000,000	\$2,500 Educators Legal Liability	\$2,000	\$3,500	\$3,850	\$4,200	\$4,550	\$4,900
	Educators Legal Liability Aggregate	\$1,000,000	\$5,000 EPL						
Property	Property:								
	Contents	\$250,000	\$2,500						
	EDP	\$250,000							
Excess Liability	Business Income / Extra Expense	ALS			Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Cause of Loss Form	Special							
Excess Liability	Each Occurrence	\$10,000,000	\$10,000 SIR if no underlying		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Aggregate	\$10,000,000							
Crime	Employee Theft	\$1,000,000	\$25,000		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Depositors Forgery or Alteration	\$1,000,000							
	Theft, Disappearance & Destruction - Money, Securities, and Other Property	\$1,000,000							
	Computer and Funds Transfer Fraud	\$1,000,000							
Accident Insurance	AD&D:	\$1,000,000	Nil		\$1,080	\$1,620	\$2,160	\$2,700	\$3,240
Special Risk	Accident Medical Expense:	\$250,000							
					\$21,488	\$30,832	\$40,176	\$49,520	\$58,864
Additional Coverages									
Cyber Liability	Aggregate Limit	\$1,000,000	\$2,500		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Special Risk	Ransom	\$1,000,000	Nil		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Fiduciary Liability	Limit	\$1,000,000	\$10,000		\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
	Aggregate	\$1,000,000							
					\$3,750	\$3,750	\$3,750	\$3,750	\$3,750

H. NON-ACADEMIC OPERATIONS

The Head of School will oversee a Director of Operation, hired in Y1 and continuing in all years, who will provide effective management over non-academic operations. This includes management over health services, addressing staff, record-keeping, administration of medications, health services and programs, facility requirements, food services, transportation, technology, student information, procurement, compliance and reporting, security, and custodial services. The Director of Operations will oversee and/or be complimented by several positions that will have various roles within non-academic operations. In all years we will have a financial Back Office Provider, as well as full-time Nurse and full-time Office Manager, both of whom will report to the Director of Operations. In Y2, we will add a full-time Social Worker and full-time Coordinator of Student Supports (.5 position in Y1, shared with .5 teacher/direct service provider

²⁰⁰ See Attachment 9.

role); in Y3 we will add a full-time School Psychologist; in Y5 we will add a Director of Talent and Recruitment. **Health Services and Programs.** We will employ a full-time Nurse for all years (**Attachment 9**) and will provide private on-site space for all nursing needs within the school. The Nurse will be a licensed RN with valid and current NY State Licensure. The school will ensure compliance with all NY state health laws outlined in Education Law Article 19 and collect all immunization records in accordance with public health law 2164. In addition to obtaining all immunization records, students will need to have a current physical examination and provide records of the examination within 30 days of attendance according to Education Law Article 19 Section 903. If this record has not been obtained, then the physical will be conducted by our school nurse. Our school nurse will be responsible for administration of all medications, health services and programs, student medical record-keeping, hearing screenings, vision screenings, and scoliosis screenings. During the summer each year, our staff will participate in First Aid and CPR training provided through the Red Cross to prepare them for any health emergencies that may arise. Given the needs of our school community, we will employ a full-time Social Worker starting in Y2 and full-time School Psychologist starting in Y3. **Addressing Staffing.** The Director of Operations will manage posting all staffing positions as directed by the Head of School and manage all operational details associated with overall staff recruitment. The Director of Operations will manage all HR functions of the school, including securing all required documents within the onboarding process. While the Director of Operations will secure all legally required background checks, the Head of School will review all background check results to verify final employment eligibility with the school. The school will hire a Back Office Provider in all years which will manage all payroll functions, including all retirement matching contributions. In Y5, with 47 staff members and 324 students, we will hire a full-time Director of Talent and Recruitment who will lead all staff recruitment and onboarding responsibilities, and who will report to the Head of School. **Record Keeping.** The Director of Operations will manage all record-keeping functions of the school, delegating and sharing some responsibilities across various staff members as appropriate to their roles. All financial record-keeping, likely using QuickBooks, will be maintained by the Director of Operations with the technical support of the Back Office Provider, with copies of all checks, purchase orders and receipts maintained at the school site. All personnel records will be managed by the Director of Operations, kept in a locked and secured location, with oversight from the Head of School. All student academic records will be managed by the Office Manager, kept in a locked and secured location (physical and virtual) with oversight from the Director of Operations. All health records will be managed by the Nurse, kept in a locked and secured location, with oversight from the Director of Operations. All discipline records will be managed by the Head of School in Y1 and Y2, kept in a locked and secured location, and will move in responsibility to the Dean of Culture in Y3. All special education records will be managed in all years by the Coordinator of Student Supports, kept in a locked and secure location, with oversight from the Head of School. We will maintain comprehensive student records as stated in locked filing cabinets as well as on a secure online student information system such as Aspen, Power School, or Infinite Campus. **Administration of Medications.** As noted above, the school Nurse will administer all medications within the school and will be overseen and report to the Director of Operations. **Facility Requirements.** The Director of Operations will be responsible for ensuring that we maintain a clean, safe, and legally compliant facility in all years, including securing all required certificates and inspections and ensuring that all repairs and maintenance

are managed efficiently to support the needs of our students, staff, and families. **Food Services.** The Director of Operations will lead all food services operations, delegating some daily tasks to the Office Manager as appropriate. Both the Director of Operations and Office Manager will complete NY State Demonstration of Knowledge Food Safety Training as required, and the Director of Operations will support all required food inspections. We will participate in the Federal school lunch and breakfast program and abide by all federal nutrition guidelines. We intend to partner with the district to enroll in their local food service program, which would be prepared on site in our facility. We intend to meet with Buffalo Public Schools Director of Child Nutrition Services Bridget O'Brien Woods²⁰¹ to establish the relationship and manage all requirements. The final decision regarding whether school is prepared on or off-site will be determined upon final facility details as secured. **Transportation Services.** We will provide transportation to all students, provided through the Buffalo Public School District. As required by NY law, if a district parent enrolls their child in a district charter school, the district is mandated to arrange transportation for the child. Families from surrounding districts are entitled to bussing but must complete and submit a transportation request to their district transportation department by April 1 for the following year. Transportation will be provided through the district every day that school is in session; due to our extended academic year we operate five days out of this normal calendar and have allocated funds to cover bus rental for these five days (**Attachment 9**). We will ensure and coordinate transportation for any students with disabilities who require specific transportation based on their IEP or 504 plan. Logistics will be made well in advance to ensure we are meeting the needs of all students. **External Vendors and Procurement.** All external vendors will be decided in accordance with all applicable NY State procurement laws. The Director of Operations, under the supervision of the Head of School, will oversee the RFA process. The Director of Operations will work with vendors to install, support, and maintain a security system that ensures safe and protected access to the building at all times and will ensure the purchase, installation, and maintenance of other technological devices such as laptops, Chromebooks, and projectors. For facility needs, we will work with our landlord for any repairs that need to be done and hire an outside custodial vendor for cleaning services (**Attachment 9**). **Compliance and Reporting.** The Back Office Provider will provide technical support in the completion of all compliance and reporting requirements and will be overseen by the Head of School. Ultimately, the Head of School is responsible for ensuring that all compliance and reporting requirements are met and is accountable both to the Board and to the authorizer for such timely and accurate completion. The Head of School will work closely with the Board to ensure that the Annual Report is submitted to NYSED by June 30 of each year.

I. FAMILY AND COMMUNITY INVOLVEMENT

The family and community partnerships that we have forged are invaluable to us at Nickel City Prep. According to parents and guardians in the Riverside community, families oftentimes feel like they have been unaware if their child is struggling in school, or what their child's reading level is. Families lament that the most communication they have with a school is when their child is involved in behavioral issues. In response, we have designed a communication system with our families and guardians that allows us to stay in constant communication with them about their

²⁰¹ <http://www.schoolnutritionandfitness.com/index.php?sid=0603142256068325>.

student's ongoing academic progress. We have designed a school with structures, routines, and approaches that will continue consistent communication and partnerships through pre-opening, enrollment, and opening of our school. **Pre-opening phase.** Through the fall, winter, and early spring of 2018-19, we have attended **22** community events, held **13** tabling events, hosted **3** information sessions, conducted two public meetings, and spoken to **100+** parents with age-eligible children. We have distributed **300+** flyers to local businesses and families that live in Black Rock/Riverside. We have held a discussion group with Buffalo students, learning what they want to see in an ideal K-5 school in their community. We have collected **100+** surveys, completed online and in-person at multiple tabling events and information sessions. We have held two public meetings in the Black Rock/Riverside area that coincided with Riverside Business Association and Rediscover Riverside gatherings to best reach the largest number of stakeholders and families; we have provided timely public communication about these meetings to community members through (a) networking communication through these relationships which bring an established strong community base as well as providing (b) public notice through the Riverside Review and (c) our online presence of the Nickel City Prep Facebook Page and Nickel City Prep Instagram Page. We will continue to send out monthly newsletters and hold weekly tabling events. **Enrollment.** It is critical to keep families who are enrolled engaged before we open our doors. We will have monthly tabling sessions in community centers in the Black Rock/Riverside Neighborhood and invite our families through our Facebook page, Instagram page, and newsletters. We will also host monthly events to invite families to mingle with each other and encourage a strong community culture. Monthly events may include skate night, craft nights, sports tournaments at the Northwest Community Center, and picnics in Riverside Park. Another step we will take to build a strong and committed relationship with each individual family, will begin with spring Home Visits after the close our enrollment period and lottery, as Home Visits allow school leaders to "understand the hopes of the family and clearly outline the expectations of the school."²⁰² After we have established that positive foundational relationship, we will invite students and families to join all teachers for lunch one day of their summer professional development so that teachers, parents, and students can further strengthen their relationship of shared commitment to their children's success. **Opening.** Our first day of school will include a positive phone call to each family about one strength that their student exhibited that day. This line of communication will continue to be strengthened through biweekly phone calls from teachers as well as monthly emails and newsletters from school leadership and grade level teams. As a result of the constant interaction there will be increased parent engagement in activities at school and their student's academic work. Parental engagement reinforces the foundation in academics and holds students accountable to the standards at home as well as school. We will strengthen this relationship through GRIT reports allowing parents and teachers to communicate specific information to one another in a timely manner, monthly newsletters, and monthly parent college nights, focused on student growth and achievement, reinforcing a mission-driven partnership between home and school. **Community Relationships.** We have held multiple and frequent meetings with dozens of community-based organizations. According to the Harvard Family Research Project, "When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform

²⁰² Quote from Persistence Preparatory Founder and Head of School Joelle Formatto (2015 BES Fellow).

individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula. Community programs with stronger relationships with school teachers and principals were more successful at improving students' homework completion, homework effort, positive behavior, and initiative."²⁰³ We have become formal members of and attended meetings for the Buffalo Immigrant and Refugee Leadership Taskforce, Black Rock Historical Society, and Riverside Business Association. Other community-based organizations with which we have worked include: Central Library, Riverside Library, North Park Branch Library, Drexel Academy Head Start, Holy Cross Head Start, Hope Buffalo, Rediscover Riverside, Forest District Civic Association, Amherst/Grant St. Block Club, Believe in Black Rock, 716 Squash, AmeriCorps Builds Lives through Education, Baird Foundation, Say Yes Buffalo, Buffalo Prep, and Teach For America. We intend to continue attending meetings hosted by these organizations and looking for other ways to collaborate in our education program. Our school's mission is to create leaders in our community and will lead and participate in many community service projects to benefit the Black Rock/Riverside Neighborhood. **School Relationships.** We intend to have an open door policy to all schools, staff, and students of other schools. We have studied and spoken with local school leaders from: BPS #33 Bilingual Center; BPS #195 City Honors; BPS #353 Newcomer Academy; Tapestry Charter School; Buffalo Academy of Science; and West Buffalo Charter School. We have spoken to leaders specifically about working with a high MLL/ELL population, along with effective practices they utilize in their schools. We have attended two WNY Charter School Leader meetings where we spoke about Nickel City Prep, and we have learned from school leaders at the following schools: Enterprise Charter School, Elmwood Village Charter School, Buffalo Academy of Science Charter School, Charter School for Applied Technologies, Proposed School Primary Hall Preparatory, and Maritime Charter School. We hope to foster strong relationships with more schools and learn from each other to reform education in Buffalo.

J. FINANCIAL MANAGEMENT

Back Office Provider. We will use a Back Office Provider experienced working with charter schools in New York State such as EdTech, a financial and operational charter consulting firm, or Kirisits & Associates, a financial firm that provides back-office support to 10+ charter schools in Buffalo. The Board will approve the annual contract for and annually evaluate the performance of the Back Office Provider with input from the Head of School. The Back Office Provider will provide all financial statements for the Board's review, communicate and work regularly with the Head of School, and support the annual budget building process, manage all payroll, and lead all financial compliance reporting. **Fiscal Policies.** The Board will approve and annually review a set of fiscal policies and procedures, including but not limited to: Borrowing Policy, Capital Expenditure Policy, Check Signing and Withdrawal Policy, Expense Reimbursement Policy, Investment Policy, and Risk Management Policy. All policies will be reviewed by the Board members annually and guide processes followed by the Finance Committee. We have the utmost confidence in our Board's ability to provide financial oversight, specifically with our Treasurer who has extensive financial expertise and currently serves as the Treasurer for the Boys & Girls

²⁰³ Harvard Family Research Project. (2010). *Partnerships for learning: Promising practices in integrating school and out-of-school time program supports*.

Club in Buffalo. **Board Adherence to Generally Accepted Accounting Practices (“GAAP”).** We will ensure that our financials are regular, consistent, accurate, methodical, transparent, prudent, and in good faith. We will ensure that our policies are consistently aligned to the most up-to-date policies outlined in the NYSED Audit Guide²⁰⁴ that outlines the Government Auditing Standards, issued by the U.S. Comptroller of General. The Finance Committee will recommend to the Board the audit firm, which will be approved by the Board. S/he will be an independent and licensed Certified Public Accountant or Public Accountant and report directly to the Board. Audits will occur annually and the Board will respond promptly to any findings. We will submit our audit with our financial statements in electronic form within 120 days of the end of the charter school fiscal year. We will use the contracted firm for all required reporting including, but not limited to, the initial statement on internal controls, CSP agreed upon procedures reporting, A-133 audit, and filing of an annual 990 with the IRS. The estimated price²⁰⁵ for our audit is based on other local charter school’s experiences.²⁰⁶ **Tracking Student Information.** We will use an online Student Information System, such as Infinite Campus or Aspen, to track student attendance, FRL eligibility, enrollment, attendance, special education services, and related services for students with special needs. **Budget Building Process.** The annual budget will be an iterative process that is supported by the Back Office Provider and led by the Head of School who will set school priorities that inform all budget items and ultimately ensure that the budget aligns to the mission and goals of Nickel City Prep. Our Back Office Provider will share insight around charter school spending and identified spending trends. This process will begin in January between the Head of School and Back Office Provider to draft a fiscally conservative, mission-aligned budget to present to the Finance Committee for review no later than February. The Committee will review the draft, work with management to ensure its satisfactory completion, and present it to the Board for its review in April and approval no later than May. The Board will approve and adopt a balanced budget that is mission-aligned, balanced, conservative, serves the needs of all learners, and is reflective of state and federal compliance requirements. The budget will be approved by the Board no later than June at a public meeting. We will provide NYSED with a copy of the approved annual budget and cash flow projections for each fiscal year by June 30 of the immediately preceding fiscal year. Oversight of the budget is the responsibility of the Board; appropriate execution of funds is responsibility of the Head of School. The Head of School will maintain all records including, but not limited to: finances, students, personnel, and donors.

K. BUDGET AND CASH FLOW

Nickel City Prep has crafted a pre-opening plan for Y0 and 5-year budget plan for Y1-Y5 that aligns with our mission of providing a high-quality education for all students, equally supporting students at-risk, with disabilities, and/or are MLLs/ELLs. We know that a high-quality staff has a huge impact on academic and emotional outcomes; we have dedicated 60.3% to ensure we have a comprehensive staff to meet all students’ needs. We are offering competitive salaries to attract talent to our school; our starting teacher salary begins at \$50,000 (\$11,243 more than a beginning teacher in BPS).²⁰⁷ We provide PD opportunities to support our staff’s inaugural development,

²⁰⁴ “Charter School Audit Guide.” <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

²⁰⁵ See **Attachment 9** for audit line item.

²⁰⁶ Based on Persistence Prep and Buffalo Collegiate budget details in Buffalo, NY.

²⁰⁷ <https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=2448&dataid=16434&FileName=2017-2019+Teachers+Salary+Schedule.pdf>.

therefore we have allocated 9% of the budget (\$45,000) create a strong opening team in Y0 and have allocated \$1,000 dedicated to each staff member for professional development in all years of operations (Y1-Y5). We have created fiscally conservative assumptions and projections, through support from current charter school leaders in the Buffalo region, and experts in charter school finances through Building Excellent Schools. In every year of operation our operating income is positive and our cash flow is positive in all months; the fund balance is estimated to reach \$776,526 by our fifth year of full operation, which will be 14.3% of our total revenue.

Figure 3.9: Five Year Budget						
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Revenue	550,000	2,164,894	2,827,480	3,630,475	4,527,717	5,424,750
Total Expenses	500,843	1,803,751	2,770,473	3,551,436	4,491,978	5,230,310
Operating Income	49,157	361,143	57,007	79,039	35,739	194,440
Beginning Fund Balance	0	49,157	410,300	467,307	546,346	582,085
Ending Fund Balance	49,157	410,300	467,307	546,346	582,085	776,526
Operating Income as % of Total Revenues	8.9%	1.7%	2%	2.2%	0.8%	3.6%
Fund Balance as % of Total Revenues	8.9%	18.9%	16.5%	15%	12.9%	14.3%
Total Revenue Per Student	N/A	20,045	17,454	16,808	16,769	16,743
Total Spending Per Student	N/A	16,701	17,102	16,442	16,637	16,143

Our budget is based on an enrollment of 108 students, 81 in kindergarten and 27 in first grade. Annually we will add 54 students, until we are a K-5 with enrollment of 324 students. All public revenue projections are based on most recent funding and rate assumptions available to charter applicants, although these numbers are subject to change upon opening. While our revenue assumptions remain flat in all years, to adjust for cost of living increase, all projections have a 3% increase on the audit, legal representation, back-office support, phone and internet, and other program expenses. Per pupil assumptions for special education services are based on 24%²⁰⁸ population of BPS; we are aware there is a likelihood our percentage and severity of need may be higher. We have included conservative assumptions for all state and federal programs, including the same base cost of per pupil (\$13,495) and increasing all other expenditures. We were conservative regarding Title 1 and Title 2 funding tied to qualification for free-or-reduced lunch, estimating 86% of our students would qualify, when other local schools average above 90% meeting FRL criteria.²⁰⁹ We have projected New York State Textbook Law, New York State Library, and the New York State Software Law, funds to ensure appropriate allocations are provided for each student of \$58.25, \$6.25, and \$14.98, respectively. During start-up, Building Excellent Schools has committed \$200,000. Give the area in which we are proposing and elements of our proposal, we anticipate CSP Grant of \$800,000 over the course of the planning year and consecutive two years in the following disbursement: Y0: \$350,000, Y1: \$350,000, and Y2 \$100,000. We anticipate being eligible for the \$800,000 amount for hitting the following authorizer program design priority: school is specifically designed to meet the learning needs and raise the achievement of students who are MLL/ELL and designed to meet the learning needs and raise achievement of students with disabilities. Should we receive a lower amount

²⁰⁸ Based on average enrollment statistics of elementary schools in 14207.

²⁰⁹ <https://data.nysed.gov/enrollment.php?year=2018&instid=800000052905>.

(\$550,000), we can still provide our core program as outlined. All priorities are demonstrated extensively in our Education Philosophy (**Section II.A**) and **Attachment 13**. We have chosen Black Rock/Riverside due to the underserved refugee and immigrant population and have created a staffing plan that has a two-teacher model requiring one teacher to have an ESOL Certification and/or a SWD Certification to meet the needs of our student population, and designated teachers for intervention periods to best meet our student need. For all revenue assumptions for future years we maintain a consistent Board development commitment of \$30,000 (**Attachment 10**). We will have a Development Committee to create a strategic plan to secure and exceed this minimum. **Expenses.** Teachers make up the largest component to create a strong two-teacher model and recruit high-quality teachers with specialized certifications. In Y1 we will have 16FTE growing to 47FTE in Y5. We have included a 3% 401k or 403b contribution, \$7,000 contribution for medical, dental, and vision benefits, Social Security, Medicare, and Unemployment Insurance at current rates. We have budgeted \$20 per square foot with 90 square feet per student, with any renovation costs that would be incurred in remodeling the facility resulting in a cost of \$194,400 Y1. We assume janitorial services at \$4 per square foot. We have budgeted for dissolution escrow of \$20,000 each year. (**Attachment 12**) **Financial Stability.** We have constructed cash flow plan for Y1 that demonstrates that we are cash positive in all months. We have no reliance on borrowed funds. If we encounter any financial difficulties, we will address it immediately. Some anticipated revenues of concern include missing our enrollment target and facility repairs and maintenance. We would consult our contingency budgets, which we will develop in our planning year for lower enrollment and higher degrees of special education need – two realistic concerns given the experience of other charter schools. All contingency budgeting would include non-mission critical elements and decreased expenditures, while maintaining the integrity of our academic program. We also commit to pursuing fund development opportunities.

L. PRE-OPENING PLAN

See **Attachment 11**.

M. DISSOLUTION PLAN

See **Attachment 12**.

Attachment 1: Admissions Policies and Procedures

Nickel City Preparatory Charter School's admission policies and procedures comply with Education Law 2854 and is an open enrollment, tuition free, public charter school that plans to open in August 2020 for 108 students, with 81 students in kindergarten and 27 students in grade 1 and will grow into a K-5 school with 324 students at full capacity. We do not discriminate against any applicant or their family on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, sex, ethnicity, national origin, disability, gender identity, socioeconomic status, religion, sexual orientation, political affiliation, parent's/guardian's marital status, or any other protected status. Any child qualified under the laws of the State of New York for admission to a public school is qualified for admission to Nickel City Preparatory Charter School.

Enrollment. Our enrollment will begin on December 15th, 2019 and end on March 15th, 2020. If the number of student applications received surpass the number of seats available, we will conduct a public lottery to decide which students will receive the seats. This will be an open lottery and all families will be publicly notified of the date, time, and location well in advance, and no later than two weeks prior to the lottery. The lottery will take place at the Northwest Community Center, which is located in the heart of the Riverside Neighborhood and is easily accessible for families. Attendance is encouraged, but not mandated. A third party with no vested interest in the school will be responsible for running the automated lottery system and will be overseen by the Head of School in Year 1 and Director of Operations in all future years. Families will be notified by US Mail immediately of the results and will have two weeks to accept the seat. If families do not respond or do not accept the seat, we will offer the seat to the next applicant on the ordered waitlist. We will collect the necessary family paperwork including Immunization records, IEPs/504s, and Home Language Surveys once a family has formally accepted a seat.

Backfilling. We will backfill vacant seats kindergarten through fifth grade up to and including the last day of the second trimester. Vacant seats will first be available and offered in order to students on the waitlist.

Admission Preferences. Nickel City Prep hopes to be a true community school for the Black Rock/Riverside Neighborhood and is committed to enrolling student demographics reflective of the 14207 zip code. We will continue to target this community but will not provide priority for applicants that live in the Black Rock/Riverside Neighborhood.

Students residing in the City of Buffalo will receive preferential enrollment. We will separate the applicants into two groups, students living in the City of Buffalo and students living in other school districts. We will accept students in the City of Buffalo first, and if we have more applicants than seats, we will hold a random public lottery for only students in the City of Buffalo, seating all students and creating a waitlist as needed. At the conclusion of the first lottery for those residents within the City of Buffalo, a second random public lottery will then be held for all remaining applicants to either continue the waitlist or if no waitlist exists from the enrollment

demand for the City of Buffalo, the applicants from outside the district will establish the waitlist for our school.¹

Siblings. Siblings of students who are currently enrolled at Nickel City Prep will receive enrollment preferences. The definition of sibling we will use is any child whose primary guardian(s), with custody for at least 50% of the time, are the same as the primary guardian(s) of a child already enrolled at Nickel City Prep. Siblings of students at Nickel City Prep will have to fill out an application, but will be granted enrollment, assuming there are open seats in the appropriate grade level, without going through the automated lottery process. If a new family is applying with multiple children, once one student's name is chosen the rest of the siblings will be granted enrollment, assuming there are open seats in the appropriate grade levels.

Children of School Employees. Children of school employees will be exempt from the lottery provided that the parent employed at Nickel City Preparatory Charter School has full or joint custody of the child. Employees include anyone who works at least half-time for Nickel City Preparatory Charter School and who started work on or before the first day of school of the year in which they are submitting their application. The number of students enrolled who are children of school employees will not exceed 20% of the total enrollment. Should the number of school employees' children applying exceed 20%, preference will be given in order of the number of years of employment at Nickel City Preparatory Charter School. Those not given enrollment priority will be included in the general enrollment lottery.

¹ All details regarding the City of Buffalo priority are drawn from the Admissions Policy of Buffalo Collegiate Charter School.

Table 2: Public Outreach Information

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
9/10/18	Teach For America Buffalo, nonprofit educational programs	Met to discuss partnering for future events and recruiting talent from TFA.	Acropolis-OPA 708 Elmwood Ave, Buffalo, NY 14222	The needs of students in Buffalo as seen through best practices learned through teachers in TFA.	Met with the Executive Director, Katie Campos, the Manager of Development & Communications, Desmond Rudd, and the Manager of Recruitment, Alumni, & Partnerships, Emmanuel Price, on separate occasions to discuss the academic landscape in Buffalo and solutions to navigating it. Suggested reaching out to Say Yes to Education in order to see what programs are in place already and how we can learn from them. Reached out to Say Yes and set up a meeting with Tanya Staples.	6 (3 TFA Staff members and 3 BES fellows)
9/11/18	Buffalo Prep, education leaders	Met to discuss what academic pieces our scholars are missing, since he is a board member for Buffalo Prep.	Spot Coffee 765 Elmwood Ave, Buffalo, NY 14222	Literacy levels are often times 2-4 grade levels below what they should be.	Reached out to other people affiliated with Buffalo Prep to see what other areas of academic need they are observing.	2
9/11/18	Buffalo Public School Students	Met to interview Halimatus Maisha and her sisters about a typical school day and what support they need as English Language Learners.	Halimatus Maisha's House 31 Keystone St, Buffalo, NY 14211	Often times English Language Learner support classes are canceled and they don't receive extra support to understand the curriculum.	Reached out to Buffalo Immigrant Leadership Taskforce to discuss solutions in education for our ELL students.	7
9/12/18	Buffalo ABLE Program	Met to discuss ABLE's role in Buffalo Public Schools and to discuss academic programs they are training their staff on.	Perk's 448 Elmwood	There is not the pipeline necessary to fill the spots that ABLE has available. They are looking as to how they can	Reached out the ABLE Coordinator Annise Celano to discuss action planning for the ABLE program and	2

			Ave, Buffalo, NY 14222	partner with the 21 universities and colleges to encourage people to do a year of service. They are considering cutting it down to half year of service in schools.	how to ensure that we can keep their support for Nickel City Prep.	
9/12/18	Katie Schneider, foundation leader	Met to discuss Say YES' role in closing achievement gaps in Buffalo.	Betty's 370 Virginia St. Buffalo, NY 14201	There are mentorship programs and college scholarship programs that are now being offered to Buffalo Public School students but is unsure if they extend to charter school students.	Set up a meeting with David Rust to discuss the possibility of scholarships for the scholars of Nickel City Prep.	2
9/13/18	Marsha Sullivan, school leader	Met to discuss exemplary models of academics at Nardin Academy.	Nardin Academy 135 Cleveland Ave. Buffalo, NY 14222	The school leader discussed the importance of teaching our students 21 st century skills in the curriculum to prepare students for college.	Set up a follow-up meeting to study culture of the school and contacted Bak USA to discuss technology in the classroom.	2
9/13/18	Alexander Bertland, community member	Met to discuss partnerships with colleges and university tours.	Perk's 448 Elmwood Ave, Buffalo, NY 14222	There are Saturday campus tours that are available, but we can schedule weeknight tours if that works best for the families.	Keep in contact with Alexander Bertland to schedule a tour for 2020.	2
9/13/18	Annise Celano, community leader	Met to discuss the ABLE program and adjustments to increase applicants.	Spot Coffee 1406 Hertel Ave, Buffalo, NY 14216	City Year is taking over a similar program and ABLE attempted to partner with them, but they were not keen to the idea. Instead they are focusing on 6 month, or even 24 week commitments.	Keep in contact for future collaboration.	2
9/14/18	Doug Zschiegner, community member	Met to discuss Niagara University alumni role in supporting the school.	Niagara University 5795 Lewiston Rd, Niagara University, NY 14109		Scheduled a meeting with Thembi Duncan, the director of education at Shea's to discuss collaboration for the school.	2

9/14/18	Gail Mitchell, TFA Trustee	Met to discuss TFA Buffalo's role in developing teachers for urban schools.	Spot Coffee Main Street # 4, Williamsville, NY 14221	Gail spoke about what qualities are necessary in teachers so that they can do what is best for students.	Met with other board members of TFA (Lenora Foote, Rashied McDuffie, Anne Joyce, Jen Hetrick) to discuss TFA Buffalo's role in providing high quality teachers to support the school.	2
9/17/18	Buford Sears/ Liz Gurney/ First Niagara Foundation	Met to discuss funding for the school.	First Niagara Foundation 726 Exchange St Suite 701, Buffalo, NY 14210	Need to apply to these foundations to get grants for educational initiatives, like providing computers to encourage Reading 21 st Century Skills.	Set up a meeting with the Baird Foundation and Cullen Foundation to discuss their role in education in Buffalo and what their vision is for reform.	3
9/17/18	Tanya Staples, Say Yes Buffalo community leader	Met to discuss the common problems that were identified by the Say Yes program.	Say Yes Buffalo 712 Main St, Buffalo, NY 14202	Need to prioritize literacy	Reevaluated my curriculum section to ensure literacy is prioritized	5
9/18/18	Tara Craig, Martha Mitchell Community Center Assistant Director	Met to discuss collaborating with the MMCC for activities.	Martha Mitchell Community Center 175 Oakmont Ave. 14215	Need to include families in the conversation.	Added protocol for family communication to the first draft of teacher handbook.	4
9/18/18	Marcia O'Neil White/ Anne Joyce education leaders	Discussed Buffalo Prep's role in Buffalo and how it can support Nickel City Prep.	Spot Coffee 4610 Main St, Buffalo, NY 14226	Need to look at literacy programs and ensure that the school holds literacy paramount to all.	Researched various curriculum including Step Up to Writing, Lucy Calkins, and Bookworms. Choosing Lucy Calkins to support scholars.	3
9/20/18	Rashied McDuffie, education reform leader	Reaching out to political figures in Buffalo.	Golden Cup Coffee 1323 Jefferson Ave, Buffalo, NY 14208	Need to engage the pastors and preachers in the work.	Attended Antioch Baptist Church with Preacher and Councilmember Ulysees O. Wingo and spoke to him afterwards in supporting our mission. He invited me to attend again with my BES colleagues and spoke about the educational reform that we are helping in Buffalo during sermon.	4

Nickel City Preparatory Charter School – Table 2

9/20/18	Hadassa Bachelor, school leader	Identifying common academic struggles with students in Buffalo Public Schools.	Underground Coffee House 580 South Park Ave, Buffalo, NY 14210	Need to ensure a system to hold staff accountable.	Accentuated high-quality instruction as key part of the design and working on creating a teacher coaching protocol.	2
9/21/18	Carolyn Welch, Educational Director of WEDI	Passed out flyers to the WEDI office on Grant St.	WEDI Buffalo 436 Grant St, Buffalo, NY 14213	Need to think about how to keep students in school longer.	Structured extended hours of the school day and going to partner with the FLY program that WEDI offers.	3
9/21/18	Desmond Rudd, TFA Buffalo	Have volunteered at various TFA events with Desmond Rudd	Golden Cup Coffee 1323 Jefferson Ave, Buffalo, NY 14208	Need to ensure board and staff are mission-aligned.	Added more mission alignment questions to interviews for prospective board members.	2
10/2/18	Artia Sethi, Thread Program, community leader	Heard about the work that the Thread Program is doing for students and reached out to leader within the program	Phone Conference	Need to emphasize literacy within academic program.	Reviewed literacy program in application to ensure it is comprehensive.	2
10/4/18	Brian Zrarek Buffalo Immigrant and Refugee Leadership Taskforce (BILT), community leader	Sent an email and called to set up phone meeting	Phone Conference	Need for schools to abide by part 154b to provide proper ELL services.	Read part 154b and made sure process in application aligns to the proper protocol. Reached out to Jerry and Rayne Manuel who work with Buffalo Immigrant and Refugee Leadership Taskforce.	2
10/8/18	Sam Radford, education leader	Sent an email to set up a phone meeting	Phone Conference	Need to attract talent from other areas and train them under vision.	Reached out to recommended community leaders: Bishop Prigeon, Matt Enstice, Jim Sampson, and Dr. Gallagher. Researched various talent pools that exist in Buffalo including, City Year, TFA, and education programs at local colleges and universities.	2

10/10/18	Matt Enstice Buffalo Niagara Medical Campus, business leader	Recommended by Sam Radford, so reached out via Linked In	Phone Conference	Need to create coalition of educators that are working together in the charter movement.	Reached out to recommended community centers: King Center Charter School, Better Together Coalition, Innovation Center to create partnerships and begin dialogue of working together for our students.	2
10/11/18	Adrianne Adger, Open Buffalo	Recommended by Tara Craig of the MMCC, so I reached out via email	Spot Coffee 765 Elmwood Ave, Buffalo, NY 14222	Need to have teachers of color with our students.	This will always be a priority during the hiring process for Nickel City Prep. Reached out to other members of Open Buffalo.	2
10/13/18	Stan Simmons, Buffalo State College, University Partners	Recommended by Arielle Peterson	Buffalo State 1300 Elmwood Ave, Buffalo, NY 14222	Need to present at Rotary Club to gain community support.	Presenting at Rotary Club in March.	3
10/15/18	Bob Bennett, WNY Special Education Collaborative, education reform leader	Reached out via phone	Tim Hortons 537 Delaware Ave, Buffalo, NY 14202	Need to ensure there are supports for students with disabilities.	Attended WNY Special Education Collaborative Meeting and revised the Students with Disabilities section in the charter.	2
10/15/18	Dr. Sharon Watkinson, Niagara University, University Partners	Reached out via email	Niagara University 5795 Lewiston Rd, Niagara University, NY 14109	Need to partner with young education majors.	Reached out to education department of Niagara University to learn more about specific degree programs they offer. They do not have Urban education certificate, but it is something they are interested in.	2
10/17/18	Matthew Escobar, West Side Soccer	Reached out via email and recommended by Brigid Doherty	Sweet Ness 7 Café 220 Grant St, Buffalo, NY 14213	Need to have outside programs in which students can participate.	Scheduled another meeting for February to continue discussion on leveraging Westside Soccer Club for our students.	2
10/22/18	Marisa Caruso, Torn Space Theatre	Reached out via email	Theodore Roosevelt Inaugural National	Need to consider diverse population and provide proper language support and consider incorporating arts into education.	Torn Space will host event to raise awareness for Nickel City Prep in the spring. Already included	2

Nickel City Preparatory Charter School – Table 2

			Historic Site 641 Delaware Ave, Buffalo, NY 14202		performing arts enrichment in the key design elements.	
10/23/18	Brittany Pearson, former educator	Reached out via email	Starbucks 933 Elmwood Ave, Buffalo, NY 14222	Need to have clear procedures for discipline systems so that teachers know what to do.	Revised discipline system to have clarity around consequences for specific behaviors.	2
10/23/18	Hope Blinkoff-Lynch, 716 Squash	Reached out via email to meet and volunteer	716 Squash Nardin Academy Athletic Center 1803 Elmwood Ave, Buffalo, NY 14207	Need to think of curriculum that not only supports low students, but challenges gifted students.	Researched ways to increase rigor in lessons and researched various charter schools who provide curriculum like UnCommon Schools and Achievement First.	2
10/24/18	Joelle Formato, charter school leader	Communicated through emails and phone conferences	Persistence Preparatory Academy Charter School 833 Michigan Ave, Buffalo, NY 14203	Need to create a comprehensive transportation program and consider what resources you are going to use in order to provide after school programs for your students	Met with the Boys & Girls Club to find out after school programming opportunities.	2
10/24/18	Dr. Kresse, school leader	Communicated through emails and phone conferences	City Honors 186 E North St, Buffalo, NY 14204	Need to be leader who lives out mission and encourages positively.		2
10/24/18	Gabriella Pelosi, Elmwood Franklin	Communicated through emails and phone conferences	Starbucks 933 Elmwood Ave, Buffalo, NY 14222	Need to consider social emotional learning of students.	Shadowing at Nichol's with Gabriella in March to get an understanding of advisory process and what it would look like beginning in K.	2

Nickel City Preparatory Charter School – Table 2

10/24/18	Florine Luhr, Cullen Foundation	Communicated through emails and phone conferences	Jake's Café 250 Delaware Ave, Buffalo, NY 14202	Should keep a strong connection with the Cullen Foundation and apply for support grants as they arise	Sent a Newsletter to her and will continue to stay in contact to learn about future opportunities for funding	2
10/24/18	Brittany Jones, Minority BAR Association	Communicated through emails and phone conferences	Public Espresso 391 Washington St, Buffalo, NY 14203	Need to include business professionals of color into school.	Designing "Lattes with Lanoye" when parents can attend before school meetings with the Head of School and invite representatives from the Minority BAR Association.	2
10/24/18	Hussain Family, Family with students ages 3-12	Passed out flyers at Westside Bazaar	Halimatus Maisha's House 31 Keystone St, Buffalo, NY 14211	Need to provide adequate services for English Language Learners.	Incorporating use of Language Line so messages can be translated into different languages for families.	5
11/19/18	Councilmember Joseph Golembek, North District	Communicated through email and phone conferences	City Hall 65 Niagara Square, Buffalo, NY 14202	Need to reach out to different developers for facility search.	Reached out to Jim Jergi to consider 25 Rano, and looked into 265 Skillen, and Public School 51.	2
11/19/18	Prominent political figures and community members	Sent email invitation to list recommended by Baird Foundation to gather strong community leaders all in one place to discuss vision of Nickel City Prep and gain insight.	Theodore Roosevelt Inaugural National Historic Site 641 Delaware Ave, Buffalo, NY 14202	Recommendations for who to have on the board that would be strong champions for the school and know how to navigate the political landscape.	Met with Wayne Robinson, Treasurer for Boys & Girls Club and was able to get him on the Founding Board.	20 various community figures in Buffalo
11/26/18	Families of students with disabilities, community members	Called Ms. Levy and asked if I could meet with her and her family of 6 students.	246 Riley Street Buffalo, NY 14208	Discussed education needs to be more culturally responsive and based on strong relationships. Teachers need to call for positive events as well.	Altered RTI support section to include strong procedure for informing families of student progress.	1 parent and 5 children of ages ranging from 10-18

11/27/18	Rayne Manuel, Zigma Naturals at the Westside Bazaar	Visited Westside Bazaar and passed out flyers	West Side Bazaar 25 Grant St, Buffalo, NY 14213	Urged us to include supports for English Language Learners and families.	Reached out to Teena Jones at Newcomer Academy to shadow and study how they support ELL students. Visited on 11/28.	6
11/28/18	Teena Jones, Newcomer Academy School Leader	Called Newcomer Academy	Newcomer Academy 370 Lafayette Ave, Buffalo, NY 14213	Conduct Saturday Academies with students for extra support and as way to engage community.	Included Saturday School in calendar when school has 3rd graders.	2
11/29/18	Terry Robinson, community leader	Met at the Nickel City Prep Event put on by the Baird Foundation	Sweet Ness 7 Café 220 Grant St, Buffalo, NY 14213	Begin making connections for facilities	Reached out to NYDUS, Ciminelli, Savarino and Montante to build relationships for development	2
11/30/18	40 under 40 Luncheon, community leaders	Invited to meet with 40 recipients of Business First award	Embassy Suites 200 Delaware Ave, Buffalo, NY 14202	Need to apply for grants.	Scheduled a meeting with Maurine Falkowski with Grant Builders to learn about grants that we can apply for to help our students	50
11/30/18	Community Supporters	Met with Linda Angert and was invited to the SAY YES Breakfast	Buffalo Club 388 Delaware Ave, Buffalo, NY 14202	Met with mentors and students in Say Yes, who suggested using the program to support Nickel City Prep	Scheduled meeting with David Rust, Executive Director of Say Yes to try to use their resources for the students of Nickel City Prep.	20
12/3/18	Shakespearean Idol, Partnership for the Public Good	Met the ED at a coffee house and handed him my flyer	Buffalo History Museum 1 Museum Ct, Buffalo, NY 14216	Learned about Peace of the City and how the arts are used to inspire urban youth	Set up a meeting with the Paul Robeson theatre to hear best practices on using the arts in education	20
12/3/18	Cynthia Stark/Amy Friedman Meeting- previous charter school leaders	Reached out at the Theodore Roosevelt Event	Remedy House 429 Rhode Island St,	Need to use responsive teaching methods for Social Emotional Learning.	Incorporated responsive teaching into key design elements.	3

			Buffalo, NY 14213			
12/8/18	Teach For America Buffalo, nonprofit educational programs	Partnering with TFA to recruit teachers	Buffalo Collegiate Charter School 45 Jewett Ave, Buffalo, NY 14214	Need high capacity teachers to take on demanding work of model.	Continue to work with TFA and their recruits to find high-capacity instructors.	60
12/12/18	Martha Mitchell Community Center Clothing Give Away	Volunteering at the Center over the Summer and into the Fall	Martha Mitchell Community Center 175 Oakmont Ave. Buffalo, NY 14215	Need to be able to connect students to service providers.	Set up call with Joelle Formato to discuss what service providers are available for students in Buffalo.	15
12/12/18	December Meeting, BILT	Attended October meeting and met with various members of BILT	West Side Community Services 161 Vermont St, Buffalo, NY 14213	Need to provide adequate services for English Language Learners.	Working with members at their February Retreat to discuss best practices to incorporate into application.	25
12/13/18	Literacy Center	Reached out to Tara Schafer after meeting her at TFA Fundraising event	Central Library 1 Lafayette Square Buffalo, NY 14203	Need to focus on literacy, since 1/3 of population in Buffalo is functionally illiterate.	Increased literacy time to 190 minutes daily for students	4
12/13/18	Brian Dixon- Volunteer Lawyer's Project	Attended an information session	Spot Coffee 5330 Main St # 4, Williamsville , NY 14221	Should leverage the volunteer lawyers projects to help families and show professions to students.	Continue relationship with VLP and work with them once school has launched.	2

12/14/18	Bob Bennett, WNY Special Education Collaborative	Met with David Frank and Bob Bennett about founding NCP and was invited to collaborative meeting	Daemen College 4380 Main St, Amherst, NY 14226	Need to work alongside other charter schools to create united front to advocate for students with disabilities.	Attend Spring Meeting and scheduled to meet with Liz Sterns/Andrea Todaro of West Buffalo Charter School to start creating positive relationships with other charter school leaders.	40
12/17/18	Jeff Meyer Sponsor a Teacher Dinner	Reached out to TFA to be part of all events in the community	Embassy Suites 200 Delaware Ave, Buffalo, NY 14202	Need to have someone on board who is in development, since procuring a building is one of most challenging aspects of the start-up process.	Set up meetings with developers to begin conversations about Nickel City Prep needing a location.	40
12/17/18	Healthy Scratch, Pegula Sports and Entertainment	Reached out to Pegula Sports and Entertainment through email	Healthy Scratch 75 Main St #4, Buffalo, NY 14203	Need to think through nutrition program for school and ensure that students are eating healthy, especially if they have longer school day.	Set up follow-up meeting for March for PSE to showcase inexpensive, nutrient rich meals that could be supplied for our students.	5
12/18/18	Jody Valdes, Hope Buffalo	Attended event at Theodore Roosevelt Inaugural Site to promote NCP in community	Sweet Ness 7 Café 220 Grant St, Buffalo, NY 14213	Should consider community projects to promote community involvement.	Wrote in space for leadership literacy class, where students will complete one annual community service project at end of year so that we can be leaders in our community.	2
12/18/18	Erin Kahn, Raikes Foundation	Connected through Linda Kahn	Phone Conference	Need to incorporate growth mindset into curriculum.	Reached out to Community Day school to use their professional development regarding growth mindset. It is part of our values and have read published articles of Raikes Foundation to incorporate into application to show necessity of mindset.	2
12/19/18	Ashley Watson, REAL Talk	Connected at TFA event on 12/8	Nazareth Lutheran Church 265 Skillen St. Buffalo, NY 14207	Need to include social emotional learning into curriculum.	Shared the REAL Talk curriculum. We will collaborate to make it adaptable for K-8 instead of 5-12	2

12/19/18	Maddie Connors, Harvard School of Education	Connected through TFA Alumni	Spot Coffee 765 Elmwood Ave, Buffalo, NY 14222	Should work with the Harvard Business association chapter in Buffalo	Wayne Robinson, our Board Treasurer, is in charge of HBA in Buffalo and we are in discussions as to how we could incorporate them into our school.	2
12/20/18	Buffalo Collegiate Charter School	Connected through BES	Buffalo Collegiate Charter School 45 Jewett Ave, Buffalo, NY 14214	Should have surveys for parents to complete at parent/teacher interviews to keep pulse on school culture.	Received copy of Buffalo Collegiate's survey and have saved/adapted for Nickel City Prep.	15
12/21/18	Tabling at Central Library	Requested to table and held information mini-sessions	Central Library 1 Lafayette Square, Buffalo, NY 14203	Should focus on educating whole student and not only focusing on academic work.	We are using a values-based education model and will include social-emotional learning techniques adapted from REAL Talk	40
12/28/18	Tabling at the Central Library	Requested to table and held information mini sessions	Central Library 1 Lafayette Square, Buffalo, NY 14203	Should make sure there is communication with families is consistent and timely	Working on writing out procedures and policies for communication with parents.	30
1/10/18	Breakfast of Champions, community leaders	Reached out to TFA to be part of their events in community. Last year spoke at event.	The Westin 250 Delaware Ave, Buffalo, NY 14202	Spoke to many TFA teachers who said they want to work where there are clear procedures/ policies, accountability, mission alignment and strong data review processes.	Studying at high-performing, charter school, RISE Prep Mayoral Academy and requested to review their procedures/policies, data day review processes to inform Nickel City Prep.	200
2/6/19	Heidi Milch, Erie County Council Community Coordinating Council for Children and Families	Reached out to understand how to best support student social/emotional growth at Nickel City Prep.	Undergroun d Coffee House 580 South Park Ave, Buffalo, NY 14210	Strong social emotional curriculum should be in place for our students.	Researched Pedals, which is similar to Second Step and is being taught in Head Starts in Buffalo. Researched citris.org, for strong character education curriculum and going to incorporate elements into our values-based education program.	2

Nickel City Preparatory Charter School – Table 2

2/6/19	Food Link	Set up meeting with Food Link who provides healthy meals for students in all public schools.	Food Link Inc. 1999 Mt. Read Blvd, Rochester, NY 14615	Need strong partner in food service that understands all requirements and how to understand NCLB Reimbursement procedure.	Looked into other options for food services in Buffalo, reached out to Food Bank of WNY which is sister organization to Food Link.	3
2/7/19	Tabling at Riverside Library	Set up table outside of free tax service clinic at library, handed out flyers and received signatures from interested families.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Families want there to be strong communication with them about their child, not just when something bad happens. Strong communication was described as daily update with whole picture report about their child and way to quickly communicate any questions they have about their child's day.	This has been strong theme across all parents with whom we have spoken. In the charter we have outlined the way we hope to include parents, which includes a daily communication log.	20
2/7/19	Larry Quinn, Buffalo Board of Education Member	Met to discuss challenges that he has seen within Buffalo Public School District and what the priorities of the Board have been while he has been a member.	Starbucks 933 Elmwood Ave, Buffalo, NY 14222	Discussed how contention with the union does not always allow board to act with student interest in forefront of their mind. Wants to see school that is high-performing in Buffalo and focuses on small group instruction.	Arranged meetings with following people: Ange Fatta (SUNY Board of Regents), Caz Rodriguez (President of the Hispanic Heritage Council), Tony Martino (Retired CPA), and Carl Paladino (Developer).	2
2/8/19	Albright Knox Art Gallery Family Fun Day	Passed out 30 flyers to families that were participating in art day at Albright Knox Art Gallery.	Albright-Knox Art Gallery 1285 Elmwood Ave, Buffalo, NY 14222	Families strongly believe that art should be taught in school.	Evaluated daily schedule to see where art could be incorporated.	30
2/9/19	Caz Rodriguez President of Hispanic Heritage Council/ Larry Quinn, Buffalo Board of Education Member	Discussed how to partner with Hispanic Heritage Council and plan they have for Hispanic Heritage Council Center on West Side. Provided flyers to put at Hispanic Heritage Council Headquarters.	Starbucks 933 Elmwood Ave, Buffalo, NY 14222	Should partner with already existing community organizations like Bell Center, and center that they are building.	Had follow-up meeting with Caz Rodriguez at Central Library and received copy of project plan for his community center. Will continue working with him to see how we can partner in the future.	3

2/22/19	Luis Rodriguez, United Way Board and St. Joe's Board	Met to talk about vision of United Way and what he has seen as trends in education in Buffalo.	Rodriguez Construction Group Inc. 760 Seneca St, Buffalo, NY 14210	High expectations are essential to a school. Explained how he was able to join Buffalo Prep which allowed him to attend St. Joe's because he had teachers who pushed him and believed in him.	Connected us to representative at United Way and will continue conversations with them.	3
2/22/19	Jose Rivera, former Buffalo Public School Principal	Met to discuss his time in Buffalo Public Schools, specifically in Bilingual education, in order to understand what supports need to be in place to create strong environment for MLL/ELL students to learn.	Sweet Ness 7 Café 220 Grant St, Buffalo, NY 14213	Suggested partnering with local/college or university to support with program which should have the 5A's: Advocacy, Awareness, Attitude, Aptitude, and Agency.	Connected us to David Baez who used to be in charge of Bilingual Education in Buffalo.	2
2/23/19	BILT Membership Retreat	A 6-hour retreat where we were able to share about Nickel City Prep, pass out flyers, and get input from the Immigrant/Refugee community.	West Side Community Services 161 Vermont St, Buffalo, NY 14213	Families wanted there to be strong programs for MLL/ELL students.	1. Include in the model each classroom will have a ESOL certified teacher and all teachers will be trained in SIOP practices.	25
2/25/19	Facility Tour with John Fatta of the Fatta Foundation	Toured building for possible location of Nickel City Prep and learned about Fatta Foundation and how they are interested in supporting nonprofits in Buffalo.	St. Francis Xavier School 456 East St. Buffalo, NY 14207	It would be best to find facility in heart of neighborhood. Good school can lift up community.	Meeting to tour more Fatta-owned facilities in future.	6
2/25/19	Tabling at Central Library with Information Session	Passed out flyers and collected signatures. Held information session for three families about Nickel City Prep and answered questions.	Central Library 1 Lafayette Square, Buffalo, NY 14203	Parents want teachers who create strong relationships with students and communicate regularly.	Reviewed our key design element of high-quality instruction and relationships with parents are paramount.	15
2/26/19	Isaac De Los Santos M&T Riverside Branch Manager, Treasurer of the Riverside Business Association	Left flyers to be picked up by M&T Riverside customers and met with branch manager to talk about what he sees as need in community.	M&T Bank 788 Tonawanda St, Buffalo, NY 14207	Need translators and translating services available. Riverside community is linguistically diverse and that must be supported in school.	Translated flyers to be available in Spanish and Karenian. Connected us to Debbie Lombardo who put us on agenda for RBA Public Meeting to speak about Nickel City Prep.	3

Nickel City Preparatory Charter School – Table 2

2/27/19	Angela Davis Speaker Series with students and families from Buffalo Collegiate	Passed out flyers to families who attended speaker series and accompanied students of Buffalo Collegiate as chaperone.	University at Buffalo Alumni Arena Buffalo, NY 14260	Spoke with parents who indicated that they like Buffalo Collegiate because they have an extended school day and feel supported by teachers. Appreciate that there are teachers of color who look like their students.	Need to prioritize strategic plan to hire teachers of color, so that our children feel supported.	20
2/27/19	Reverend Stenhouse, Bethal AME Church	Met to learn about what educational needs Reverend Stenhouse knows in community. Left stack of flyers to be passed out to congregation.	Bethal AME Church 1525 Michigan Ave, Buffalo, NY 14209	Indicated that he was on board for Head Start Programs in Buffalo and that was troubled by the data. Students are leaving Head Start academically above other kindergartners, but after tracking data they found that they do not stay ahead after their first year of kindergarten.	Small Group instruction and frequent assessments are necessary so that no students ever fall through cracks and that all students engage with rigorous work.	3
2/28/19	Elder Alan Back to Basics Outreach Ministry, SNUG, Buffalo Peacemakers, Clergy Caucus for Voice Buffalo	Met to discuss important religious figures to connect to learn about Riverside Community.	Back to Basics Ministry 1370 William St. Buffalo, NY 14206	Spoke about higher suspension rates for children of color in Buffalo. Urged for us at Nickel City Prep to constantly review data and ensure we are using equitable disciplinary practices.	Evaluating how to incorporate elements of restorative justice into disciplinary plan.	2
2/28/19	Tabling at Riverside Library	Tabled and spoke to families to collect signatures of support and complete surveys.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Families rely on recommendations from people they know in community for school options.	Identified list of community organizations we have yet to meet with and created plan from March-May to try to meet with them all.	12
2/28/19	Voice Buffalo Clergy Caucus Meeting	Spoke about Nickel City Prep and high-quality educational opportunities for our students in Buffalo.	Back to Basics Ministry 1370 William St. Buffalo, NY 14206	Parents spoke about how increasing diversity of staff will decrease disproportionate suspension rates of children of color in schools. Spoke about how there is lack of support for students with disabilities in	Spoke with Treasurer for Board about how to make mission-aligned budget that would allow for support of all types of learners.	20

				existing charter schools in Buffalo.		
3/1/19	Stan Martin, HOPE Buffalo	Discussed how Nickel City Prep could partner with HOPE's mission of creating healthier youth in Buffalo.	Spot Coffee 225 Delaware Ave, Buffalo, NY 14202	Need culturally responsive teaching and teachers of color in school.	Will consult HOPE Buffalo for culturally responsive training for staff. Inclusivity and celebrating diversity is part of our mission.	2
3/4/19	Tabling at Central Library	Tabled and spoke to families to collect signatures of support and complete surveys.	Central Library 1 Lafayette Square, Buffalo, NY 14203	Need bilingual educators for MLL/ELL students.	BILT has mission to increase number of bilingual educators, so we will continue partnering with them.	10
3/5/19	Abhi Nangia, Better World Ed	Discussed social emotional learning in urban classrooms.	Phone Conference	Believes their program is best for MLL/ELL students since videos do not have sound. They tell stories of people from all over world and then pair with lesson plan for students.	Learning best practices for MLL/ELL students and will continue this conversation when planning.	2
3/6/19	Black Rock Riverside Alliance Meeting	Introduced school to Board of Directors.	Black Rock Historical Society 1902 Niagara St, Buffalo, NY 14207	There needs to be high-quality school options in Riverside/ Black Rock and invited us to speak at their next meeting.	Will present more formally at the next meeting April 9 th .	8
3/7/19	Kevin Heffernan RISE Collaborative	Met to discuss other groups in Buffalo that they have interviewed per high-quality education. Passed out flyer to put into RISE Collaborative Publication.	Remedy House 429 Rhode Island St, Buffalo, NY 14213	Should sit down and do podcast with them about education to encourage other educational leaders to join the conversation.	Will record podcast in month of April.	2
3/7/19	Tabling at CAO Head Start	Tabled and spoke to families to collect signatures of support and complete surveys.	CAO Head Start 122 Schiller	Parents want schools that have supports for their children with disabilities. Schools need to have strong social workers to support	The organizational chart has full-time social worker included in model.	25

			St, Buffalo, NY 14206	students with behavioral challenges.		
3/7/19	Tabling at LA Fitness	Tabled and spoke to families to collect signatures of support and complete surveys.	LA Fitness 1893 Elmwood Ave #200, Buffalo, NY 14207	Parents want teachers who know how to support MLL/ELL learners.		15
3/9/19	Public Meeting for Primary Hall Charter School	Spoke to families about what they want to see in high-quality school and listened to Lead Founder Arielle Peterson speak about Primary Hall.	New Beginnings COGIC 828 Genesee St, Buffalo, NY 14211	Parents want to make sure that discipline is restorative rather than punitive.		15
3/9/19	Information Session at the Riverside Library	Tabled and spoke to families to collect signatures of support and complete surveys.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Parents want there to be fewer students in classroom and more teacher support.	Our model reflects smaller teacher to student ratio since there will be two full-time teachers in each classroom.	8
3/9/19	Little League Sign Ups at Riverside Library	Tabled and spoke to families to collect signatures of support and complete surveys.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Parents want there to be options for students. They are dissatisfied with lack of focus on Science and Social Studies in schools.	Our model has Science and Social Studies each day, so that our students are learning academic skills across curriculum.	4
3/11/19	Meeting with Anne Ryan, Executive Director of Read to Succeed	Met to learn about programs Read to Succeed is using in Early childhood education to literacy rates of students.	Colter Bay 561 Delaware Ave, Buffalo, NY 14202	Currently part of national study and will provide information with results of this year's program when completed. Stressed importance of real-time coaching and hiring teachers who have literacy expertise.	Reached out to Americorps to hear about their program for early childhood literacy certification to see if there is way to make pipeline of teachers for Nickel City Prep.	3

3/12/19	West Buffalo Charter School Tour and Meeting with Andrea Todoro and Liz Sterns	Wanted to learn best practices from high-performing charter schools in the district.	West Buffalo Charter School 113 Lafayette Ave, Buffalo, NY 14213	Importance of your founding team and decision-making and building your leadership bench from within. Foster positive relationship with Buffalo Public School district, since you will be working closely with them.		5
3/12/19	Pastor Bob Tice and Laurie Tice of River Rock Church	Met to discuss the church community in Riverside and what the needs are educationally. Passed out flyers to be included in the church bulletin.	River Rock Church 410 East St, Buffalo, NY 14207	The church offers ESL classes for adults, but knows there must be a strong MLL/ELL program in any schools that are going to open in Riverside.	Attending a church service where I will present to both the Congolese and Burmese congregation about Nickel City Prep to hear their input.	3
3/12/19	Buffalo Academy of Science tour and meeting with Joseph Polat	Wanted to learn best practices from high-performing charter schools in the district.	Buffalo Academy of Science 89 Clare St, Buffalo, NY 14206	It is important to work together with other charter schools in district. It used to be hostile charter environment, but with new wave of charters coming through in Buffalo it is perfect opportunity to have collaborative group and create single lottery program.	Will continue to meet with Buffalo Science Academy and Primary Hall to create a collaborative relationship.	6
3/12/19	BILT Meeting	Passed out flyers to all members and continued to plan for panel discussion with future Board of Education Members in Buffalo.	West Side Community Services 161 Vermont St, Buffalo, NY 14213	Currently only 26% of MLL/ELL students are graduating from high school, so we spoke about the "Raise the Rate" campaign and how to encourage Board of Education Members to commit at panel to providing equitable resources for MLL/ELL community.	Will table at Voter Kick Off on March 22 nd . Will meet regularly as new member of "Raise the Rate" campaign.	12
3/12/19	Prism Community Meeting	Spoke to current educators about how we can support LBTBQ community in our public schools.	433 Ferndale Ave. Buffalo, NY 14217	Need to have trainings teachers so they know what resources are developmentally appropriate to use in their classroom to talk about sexuality.	Continue attending Prism meetings to understand resources available for staff and students.	6

3/14/19	Tabling at Riverside Library	Tabled and spoke to families to collect signatures of support and complete surveys.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Parents want to know their child will be able to leave kindergarten being able to read.	Our STEP program and small group intervention will support all students learning essential literacy skills.	8
3/14/19	Women's History Potluck	Met with current teachers and community members to discuss what elements they see as necessary in high-quality school. Posted flyer and had attendees take our online survey.	TFA Buffalo 345 West Ferry St. Buffalo, NY 14213	Teachers want school where there are clear systems and procedures so that they can focus on teaching.	Will ensure that utmost care and clarity is used when designing procedures and that they are outlined in school handbook.	10
3/14/19	Tabling at LA Fitness	Tabled and spoke to families to collect signatures of support and complete surveys.	LA Fitness 1893 Elmwood Ave #200, Buffalo, NY 14207	Parents want strong high school options for their children, concerned with what happens when they send their child to a strong k-8 program, but they do not get accepted into criterion-based schools.	Reached out to Buffalo Prep and the Bison Fund to create relationship, so our students will have strong high school options.	15
3/15/19	Annise Celano, Americorps	Spoke about early literacy certification program and how we can partner for Nickel City Prep.	Spot Coffee 1406 Hertel Ave, Buffalo, NY 14216	Interested in working with us thinking about creating teacher fellow program that they would support and fund certification for teachers.	Continue to have monthly planning meetings.	2
3/15/19	Carley Skarupinski, Mustache Fitness & Barbell	Partnering together for sponsorship of Powerlifting meet in Riverside. Left stack of flyers for members to share.	Mustache Fitness & Barbell 410 Hinds St, Tonawanda, NY 14150	Want to encourage powerlifting community to give back to neighborhood so they are going to promote the school on social media and raise funds for us.	Continue having biweekly meetings until "Building Success through Strength" meet on November 2 nd .	3
3/16/19	YMCA- ECC Campus Youth Basketball Tournament	Passed out flyers to parents and got signatures of support	YMCA-ECC Campus 150 Tech Dr, Amherst, NY 14221	Families want to make sure that our school will serve all students regardless of disability.	Ensuring we have contingent budget for our Special Education Services in case our population is higher than anticipated.	20

3/16/19	Tabling at the Riverside Library	Tabled and spoke to families to collect signatures of support and complete surveys.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Families spoke about putting school on Rano Street rather than Hertel, since it would be more walkable.	We will continue looking through our facility tours for viable options that put us in center of community.	12
3/17/19	River Rock Service	Attended mass and spoke to prominent religious leaders in community as well as asked families what they wanted to see in a school.	River Rock Church 410 East St, Buffalo, NY 14207	Families want their children to be supported as MLL/ELL students.	We will plan meeting with Buffalo Multilingual Department to discuss what is currently being done in school system.	50
3/19/19	Riverside Business Association	Was put on agenda to speak at RBA Meeting to inform community of our plan and to get feedback about facilities and local businesses.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Local business owners took flyers to keep at their places of work. They also provided ideas for facilities options.	Have scheduled meetings with business owners to see what services they offer and understand how we can leverage them to positively contribute to our community and school.	15
3/20/19	Public Hearing for Buffalo Public School Board	Attended public hearing for two new charter schools, Buffalo Creek Academy & Buffalo Commons, to learn about new charters coming to Buffalo.	City Hall 65 Niagara Square, Buffalo, NY 14202	Board of Education wants new charter schools to have strong innovative practices as well as teacher retirement benefits.	Meeting with leader of Buffalo Commons, David Brink-Washington to see how we can work together to improve education in Buffalo.	15
3/21/19	Rediscover Riverside Public Hearing for Nickel City Prep	Spoke to community members about school design for Nickel City Prep and answered any questions they had.	St. Mark's Church 256 Riverside Avenue Buffalo, NY 14207	Community wants school that is right in center of their neighborhood so that parents can be active participants in education.	We will continue looking through our facility tours for viable options that put us in center of community.	15
3/23/19	Tabling at North Park Library	Tabled and spoke to families to collect signatures of support and complete surveys.	North Park Library 975 Hertel Ave, Buffalo, NY 14216	Families want there to be love of literacy instilled in students.	We have 210 minutes of literacy allotted throughout day.	20
3/25/19	Meeting with School Leader Eric Klapper	Reached out to charter school leader at Tapestry to learn best practices from their experience.	Tapestry Charter School 111 Great	School and adult culture are key to success of a school.	Ensuring we have strong onboarding process in play for both teachers and students.	3

Nickel City Preparatory Charter School – Table 2

			Arrow Ave, Buffalo, NY 14216			
3/26/19	Tabling at Holy Cross Head Start	Tabled and spoke to families to collect signatures of support and complete surveys.	Holy Cross Head Start 89 Military Rd. Buffalo, NY 14207	Families want to be able to see facility before they enroll their child.	Make sure to host walk through events as soon as we have found facility.	10
3/26/19	WNY Charter School Leaders Meeting	Met with other charter school leaders to work collaboratively to solve issues that currently exist within charter movement in Buffalo.	Enterprise Charter School 275 Oak St # 100, Buffalo, NY 14203	We need to work collaboratively on common application through School Mint and on transportation.	Follow up Webinar is planned to hear about School Mint and how we can implement it across charter schools in Buffalo.	7
3/28/19	HOPE Buffalo Community Action Team Meeting	Learned from Community Action Team Meeting what main issues our youth are facing in Buffalo.	Native American Community Services 1005 Grant St. Buffalo, NY 14213	School staff need to be trained on how to have challenging conversations with students about sexual health.	Scheduled meeting with leader, Stan Martin to discuss what the training entails.	25
4/15/19	Meeting with Jasmine Fluker, Director of Programs for Teach For America	Learn logistics regarding the incoming Corps Members for 2019.	TFA America Buffalo 345 West Ferry St. Buffalo, NY 14213	The 2019 Corps will be comprised of 30 incoming corps members who will all carry certification in ESOL or SWD.	Invited me to speak and attend the Town Hall Meeting to learn more about the current Corps members and concerns within the Buffalo Public School System.	2
4/15/19	Meeting with Gabriella Pelosi, School Social Worker at Elmwood Franklin	Learn how to create an effective morning circle and closing circle time in my schedule and any resources I should consult.	Starbucks 933 Elmwood Ave, Buffalo, NY 14222	Discussed how to incorporate trauma informed principles and suggested a 10 minute morning circle and a ten minute closing circle for grades K-5.	Incorporated a ten minute morning circle and closing circle in the schedule.	2
4/17/19	Meeting with Aime Mukendi, Host of "The Shift"	Learn about current concerns students on his talk show bring up about education.	Spot Coffee 1406 Hertel Ave, Buffalo, NY 14216	Discussed that students need to be taught in a culturally responsive manner to ensure their academic and personal success.	Our Social Studies Curriculum will use culturally responsive materials and the staff will be trained on how to be culturally responsive in our summer professional development.	2

4/18/19	Tabling at Riverside Library and Information Session	Tabled and spoke to families to collect signatures of support and complete surveys.	Riverside Library 820 Tonawanda St, Buffalo, NY 14207	Parents discussed concerns around special education accommodations.	We are committed to serving all populations and have reflected that in our organizational chart to ensure that we can meet the needs of all learners.	7
4/24/19	TFA Town Hall	Introduce myself to Corps members and learn about their experiences teaching in Buffalo and how they have found to best support students.	TFA America Buffalo 345 West Ferry St. Buffalo, NY 14213	Teachers discussed concerns of feeling a lack of preparedness before entering the first day of school. They had received teacher training from TFA, but had not received individual school training on curriculum, policies and procedures before the first day of school.	We have a three week long summer orientation to ensure our teachers are well versed in all areas of school policy, procedures, and curriculum.	10

Attachment 2b: Evidence of Public Review Process

Sample 1a: Distribution of Flyers

Nickel City Prep Community Information Flyer Distribution	
Date	Locations Distributed
11/19/18	<ul style="list-style-type: none">• Buffalo City Hall• All participants that attended the Nickel City Prep Community Meeting through the Baird Foundation
11/20/18	<ul style="list-style-type: none">• Businesses on Tonawanda Street in the Riverside Neighborhood
11/27/18	<ul style="list-style-type: none">• Westside Bazaar, where many Riverside residents own small businesses
11/28/18	<ul style="list-style-type: none">• Businesses on Ontario Street in the Riverside Neighborhood
12/8/18	<ul style="list-style-type: none">• Teach For America Buffalo Offices• Local coffee shops in the Black Rock/Riverside Neighborhoods
12/12/18	<ul style="list-style-type: none">• Martha Mitchell Community Center Clothing Give Away• Buffalo Immigrant and Refugee Leadership Taskforce Meeting
12/13/18	<ul style="list-style-type: none">• Central Library and local nonprofits housed in the library including The Hispanic Heritage Center and Literacy New York
12/19/18	<ul style="list-style-type: none">• Nazareth Lutheran Church on Skillen St. where many community groups meet including Boys & Girls Club and REAL Talk
2/7/19	<ul style="list-style-type: none">• Riverside Library• LA Fitness in Riverside
2/28/19	<ul style="list-style-type: none">• Back to Basics Ministry at the Voice Buffalo Clergy Caucus
3/6/19	<ul style="list-style-type: none">• Black Rock/Riverside Alliance Meeting
3/7/19	<ul style="list-style-type: none">• Drexel Head Start
3/9/19	<ul style="list-style-type: none">• Little League Sign Ups at the Riverside Library
3/12/19	<ul style="list-style-type: none">• River Rock Church• Prism Buffalo Meeting
3/16/19	<ul style="list-style-type: none">• YMCA-ECC Campus
4/24/19	<ul style="list-style-type: none">• Teach For America Town Hall Meeting

Sample 1b: Community Information Flyer: English



Nickel City Prep

A proposed K-8 charter school for the students of Buffalo

Our Mission

Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Preparatory Charter School equips kindergarten through eighth grade scholars with the academic and ethical foundation necessary to excel in college and lead in our community.

We Believe...

 <p>Every minute matters</p>	 <p>Values-based education</p>
 <p>Data drives instruction</p>	 <p>Foundational literacy skills</p>
 <p>Rigorous curriculum</p>	 <p>Safety and structure</p>
 <p>College begins in kindergarten</p>	 <p>Critical thinking skills</p>

About Charter Schools

Charter schools are free public schools created to provide school choice for families. Charter schools respond to student need and are held accountable for achieving high levels of academic success.

Contact Us

Brianna Lanoye, Lead Founder
716. 531. 0316 | blanoye@buildingexcellentschools.org
buildingexcellentschools.org





Mission. Impact. Urgency.

Sample 1c: Community Information Flyer- Spanish



Nickel City Prep

Una propuesta de escuela charter K-8 para los estudiantes de Buffalo

Nuestra misión

A través de una instrucción de alta calidad, un currículo riguroso y una educación basada en valores,
Nickel City Preparatory Charter School equipa a los académicos de kínder a octavo grado con la base académica y ética necesaria

Creemos...

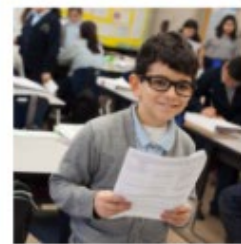
	Cada minuto importa		Basado en valores educación
	Unidades de datos instrucción		Fundacional habilidades de alfabetización
	Riguroso plan de estudios		Seguridad y estructura
	La universidad comienza en jardín de infancia		Pensamiento crítico habilidades

Sobre las escuelas charter

Las escuelas charter son escuelas públicas gratuitas creadas para proporcionar escuelas. Opción para las familias. Las escuelas charter responden a las necesidades de los estudiantes y son responsables de alcanzar altos niveles de éxito académico.

Contáctenos

Brianna Lanoye, fundador principal
716. 531. 0316 | blanoye@buildingexcellentschools.org
buildingexcellentschools.org



Mission. Impact. Urgency.

Sample 1d: Community Information Flyer-Burmese



Nickel City Prep

၏ကျောင်းသားများအတွက်တစ်ဦးကအဆိုပြုထား K သည်-8 စင်းလုံးငှားကျောင်းမှ

ကျွန်ုပ်တို့၏မိန့်ရှင်း အရည်အသွေးမြင့်နည်းဥပဒေကိုတိကျခိုင်မာစွာသင်ရိုးညွှန်းတမ်းနှင့်တန်ဖိုးများ ကို-based ပညာရေးမှတစ်ဆင့် နိကယစီးတီးအကြံပြုညွှန်စာတမ်းကျောင်းလိုအပ်သောပညာရေးနှင့် ကျင့်ဝတ်ဆိုင်ရာအခြေခံအုတ်မြစ်နှင့်အတူအဋ္ဌမတန်းပညာရှင်များမှတစ်ဆင့်သူငယ်တန်းရန်အတွက် လေ့ကျင့်သင်ကြား ကောလိပ်အတွက် excel နှင့်ကျွန်ုပ်တို့၏ရပ်ရွာထဲတွင်ဦးဆောင်လမ်းပြရန်။

ကြံ့ခိုင်မှုတို့ယုံကွသျသျ...



တိုင်းမိနစ်
ကိစ္စရပ်များ



တန်ဖိုးများကို
ပညာရေး



ဒေတာကို drives တွေကို
ညွှန်ကြားချက်



စာတတ်မြောက်ရေး
ကျွမ်းကျင်မှု



တိကျခိုင်မာစွာ
သင်ရိုးညွှန်းတမ်း



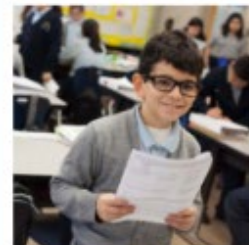
အန္တရာယ်ကင်းရှင်း
ရေးနှင့် ဖွဲ့စည်းပုံ



ကောလိပ်အတွက်စတင်
သူငယ်တန်း



ဝေဖန်စဉ်းစားတွေးခေါ်
ကျွမ်းကျင်မှု



ပဋိညာဉ်စာတမ်းကျောင်းများအကြောင်း

ပဋိညာဉ်စာတမ်းကျောင်းများတွင်အခမဲ့ပြည်သူပိုင်ကျောင်းများ တွင်ကျောင်းကပေး များမှာ မိသားစုများအတွက်ရွေးချယ်မှု။

ပဋိညာဉ်စာတမ်းကျောင်းများတွင်ကျောင်းသားလိုအပ်ကြောင်းတုံ့ပြန်နှင့် ပညာရေးဆိုင်ရာအောင်မြင်မှုမြှင့်တင်ရန်အတွက်အားပေးပံ့ပိုးပေးပါသည်။

ကြံ့ခိုင်မှုတို့ကိုဆက်သွယ်ရန်

Brianna Lanoye, ခံတည်ထောင်သူ

716. 531. 0316 | blanoye@buildingexcellentschools.org

buildingexcellentschools.org



Mission. Impact. Urgency.

Sample 2a: Information Session Survey-Online

Community Survey

Nickel City Prep needs your support by taking this short survey that will help us create the best school for our community.

Our Mission

Through high-quality instruction, rigorous curriculum, and values-based education **Nickel City Preparatory Charter School** equips kindergarten through eighth grade scholars with the academic and ethical foundation necessary to excel in college and lead in our community.

Name *

First Name

Last Name

Email Address *

Do you live in the city of Buffalo? *

- ☐ Yes
☐ No

What is your zip code? *

Do you have school-aged children? *

- ☐ Yes
☐ No

If so, what grade? (Check all that apply)

- ☐ Baby/Toddler
☐ Pre-K (Aged 3-4)
☐ Kindergarten
☐ 1st Grade
☐ 2nd Grade
☐ 3rd Grade
☐ 4th Grade
☐ 5th Grade
☐ 6th Grade
☐ 7th Grade
☐ 8th Grade
☐ 9th Grade
☐ 10th Grade
☐ 11th Grade
☐ 12th Grade
-

What are the strengths of the schools in our community? *

What are the major challenges you see in our current schools? *

Do you wish there were more school options?

- ☐ Yes
☐ No

Which of the following are important to you? (check all that apply)

- ☐ Extended School Day
☐ Extended School Year
☐ Enrichment Activities
☐ High Expectations
☐ Inclusive/Supportive Environment

Would you be willing to support a college preparatory elementary school for the students of Buffalo? *

- ☐ Yes
☐ No

SUBMIT

Sample 2b: Information Session Survey-Paper

Nickel City Prep

Charter School

Nickel City Prep Community Survey

Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Prep, equips all K-8 scholars with the academic and ethical foundations necessary to excel in high school, college, and lead in the community.

Name: _____

Email: _____

Phone Number: _____

1. Are you a parent or guardian of a school-aged child? Yes No

a. How old are your children? _____

2. Are you a resident of the Riverside or Black Rock Community?

a. What is your address? _____

3. Are you satisfied with the educational options for children in the Riverside/Black Rock?

Why or Why not? _____

4. What are the major challenges standing in the way of student success in neighborhood schools? _____

5. As a member of the community, would you be interested in supporting a new school that would provide a high-quality education to help students excel in high school and college?

Why or Why not? _____

Sample 2c: Examples of Handwritten Survey Responses:

Nickel City Prep

Charter School

Nickel City Prep Community Survey

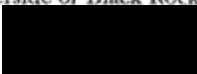
Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Prep, equips all K-8 scholars with the academic and ethical foundations necessary to excel in high school, college, and lead in the community.



1. Are you a parent or guardian of a school-aged child? Yes No

a. How old are your children? 5yr 1yr

2. Are you a resident of the Riverside or Black Rock Community?

a. What is your address 

3. Are you satisfied with the educational options for children in the Riverside/Black Rock?
Why or Why not? NO

4. What are the major challenges standing in the way of student success in neighborhood schools? Difference educational level

5. As a member of the community, would you be interested in supporting a new school that would provide a high-quality education to help students excel in high school and college?
Why or Why not?

Yes, because we need a school that understands
difficult

Likes structure & routine.

Daily Log Notebook
Knew what was going on.

Nickel City Prep

Charter School

Nickel City Prep Community Survey

Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Prep, equips all K-8 scholars with the academic and ethical foundations necessary to excel in high school, college, and lead in the community.

Name

Email

Phone

1. Are you a parent or guardian of a school-aged child? Yes ☒ No ☐

a. How old are your children?

2. Are you a resident of the Riverside or Black Rock Community?

a. What is your address?

3. Are you satisfied with the educational options for children in the Riverside/Black Rock?

Why or Why not? No - poor results

4. What are the major challenges standing in the way of student success in neighborhood schools? Strong leadership is lacking

5. As a member of the community, would you be interested in supporting a new school that would provide a high-quality education to help students excel in high school and college?

Why or Why not?

Yes - I want my child to go to a school like that

Nickel City Prep

Charter School

Nickel City Prep Community Survey

Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Prep, equips all K-8 scholars with the academic and ethical foundations necessary to excel in high school, college, and lead in the community.

Name: [REDACTED]

Email: [REDACTED]

Phone: [REDACTED]

1. Are you a parent or guardian of a school-aged child? ☒ Yes ☐ No

a. How old are your children? [REDACTED]

2. Are you a resident of the Riverside or Black Rock Community?

a. What is your address? [REDACTED]

3. Are you satisfied with the educational options for children in the Riverside/Black Rock?
Why or Why not? UNSURE

4. What are the major challenges standing in the way of student success in neighborhood schools? NEED MORE INDIVIDUAL ATTENTION

5. As a member of the community, would you be interested in supporting a new school that would provide a high-quality education to help students excel in high school and college?

Why or Why not?

FUNDRAISING + SPREADING

Nickel City Prep

Charter School

Nickel City Prep Community Survey

Through high-quality instruction, rigorous curriculum, and values-based education, Nickel City Prep, equips all K-8 scholars with the academic and ethical foundations necessary to excel in high school, college, and lead in the community.

Name: _____

Email: _____

Phone Number: _____

1. Are you a parent or guardian of a school-aged child? Yes No

a. How old are your child(ren)? _____

2. Are you a resident of the Riverside or Black Rock Community? _____

a. What is your address? _____

3. Are you satisfied with the educational options for children in the Riverside/Black Rock?

Why or Why not? No - our students need stronger teachers, who know how to work with them

4. What are the major challenges standing in the way of student success in neighborhood schools?

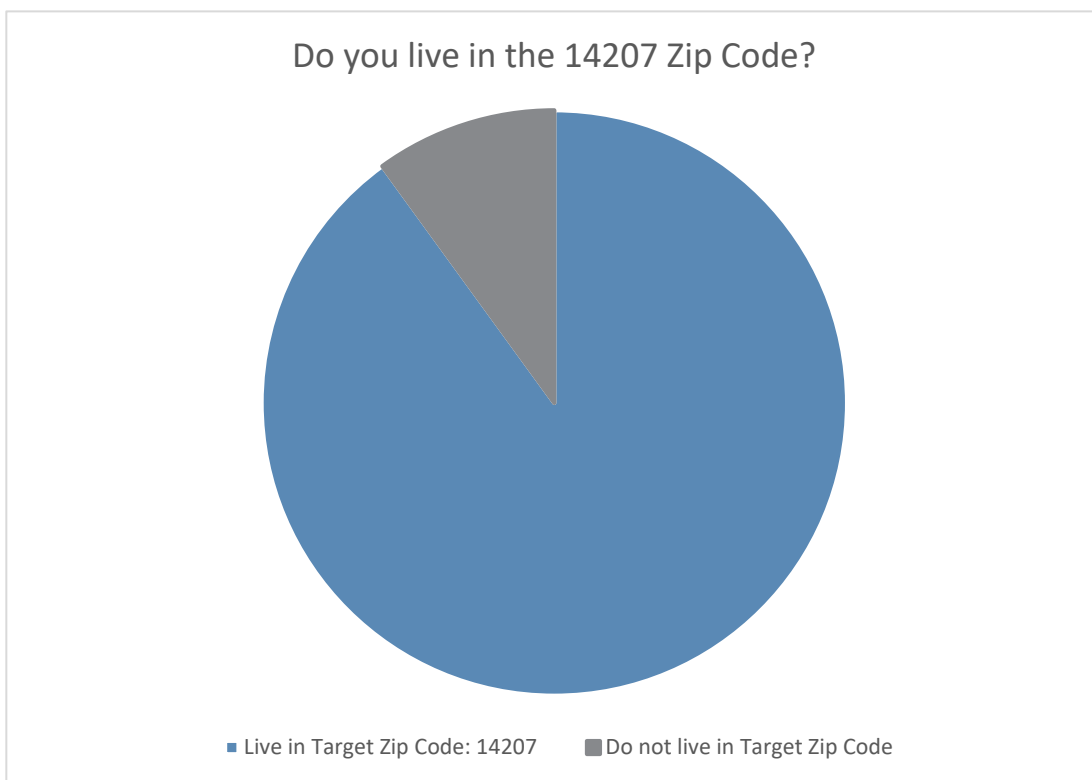
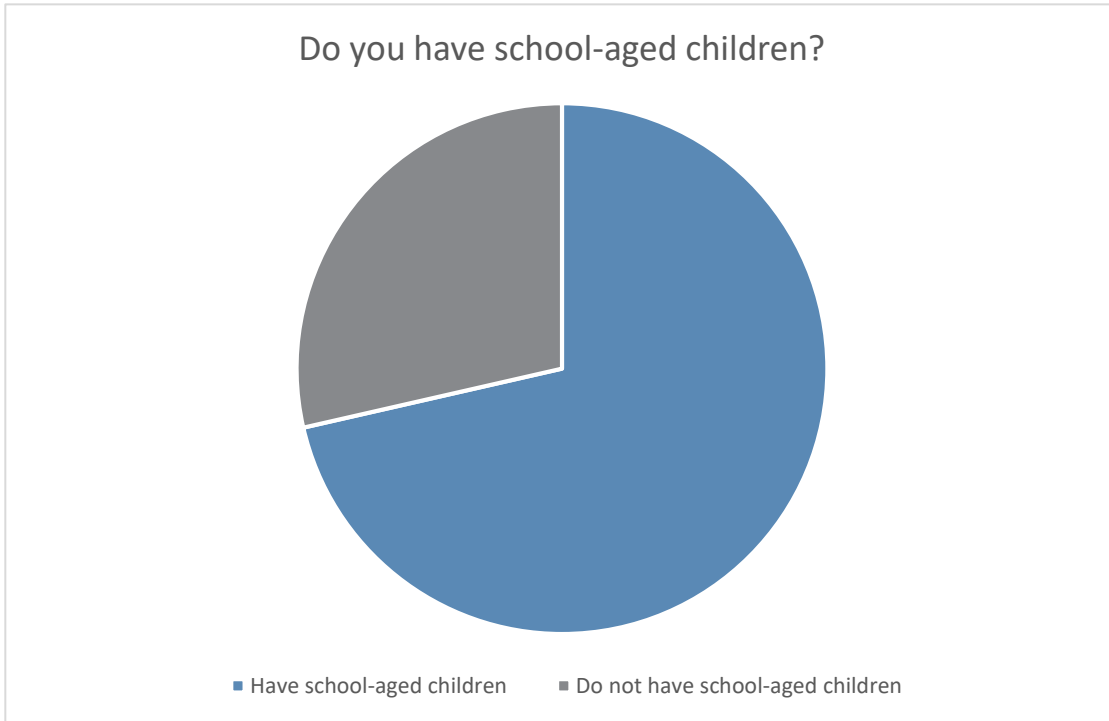
The teacher approach to children should be better. On site understanding students with disability.

5. As a member of the community, would you be interested in supporting a new school that would provide a high-quality education to help students excel in high school and college?

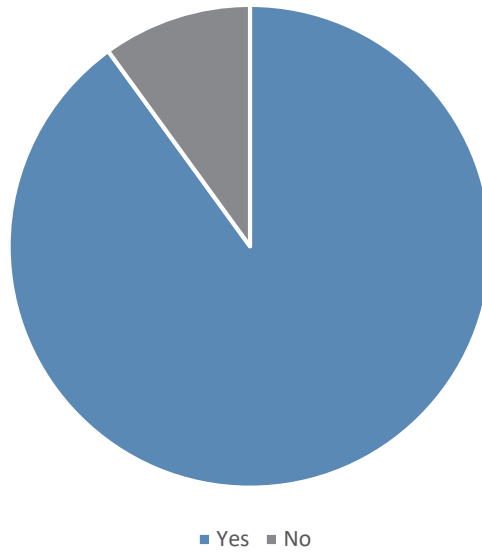
Why or Why not?

Yes,

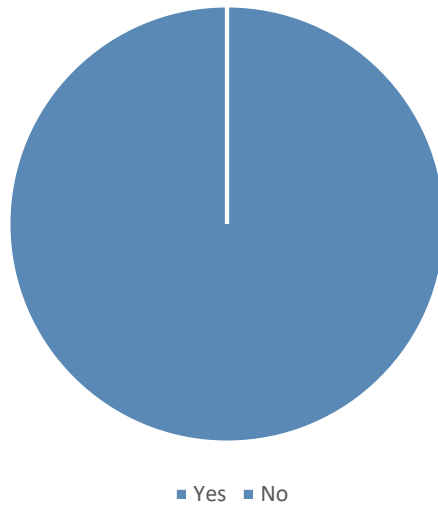
Sample 2d: Information Session Survey Responses



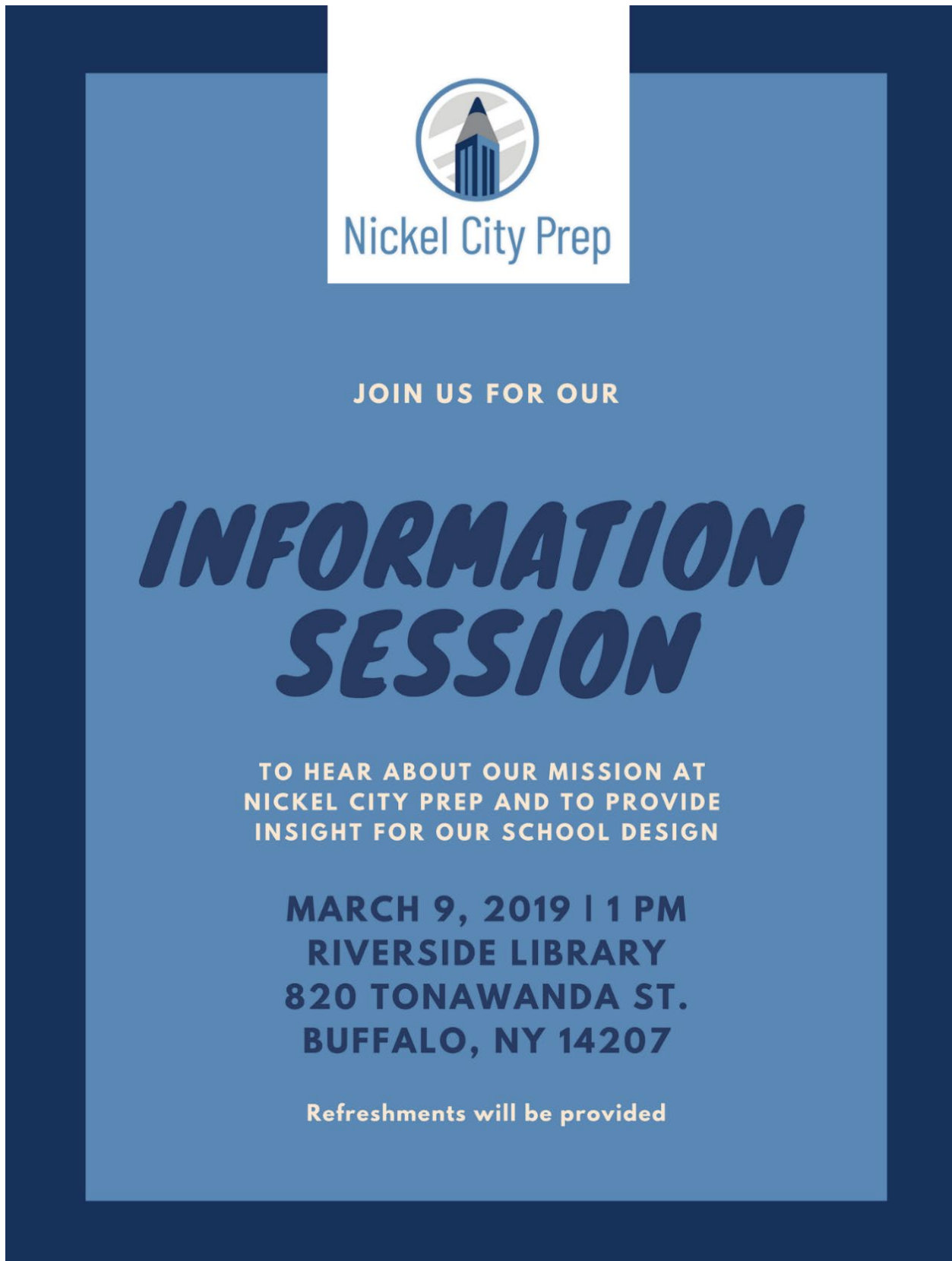
Do you wish there were more school options?



Would you be willing to support a college preparatory elementary school for the students of Buffalo?



Sample 2e: Example of an Information Session Flyer in English



Sample 2f: Example of an Information Session Flyer in Spanish



Nickel City Prep

ÚNASE A NOSOTROS PARA NUESTRO


SESION DE INFORMACION

PARA ESCUCHAR SOBRE NUESTRA
MISIÓN EN NICKEL CITY PREP Y
PROPORCIONAR INFORMACIÓN PARA
EL DISEÑO DE NUESTRA ESCUELA

**MARCH 9, 2019 | 1 PM
BIBLIOTECA DE
RIVERSIDE
820 TONAWANDA ST.
BUFFALO, NY 14207**

Se proporcionarán refrescos

Sample 2g: Example of an Information Session Flyer in Burmese



Nickel City Prep

ကျွန်တော်တို့ရဲ့ထံသို့လာ ကျေးဇူးပြု။

ပြန်ကြားရေး
တွေ့ဆုံ
ဆွေးနွေးပွဲ

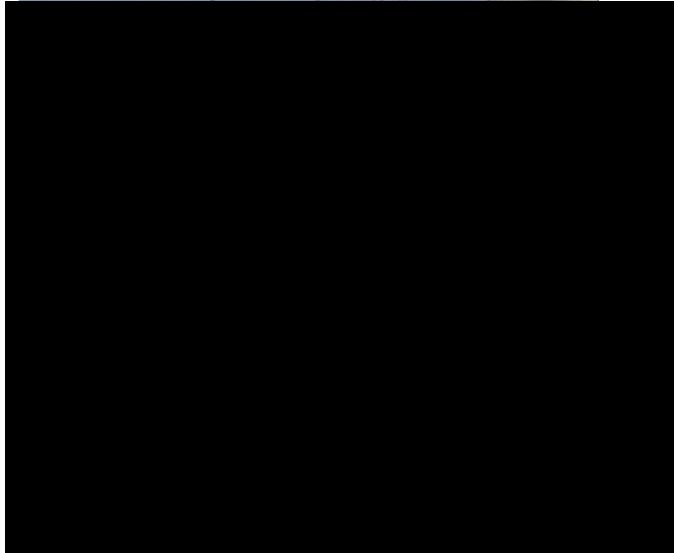
NICKEL CITY PREP ကျွန်တော်တို့ရဲ့မစ်ရှင်
အကြောင်းကြားနှင့်ကျွန်ုပ်တို့၏ကျောင်းဒီဇိုင်းအတွက်

MARCH 9, 2019 | 1 PM
RIVERSIDE စာကြည့်တိုက်
820 TONAWANDA ST.
BUFFALO, NY 14207

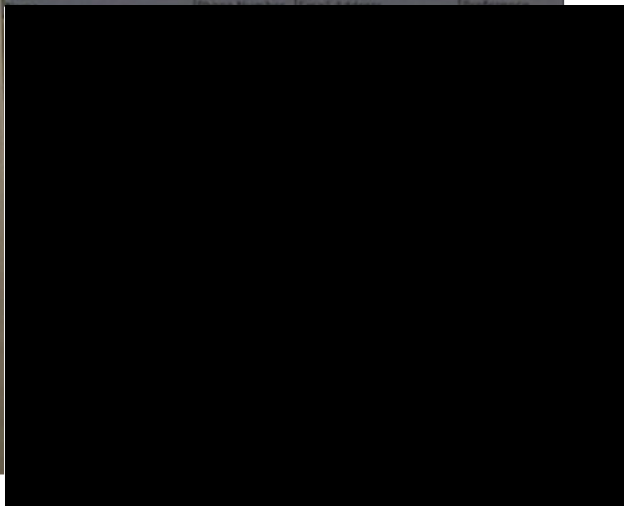
စားပေးအပ်ပါလိမ့်မည်

Sample 2h: Example of an Information Session Sign-In

			Social Media Preference
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			Social Media Preference
--	--	--	-------------------------



Sample 3a: Public Meeting Communication Through Nickel City Prep Newsletter



Nickel City Prep

NICKEL CITY PREP MONTHLY NEWSLETTER

MARCH 2019

OUR MISSION

Through high-quality instruction, rigorous curriculum, and a values-based education, Nickel City Preparatory Charter School equips scholars in kindergarten through grade eight with the academic and ethical foundation necessary to excel in high school and college and become positive leaders in our community.

Dear Friends and Supporters of [Nickel City Prep](#),

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

-Margaret Mead

We are that small group of thoughtful, committed citizens changing the world for our scholars. We are committed to being a proof point for Buffalo, a school that demonstrates the limitless potential of our scholars. We are proposed to open in August of 2020 for the students in the Riverside Community.

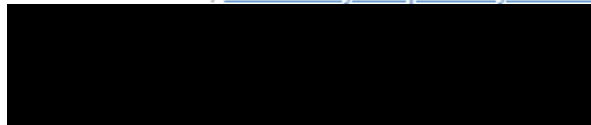
At [Nickel City Prep](#), we believe that access to excellent education is not a privilege, but a right that each scholar should have. Over the past several months, we have been visiting small businesses, tabling at community events, and meeting with families to inform the design for our school. We are committed to developing the school that our community wants and needs. A school that has a rigorous curriculum that challenges and supports all scholars. A school that has a values-based education that focuses on educating the whole scholar so that they have a strong ethical foundation as well academic foundation to be the type of leaders we need in Buffalo.

This newsletter is the first of many and it is our pleasure to welcome you to the [Nickel City Prep](#) family. We will send monthly updates about our progress and ways to get involved in our mission. We encourage you to share these newsletters with anyone you think would like to hear more about the work we are doing, and to please follow us on social media using the icon links below. We are excited to work with you to make [Nickel City Prep](#) a reality for our families.

Fearlessly in Education,

Brianna Lanoye

Lead Founder, [Nickel City Preparatory Charter School](#)



OUR DESIGN

At [Nickel City Prep](#), every decision we make in our design supports our mission for our scholars. Our priority is doing whatever we can to ensure that all scholars can, will, and must achieve at high levels.

Our design focuses on the following elements:

- Every minute matters
- Data drives instruction
- Values-based education
- Rigorous curriculum for all
- College begins in kindergarten
- Safe and structured classrooms
- Development of critical thinking skills
- Partnerships with parents are paramount

OUR TEAM

- The [Nickel City Prep](#) Founding Team just completed their March Retreat where did a deep dive into the mission and vision, discussed the opportunity myth and how it can inform the work, planned a strategy for our community outreach for the month, became familiar with the application, and grew a strong team culture aligned to the mission.

- Our Letter of Intent will be submitted to NYSED April 5, followed by our full application on May 6th.
- Brianna Lanoye, Lead Founder of [Nickel City Prep](#), spent the entire month of January completing her Leadership Residency at [RISE Prep Mayoral Academy](#), a high-achieving school in Woonsocket, Rhode Island. She is going to travel to New Orleans in two weeks to study the academic success of [Laureate Academy](#).



Nickel City Prep's Founder, Brianna Lanoye, tutoring a current 5th Grader with 716 Squash.

GET INVOLVED

In order to give our scholars the opportunities they deserve, [Nickel City Prep](#), needs your help!

PROVIDE FEEDBACK: Please take five minutes to complete our community survey on our website to share your insight on our school design.

VISIT US AT THE LIBRARY: Every Thursday 2PM-5PM and Saturday 11AM-1PM you can find us at the Riverside Library and every Monday 1PM-4PM you can find us at the Central Library.

ATTEND OUR PUBLIC MEETINGS: March 19th at 6PM at the Riverside Library and March 20th at 6PM at St. Marks & All Saint's Church. Refreshments will be served!

*Copyright© **2019*Nickel City Prep*, All rights reserved.*

You are receiving this email because you signed up for our newsletter, or because you are a supporter of Brianna Lanoye's work in education.

Our mailing address is:

436 West Delavan Avenue
Buffalo, NY 14213

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#).



TALK ABOUT IT: We want to engage with all families to learn from them and use it to inform our school's design. If you know someone you wants to know more about [Nickel City Prep](#) please send us an email so we can connect with them.

BE A FOUNDER: If you know any exemplary professionals who would like to be a member of our founding board send us an email.

Sample 3b: Public Meeting Announcement

Riverside Review: Published on March 13, 2019*

RIVERSIDE REVIEW
The Voice of Northwest Buffalo Since 1923!

March 13, 2019 Vol. 97 - No. 11

CIRCULATION 12,500 WEEKLY - FREE!
TO ALL OF NORTHWEST BUFFALO - A CITY WITHIN A CITY
877-8400 215 MILITARY ROAD, BUFFALO, N.Y. 14207

Really Really Free Market Returns

Recently there has been a suggestion floating around on Facebook that for Lent instead of giving up something for 40 days you could give away something you no longer need or want each day during the Lenten Season. If you have made this your Lenten goal, or if you just have a bunch of stuff you have been meaning to get rid of, the REALLY REALLY FREE MARKET can help find a home for your previously loved items.

On Saturday, March 30th from 10:30am - 12:30pm the BRRA Alliance will host the first REALLY REALLY FREE MARKET of 2019 at the Community Room of the Riverside Library - 820 Tonawanda Street.

Usually there are events held in the community gardens during the summer months, but special requests to host one during the winter have been made and the BRRA has reserved the Community Room

of the year event.

If you are bringing things to share remember:

- This is a commerce free event, everything you bring is to be given free of charge.
- You must stay with your things until they are gone and you must take anything that is not re-bought with you when you leave.
- Some tables will be available for you to use, and are available on a first come first serve basis.
- Whatever you bring should be clean and in usable condition.

If you are coming to browse, and hopefully find something you need, at past events we have had clothing, housewares, sheets, blankets, quilts and shoes, cleaning supplies, makeup, baby things, and even some artwork.

You never know what you will find or be able to give to someone in our community that really loves your things as much as you once

Old Black Rock Village Houses Highlighted

The Preservation Series presented by the Black Rock Historical Society continues on Thursday, March 14 when Scott Glasgow will present Pre-Civil War Houses and Construction Techniques in Old Black Rock.

Mr. Glasgow is a 7th generation resident of Black Rock with a life-long interest in history and architecture. He completed an award winning restoration of the circa 1830 Jacob Smith House and Tavern and has done extensive research on the oldest surviving structures in Black Rock.

His presentation will include a short history of the Village of Black Rock and a look at the oldest homes in the neighborhood. He will also share information about construction techniques and give you clues to dating early structures.

Last Thursday, a great group listened intently as Preservation Buffalo Niagara's Christiana Linnalati presented on Preservation Basics. She talked in depth about the landmark designation process and the rules, regulations and benefits of each designation type.

Each presentation starts at 6pm, are open to the public, free of charge and take place at the Black Rock Historical Society at 1901 Niagara Street.

Preservation Buffalo Niagara's Christiana Linnalati

See Sample 3d for agenda of Rediscover Riverside meeting to show Nickel City Prep item.

The March meeting of the **REDISCOVER RIVERSIDE** group will be held Weds., March 20th at 6pm in the lower hall of St. Mark's & All Saints' Church located at 256 Riverside Ave. off Ontario. We will hear neighborhood updates, along with a bit of information about a possible new school for our area. Our Housing Court Liaison will also be on hand to take your complaints. Come have a refreshment and spend an hour with us. Food Pantry donations are always gratefully accepted at our meetings. Thanks.

Sample 3c: Public Meeting Announcement

Nickel City Prep's Instagram Page



Sample 3d: Public Meeting Agenda

Rediscover Riverside, March 20, 2019

Welcome & Introductions - Evelyn Vossler

Tonight's Guest is Brianna Lanoye, Lead Founder for Nickel City Prep

Community Updates:

- CPO / Police update
 - next Police Precinct Mtg. is Weds. April 3, 2018- 11AM at the D District Station House on Hertel. The May 1st meeting will be at 6 PM at Assumption Church Hall, 435 Amherst St. CPO contact number is 851-5822
- Erie Co. Legislator Peter Savage – Veteran's free training about lead safety for renovation, repair, and painting. Info. available from Evelyn
- Councilman Joe Golombek, Jr. Report
 - Buffalo North District on Facebook – Send events to North2@city-buffalo.com
 - Community Breakfasts– next one is April 6th 8:30 AM @ Polish Cadets (Grant near Amherst Sts.) thanks to Council Member Joe Golombek and Erie Co. Legislator Peter Savage. Speakers: Erie Co. Health, Brianna Lanoye
 - Housing Report – Put in complaints on 311, tip sheets, or send to Jim at NorthDistrictHousingLiaison@gmail.com please. You can also contact Evelyn at 830-9817 for immediate questions or help

Announcements for the good of the neighborhood:

- BRR Alliance, Garden Group, & Black Rock Historical Society doings.
- 21st Ward Independence Day Assn. – for July 3rd and 4th events at Riverside Park.
Looking for sponsors, parade participants, Classic Car Exhibitors, and interested helpers. Speak to Evelyn Vossler on how you can get involved
- Neighborhood Housing Services – Debbie Lombardo had a conflict. They have an upcoming Fair Housing Community Forum on Weds., April 17 from 6 – 7:30 PM at Riverside DePaul Apartments (238 Ontario St.).

Next RR Meeting is on Weds., April 17th – **5:30 PM** St. Mark's & All Saints' parish hall
We will have a short meeting (no refreshments) and then head to the Fair Housing Forum (where there will be refreshments).

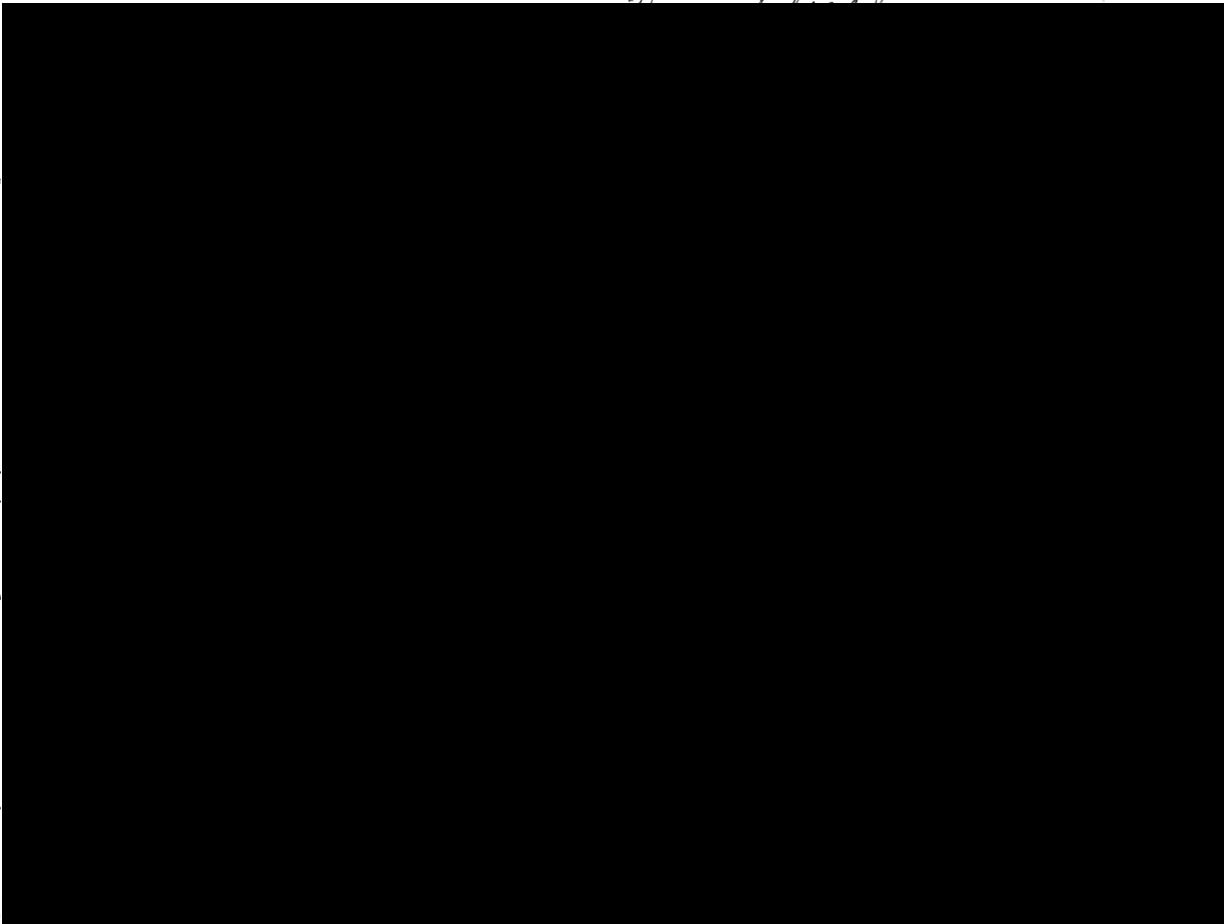
Contact Information: Evelyn at [REDACTED]
or Rediscover Riverside on Facebook -

Send email to get on our sender list if you are not already there. Thanks.

And thank you to those who brought Food Pantry Donations.

Sample 3e: Public Meeting Sign-In

Public Meeting Sign-In Rediscover Riverside




Sample 4a: Email Correspondence with Community Organizations for Tabling Events

RE: Tabling at the Boys & Girls Club



Brianna Lanoye
To: Brianna Lanoye

 You forwarded this message on 3/22/2019 2:11 PM.

Hi Bob,

Hope all is well with you! Thank you for allowing Nickel City Prep to table at the Boys & Girls Club.

Would it be possible to go to the Skillen location on Monday & the Amherst St. location on Wednesday during parent pick up times?

Thank you,
Brianna



Brianna Lanoye | Fellow | Building Excellent Schools | 716.531.0316
buildingexcellentschools.org | [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Youtube](#)

Sample 4b: Tabling Event with Student



Sample 4c: Tabling at Riverside Library Email Correspondence

From: [REDACTED]
Sent: Wednesday, March 14, 2018
To: Patricia Foley
Subject: Tabling at the Riverside Library

Hi Patti,

It was a pleasure to meet you yesterday. I have attached the application to reserve a table at the library. I requested Thursday (2/28, 3/7, 3/14, 3/21, 3/28) from 2-6, as well as Saturday (3/9, 3/16, 3/23) from 11-1. It was hard to fit it all on the application, so I wanted to clarify in the email.

Thank you so much for your generosity of time and space.

Best,
Brianna

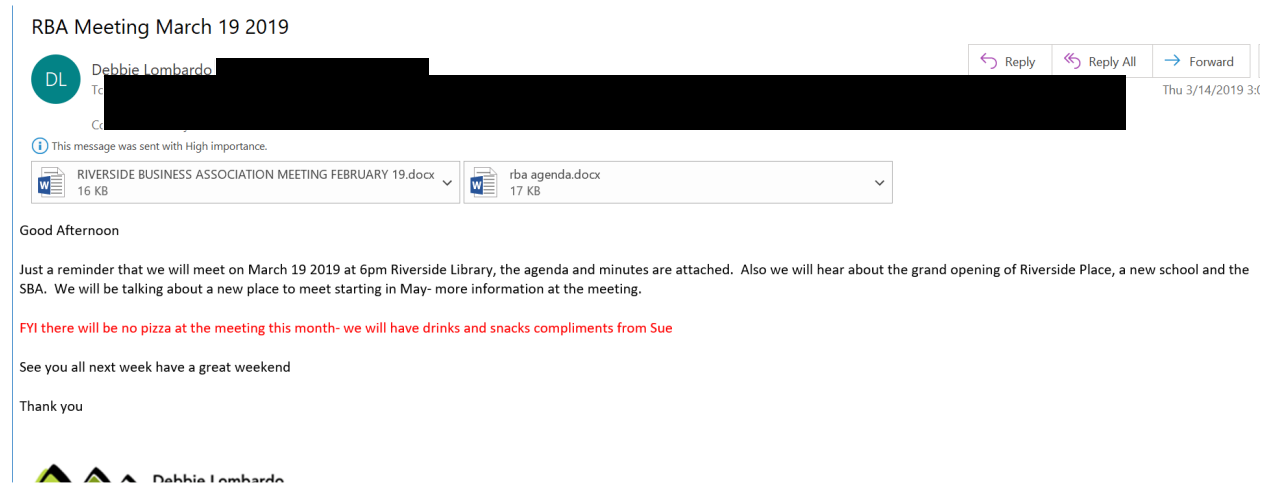


Brianna Lanoye | Fellow | Building Excellent Schools | 716.531.0316
buildingexcellentschools.org | [Twitter](https://twitter.com/beschools) | [Facebook](https://facebook.com/beschools) | [Instagram](https://instagram.com/beschools) | [LinkedIn](https://linkedin.com/company/beschools) | [Youtube](https://youtube.com/beschools)

Sample 4d: Tabling at the Central Library Receiving Community Input from Darnell Collier



Sample 5a: Email Correspondence with Local Organizations for Public Meetings



Sample 5b: Agenda from Riverside Business Association Public Meeting

Riverside Business Association Agenda March 18 2019 6pm Riverside Library

CALL THE MEETING TO ORDER

INTRODUCTIONS

TREASURER'S REPORT

COUNCILMEMBER JOE GOLOMBEK

LEGISLATOR PETER SAVAGE

BPD UPDATE CPO TEAM

BUSINESS SPOTLIGHT FOR FEBRUARY: E&M AUTO

GUEST SPEAKER: BRIANNA LANOYE BUILDING EXCELLENT SCHOOLS

RBA UPDATES:

-Small Business Association – Isaac

- Membership- Scott

- Events for the RBA-

-Trash Cans

Meetings for the group- May & June (no group meeting in July or August) Sept & October, Dec, February & March.

RBA COMMUNITY ENGAGEMENT:

Service Learning Buffalo State College – update

Awards Dinner – start thinking of award winners


21st Ward 4th of July Event in Riverside Park – update from Jimbo




UPDATE FROM COMMUNITY ORGANIZATIONS

Adjourn

Sample 5c: Thank you from Debbie Baker-President of the Riverside Business Association


RE: Grant Amherst Business Association

 Debbie Lombardo
To: Brianna Lanoye [REDACTED]

 Reply  Reply All  Forward

Thu 3/21, 2019 2:39 PM


You replied to this message on 3/21/2019 2:39 PM.

[Suggested Meetings](#) 

Hi

It was a pleasure to meet you as well and I look forward to helping in any way possible to see a community school in the area. Have a safe trip next month and we will talk when you return.

Thank you

 **Debbie Lombardo**
Community Outreach Coordinator
West Side & Black Rock Riverside NIAS
T [REDACTED]

Sample 5d: Invitation to speak at Forest District Civic Association

From: Johann and Larry [REDACTED]
Sent: Tuesday, April 2, 2019 [REDACTED]
To: Brianna Lanoye [REDACTED]
Subject: can you speak at May meeting?

Hi I am Larry Patti, President of FDCA. Can you speak at our Tuesday May 14th meeting. Please advise either way, Thank you, Larry

If you are going to speak ... you can the details and location from Debbie Lombardo.

Thank you, again... hoping you will be able... Larry

Sample 5e: Response to Speaking Request

Re: can you speak at May meeting?

 Johann and Larry [REDACTED]
To: Brianna Lanoye [REDACTED]

Thank you, Larry

-----Original Message-----
From: Brianna Lanoye [REDACTED]
To: Johann and Larry [REDACTED]
Cc: Debbie Lombardo [REDACTED]
Sent: Tue, Apr 2, 2019 6:42 pm
Subject: RE: can you speak at May meeting?

Hi Larry,

I would be honored to speak at your meeting on May 14th. Thank you very much for the opportunity.

Best,
Brianna

 **Brianna Lanoye | Fellow | Building Excellent Schools | 716.531.0316**
buildingexcellentschools.org | [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Youtube](#)

Sample 5f: Press Release Request for Speaking at Forest District Civic Association

Any fool can make something complicated. It takes a genius to make it simple.

— Woody Guthrie

-----Original Message-----

From: James Lee

Sent: Friday, April 26, 2019 7:17 PM

To: Richard Mack

Cc: Larry Patti ; James Lee ; Brianna Lanoye >

Subject: Item for May 1 Chatterbox

Mr. Mack, if possible, please include this in the May 1 Riverside Review "Chatterbox". Thank you.

Jim Lee 884-3056 or Larry Patti 884-5550

The Forest District Civic Association invites the public to hear guest speaker Brianna Lanoye tell us about a proposed new grades K-8 charter school in Riverside to be called Nickel City Prep. See you TUESDAY MAY 9 at 7pm at the Northwest Buffalo Community Center, 155 Lawn Ave. 14207 Room 114.

Sample 5g: Request to Speak at the George Washington Block Club

Hello Brianna

Let me E-introduce you to Dave the President of the George Washington Block Club they are meeting on May 22 at 6pm at Riverside Place, 1083 Tonawanda St. we hope that you can make it. If not just email us and we can pick another date.

Thanks



Sample 5h: Request to Speak at the Grant Amherst Business Association

Sent: Thursday, March 21, 2019 10:24 AM

To: Brianna Lanoye [REDACTED]

Subject: Grant Amherst Business Association

Importance: High

Good Morning

I wanted to let you know that Grant Amherst Business Association has asked if you can attend their meeting in June? The date is June 4th 6pm, I will send you the address once we confirm the location, we sometime travel with the meeting to other locations.

Thank you



Sample 5i: Speaking Engagement with WNY Charter School Leaders

Notes from WNY Charter Leaders meeting

JB Joseph B. Polat [REDACTED]
To

Reply Reply All Forward ...
Wed 3/27/2019 10:00 AM

Dear all

Quick notes from our meeting yesterday. I am not a good note taker, I do my best, if there is any corrections or additions, please let me know

1. There are three new charter application introduced
 1. Primary Hall
 2. Nickel City Prep
 3. BuffSci II
2. Participants showed a positive approach and willingness to participate in a Common app portal and running a common advertisement campaign. Joseph will get in touch with SchoolMint to arrange a webconference for schools to participate and learn about SchoolMint and common app portal. We may collect a commitment letter from schools who are willing to participate and seek a grant from the Cullen Foundation. The deadline for launching common app portal is June 30, 2019.
3. Participants discussed transportation issues. Katy gave highlights from the transportation meeting with NECSN. Joseph said that AI told to his school transportation official that the Charter schools should use Buffalo's form and not the newly created form. Katy said the Buffalo's form is not comprehensive and may not protect us in case Buffalo decides to pull the plug. Most participant schools agree to use a form. There wasn't much discussion about which form should be used. Participants also agreed that transportation issues should be discussed more in the upcoming meeting.
4. NECSN's April event. It is a free one day conference on Apr 11,12. If you did not hear about it, you may ask Joseph for more info at [REDACTED] or directly from Anna Hall, executive director at NECSN, at [REDACTED]
5. Robert Fetter presented Achievement Network and plans about a PD for school leaders. He will send us a survey and more info about the services and planned school leaders PD.

Sample 5j: WNY Charter School Leaders from Buffalo Academy of Sciences, Enterprise Charter School, Charter School for Applied Technology, and the Proposed School Primary Hall Prep.



Sample 6: Community Organizations Membership

Sample 6a: Buffalo Immigrant and Refugee Leadership Team ("BILT") Membership

BILT Membership Dues

IA

Info Account <[REDACTED]>
To Brianna Lanoye

↩ Reply

↩ Reply All

→ Forward

Wed 3/13/2019

Action Items

+ Get more e

Good afternoon, Brianna!

Welcome to BILT. We sincerely thank you for becoming a member. In order to complete your membership process, please send over your dues payment.

It looks like you have committed to a dues payment of : \$100.00

You can either mail a check to BILT's office at: [REDACTED]
[source=direct_link&](#)

Once again, we thank you for your generosity and support for our mission!

Sincerely,
The Buffalo Immigrant Leadership Team

Sample 6b: BILT Meeting Minutes

Hello everyone,

I am writing to remind you about commitments we made at the BILT Membership Meeting last Tuesday. It is important that all of us work to honor our commitments!

Turn-Out Commitments for the April 2 Candidates' Forum (I am attaching the flyer for you to share with others.):

- Esperance Rwigamba - 5
- ~~Beh Meh - 5~~
- Brianna Lanoye - 10
- ~~John Tete - 5~~
- Tedros Mario - 4
- Benoit Kabayiza - 5
- Anna Kay France - 4
- Robbie Farkas-Huezo - 10
- Mary Duggan - 5
- Micheline Kitsa - 3

- Whitney Walker - 10
- Kartika Carr - 20
- Brian Zralek - 25

Then - the **one-to-one commitments** for the June 11 BILT Membership Meeting. These are *very important*. Please keep in mind that we are doing these one-to-one meetings to: a) Develop powerful public relationships with people; b) Understand what drives them (their self-interest); c) Invite them to come to the Membership Meeting on June 11; d) Ask what issues are most important to them***.

***We are doing this last piece because BILT wants to take on a new issue this year and in 2020. So, these one-to-ones are part of a "Listening Campaign" that will help us figure out what the issues are. Please take notes after your one-to-one meetings about what matters most to the person. Then, bring people and the list of issues you wrote down to the meeting on June 11. Does this sound good? Please see the attached power point presentation about one-to-ones for more on this key organizing practice.

- Esperance Rwigamba - 4
- ~~Beh Meh - 4~~
- Brianna Lanoye - 6
- ~~John Tete - 5~~
- Tedros Mario - 3

- Benoit Kabayiza - 2
- Anna Kay France - 4
- Robbie Farkas-Huezo - 5
- Mary Duggan - 2
- Micheline Kitsa - 5
- Whitney Walker - 15
- Kartika Carr - 25
- Brian Zralek - 20

--
 Brian Zralek
 Lead Organizer
 (Buffalo Immigrant Leadership Team & VOICE-Buffalo)



Sample 6c: Black Rock Historical Society Membership

Welcome to Black Rock Historical Society Membership



[Redacted] on behalf of Black Rock Historical Society Membership <notifications@ecwid.com>
 To: Brianna Lanoye

[Reply](#) [Reply All](#) [Forward](#)

Tue 4/2/2019 7:0

ⓘ If there are problems with how this message is displayed, click here to view it in a web browser.
 Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Welcome to Black Rock Historical Society Membership

Hello, Brianna Lanoye! Thanks for signing up for Black Rock Historical Society Membership! We're excited to have you join us and look forward to seeing you in our store. If you didn't register an account with Black Rock Historical Society Membership, you can safely ignore this e-mail.

Sample 7: Community Organization Correspondence

Sample 7a: HOPE Buffalo

RE: Jody



Stan Martin [REDACTED]
To: Jody Valdes; Brianna Lanoye

You replied to this message on 3/3/2019 10:05 PM.

[Suggested Meetings](#)

Sun 3/3/2019 9:33 PM

Reply Reply All Forward

Get more add-ins

Hello everyone, thank you Jody for the introduction! Brianna, it was a pleasure to meet you in person and I look forward to connecting with you again soon. Hopefully, you can attend our next HOPE Buffalo, Community Action Team meeting on 3/28 at NACS from 9:30AM-11AM. I'll send you an invite in a separate email. All the Best!

Regards,
Stan

Stan Martin, MM
Director / Senior Trainer
[REDACTED]

Websites :

www.caiglobal.org
www.hopebuffalo.org



Sample 7b: Bob Tice of River Rock Church

Connection?



Bob Tice [REDACTED]
To: Jrojek11; Brianna Lanoye

[Suggested Meetings](#)

Tue 3/12/2019 4:26 PM

Reply Reply All Forward

Get more add-ins

Dear John: i am introducing you here to Briana Lanoye. Laurie and I met with her today at our church building re her interest in starting a special Charter school. And she is seeking community based connections, and one expression of that are the many Burmese connected with RiverRock who live in the Black Rock and the Riverside areas.... In that connection, I suggested to her that she connect with you and perhaps discuss the possibility of meeting your Citizenship Class if that might be one good way to connect with some of the Burmese parents of children and teens in this area.... She will come to RiverRock this Sunday to meet Han Moe as well... and the Burmese youth who will sing this Sunday in our service.

Too, she might be helpful to us at RiverRock in some way as our ESL program here is under threat as its numbers have flagged since Rich Barbera left.

I will also want to meet with you John sometime fairly soon to see if you have ideas how we might recruit better. I'll be in touch sometime to see if we can meet before or after one of your C-Classes...

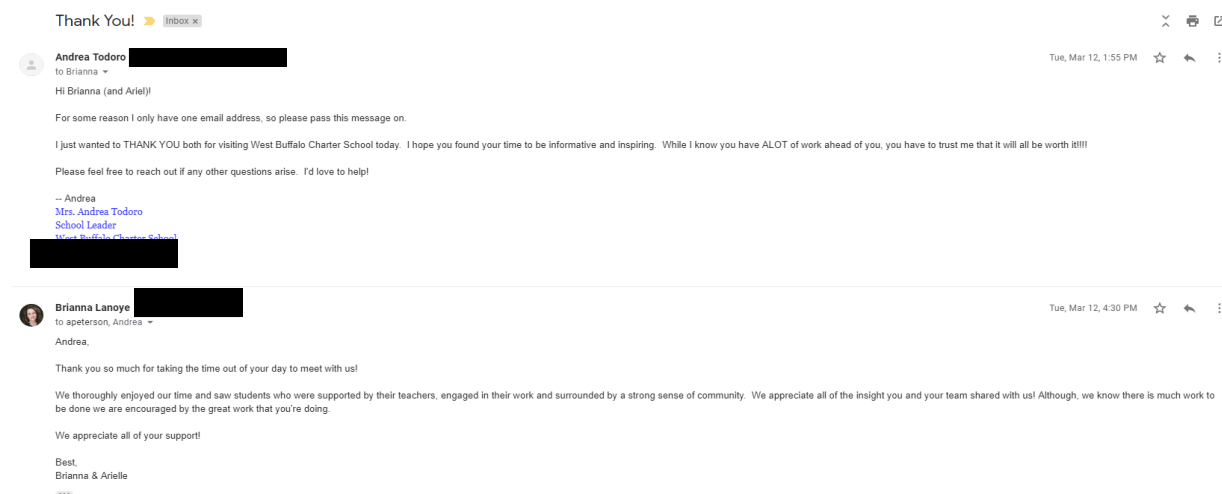
Please feel free to connect with each other from here, and feel free to CC me in that email loop if that is helpful somehow or necessary....

Thanks!

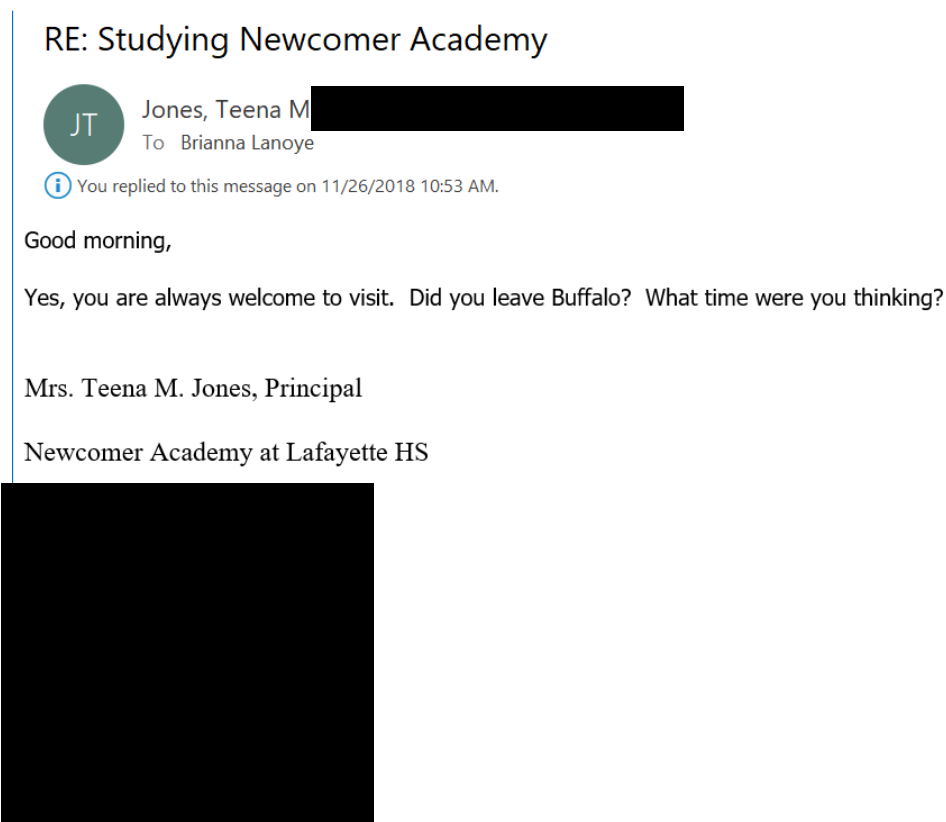
Pastor Tice

Sample 8: Examples of Charter School and Traditional Public School Outreach

Sample 8a: West Buffalo Charter School



Sample 8b: School #353 Newcomer Academy



Sample 8c: Buffalo Public School #33: Bilingual Center

RE: Building an Excellent School in Buffalo, NY



Bachelor, Hadassa
To: Brianna Lanoye

[Reply](#) [Reply All](#) [Forward](#) [More](#)

Thu 8/30/2018 2:04 PM

You replied to this message on 8/30/2018 2:09 PM.

[Suggested Meetings](#)

[+ Get more add-ins](#)

Nice to hear from you.

I would love to meet with you and if you can give me 2-3 times frames that work for you, I will try and accommodate you. My schedule is so crazy but some of the stuff I can move around to accommodate you based on your availability.

Thank you and CONGRATULATIONS!!

Miss you very much as well!

Sincerely,

Hadassa Bachelor
Principal



Sample 8d: Buffalo Public School #195: City Honors

From: Taggart, Islanda
Sent: Monday, September 17, 2018 9:16 AM
To: Brianna Lanoye
Subject: RE: Building an Excellent School in Buffalo

Hello Brianna,

I apologize for the delay in reaching out to you. I would be happy to arrange a date for you and Dr. Kresse to meet.

I am looking at available dates in to October to meet. Do you have any availability on October 9th or 10th any time between 10am-2pm?

Thank you,

Islanda Taggart
Typist (Guidance Office)
P.S. 195 City Honors School
at Fosdick Masten Park



Sample 8e: Persistence Prep

To: Joelle Formato
Cc: Wayne Robinson
Subject: Learning from Persistence Prep

Joelle,

Thank you for all of the support and best practices you have already shared with us at Nickel City Prep. We are about to submit in less than fifty days and want to ensure that we are learning from those who have gone through the same process. We would be honored if we could sit down with you and your board treasurer to discuss the startup and 1 year budget and actual financials.

Please let us know when would be most convenient.

Looking forward to learning from the great work you do!

Best,
Bri



Brianna Lanoye | Fellow | Building Excellent Schools
buildingexcellentschools.org | [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Youtube](#)

RE: Learning from Persistence Prep



Joelle Formato
To: Brianna Lanoye
Cc: Wayne Robinson

Reply Reply All Su

Bri and Wayne,

That sounds great. Looking forward to meeting on the 27th. If there are specific questions you have, please send them in advance so I can prepare some thoughts and resources.

Thanks,

Joelle

Joelle Formato | Founder & Head of School | Persistence Preparatory Academy



Sample 9: Social Media Followers

Sample 9a: Facebook Followers

Nickel City Prep
@nickelcityprep

Home
Posts
Jobs
Events
Reviews
Videos
Photos
About
Community
Groups
Offers
Info and ads

Liked Following Share

Add a Donate button
Do you want to help raise money for Young Audiences of Western New York? Just add a Donate button to your post and friends can start donating. To raise money for a personal cause instead, create a personal fundraiser.
Add Button

Nickel City Prep
Published by Brianna Rose [?] · Yesterday at 11:55 ·
Naomi Pabon-Figueroa, NCP's Proposed Secretary, resides in the Black Rock/Riverside neighborhood and has spent her career advocating for underserved communities. She previously served as the ABLE Manager of Member Services at The Service Collaborative of WNY as well as the Interim Executive Director of Young Audiences of Western New York and currently serves as the Manager of Marketing and Outreach at the Literacy New York Buffalo-Niagara, Inc. Ms. Pabon-Figueroa has over 1

33% response rate, 9 mins response time
Reply more to turn on the badge

147 likes +1 this week
Autumn Lanoye and 89 other friends

147 follows

129 post reach this week

147 people like this and 147 people follow this
Autumn Lanoye and 89 other friends

Community See all

147 people like this

147 people follow this

Chat (123)

Sample 9b: Instagram Followers

Instagram

Search

nickelcityprep Following

12 posts 94 followers 217 following

Nickel City Prep
Community Pride. Community Results. Community Leaders.
www.nickelcityprep.org
Followed by mrsacro, autumnatic11, megmetz181 + 32 more

POSTS TAGGED

Three profile pictures of women are shown below the bio.

Sample 10: Political Outreach

Sample 10a: Correspondence with Council Member Joseph Golembek of the North District

Nickel City Prep Letter of Support



Machael Sherry

To [REDACTED]

Cc Brianna Lanoye

You replied to this message on 4/27/2019 11:47 AM.

Reply Reply All Forward

Mon 4/8/2019 10:32 PM

Council Member Golombek,

I hope this email finds you well. My name is Machael Sherry, and I am working alongside Brianna Lanoye as the Board Chair of Nickel City Prep.

I contacted Council Member Feroletto today, who is a long time friend, to seek a letter of support for the Nickel City Prep NYSED application. Given that the school will be located in Riverside, Joel shared your contact information and encouraged me to reach out to you. I know Brianna has already been in touch, but I wanted to reach out to introduce myself and thank you for your willingness to write a letter. Please let us know if there is any additional information we can share with you about the school.

Thank you again for your support, and I hope to meet you soon.

All the best,

Machael Sherry

--

Machael Pelosi Sherry



Attachment 2c: Evidence of Community Support

Figure 1: Letters of Support

Item #	Name	Title	Organization	Page #
1	Althea Luehrsen	CEO	Leadership Buffalo	2
2	Amy Friedman	Charter School Consultant	Founder of Tapestry Charter School	3
3	Andrea Rogers	Founder and Partner	Empire Charter Consultants	4
4	Brian Palowski	Founder and Head of School	Buffalo Collegiate Charter School	5
5	Catherine Schweitzer	Executive Director	Baird Foundation	6
6	W. Daniel Baco III	Assistant Vice President	M&T Bank	7
7	David Rust	Executive Director	Say Yes to Education Buffalo	8
8	Erin Soucise	Licensed Master Social Worker	New Directions Youth and Family Services	9
9	Gabriella Pelosi	Licensed Mental Health Counselor	Elmwood Franklin School	10
10	Hadassa Bachellor	Principal	Public School #33	11
11	JoAnn Falletta	Music Director	Buffalo Philharmonic Orchestra	12
12	Joelle Formato	Founder and Head of School	Persistence Preparatory Charter School	13
13	Kate Sarata	Executive Director	The Service Collaborative	14
14	Katie Campos	Executive Director	Teach For America	15
15	Lagra Newman	Founder	Purpose Preparatory	16
16	Lawrence Quinn	Member	Buffalo Public School Board	17
17	Max Willig	Architect	Max Willig Architect	18
18	Michael Sherry	Ex-Chief Operating Officer	Uncommon Schools	19
19	Monique Olejniczak	Assistant Director of Programs	Big Brothers Big Sisters of Erie, Niagara, & The Southern Tier	20
20	Robert F. Biniszkiewicz	Buffalo Parent	Black Rock/Riverside Neighborhood Resident	21
21	Robert O'Brocta	Chief Professional Officer	Boys and Girls Clubs of the Northtowns	22
22	Rosalind Da Cruz	Founder and head of School	RISE Preparatory Mayoral Academy	23
23	Shari McDonough	Chief Executive Officer	Boys and Girls Clubs of Buffalo	24
24	Stan Martin	Project Director	Cicatelli Associates Inc. HOPE Buffalo	25
25	Tara L. Schafer	Executive Director	Literacy New York Buffalo-Niagara, Inc.	26



LEADERSHIP
BUFFALO

Making Buffalo Better

500 Seneca Street, Suite 304, Buffalo, NY 14204

April 22, 2019

Mr. David Frank
Executive Director
Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

As the CEO of Leadership Buffalo, we work first hand with the education system in our community. Our program participants include leaders that range from high school students to senior executives, focusing a good part of our programming on education. In addition, we interact and collaborate with public schools, private schools and charter giving us firsthand knowledge of the importance of all.

The Riverside Community is in need of a high quality school to complement the existing educational offerings. This is a community that struggles economically but that once was a thriving part of Buffalo. Having a charter school in the community will not only help the students, but the families as well.

Having met with Brianna Lanoye and some of her leadership, we are happy to extend our support and recommendation for Nickel City Prep. We would look forward to seeing this school become a reality in 2020.

Sincerely,

Althea E. Luehrsen
CEO
Leadership Buffalo, Inc.

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of **Nickel City Prep**, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

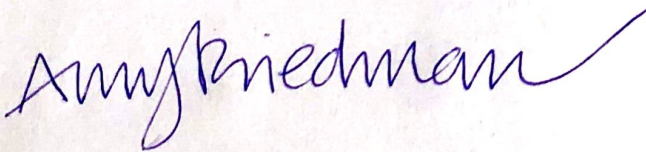
My name is Amy Friedman and I am a founder and past trustee/board president of Tapestry Charter School in Buffalo, NY. I have served on the boards of two other charter schools, Elmwood Village and West Buffalo, consulted extensively with the founders of Charter School of Inquiry, and have consulted with many others interested in opening charter schools in Western New York. I am also a past board member/president of Buffalo ReformEd. I have been a passionate advocate for public education for more than 25 years.

Like the city at large, the west side of Buffalo, including Riverside, is experiencing a resurgence. An influx of refugee families is creating a vibrancy that the area has been missing for a very long time. Sadly, there are very few quality schools on the west side to support this growing population. Nickel City Prep will be an outstanding choice for families in Riverside and the west side.

I have interacted with dozens of school leaders, both in the public and private sectors, and rarely have I encountered someone with the drive, determination, passion and energy that Brianna Lanoye has. Brianna's experience with Teach for America and her time spent teaching in the Buffalo Public Schools has made her keenly aware that all children can succeed at high levels. This belief is the foundation for any school and what will make Brianna an outstanding school leader.

I am happy to extend my support and recommendation for **Nickel City Prep**. It is my hope that **Nickel City Prep** will be open to families in fall of 2020.

Sincerely,



Amy Friedman

David Frank, Executive Director
Charter School Office, NYSED
89 Washington Ave
Albany, NY 12234

April 22, 2019

Dear Mr. Frank,

It is a pleasure to write and express support for the proposed Nickel City Preparatory Charter School. As you know, a member of the proposed school's founding Board of Trustees, Jason Zwara, was a colleague of mine for a number of years. During this time he worked closely with charter school boards on projects such as reviewing and updating bylaws and policies, establishing good governance practices, and understanding performance frameworks. In addition, he is highly knowledgeable on the subjects of charter school law and policy, and currently serves the National Association of Charter School Authorizers as Policy Manager. I have the utmost confidence that Jason's skills will help the Nickel City Preparatory Board of Trustees establish and maintain highly effective governance practices beginning in the chartering stage and continuing through renewal. His previous experience serving on other charter school boards is also a value-add, and I believe having many connections and relationships in the charter school community both in New York and nationally will also be a benefit for Nickel City Prep.

In addition, I have had the pleasure of connecting with Brianna Lanoye, the proposed school founder and a current Building Excellent Schools fellow. Ms. Lanoye has taken full advantage of the opportunities offered through Building Excellent Schools, and has carefully considered best practices and a variety of models prior to advancing the Nickel City Prep application. I am particularly excited about the potential for her plans to support English language learners, an underserved and highly at-risk population, which is well-aligned to the Board of Regents' priorities.

In short, this proposed school has many elements -- including authentic community roots and knowledgeable educators and charter policy experts -- important for a strong opening. It is without hesitation that I support advancing the proposal and allowing Nickel City Preparatory Charter School an opportunity to serve Buffalo's families.

Sincerely,

A handwritten signature in cursive script that reads "Andrea Rogers".

Andrea Rogers



David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

I am the Head of School of Buffalo Collegiate Charter School, a 4-12 college prep charter school for students and families of Buffalo who, similar to the future families at Nickel City prep, are seeking a high-quality school. Like Nickel City Prep, Buffalo Collegiate was born out of the Building Excellent Schools Fellowship.

I have had the honor to work alongside Nickel City Prep's Lead Founder, Bri Lanoye, for the past five years in our respective education roles in the City of Buffalo. Brianna is one of the most exceptional educators I have ever encountered, and I cannot fathom how wonderful Nickel City Prep will be for the students and families who attend. She is incredibly humble and wholly determined to impact every child and family she encounters. There is no educator I have witnessed who joyfully invests more of herself into her students and their families. She is a true advocate who ensures that students are pushed academically so that they develop the confidence in their collective voice.

Ms. Lanoye has long focused on New American families who are concentrated on the West Side of Buffalo, so it is no surprise that she is focusing on the Riverside neighborhood for Nickel City Prep's long-term home. Riverside, which is home to many immigrants and refugees, is in desperate need of a school that welcomes families to our city with an excellent education.

As a partner in the work, there is no school leader or school vision I can support more than Brianna Lanoye and Nickel City Prep. It is with great enthusiasm that I endorse their candidacy and hope to welcome them into the work at some point in the Fall of 2020.

Sincerely,

A handwritten signature in blue ink that reads 'Brian Pawloski'.

Brian Pawloski
Head of School
Buffalo Collegiate Charter School



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Executive Assistant

Molly Wiesmore
Buffalo, NY
mgw@bairdfoundation.org

April 11, 2019

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in full support of **Nickel City Prep**, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

The Baird Foundation is a private foundation serving the non-profit community in Buffalo since 1947. Annually through funding and guidance, we support roughly 50 organizations, typically in the social service and cultural sectors. I have served as Executive Director for the past 23 years.

It is recognized that the Riverside area of the City of Buffalo lacks quality elementary school offerings and this leads us to believe that a school like Nickel City Prep would be a valuable asset to the community.

For two and a half centuries, Buffalo has always been a city of immigrants. That fact is still true in the 21st century. Buffalo knows that its future depends on the support and well-being provided to people new to our community as well as those who have been underserved by the status quo. Riverside is an especially diverse area of our city, and a school offering a strong academic environment that supports diversity and inclusion would fit in well. Establishing a K-5th Grade Charter School in this neighborhood would address a long-standing critical issue, and would be a valuable investment in the minds of our young people for their future success.

I am pleased to extend my support and recommendation for **Nickel City Prep**. It is my hope that **Nickel City Prep** will be open to families in the fall of 2020.

Sincerely,

Catherine Schweitzer

Catherine Schweitzer
Executive Director

936 Delaware Ave., #207
Buffalo, NY 14209
716-883-2428

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, the college preparatory charter school for the families in the Riverside & Black Rock Communities of Buffalo, NY.

My name is Daniel Baco and I am an Assistant Vice President with M&T Bank supporting the Retail Bank. I am currently completing my MBA at Canisius College in the Richard J. Wehle School of Business and I completed my undergraduate degree at Niagara University in 2012.

From September 2015 through April 2018, I served as Branch Manager for the M&T Branch in Riverside. During my time, I volunteered at Riverside High School through Junior Achievement of WNY, where I delivered in-class activities around the concepts of developing entrepreneurial skills. Aside from my professional experience, I grew up playing youth hockey in the Riverside community and ultimately went on to play at the Division 1 level, so I have a very rich appreciation for what the Riverside area has meant to my professional and athletic career.

During my stint as the Riverside Branch manager, I saw both the positive and the negative extremes of the Riverside and Black Rock communities. There is an obvious interest in developing the community, which has attracted homeowners, renters and businesses to the area. This has yielded a wonderful influx of international diversity for the community. Unfortunately, the Riverside and Black Rock communities possess high levels of poverty and crime, which has made it challenging for many of the local youths to escape a perpetuating negative lifestyle.

I am most familiar with the success of the Westminster Community Charter School on the East Side of Buffalo and I feel that Riverside and Black Rock communities would benefit from a Charter school dedicated towards investing in children and families. The children in these communities should grow up in a positive environment focused on developing leaders in the community that will have the necessary academic skills to achieve new heights.

I am confident that Brianna Lanoye is the right person to advocate and lead the efforts in establishing Nickel City Prep. Given her outstanding vision and energy for the proposed school as well as her experience with *Building Excellent Schools*, her work as a teacher in the Buffalo Public School District, and her time with *Teach for America*, Brianna understands the magnitude and necessity of this initiative. The Riverside and Black Rock communities deserve to have a seat at table of our flourishing city, and that starts with cultivating tomorrow's leaders. Therefore, it is my pleasure to extend my support and recommendation for Nickel City Prep.

Sincerely,

A handwritten signature in black ink, appearing to read 'W. Daniel Baco III', with a stylized flourish at the end.

W. Daniel Baco III



David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

May 3, 2019

Dear Mr. Frank,

I am writing this letter in support of **Nickel City Prep**, a proposed K-5 high-quality, charter school for the families in the Riverside Community of Buffalo, NY.

The Say Yes Buffalo partnership is a landmark collaboration that brings together the Buffalo Public School District, the District Parent Coordinating Council, the Buffalo Teachers Federation, the Buffalo Association of Administrators and Supervisors, the City of Buffalo, Erie County, higher education and Say Yes to Education, Inc., with a diverse group of Buffalo area corporate, non-profit, and philanthropic organizations. Their mission is to increase high school and postsecondary completion rates by organizing people, time, money and resources to remove social, behavioral, health, financial and academic barriers to student achievement. Say Yes Buffalo partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities.

Building Excellent Schools is an outstanding network with proven data, and we are excited about the opportunity to grow this established model in Buffalo. Through Building Excellent Schools, we will successfully tap the energy and idealism of leaders who are ready to give service to help our students and schools succeed.

The community of Buffalo believes in the importance of giving each other a helping hand. Adding this school to our strong educational ecosystem will reflect that spirit, providing a unique opportunity to help our students succeed while developing the next generation of civic and education leaders. The timing is right, as there is a strong movement to improve educational outcomes in Buffalo, led by both private and public partners.

I am happy to extend my support and recommendation for **Nickel City Prep**.

Sincerely,

David Rust
Executive Director
Say Yes to Education Buffalo

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

I am a Licensed Master Social Worker working for New Directions Youth and Family Services. I have worked for the Agency for 9 years, starting out as a Youth Counselor working in the Residential Treatment Program. I worked in the Hard-To-Place Unit with children who had experienced severe abuse and neglect, who were dealing with emotional and behavioral issues. In 2011 I transitioned to the Traditional Preventive Services Program where I serve as a Case Planner working with families who are at risk of losing their children to the Child Welfare System. While working as a Preventive Service Case Planner I went to school part time and earned my Masters in Social Work. Once graduated, I obtained my New York State Masters of Social Work License.

Working with families in the community of Buffalo, I hear constant complaints from parents and co-workers about their children struggling in school. Often times parents will address these issues with the teachers and they can't quite identify the main reasons the child is falling behind due to large class sizes and overwhelming responsibilities throughout the school day/week/month. Some families turn to Huntington Learning Center to address the educational concerns that are not being met in their traditional placement. I consider this a failure of the educational system in the Buffalo area, and that is why the Riverside Neighborhood is in need of a high-quality school.

Brianna Lanoye has impressed me from the moment I met her. She has the drive, compassion, knowledge, patience, understanding, and grit to accomplish anything she sets out to do. I trust in her leadership skills and abilities to run a high-quality, college preparatory charter school that caters to the diverse culture and needs of the Riverside community. Ms. Lanoye is a team player and leads by example, she works hard and inspires others to do the same. I believe in Ms. Lanoye's values in education, especially her value of making time for Restorative Justice in classrooms, which cultivates a compassionate learning environment.

I am happy to extend my support and recommendation for Nickel City Prep. It is my hope that Nickel City Prep will be open to families in fall of 2020.

Sincerely,



Erin Soucise, LMSW

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of **Nickel City Prep**, a proposed K-8 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

As a Buffalo native, I served as an admissions counselor, wellness teacher and mental health counselor in schools throughout Western New York for over six years. During this time, I understood the importance of providing quality education to help prepare students and families for the future. Nickel City Prep addresses students' social and emotional needs by instituting evidence-based programs, practices and policies. This approach assists students in acquiring and applying the knowledge, skills and attitudes necessary to manage emotions, establish and maintain positive relationships, show empathy for others and make responsible decisions.

In addition to the social and emotional programming, I believe that Nickel City Prep will be an incredible asset to the children, families, and local Riverside community for the following reasons:

- Geographically, Nickel City Prep fills a long-standing void in education in the Riverside Neighborhood offering a new, progressive, and spirited approach to education for students.
- Nickel City Prep is a tuition-free public charter school for the students in Buffalo, NY. Residents in Buffalo, as well as in the Riverside community, will have a safe, affordable and competitive option to schooling without worrying about extreme cost.
- Nickel City Prep provides outstanding education to children from diverse communities and backgrounds, bringing them together as an inclusive community who promote acceptance for all.
- Nickel City Prep provides a solid foundation for education based on high-quality instruction, rigorous curriculum, and character development for students beginning in kindergarten, setting a foundation for future success in subsequent grades.
- Nickel City Prep provides reason for families to remain in Buffalo and eliminates the need to look outside of Western New York for educational opportunities.
- Nickel City Prep creates job opportunities for individuals who wish to relocate to Buffalo or reside in the Riverside area, fueling the local economy.

Furthermore, Brianna Lanoye, Nickel City Prep's astonishing leader, is passionate, driven, and experienced. Her grit and determination have made attending Nickel City Prep a possibility for students to receive exceptional educational opportunities and foster their goals and dreams. Brianna exudes energy and enthusiasm into each aspect of Nickel City Prep's community. She is relentless in her pursuit to provide the highest quality education for students in Buffalo, NY. It is without hesitation that I offer my support for Brianna throughout this process. I am also happy to extend my support and recommendation for **Nickel City Prep**. It is my hope that **Nickel City Prep** will be open to families in fall of 2020. Thank you for your time and consideration.

Sincerely,

Gabriella Pelosi

Licensed Mental Health Counselor (LMHC-P)

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank:

I am writing this letter in support of Brianna Lanoye and **Nickel City Prep**, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

My name is Hadassa Bachellor, principal at public school #33 in the city of Buffalo. I have been serving in education for 23 years as a teacher, a district's STEM coach, assistant principal, and now as a principal. As an assistant principal, at public school #6 in Buffalo, I had the privilege of working with Ms. Lanoye and acting as her immediate supervisor and an evaluator.

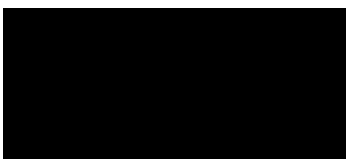
City of Buffalo is the least performing district in Western New York area with high need student population economically and academically. Riverside neighborhood is no exception. Nickel City Prep being the college preparatory school can impact the students and the community as it is historically low performing.

Ms. Lanoye is very dedicated to student success and highly motivated. As a teacher at Buffalo Elementary School of Technology, she impacted student performance and contributed to our school to move from the ratings of receivership to focus and then from focus school to good standing as rated by the New York State Department of Education based on student performance on English Language Arts, Math and participation rated on state assessments. She contributed to the success of school #6 by serving on several committees including Instructional Leadership Team (ILT), Positive Behavioral Implementation and supports (PBIS), exceptional Co-teaching model, etc. Ms. Lanoye is a committed advocate for students and their families serving them and involving herself in the communities where students lived. She is passionate about making a difference in students' lives and will be an asset to Nickel City Prep in providing leadership.

I am happy to extend my support and recommendation for Ms. Lanoye and **Nickel City Prep**. It is my hope that **Nickel City Prep** will be open to families in fall of 2020.

Sincerely,

Hadassa Bachellor





BUFFALO
PHILHARMONIC
ORCHESTRA
SOCIETY, INC.

March 13, 2019

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* ex-officio

† musician representatives

JoAnn Falletta, *Music Director*
Daniel Hart, *Executive Director*

To Whom It May Concern:

I am happy to take this opportunity to write on behalf of Nickel City Preparatory Charter School. The School provides rigorous curriculum and character development for students from kindergarten through eighth grade, focusing on the skills necessary to excel in college and to eventually become leaders in our community.

Riverside and Black Rock are experiencing a revival and have welcomed a significant number of refugees, but high-quality education in those communities is limited. Nickel City Prep provides a safe and joyful environment for learning that emphasizes strong standards and high expectations, and an outstanding foundation for life and academic preparation for college.

Brianna Lanoye, the founder and proposed Head of School, is a visionary and passionate educator. I applaud her efforts and hope that Nickel City Preparatory Charter School will receive your support. As a twenty-year resident of Buffalo, I care deeply about our city and its young people, and I strongly believe that Nickel City Prep is a jewel in our educational system.

Sincerely,

JoAnn Falletta
Music Director
Buffalo Philharmonic Orchestra



David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of **Nickel City Prep**, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

My name is Joelle Formato, and I am the Founder & Head of School of Persistence Preparatory Academy, a new K-8 charter school on Buffalo's East Side. I am also a Teach for America alumnus and a former fellow with Building Excellent Schools. As someone who is intimately involved in Buffalo's educational landscape, I can confidently speak to the need for stronger schools within our city. For far too long, the students and families of Buffalo, particularly those from underserved populations, have been denied access to high-quality schools. This is especially true within the Riverside neighborhood of Buffalo.

The mission of Nickel City Prep is to prepare students for a life of academic achievement and community leadership. I strongly believe that we need a school such as Nickel City Prep to bring those opportunities to the families and students of the Riverside neighborhood. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world.

I have known Lead Founder, Briana Lanoye, for over 10 years, and have had the privilege of collaborating with her on matters of urban education for the last 4 years. I have observed Miss Lanoye teach and interact with scholars on multiple occasions, and am continuously impressed by her ability to build relationships, hold high expectations and deliver results for her scholars. Miss Lanoye also goes above and beyond for the families of her scholars and ensures that they are connected to the resources and supports necessary for them to be successful. I know that these traits will seamlessly transfer to her leadership of Nickel City Prep. I am also deeply confident in the training and preparation afforded to Miss Lanoye through her fellowship with Building Excellent Schools.

I am happy to extend my support and recommendation for **Nickel City Prep**. It is my hope that **Nickel City Prep** will be open to families in fall of 2020. Please feel free to contact me at 716-235-1520 ext. 303 or at jformato@persistenceprep.org with any further questions.

Sincerely,

Joelle Formato
Founder & Head of School



Persistence Preparatory Academy

833 Michigan Avenue Buffalo NY 14203

Phone: 716.235.1520

Fax: 716.768.1187

Website: persistenceprep.org

March 28, 2019

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of **Nickel City Prep**, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

The Service Collaborative of Western New York (TSC) offers opportunity to those in need and to those with the capacity and the desire to make a difference. The agency works in conjunction with other nonprofit and service organizations in Western New York and provides job skills that set individuals up for success and opportunities for caring people to serve in a range of capacities and programs. The programs of The Service Collaborative focus on four very straight-forward areas: Education; Economic Opportunity; Youth Development; Volunteerism. TSC has infused hope into public and charter schools in Buffalo through the AmeriCorps Builds Lives through Education (ABLE) program for 15 years. ABLE has established itself as the primary provider of high-quality national service educational support to students, but also has the experience and established relationships to broaden its impact. The most recent three years of ABLE programming has focused on delivering social-emotional and math evidence-based interventions in K-10th grade classrooms across the City of Buffalo.

It is recognized that the Riverside area of the City of Buffalo lacks quality elementary school offerings and this leads us to believe that a school like Nickel City Prep would be a valuable asset to the community. Riverside is also incredibly diverse and a school offering an academic environment that supports diversity and inclusion would fit in well.

I am happy to extend my support and recommendation for **Nickel City Prep**. It is my hope that **Nickel City Prep** will be open to families in fall of 2020.

Sincerely,



Kate Sarata
Executive Director
The Service Collaborative

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

April 25, 2019

Executive Director
Katie Campos

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Kwame Griffith

Joelle Formato, *Alumni Chair*
Jasmine Fluker, *Collective Chair*

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in strong support for Nickel City Prep's charter application to New York State Board of Regents. There is an incredible need for high-quality schools for students who live in the Riverside Community Buffalo.

Nickel City Prep is a proposed college preparatory public school that will focus on high-quality instruction, rigorous curriculum and values-based education to prepare its scholars with the academic and ethical foundation to excel in college and in our community.

Currently, there is not a single high-quality school option for students in Riverside, and Nickel City Prep will fill an extraordinary need. While the Buffalo Public Schools are making great progress, there is an urgent need for high quality options for students and their parents; our students deserve schools like Nickel City that prepare them for a life of expanded opportunity.

Nickel City Prep's vision and orientation is refreshing and needed. My background in community organizing, education policy and managing an education non-profit has provided me proximity to issues of educational inequity in Buffalo, and enable me to form a strong opinion about what it will take to provide all of our students access to an excellent education.

I've worked closely with Brianna Lanoye for the past 4 years, first as a Teach For America Buffalo corps member and then as an alumni leader who exemplified the values of Teach For America and the aspirational quality of our leaders. She is deeply committed to her students and their families, and will do whatever it takes to ensure they are on a path to expanded opportunity. In her role as founding head of school, Brianna is committed to ensuring that many more students, especially our new American population, have access to an excellent education. I have every confidence that Nickel City Prep will succeed in delivering on its promise to our students under Brianna's leadership.

Thank you for considering the proposal for Nickel City Prep. I am very hopeful that this school does become a reality for families in Riverside, our new American students, and for the City of Buffalo as a whole.

Sincerely,



Katie Campos
Executive Director
Teach For America - Buffalo



May 4, 2019

To Whom It May Concern:

I am writing this letter in strong support of Nickel City Prep, a proposed charter school for the students and families of Buffalo, NY.

My name is Lagra Newman, and I am the Founder and Head of School of Purpose Preparatory Academy in Nashville, TN. Purpose Prep has earned Tennessee Reward School status for academic performance, ranking within the top 5% of schools in the state of Tennessee. Purpose Prep is also making history for our city, as we are noted for being the first elementary school in our community of North Nashville to ever have earned this distinction in Nashville's history.

The success of Purpose Prep is largely attributed to the expertise, training, and on-going support of Building Excellent Schools. Building Excellent Schools is a proven organization that has supported the success of schools and leaders across the nation.

The leader of Nickel City Prep, Brianna Lanoya, is a Building Excellent Fellow, and she has undergone a rigorous selection process, received first-rate training, and has designed her school based on the most successful practices of the highest performing schools across the nation. It is because of this strong foundation Ms. Lanoya has acquired through Building Excellent Schools that assures me of the success that will come for the students and families of Buffalo, NY through the authorization of Nickel City Prep.

Thank you for your consideration of my letter of support. If you have any questions, please do not hesitate to contact me.

Sincerely,

Lagra Newman

Founder and Head of School, Purpose Preparatory Academy



March 12, 2019

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing to offer my enthusiastic support for [Nickel City Prep](#), a proposed K-5 high-quality, college preparatory charter school for the families in the North Buffalo and Riverside neighborhood of Buffalo, NY.

- I am a long time resident of Buffalo who served in the administration of Mayor James D Griffin and later as President and Managing Partner of the NHL Buffalo Sabres. I retired from the Sabres in 2011 and was elected to the Buffalo Board of Education we n 2014. I will be completing my 5 year term of office this July.
- Riverside is an excellent place to locate Nickel City Prep. The neighborhood is very diverse and has recently become the neighborhood of choice for our new immigrant population. Although BPS does service the north end of the city, our principle elementary school- West Hertel Academy has underperformed for years. Riverside high school also severely underperforms which is due in part to the lack of preparatory education on the elementary level. Nickel City Prep will fill a void and provide families a viable option.
- My support for Nickel City Prep is informed by the community's need. But need does not equal success. I previously worked with Building Excellent Schools in establishing two new charters- Buffalo Collegiate and Persistence Prep. BES is intimately involved in the planning and development of Nickel City Prep. And they are off to a great start by selecting Brianna Lanoye as their school leader. Brianna is bright, committed, experienced, and ready to take on the challenge this new school. One would be hard pressed to find a better young leader for this job.
- As I wrote above, I strongly support this school and would be happy to answer any questions.

Sincerely yours,

Lawrence Quinn



MaxWillig Architect

The Amherst National Bank Building
415 Amherst Street
Buffalo, New York 14207

Tel: 716 . 553 . 0205

max@maxwillig.com

March 31, 2019

Mr. David Frank
Executive Director / NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

Nickel City Prep / Proposed Charter School, Buffalo, New York

Dear Mr. Frank,

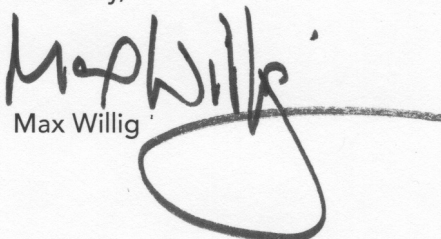
I am reaching out to you in support of the proposed Nickel City Prep, a K thru 5 high-quality, college preparatory charter school serving the communities of the Black Rock & Riverside neighborhoods of Buffalo, New York.

I am a practicing Architect, in Black Rock, and have served on the faculty of the School of Architecture & Planning, at the State University of New York at Buffalo, as well as the College of Architecture, Planning, & Design of the Illinois Institute of Technology in Chicago. More recently I have served as an Officer & on the Board of Directors of the Grant-Amherst Business Association, in the Black Rock neighborhood of Buffalo. Our group is dedicated to improving the quality of life in our community.

The communities of Black Rock & Riverside, located in the northwest corner of Buffalo, had undergone a severe decline in it's economic and social conditions during the 60's, 70's, & 80's. The past 10 years have shown slow but seen steady growth, and more recently the economic and social conditions of the community have shown a period of accelerated growth, mostly thru grass roots efforts. The families in our community deserve additional choices / opportunities in education.

I have personally met with Brianna Lanoye, Lead Founder of the proposed school, and was very impressed with her vision of a new school based on high quality instruction, a rigorous curriculum, and a values-based education. Her dedication & passion are clearly contagious.

Sincerely,


Max Willig

Letter of Support for Nickel City Prep

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep Charter School, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

I have spent the majority of my career trying to expand opportunities for students in low-income communities. I started my career as a Teach for America (TFA) corps member in New York City, teaching secondary math at CIS 303 in the Bronx. From there, I worked for approximately ten years at Uncommon Schools, a high performing Charter Management Organization. At Uncommon Schools, I served as a secondary math teacher, opened a new middle school as a Director of Operations, and served as Chief Operating Officer for the portfolio of schools in Rochester growing the region from three to six schools over my tenure.

I relocated to Buffalo a couple of years ago and noted that Buffalo shares similar demographics and similar challenges to Rochester. I believe Buffalo requires more high-quality options, particularly in the Riverside neighborhood which has in recent years become home to many refugee communities seeking safety and opportunity in our city and country.

I had the opportunity to meet Brianna Lanoye when she was first a TFA corps member in Buffalo, as I served on the TFA Buffalo Alumni board. I have always been impressed with Brianna's commitment to her students and to the mission of closing the opportunity gap between high-income and low-income students. I also appreciate her leadership, her ability to bring people together around a shared goal, and her commitment to diversity, equity and inclusion.

I am happy to extend my support and recommendation for Nickel City Prep. It is my hope that Nickel City Prep will be open to families in fall of 2020.

Sincerely,

Michael Sherry

David Frank
Executive Director
Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed high quality K-5 college preparatory charter school for the families of the Black Rock & Riverside communities of Buffalo, NY.

I have been working with Big Brothers Big Sisters of Erie, Niagara, & The Southern Tier for last eight years helping to build and foster one to one mentoring relationships between volunteers from the community and the children of Western New York. I have had the privilege of running mentoring programs throughout many schools such as Enterprise Charter School and Hamlin Park, working with various districts on creating unique opportunities for the students in their districts based on their varying needs.

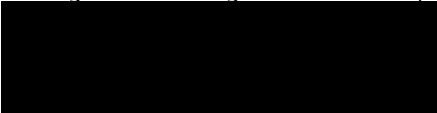
Many of the families that we service through our program come from the Black Rock and River Side neighborhoods. Our offices are located in Black Rock, and we see first hand the families who create these communities. Over the last few years, we have seen numerous schools in the neighborhood shut their doors resulting in a lack of adequate educational options for the community.

I believe bringing a charter school to the Black Rock and Riverside area will open many doors for the children who reside in these neighborhoods. It will create opportunities and give them access to an education that they wouldn't normally have. This would be the first step in setting them up for success and helping them access their untapped potential.

I am happy to extend my support and recommendation for Nickel City Prep. It is my hope that Nickel City Prep will be open to families in fall of 2020.

Sincerely,

Monique Olejniczak, Assistant Director of Programs
Be-A-Friend Program, Inc.
Big Brothers Big Sisters of Erie, Niagara & the Southern Tier



April 24, 2019

David Frank
Executive Director, NYSED Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank:

I write to express my support for the proposed charter school, Nickel City Preparatory Charter, in Buffalo.

I am a City of Buffalo resident with three children in school. All three began their educations at Elmwood Village Charter School. One still attends there. Elmwood Village appealed to us because of the educational environment. It is nurturing, safe and supportive and has been wonderful for our boys.

Nickel City Prep Charter reminds me very much of Elmwood Village. When my eldest son started at Elmwood Village the school had only been operating for two years. The school grew around him and with him. Beginning with only kindergarten and first grade, the school added grades gradually, just as Nickel City Prep proposes. This strikes me as fundamental to inculcating the supportive culture the school has managed to develop.

Elmwood Village is a small school. That creates a better scholastic environment, in my opinion, especially in early grades. The school has kept only two classes per grade, just as Nickel City plans. Even when Elmwood Village expanded it chose to add a new school at a different location rather than create a larger, colder, less personal environment. I applaud this. Keeping this small facility atmosphere has been important in retaining the school's nurturing, supportive feel.

All three of my boys have very positive feelings about Elmwood Village. I expect that students at Nickel City Prep will experience similarly positive educational feelings.


Two more points should be made regarding Nickel City Prep, one specific to Nickel City, the other applying to charters generally.

Nickel City Prep plans to emphasize English language skills, reading skills, comprehension skills. Nothing is more important or useful. Particularly with the population the school intends to target, nothing will prove more enduringly beneficial to these students. A longer school day and sufficient time dedicated to reading and writing will give students from this targeted lower economic stratus a far better chance at a level playing field in their subsequent secondary educations and careers. This excites me. I could not more strongly agree with this prescription for assisting students who are disadvantaged.


Regarding charter schools generally, these expanded choices for parents in the City of Buffalo have resulted in literally thousands of families remaining in or moving into the City as opposed to residing in the suburbs. Until charters emerged the only choices available to families like ours were to accept the Buffalo Public schools, pay for private parochial schools, or move to the suburbs. We did not have the money necessary for private tuition (particularly in higher grades). We did not have faith in the traditional public schools. (I still don't have great faith in most of Buffalo's public schools, though our two oldest sons are receiving an excellent education at one which is outstanding.) Our situation was a common one. Charters have been essential to Buffalo's continued renaissance.

Charters like Nickel City which emphasize life skills such as strong reading and writing ability, particularly aimed at lower socio-economic demographics, are a blessing to urban environments like Buffalo's Riverside and Black Rock neighborhoods. I enthusiastically support the granting of this charter. Thank you.

Sincerely,



Robert F Biniszkiewicz





April 11, 2019

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

The Boys and Girls Clubs of the Northtowns provides diversified activities that meet the interest of all youth in five core areas: character and leadership development; education and career development; health and life skills; sports, fitness and recreation; and the arts. Programs in these areas engage youth in activities with adults, peers and family members, enhancing self-esteem, building positive attitudes and behaviors and developing to their fullest potential.

It is recognized that the Riverside area of the City of Buffalo lacks quality elementary school offerings and this leads us to believe that a school like Nickel City Prep would be a valuable asset to the community. Riverside is also incredibly diverse and a school offering an academic environment that supports diversity and inclusion would fit in well.

I am happy to extend my support and recommendation for Nickel City Prep. It is my hope that Nickel City Prep will be open to families in fall of 2020.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert O'Brocta". The signature is fluid and cursive, with a large initial "R" and "O".

Robert O'Brocta
Chief Professional Officer
Boys and Girls Clubs of the Northtowns



David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

My name is Rosalind DaCruz and I am the founder and Head of School at RISE Prep Mayoral Academy, a K-8 public charter school located in Woonsocket, Rhode Island. Like Ms. Lanoye, I was a Fellow in the Building Excellent Schools Fellowship in 2013-14 leading to an approved charter in Rhode Island in 2015. Throughout the Fellowship, Fellows closely study high-performing public charter schools across the country and glean best practices in the areas of school climate and culture, academic program, recruiting, hiring, and training teachers, coaching staff members, curriculum development, and strong school operations and systems. BES schools are built upon the successful elements of schools that have proven track records of results for students.

It is with great enthusiasm that I stand behind Ms. Lanoye and Nickel City Prep. The school model that she is proposing has the design components that will lead to achievement and success for all scholars. Ms. Lanoye is highly capable and ready to lead her team in data-driven instruction, and she has built a comprehensive daily, weekly, and annual calendar that prioritizes literacy, math within longer school days to ensure that every minute of instruction is intentional and thoughtful. The education that students at Nickel City Prep will receive will prepare them for the rigor of critical thinking in reading, writing, and math as well as prepare them with the habits, work ethic, and mindsets necessary for high achievement and success in middle school, high school, and college.

Ms. Lanoye spent time at RISE Prep as a resident leader and supported a multitude of leadership responsibilities. She is well equipped with both the skills and mindsets to lead a high-performing school. I have full confidence in Ms. Lanoye's vision, ability to build a strong and high-capacity team, and her steadfast commitment to the students and families of Buffalo.

I am happy to extend my support and recommendation for Nickel City Prep. It is my sincere hope that Nickel City Prep will be open to families in fall of 2020.

Sincerely,

A handwritten signature in black ink, appearing to read "RDaCruz".

Rosalind DaCruz



**BOYS & GIRLS CLUBS
OF BUFFALO**

April 11, 2019

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of [Nickel City Prep](#), a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

The Boys and Girls Clubs of Buffalo provides diversified activities that meet the interest of all youth in five core areas: character and leadership development; education and career development; health and life skills; sports, fitness and recreation; and the arts. Programs in these areas engage youth in activities with adults, peers and family members, enhancing self-esteem, building positive attitudes and behaviors and developing to their fullest potential.

It is recognized that the Riverside area of the City of Buffalo lacks quality elementary school offerings and this leads us to believe that a school like Nickel City Prep would be a valuable asset to the community. Riverside is also incredibly diverse and a school offering an academic environment that supports diversity and inclusion would fit in well.

I am happy to extend my support and recommendation for [Nickel City Prep](#). It is my hope that [Nickel City Prep](#) will be open to families in fall of 2020.

Sincerely,

Shari McDonough
Chief Executive Officer
Boys and Girls Clubs of Buffalo



CAI

Change and Inspiration

TELEPHONE 212.594.7741 • FAX 212.629.3321

ADDRESS 505 Eighth Ave., Suite 1900, NY, NY 10018

WEBSITE www.caiglobal.org

Letter of Support for Nickel City Prep

David Frank
Executive Director, Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep (NCP) proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY. My name is Stan Martin and I am a Project Director at Cicatelli Associates Inc (CAI) located in our Buffalo, New York office. Although I have a Master's in Management and possess over 15 years' experience in public health. I have worked extensively in urban school districts as a Prevention Educator, primarily serving K-12 students, teachers and parents who have some of the greatest needs and the least amount of resources.

Currently, as Project Director of HOPE Buffalo, our collective activities with NCP will seek to improve the conditions where students and families live, learn, work and play by implementing a set of mutually reinforcing activities that eliminate individual, interpersonal, community, institutional and structural contributors to low academic achievement and character development.

Many of the students and families in this area live either at or below the federal poverty level.

NCP's proposed K-5 high-quality, college preparatory charter school, establishes a foundation for students and families to succeed. The selected age group is a critical period when patterns of health-promoting, or potentially damaging, behaviors are established that effect one's education and health outcomes well in to adulthood.

I highly recommend NCP as a champion of The Whole School, Whole Community, Whole Child (WSCC) model, which combines and builds on elements of the traditional coordinated school health approach and the whole child framework. In addition, NCP "Brianna" is recognized for her expertise in the development, implementation and evaluation of evidence-based programs that achieve favorable outcomes. It is my hope that NCP will receive their charter and will be open to students and families soon. Feel free to contact me at [REDACTED] if you need further assistance.

Regards,
Stan Martin, Project Director

March 23, 2019

David Frank
Executive Director
Charter School Office
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Nickel City Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Riverside Community of Buffalo, NY.

As the current Executive Director of Literacy NY Buffalo-Niagara, I have seen first-hand the importance and impact of quality education on young people and adults alike. Our 55 year old Agency works with adults that struggle with reading, writing and speaking English. I am a firm believer that if youth receive a stellar education, they avoid becoming clients of our programs later in life.

Our Agency is seeing a resurrection in Buffalo and our community desperately needs a high-quality school to engage youth to meet the demands of future job opportunities. Nickel City Prep is one of many strategies to reinvigorate the community.

As an adjunct professor at Daemen College in the Leadership & Innovation Masters Program, I fully support and respect the leadership of Brianna Lanoye at Nickel City Prep. Brianna is an outstanding role model, alumni of Teach for America and possesses the passion and energy to succeed!

I am happy to extend my support and recommendation for Nickel City Prep. It is my hope that Nickel City Prep will be open to families in Fall of 2020.

Sincerely,



Tara L. Schafer
Executive Director

Attachment 2d: Evidence of District Support for Restart/Turnaround

Not applicable.

Attachment 3: Course Descriptions

Literacy. Nickel City Prep believes that a strong foundation in literacy is essential to the success of our students as readers, writers, and speakers, as well as to their success in all other academic areas. Our school anticipates a high number of students with disabilities (24%)¹, students who are coming in behind grade level (80%)², as well as MLL/ELL students (25%)³; our curricular choices and small group targeted instructional methods have been selected to support the needs of our wide variety of learners in alignment with the requirements of New York State Next Generation Learning Standards, accountability goals outlined in Section I.A, and current research findings as well as empirical data from schools having measurable success using such curriculum in similar ways. Purpose Prep in Nashville, TN and University Prep in Denver, CO are two charter schools that we have studied with similar demographics, similar curriculum choices, and high student achievement. Purpose Prep is a Tennessee Reward school recognized as one of the top performing schools that accelerates the achievement of economically disadvantaged students, with 100% of their kindergarten students are reading at grade level, 95% of their first graders, and 94% of their second graders.⁴ University Prep performed an average of 10 percentage points higher on PARCC testing than the state of Colorado.⁵ Both schools have instilled a love of literature and reading through the literacy rich culture and academic program. Literacy-rich environments are critical to serving our special education populations since they are, “settings that stimulate students with disabilities to participate in language and literacy activities in their daily lives thereby giving them the beginning understandings of the utility and function of oral and written language.”⁶ We too, will create a literacy-rich environment by having DEAR (Drop Everything And Read) time, reading competitions, books that teachers are reading posted outside of the classroom, robust leveled and thematic classroom libraries, and quotes from literature on the walls of the school. We will provide 200 minutes⁷ of differentiated literacy instruction on a daily basis. According to the National Reading Panel (NRP), “skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension are essential to literacy development”⁸, which is why we have allotted time for the following subjects: Read Aloud, Guided Reading, Shared Reading, Grammar & Writing, Direct, Phonics, Close Reading, and Novel Study. All components allow for “robust opportunities for interaction to aid in language development,” which according to NYSED Bilingual and English as New Language Department is critical in providing literacy

¹ This number is based off the average percent of students with disabilities in elementary schools in 14207.

² <https://data.nysed.gov/essa.php?year=2018&instid=80000005>

³ This number is based off of the average percent of MLLs/ELLs in elementary schools in 14207.

⁴ www.purposeprep.org.

⁵ www.universityprep.org.

⁶ The Access Center, (2007). Literacy-Rich Environments. Retrieved February 1, 2008, from The Access Center website: http://www.k8accesscenter.org/training_resources/literacy-richenvironments.asp.

⁷ Buffalo Public Schools offer 120 minutes of ELA instruction. In high-performing schools serving similar populations of students across the nation, including BES schools RISE Prep Mayoral Academy in Woonsocket, RI and Purpose Prep in Nashville, TN, students have at least 180 minutes of instruction dedicated to literacy.

⁸ www.readingrockets.org.

support for MLLs/ELLs.⁹ To execute in these content areas we will draw from the following curricula: Reading Mastery¹⁰, Words Their Way¹¹, Lucy Calkins¹², and Step Up to Writing.¹³

Components of Literacy at Nickel City Prep						
K-2	Read Aloud	Guided Reading	Shared Reading	Phonics	Writing	Grammar
3-5	Close Reading	Novel Study	Close Reading	DEAR	Writing Composition	Grammar

Literacy Program in K-2	
Literacy Component	Component Description
Read Aloud	Read Aloud allows students to engage with a text read by the teacher. The teacher models fluency and asks questions (factual and inferential) to check for comprehension. According to Colorín Colorado, Read Aloud is a critical way to “engage ELL students with the story, bring in content-area connections, and included informal assessment to check comprehension.” ¹⁴ Students will interact with different genres and understand how to pull out common elements found in each genre.
Guided Reading	Students will be grouped by reading levels determined by STEP Assessments into groups no larger than 10 students, allowing for “meaningful literacy experiences.” ¹⁵ Small groups allow teachers to provide necessary individualized attention. Teachers will focus on development of foundational reading skills, fluency, and reading comprehension.
Shared Reading	As a whole group, students will closely read the same grade-level book the teacher is reading in front of the class. The teacher models fluency and expressive reading, and students have time to practice their habits of discussion with peers. Shared reading promotes, “problem-solving, and decision-making, activating and developing background knowledge, growing vocabulary, becoming more fluent in the forms and functions of written language, enhancing social skills by sharing, responding, reciprocating, and orienting towards the role and function of print.” ¹⁶
Phonics	Phonics instruction will be driven by the Reading Mastery curriculum, used by many of the highest performing charter schools in the nation and across New York State. Students will learn letter-sound correspondence, blending and decoding.
Writing	This time will focus on development of students’ written expression using words and pictures.
Grammar	Students learn rules for writing, reading, and speaking the English language. We will use Step Up To Writing to teach foundational grammatical skills.
Literacy Program in 3-5	
Literacy Component	Component Description
Close Reading	This time will be dedicated to, “creating interpretations and discussions that are grounded in a comprehensive understanding, introducing complex texts, and developing ‘language sense’ through understanding syntax, structure, and rhythm.” ¹⁷ This course will push students to think critically about the content they are reading

⁹ <http://www.nysed.gov/bilingual-ed/topic-brief-2-quality-student-interactions-why-are-they-crucial-language-learning-and-how-we-can-support-them>.

¹⁰ www.mheducation.com.

¹¹ www.pearson.com/us/higher-education/series/Words-Their-Way.

¹² www.unitsofstudy.com.

¹³ www.steputowriting.org.

¹⁴ www.colorincolorado.org.

¹⁵ <http://www.warriorridgeelementary.warrencor3.org>.

¹⁶ http://www.readingrockets.org/strategies/shared_reading.

¹⁷ Lemov, Doug. *Teach Like a Champion*. 2.0. San Francisco, CA: Jossey-Bass, 2010.

	and will inform the teaching and practice of text annotation, understanding author's purpose, citing text evidence, and pulling out themes found in the text.
Novel Study	Students will be grouped by reading levels into groups no larger than 14 students. Small groups allow teachers to provide necessary individualized attention and will be determined by data from STEP assessments. Students who struggle with fluency, specifically students with disabilities and MLLs/ELLs will benefit greatly since this time focuses on "rereading text to improve fluency and practice self-monitoring skills that result in comprehension." ¹⁸ Vocabulary will be studied extensively during this time.
DEAR	Drop Everything And Read develops a love of independent reading. Students will keep a log of how much they have read and will need to complete 20 minutes of independent reading at home each night in addition to the 20 minutes in school. This added time allows students to practice decoding and word knowledge skills and be introduced to two million more vocabulary words annually. ¹⁹ Students will present on their books, discuss them in book club groups, and write book summaries. ²⁰
Writing Composition	Students will begin to develop paragraphs in their written responses and grow those shorter pieces into essays by end of fifth grade. They will practice and master a strong iterative writing process, brainstorming, drafts, revision, edits, and final publishing. According to the NYSNGLS the standards exist is to create lifelong writers who "write often and widely in a variety of formats, using print and digital resources." ²¹
Grammar	Students learn rules for writing, reading, and speaking the English language. We will use Step Up To Writing to teach these foundational grammatical skills.

Math. We have extended instructional minutes for daily mathematical instruction (110 minutes) to build students' mathematical content knowledge, skill development, and conceptual understanding. All curriculum and our fuller instructional design will be aligned with New York Next Generation Learning Standards and will include daily calendar math, problem-solving, and speed drills. We will use Engage NY curriculum and implement Cognitively Guided Instruction ("CGI") strategies. K-2 students will use manipulatives, diagrams, and oral skills to tell, represent, and solve standards-based, grade-level math problems. They will use Every Day Counts Calendar Math to increase their conceptual understanding of mathematics, developing number sense, number relationships, time and numerical sequence, and pattern recognition. This foundation will support the ability of students in grades 3-5 to use logical and intuitive mathematical schema to represent their thinking, find multiple strategies to break down, represent, and solve mathematical problems, and use mathematical Tier 2 and Tier 3 vocabulary to explain their work.

Science. We will dedicate 40 instructional twice per week to Science instruction aligned to the New York State Next Generation New York State Science Standards and will use Full Option Science System ("FOSS") for all grade levels. This program focuses on the development of critical thinking and conceptual understanding of scientific skills in the world around them and provides multiple hands-on, project-based scientific activities. These project-based activities provide ample development for language skills through group discussions, which promote language development in our MLL/ELL subgroup. This learning style also aligns with our key design element of college readiness since it develops, "critical-thinking skills, utilizes critical feedback, open to possible failure at times, and cultivates strong time management skills."²²

¹⁸ Shanahan, Timothy. *Close Reading and Reading Comprehension Strategies*. University of Chicago. 2010.

¹⁹ Hayes and Athens. "Why Read 20 Minutes a Day?" 1988.

²⁰ Students will present during Friday Morning Circle.

²¹ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-english-language-arts-standards.pdf>.

²² Larmer, John. "Setting the Standard for Project Based Learning". 2019.

Social Studies. We will dedicate 40 instructional minutes twice per week to an internally created Social Studies curriculum aligned to the NY K-8 Social Studies Framework.²³ Curriculum will directly correlate to our literacy program and include reading and writing comprehension of nonfiction texts. A main component will be discussion of critical current events through the implementation of habits of discussion.

Enrichment. Physical Education will occur three times per week, meeting the requirement of two hours per week mandated by New York State.²⁴ Performing Arts will take place two days per week, alternating with the Physical Education Curriculum. Though these courses are considered enrichments they will still follow the same process as our other content areas by developing vertical alignment documents, curriculum maps, scope and sequences, unit guides, lesson plans, and regular assessments. Both courses will be aligned to the NYSNGLS and will be used to further our values-based educational model through teaching grit, growth mindset, responsibility, integrity, and teamwork as it applies to these areas.

Social Emotional Learning. Nickel City Prep believes in a values-based education that aligns to the CASEL Learning Standards (Collaborative for Academic, Social, and Emotional Learning). Values-based instruction will occur daily through morning circle, closing circle and community circle. During these times students will be instructed on various social emotional learning competencies. These will be based off Second Step and Better World Ed, which both have been used successfully in supporting at-risk youth and MLL/ELL student populations.²⁵

²³ This curriculum will be developed through a culturally responsive lens using the NYSNGLS and Core Knowledge Resources. It will be created by the Head of School in Y1 and Y2 during summer planning of Y0. Y3 and beyond will be developed by the Director of Curriculum and Instruction during designated curriculum design time during the schedule.

²⁴ <https://www.shapeamerica.org/advocacy/son/2010/upload/New-York-profile.pdf>.

²⁵ Secondstep.org and Betterworlded.org.

Attachment 3a: Student and Teacher “Day in the Life”

A Day in the Life of a Nickel City Prep Student. Kayla arrives at Nickel City Prep in her navy blue polo with silver emblem and crisp khakis. Her mother stops at the first cone where the Director of Operations (DO) is waiting with a smile; he opens the door and reminds her mom of their monthly family event tonight. Kayla’s mother says she wouldn’t miss it. Kayla steps onto the sidewalk, guided by the DO, makes eye contact, and firmly shakes his hand. She walks to the defined pathway where she awaits to greet the Head of School (HOS). Kayla waits with excitement, practicing her mental math as she approaches the HOS. It’s her turn as she shakes her hand. “Good morning, Kayla,” Kayla responds, “Good morning!” “Kayla, what is 10-1?”, Kayla takes a moment of think time and responds, “9!” “Way to go, Kayla! Is your growth mindset ready?” Kayla responds, “Ready to grow.”

At 7:15 am Kayla enters the threshold and follows the right side of the hallway to the cafeteria to begin her breakfast and brainwork. She eagerly finds her Hampton University table in the cafeteria where her breakfast and brainwork folder is waiting for her. One day she wants to graduate from Hampton or another HBCU, but first she’ll focus on learning first grade math skills. At her seat she takes out her lifework folder, which has her homework and parent communication log. Her mom signed the log and also requested extra subtraction math work for Kayla to work on at home to improve her math skills. She places it in the Hampton bin and smiles at the thumbs up from her teacher who is silently overseeing the procedures at the table. She takes a sharpened pencil from the table’s bin and begins solving her math problems. She loves starting work right away, especially when guided by the soothing instrumental music softly narrating her morning. Kayla feels calm and focused as she eats and works.

The HOS claps a call and response pattern which indicates to Kayla that it is time to throw out trash and hand in brainwork to her teacher. She passes trash down to Maisha, the table leader, to throw out. She raises her completed brainwork in the air with one strong college ready hand to be collected by her teacher. She waits silently in ready position with her hands folded and feet flat to hear the next direction. One minute later she hears another clapping pattern which means she needs to look at the HOS, who is now at the center of the cafeteria.

The HOS starts Morning Circle by naming the value for the week - Integrity. Students are given one minute to turn and talk with their partner to explain the definition. Kayla knows the expectation for turn and talk, since habits of discussion are taught in her classes. She thinks about her response, shares and listens closely as Demireon discusses his answer. The turn and talk ends and Kayla raises her hand to answer but does not get called on. At her last school she would normally get upset when she wasn’t called on because she wanted to share the answer, but not at Nickel City Prep. She already got to share her answer with Demireon and she knows that she can help other students by building upon theirs. She listens and tracks as Chris, a first grader in Howard, explains that integrity is when you do the right thing. Kayla shows the gesture for “build” indicating that she would like to add something to his answer. She is called on and adds, “Even when no one else is looking.” The HOS leads the school in, “Way to go, Chris and Kayla!” They role play various examples as to what Integrity looks like at Nickel City Prep and then the space is opened for teachers to give recognition to students who have exhibited Integrity.

After the shout outs it is time for dismissal to individual classrooms for Calendar Math. Students wait in ready position for their table to be called by the HOS, so they can give their class cheer as they exit. Hampton is called and Kayla proudly stands up to cheer. Her favorite line to sing is, "Listen to our Hampton sound, look at us, WE'RE COLLEGE BOUND!" Her class then forms a silent single file line to her classroom where she hangs up her backpack and finds her seat on the carpet.

It is now 8:00 am and Kayla sits in ready position on her red carpet square eagerly awaiting calendar math. She frequently sings her "Days of the Week" song at home and teaches her siblings. Next it is Read Aloud; the story today is "Those Shoes" to teach students about integrity. Kayla remembers the definition of integrity from the Morning Meeting. She tracks her teacher and listens to the story. Her teacher asks, "Who can identify a page where they see a character showing integrity?" She thinks back to what happened on the previous pages and gathers her thoughts to share out when her teacher asks for an answer. Her teacher sees that some students are struggling so she offers time for them to turn and talk to discuss their thoughts. Chamyah is called on to share a response. The teacher continues to ask for other examples and urges the scholars to show integrity, just like they have seen demonstrated in the story.

At 8:30 am, Kayla transitions to her first literacy rotation: Guided Reading. She loves rotations because there are no more than eight students in her group and she gets more teacher time. She is on grade level, so she is in the Panda group, reading at a STEP 5. She knows that her goal is to reach STEP 6. She practices different reading strategies to sound out the words on the page. Her teacher first asks how the character is feeling and then asks her to point to evidence in the text to answer the question, "How do you know how the character is feeling?"

After reading the text she is ready to transition to her next literacy activity, blended learning table where she logs onto iReady. This program allows her to access reading material at her grade level. There is no teacher at this activity, but she remembers that integrity is doing the right thing even when no one is looking, so she remains focused and on task.

Snack time cannot come soon enough, Kayla has already had 100 minutes of literacy and is ready for a healthy snack, which she eats and lines up for the hallway bathroom procedure. She uses the bathroom, reenters the classroom, does a quick cheer with her class and then transitions to her last literacy station.

At 10:00 am, Kayla meets with her second classroom teacher for Reading Mastery. She practices phonics with her teacher and fellow classmates. It is really fast paced, but Kayla loves it. She knows that she has to always track the teacher because she never knows when it will switch to individual turns from whole group choral response.

Forty minutes later it is time for Cognitively Guided Instruction. Kayla wait for her the teacher countdown to transition to the carpet. When her teacher says "One," she stands up; when she says, "Two" she pushes in her chair; when she says "Three" she follows her classmates to find her seat on the red square on the carpet. The story problem is on the chart paper in front of the carpet. Her teacher reads the problem once, and Kayla doesn't quite understand it yet. Her teacher reads it two more times and now Kayla feels confident that she could stand up and retell the story problem. The teacher asks for students who want to tell the problem to the class and Kayla's hand shoots up to volunteer, along with all of the other student hands. Her teacher

always asks for 100% participation. Kayla is called upon and in a loud and proud voice asks, “If Biante has four crayons and Jamel takes away three of them, how many crayons are there now?” Kayla is dismissed to her seat to use the manipulatives to solve the problem. She looks at the timer on the board and sees there are three minutes left to solve the problem, so she shows the “all done” gesture to her teacher to get the challenge problem. The timer ends, she goes to the carpet and listens to her classmates discuss strategies. Kayla learned a new strategy from Shwe Zine that she is excited to try with tomorrow’s story problem.

After lunch and recess Kayla follows her class in a single file line to head to Direct Math Instruction at 12:00 pm. Today’s lesson will build upon the problem-solving practice that she worked on in CGI. When independent work time comes, Kayla gets right to work; her teacher is aggressively monitoring and providing feedback on student work. After Math class she sits with her class on the carpet for Shared Reading, when they all read the same book as their teacher, *When Pigs Fly*. They track the words in their own books as their teacher reads the story in the front of the class.

After Grammar & Writing, Kayla goes to PE where she warms up and learns the rules of soccer. She practices passing to her classmates and practicing her integrity by upholding the rules of the game even when her teacher isn’t looking. After PE, Kayla transitions to Social Studies to learn about world leaders. The leader they are studying this week is Malala, a leader from Pakistan. Kayla’s friend in class, Be La Kit, is from Pakistan, too! Malala was only 14 when she showed integrity and became leader. She remembers her vocabulary word from yesterday, community, and what it means to lead a community. Her teacher splits her class up into leveled reading groups, and each group is given a short story to read about Malala’s community. After reading, all of the groups have to answer the question, “What problems are there in your community?” Kayla is excited to brainstorm ideas to lead positive change, just like the leaders she studies.

At 3:20 pm it’s Choice/Intervention Time. Some days Kayla sits with the teacher to review certain topics and others she chooses centers. Kayla’s teacher noticed her struggling with subtracting with numbers up to 20, so she is pulled to work with two other students struggling with the skill. The end of the day has come, and Kayla packs up her belongings. She participates in Closing Circle which provides time for a reflection on how she and her classmates showed integrity, the value taught in Morning Circle. She gives a shout out to her friend Nasmir who showed integrity following soccer rules. After Circle, she waits for the announcement for scholars who are picked up to head to the main entrance, says goodbye to her teachers, and heads for the door. She’s headed home confident about growing her brain and eager to tell her mom what she learned.

Day in the Life of a Nickel City Prep Teacher. Being a founding teacher bares a great weight, but Mr. Jones has never been able to wake up easier. He knows each day he is helping push the mission that all students will have access to a high-quality education and a huge component of accomplishing this mission is high-quality instruction. To make sure he is bringing his best self into his Hampton classroom he spends a large amount of time intellectually preparing his lessons. He arrives to school 30 minutes before morning huddle to ensure that the classroom, materials for the day and additional resources are ready to go. Every minute matters and he knows that the urgency he has for his students cannot afford to be derailed by missing materials.

At 7:15 am Mr. Jones heads to huddle prepared with a quick hit to share and a shout out for teacher recognition. The HOS greets everyone and the circle begins promptly with her own quick

hits and then staff is able to share out any quick announcements they have. Mr. Jones shares out a quick hit about an update to the safety procedure for fire drills that he has developed with the DO. After quick hits are done being shared Mr. Jones practices the instructional taxonomy, "Right is Right", with his partner in the circle and receives feedback. After each partner gets a turn it is time for shout outs highlighting Integrity as the focus core value for the week. All teachers have an opportunity to share. Mr. Jones shouts out Ms. Graham for help navigating the attendance system.

Mr. Jones heads to the cafeteria with his co-teacher Ms. James to ensure that the Hampton cafeteria table is set up properly. As Hampton students arrive, he gestures for them to pick up their breakfast and ensures they are following morning procedures. They have their Morning Circle and Mr. Jones leads his class through their Hampton cheer. He is focused on positively narrating students who showing integrity, since it was the value taught in Morning Circle.

Now it's time for Calendar Math on the carpet. Mr. Jones gives the verbal clues to transition onto the carpet, "One, two, three," and students urgently find their spots. After Calendar Math it is time for Read Aloud. He has chosen *Those Shoes* to teach students about the core value Integrity. His book is covered in post it notes filled with higher order thinking questions to ask and skill questions he wants to ask specific students. He analyzed data from his guided reading groups yesterday and knows that Mah Ner and Cardel need to be pushed on their ability to summarize, so he has marked points in the story when he is going to ask them to practice the skill. He begins to read and stops to ask, "How does Jeremy show integrity?" He conducts a turn and talk to help build strong habits of discussion. He pauses after page 5 and asks Cardel to summarize the previous page. He successfully summarizes and Mr. Jones marks it down on his clipboard. He continuously tracks all students' data so he can review it and intellectually prep his lesson plans.

Mr. Jones leads three groups of students through guided reading literacy centers and ensures each student is focused on their reading goal. He is proud of the growth mindset his students continuously show in small group literacy centers. After rotations his partner teacher leads the students through Cognitively Guided Instruction and the Special Education teacher pushes in to provide intervention support. Mr. Jones leaves for his first planning period and makes a quick positive academic phone call home to Shay's mom. Shay has been working so hard in guided reading and intervention groups and she has grown 2 STEP levels since the last assessment cycle. Mr. Jones knows that data collection drives the school's mission and is going to his planning time inputting today's data on student reading goal progress to ensure that the groupings are accurate in order to plan for the right amount of support for each learner. He spends the rest of the time preparing for the second half of the day to support his students. He cannot wait to see the progress they have made in Math and Science.

Attachment 3b: Optional Curricular Materials

Intellectual Preparation Protocol. Great teachers work in the classroom and get results; therefore, instead of developing curriculum, our teachers will focus on internalizing curriculum, analyzing student work, and mastering key instructional practices and techniques. We know that “[h]igh levels of student learning depend on adult mastery of content, the caliber of adult questioning, and the quality of the demands adults place on kids’ thinking. For that reason, rigorous intellectual preparation of adults”¹ is key to our academic design. Teachers will utilize a unit and lesson intellectual preparation protocol (“IPP”) which the Head of School, joined by the Director of Curriculum and Instruction in Year 2, will introduce and model during summer professional development and then monitor and support during weekly coaching sessions. The main components of this protocol include the following: understanding the big idea, reading all necessary materials, creating a student exemplar, identifying key student misconceptions and creating strategies to support student learning, providing accommodations or modifications as necessary for students, incorporating data, practicing lesson delivery, and placement of prepared lessons. **Figure 3.1** is an example of our general IPP that we will adapt across content levels based off of best practices of Achievement First² and other high-performing urban charter schools. One week prior to the lesson steps #1-5 should be completed and discussed with coaches during weekly meetings. Steps #6-8 should be completed the day before the lesson is delivered. It will take approximately 1.5 hours per lesson to complete the protocol, each teacher is provided with 140 minutes daily planning, with 100 minutes of planning on Wednesday to allow for this process to be completed within school hours.³

Figure 3b.1: Sample Writing IPP	
Step	Process
1) Understand the BIG idea	Teachers will take steps to develop background knowledge necessary to teach the skill and any expertise that would enhance the content of the lesson.
2) Complete the core tasks and create a student exemplar	Teachers will complete the tasks students are required to do in the lesson. They will use the process to provide a model student response and identify any misconceptions that may exist for students.
3) Create supports for student misconceptions	Once the misconceptions have been identified in the previous step teachers will provide supports to stretch student thinking when they arrive at trickier parts.
4) Provide necessary modifications or accommodations	If teachers have students with disabilities or MLsL/ELLs they should make appropriate accommodations/modifications to materials.
5) Take time to check in with professional growth goals	Teachers will write in areas to practice their weekly growth goal that they are working on with their coaches. For example, if a teacher is working on “what to do” directions they will script them out, so that it will keep themselves accountable.
6) Refine based on data	Review recent data from the previous lesson to identify any trends that should be addressed and tracked in this lesson.
7) Rehearse the lesson	Take the time to go through the lesson and practice the delivery, so that it is as impactful as possible.
8) Post intellectually prepared lesson	Make a copy of the intellectually prepared lesson and put it in the bin outside of classroom door on the day of lesson.

¹ Moskowitz, Eva. “For High Levels of Student Learning, Intellectual Prep for Adults is Key” Linked In. 2017.

² <https://www.achievementfirst.org/2016627opensource>.

³ See **Attachment 4b** for teacher schedule.

Attachment 3c: Exit Standards

5 th Grade ELA Exit Standards
5th Grade Reading Standards (Literary and Informational Text)
Key Ideas and Details Locate/refer to relevant details and evidence when explaining what text says explicitly/implicitly and make logical inferences. Determine theme/central idea & explain how it is supported by key details; summarize text. In literary texts, compare/contrast two/more characters, settings, & events, drawing on specific details in text. In informational texts, explain relationships/interactions between two/more individuals, events, ideas, concepts based on specific evidence from text. Craft and Structure In literary texts, explain how narrator's/ speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of same event/topic, noting important similarities and differences in point of view they represent. Integration of Knowledge and Ideas Analyze how visual & multimedia elements contribute to meaning of literary & informational texts. Explain how claims in text are supported by relevant reasons & evidence, identifying which reasons & evidence support which claims. Use established criteria to categorize texts & make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.
5th Grade Reading Standards: Foundational Skills
Phonics & Word Recognition Know & apply grade-level phonics & word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context & out of context. Fluency. Read grade-level text w/sufficient accuracy & fluency to support comprehension. Read grade-level text across genres orally w/accuracy, appropriate rate, & expression on successive readings. Use context to confirm/self-correct word recognition & understanding.
5th Grade Writing Standards
Test Types and Purposes. Write argument to support claims w/clear reasons & relevant evidence. Introduce precise claim & organize reasons & evidence logically. Provide logically ordered reasons supported by facts & details from various sources. Use precise language & content-specific vocabulary while writing argument. Use appropriate transitional words, phrases, & clauses to clarify & connect ideas & concepts Provide concluding statement or section related to argument presented. Maintain style & tone appropriate to writing task. Write informative/ explanatory texts to explore topic & convey ideas & information relevant to subject. Introduce topic clearly, provide general focus, & organize related information logically. Develop topic w/facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, & multimedia to aid comprehension. Use precise language & content-specific vocabulary to explain topic. Use appropriate transitional/linking words, phrases, & clauses to clarify & connect ideas & concepts. Provide concluding statement or section related to information or explanation presented. Establish style aligned to subject area or task. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, & clear event sequences. Establish situation & introduce narrator and/or characters. Use narrative techniques, such as dialogue & description, to develop experiences & events or show responses of characters to situations. Use variety of transitional words, phrases, & clauses to manage sequence of events. Use concrete words & phrases & sensory details to convey experiences & events precisely. Provide conclusion that follows from narrated experiences or events. Create poem, story, play, artwork, or other response to text, author, theme, or personal experience Draw evidence from literary or informational texts to respond and support analysis, reflection, & research by applying Grade 5 Reading Standards. Research to Build and Present Knowledge. Conduct research to answer questions, including self-generated questions, & to build knowledge through investigation of multiple aspects of topic using multiple sources. Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; provide a list of sources.
5th Grade Speaking and Listening Standards
Report on topic or text, sequencing ideas logically & using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at understandable pace & volume appropriate for audience. Include digital media/visual displays in presentations to emphasize and enhance central ideas or themes Adapt speech to variety of contexts and tasks, using formal English when appropriate.
5th Grade Language Standards
Knowledge of Language Use knowledge of language & its conventions when writing, speaking, reading, or listening. Expand, combine, & reduce sentences for meaning, reader/listener interest, & style. Compare & contrast varieties of English (e.g., dialects, registers) used in stories, dramas, poems. Vocabulary Acquisition and Use. Determine or clarify meaning of unknown & multiple-meaning words & phrases, choosing flexibly from range of strategies. Use context (e.g., cause/effect relationships & comparisons in text) as clue to meaning of word or phrase. Use common, grade-appropriate Greek & Latin affixes & roots as clues to meaning of word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find pronunciation & determine or clarify precise meaning of key words & phrases. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize & explain meaning of common idioms, adages, and proverbs. Use relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each word. Acquire & accurately use general academic & content-specific words & phrases, including those signal contrast, addition, & other relationships
5 th Grade Math Exit Standards
5th Grade Operations and Algebraic Thinking Standards
Write & Interpret Numerical Expressions. Apply order of operations to evaluate numerical expressions. Write simple expressions that record calculations w/numbers & interpret numerical expressions without evaluating them. Analyze patterns and relationships. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane.
5th Grade Number and Operations in Base Ten Standards
Understand place value system. Recognize that in multi-digit number, digit in one place represents 10 times as much as it represents in place to its right & 1/10 of what it represents in place to its left. Use whole-number exponents to denote powers of 10. Explain patterns in number of zeros of product when multiplying number by powers of 10 & explain patterns in placement of decimal point when decimal is multiplied or divided by power of 10. Read, write, & compare decimals to thousandths. Read & write decimals to thousandths using base-ten numerals, number names, & expanded form. Compare two decimals to thousandths based on meanings of digits in each place, using >, =, & < symbols to record results of comparisons. Use place value understanding to round decimals to any place. Perform operations with multi-digit whole numbers & w/decimals to hundredths. Fluently multiply multi-digit whole numbers using standard algorithm. Find whole-number quotients of whole numbers w/up to 4-digit dividends & 2-digit divisors, using strategies based on place value, properties of operations, and/or relationship between multiplication & division. Illustrate & explain calculation by using equations, rectangular arrays, and/or area models. Using concrete models or drawings & strategies based on place value, properties of operations, and/or relationship between operations: add & subtract decimals to hundredths; multiply & divide decimals to hundredths. Relate strategy to written method & explain the reasoning used.

5th Grade Number and Operations-Fractions Standards
<p>Use equivalent fractions as a strategy to add and subtract fractions. Add & subtract fractions w/unlike denominators (including mixed numbers) by replacing given fractions w/equivalent fractions in such a way as to produce equivalent sum or difference of fractions w/like denominators. Solve word problems involving addition/subtraction of fractions referring to same whole, including cases of unlike denominators. Use benchmark fractions/number sense of fractions to estimate mentally/assess reasonableness of answers. Apply & extend previous understandings of multiplication & division to multiple & divide fractions. Interpret fraction as division of the numerator by the denominator ($aa\ bb = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction. Interpret the product $aa\ bb \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Find the area of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas. Interpret multiplication as scaling (resizing). Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Explain why multiplying a given number by a fraction greater than 1 result in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case). Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence $aa\ bb = aa\ bb \times nn\ nn$ to the effect of multiplying $aa\ bb$ by 1. Solve real world problems involving multiplication of fractions and mixed numbers. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. Interpret division of a whole number by a unit fraction and compute such quotients. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.</p>
5th Grade Measurement and Data Standards
<p>Convert like measurement units w/in given measurement system Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems. Represent & interpret data. Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plots. Geometric measurement. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. Recognize that a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. Recognize that a solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. Recognize volume as additive. Find volumes of solid figures composed of two nonoverlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>
5th Grade Geometry Standards
<p>Graph points on coordinate plane to solve real-world & mathematical problems. Use pair of perpendicular number lines, called axes, to define coordinate system, with intersection of lines (origin) arranged to coincide w/ 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Coherence: NY-5.G.1 → NY-6.NS.6 Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. Classify 2-dimensional figures into categories based on properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. Classify two-dimensional figures based on properties.</p>
5th Grade Science Exit Standards
<p>Structure & Properties of Matter. Develop model to describe that matter is made of particles too small to be seen. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved. Make observations and measurements to identify materials based on their properties. Conduct an investigation to determine whether the mixing of two or more substances results in a new substance. Matter & Energy in Organisms. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun. Support an argument that plants get the materials, they need for growth chiefly from air and water. Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment. Earth’s Systems. Develop model using example to describe ways geosphere, biosphere, hydrosphere, and/or atmosphere interact. Describe & graph amounts of salt water & fresh water in various reservoirs to provide evidence about distribution of water on Earth. Obtain & combine information about ways individual communities use science ideas to protect Earth’s resources and environment. Space Systems. Support argument that gravitational force exerted by Earth on objects is directed down. Support argument that differences in apparent brightness of the Sun compared to other stars is due to their relative distances from Earth. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Engineering Design. Define simple design problem reflecting need/want that includes specified criteria for success & constraints on materials, time, or cost. Generate & compare multiple possible solutions to problem based on how well each likely to meet criteria & constraints. Plan & carry out fair tests in which variables are controlled/ failure points are considered to identify improvement.</p>

Attachment 4: Student Discipline Policy

Nickel City Preparatory Charter School (“Nickel City Prep”) supports a culture of growth and high expectations for student academics and student conduct. We hold students accountable to upholding our GRIT values (Growth Mindset, Responsibility, Integrity, and Teamwork) and through these values we intend to teach students that choices can have positive or negative impacts on ourselves, our peers, and our larger community. We always strive to speak and act from our values, and we will provide a safe and structured environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Students and families have a right to attend a safe and structured school. Our systems for managing conduct and behavior are designed to ensure equity, objectivity, and a learning experience as children continue to learn right from wrong.

K-2 Behavior Management System: Choice Stick. Teachers will use a choice stick model that has been effective at charter schools such as Brooke Charter Schools in Boston, MA. A choice stick is a behavior management tool used to monitor student behavior that is mobile, so that expectations remain consistent throughout the building and students can receive immediate, frequent, and visual feedback on their choices. The choice stick is a yard stick divided into four different colors that correlate to positive and negative behavior. The first section is “best choice blue,” the next is “good choice green,” after green is “okay choice orange,” and the last color is “reset red.” All students begin their day on green, indicated by a clip with their name on it placed within the boundaries of the green color. Throughout the day students’ names will fluidly move up and down the stick based on choices they made for that day. In order to make positive choices we need to deeply understand our core value of integrity. Students’ clips may move up for demonstrating the core values of GRIT, showing focus and engagement in work, following teacher directions, and helping other classmates. Students’ clips may move down for not demonstrating our core values through not following directions, refusing to complete classroom and distracting peers. Logical consequences follow the changing of colors: Yellow - a student would miss the first five minutes of recess, Red - a student would miss fifteen minutes of recess.

Grades 3-5 Behavior Management Systems: Impressions Chart. Teachers will use an Impressions Chart displayed in the classroom. The impressions chart will be divided into sections that correlate with the choice stick colors. At the beginning of each day all students’ magnets will begin on “good impression”; magnets will move fluidly throughout the day based on choices. The top section is “brilliant impression blue,” then “good impression green,” “okay impression orange,” and “rethink that impression red.” Students’ clips may move up for positive impressions that correlate to our GRIT values such as persevering through a challenging task, supporting a peer who is struggling, or rebounding from a set-back. Students’ clips may move down for being unprepared for class and for not complying with a teacher’s directions.

Proactive Management. We believe in proactive management and teachers are taught to deliver consequences with minimal class disruption and should never be insulting or embarrassing. Teachers use redirections as a pause, acknowledgment of behavior, redirection and starting point for positive choices. We dedicate a large portion of our Summer Professional Development to introduce and train teachers on these proactive management tools. Teachers practice providing

clear “what to do” directions, positive narration, lightning fast praise, be seen looking moves, whole class reset, high energy, urgent pacing, and other taxonomies outlined in **Section II.G**. When disruptive behaviors occur, we will implement consequences that are developmentally appropriate and logical. All policies and procedures by which students may be disciplined are consistent with EDN § Law 2851 (2) (h) and the requirements of due process as well as with federal laws and regulations governing the placement of students with disabilities and the requirements of the Dignity for All Students Act. We have four tiers in our behavior system:

Tier 1 - Behaviors: Not Sitting in Ready Position; Not Tracking; Talking to Others during Learning; Calling Out/Not Raising Hand; Not Following Directions; Unsafe with Body (Mild); Silly Distracting Behaviors; Misusing school laptops; Not Giving Best Effort on Work/Not Participating.

Consequences - Choice stick, clip down, light consequence to correct behavior such as: “Bishoy, unsafe body, clip down, please move to your carpet square.”

Tier 2 - Behaviors: Talking Back/Arguing with Teacher; Using vulgar/profane language or swearing; Intentional Non-compliance/Defiance; Disrespect of a fellow student, such as name-calling, insulting, or excluding; Disrespect of the school, such as drawing on a table or book, or using school supplies without permission; Disruption of class: noises, consistent tapping, distracting movements.

Consequences: Choice stick, clip down, paired with a logical consequence. For example, if a peer was disrespecting another peer it would result in a necessary apology to the student who was impacted. If the student’s behavior escalates or the student is non-compliant it may result in a behavior referral. This includes a behavior reflection, phone call home, and potential loss of privileges such as: full recess time, community circle, and choice time.

Tier 3 - Behaviors: Fighting, pushing, shoving, or unwanted physical contact; Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums; Making verbal or physical threats, empty or otherwise; Cheating or plagiarism, or copying of anyone else’s work; Severe Destruction of School Property, and Stealing. **Consequences:** Immediate behavior referral and removal from classroom to the office. Family members will be notified immediately and may result in a suspension hearing.

Loss of Privileges. We offer students many privileges that can be taken away as consequence for poor behavior. Privileges that can be lost include: enrichment, choice time, celebrations, recess block, participation in field trips, participating in after school activities, and socializing with classmates during snack time, breakfast, or lunch. Loss of privileges are thought through carefully by the teachers and Head of School and are never a result of one isolated behavior, but rather for intentional and consistent behaviors without a demonstrated effort to improve behavior(s).

Short Term Suspension. When a short term suspension is given we will adhere to due process which states that when a school suspends any student for a period of 10 school days or less (“short term suspension”), the school must provide the student and parent with oral or written notice of the charged misconduct and an informal hearing where the school explains the charges against the student and the student has an opportunity to deny the charge.¹ If the student denies the charges, the school must explain the evidence it has against the student and provide the student an opportunity to present his or her version of the event. This informal hearing must take place prior to the suspension of the student unless the student’s presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic

¹ “New York Compilation of School Discipline Laws and Regulations.” Department of Education. January 26, 2018.

process, in which case the student's notice and opportunity for an informal conference should take place as soon after the suspension is practicable. **Long Term Suspension.** When a long term suspension (longer than ten days) is given, we will follow due process and provide the student and parent written notice of the charges against him/her. To institute a long term suspension, the student must be afforded a hearing, including the opportunity to secure counsel, confront and cross examine witnesses, and call his/her own witnesses to verify his/her version of the incident. **Expulsion.** If an expulsion is ever necessary at Nickel City Prep, we will follow due process and provide the student and parent written notice of the charges against him/her. The student must be afforded a hearing, including the opportunity to secure counsel, confront and cross examine witnesses, and call his or her own witnesses to verify his/her version of the incident. Behaviors that may result in expulsion may include: severe destruction of school property, theft of school personal or school property, assault (threatening, hitting, kicking, punching, or pushing) with another peer, teacher, or school community member, possession of a controlled substance, possession of a weapon. **Long Term Suspension and Expulsion Procedures and Appeal Process.** The following procedures will be followed that comply with all applicable NYS laws: (1) The student will be immediately removed from class/school if necessary; (2) The student will be told of the charges against him/her as well as provided with evidence; (3) If applicable, the student may explain his/her version of events; (4) The Head of School will immediately notify a guardian of the student in person or on the phone and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel, and sets a date for a formal hearing and notifies guardians in writing on the date, time, and place of the hearing as well as the charges brought against the student, a summary of the evidence, their right to be represented (at their own expense) by an attorney at the hearing, present evidence and question witnesses. The Head of School will preside over the hearing and be the ultimate decision-maker of the student's status by providing a written decision sent to the student's guardians, Board of Trustees, and put into the student's permanent file. If the Head of School finds that long-term suspension or expulsion is warranted, the guardians of the student may appeal this decision to the Board of Trustees within 10 days of the decision. Appeals are heard at the discretion of the Chair; in such cases the guardians are once again notified in writing of the date, time, and place of the hearing, as well as the charges against the student, a summary of evidence, their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

Providing Instruction During Removal. We value academic time and do not want out students to fall behind due to a suspension; in order to ensure academic progress, alternative instruction will be provided to students who have been suspended or removed. Pursuant to New York's compulsory education law, all students removed from the school building will have a plan to ensure continued education until the student has returned to school. In all situations, the method and form will be selected with the goal of maximizing the student's academic progress. It will enable the student to master material, complete assignments, and participate in assessments. In such cases, instruction will occur within the school facility, at the student's home, or at a contracted facility reasonably accessible to the student. It will occur during the school day, before school hours, or after school hours. Students must receive substantially equivalent education,

which the State Education Department states as one hour of alternative instruction for students in grades K-6.

Discipline Procedures for Students with Disabilities. Nickel City Prep recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and district policies on special education students. The IEP team and the school leader or designated administrator will be responsible for managing continued violations of school policies. In the case of a special education student, or a student who receives 504 accommodations, Nickel City Prep will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending an expulsion, long term suspension (more than 10 days), or the tenth cumulative day of a suspension throughout the year for a Section 504 student or special education student, the Head of School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP/504 Plan.

Discipline Data Collection and Monitoring. The Head of School at NCP uses a decision-making process that utilizes a data-management system that regularly permits efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average disciplinary referrals (1) per month, (2) by specific behavior, (3) by location, (4) by time, (5) by student or by staff, (6) individual student report by month and by year, (7) across sub-groups, and (8) by grade level. By identifying trends in our discipline approach, we are able to identify gaps and problem-solve solutions to ensure instructional time is being maximized every second of the day.

Complaint Process. Nickel City Prep and the Board will work in conjunction to hear and resolve any complaints. If a problem arises, the school and Board will encourage the complainant to address the problem with the HOS. If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, the complaint should be delivered in writing to the HOS, and a meeting should be scheduled with the HOS. The HOS will receive written report from the appropriate faculty or staff member. After reviewing written statements by the staff member and complainant and undertaking additional investigation as necessary, the HOS will present an appellate decision to the complainant. The HOS will not hear complaints that have not followed this procedure. If the situation has still not been resolved, the Board encourages attendance at the next regularly scheduled, open Board meeting to be discussed/resolved at the Board level.

Safe School Act & Bully Policy. We will provide a safe, caring, and warm environment free from harassment, intimidation, or bullying/cyber bullying. All policies and procedures followed are requirements of the Dignity for All Students Act (Education Law Article 2). Students need a safe environment to learn and grow within and bullying, in any form, will not be tolerated at our school. *Bullying* means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that: Causes physical/emotional harm to student or damage to student's property; Places student in reasonable fear of harm to himself/herself or of damage to his/her property; Creates an

intimidating, threatening, hostile, or abusive educational environment for student; Infringes on rights of student to participate in school activities; or Materially and substantially disrupts education process or orderly operation of school. The expression, physical act, or gesture may include, but is not limited to, incident(s) that may be reasonably perceived as being motivated by characteristics such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic. Bullying most often occurs as repeated behavior and often is not a single incident between bullying offender(s) and bullying victim(s). Bullying and retaliation against any person associated with a report of bullying or investigation thereof is prohibited. School staff will take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, family workshops, and student social groups. Abusive or humiliating language or demeanor is not productive and will not be tolerated.

Gun-Free Schools Act. We will adhere to the Gun-Free Schools Act. Any student determined to have brought a firearm to school, or may have previously brought a firearm to school, will be suspended for no less than one year, following a formal hearing with the family, and with the Head of School and Board able to modify such suspension requirements on a case-by-case basis. A firearm is defined in 18 U.S.C. § 921(a)).

Bus Policy. The bus must be a safe, orderly, and respectful for all students and the bus monitor and driver. Any bus incidents will be communicated through a bus conduct report and sent to the Director of Operations (DO). Families will receive phone call and copy of the bus conduct report. After three reported incidents, students may lose bus privileges depending on the incident. **First Offense:** Families will receive a call from the DO and copy of the bus conduct report will be sent home. **Second Offense:** Families will receive call from the DO and copy of the bus conduct report will be sent home. Families will be notified that should a third offense occur the student will lose bus privileges for a set amount of time. **Third Offense:** Families will receive a call from the DO and copy of the bus conduct report will be sent home. Student will lose bus privileges for a time period between 1-5 days depending on severity of conduct and mandatory conference with the DO and the HOS will be held. **Fourth Offense:** Families will receive call from the DO and copy of the bus conduct report will be sent home. Student will lose bus privileges for a time period between 10-30 days depending on severity of conduct and a mandatory conference with the DO and HOS will be held. **Fifth Offense:** Families will receive call from the DO and copy of the bus conduct report will be sent home. Student will lose bus privileges for the remainder of the year and mandatory conference with the DO and HOS will be held.

Attachment 4a: Sample Weekly Student Schedule

Figure 4a.1: K-2 Sample Schedules

Sample Weekly Schedule (M,T,TH,F)	
Grades K-2	
7:15-7:45	Arrival & Breakfast
7:45-8:00	Morning Circle
8:00-8:10	Calendar Math
8:10-8:30	Read Aloud
8:30-9:10	Literacy Rotation #1
9:10-9:50	Literacy Rotation #2
9:50-10:00	Snack/Brain Break
10:00-10:40	Literacy Rotation #3
10:40-11:20	CGI
11:20-12:00	Lunch/Recess
12:00-1:00	Math
1:00-1:20	Shared Reading
1:20-2:00	Grammar & Writing Composition
2:00-2:40	Enrichment P.E./Art
2:40-3:20	Social Studies/Science
3:20-3:40	Choice Time & Intervention
3:40-3:50	Closing Circle
3:50-4:00	Pack Up
4:00	Dismissal

Sample Weekly Schedule (W)	
Grades K-2	
7:15-7:45	Arrival & Breakfast
7:45-8:10	Community Circle
8:10-8:30	Read Aloud
8:30-9:10	Literacy Rotation #1
9:10-9:50	Literacy Rotation #2
9:50-10:00	Snack/Brain Break
10:00-10:40	Literacy Rotation #3
10:40-11:20	CGI
11:20-12:00	Lunch/Recess
12:00-12:40	Enrichment P.E./Art
12:40-1:40	Math
1:40-1:50	Closing Circle
1:50-2:00	Pack Up
2:00	Dismissal
2:00-4:00	After School Program - Boys & Girls Club

Figure 4a.2: 3-5 Sample Schedules

Sample Weekly Schedule (M,T,TH,F)	
Grades 3-5	
7:15-7:45	Arrival & Breakfast
7:45-8:00	Morning Circle
8:00-8:50	Close Reading
8:50-9:50	Novel Study
9:50-10:00	Snack/Bathroom Break
10:00-10:20	DEAR
10:20-11:00	Enrichment P.E./Art
11:00-11:40	Lunch/Recess
11:40-12:20	Social Studies
12:20-1:00	CGI
1:00-2:00	Math
2:00-2:40	Writing & Grammar
2:40-3:20	Science
3:20-3:40	Choice Time & Intervention
3:40-3:50	Closing Circle
3:50-4:00	Pack Up
4:00	Dismissal

Sample Weekly Schedule (W)	
Grades 3-5	
7:15-7:45	Arrival & Breakfast
7:45-8:10	Community Circle
8:10-8:50	Close Reading
8:50-9:50	Novel Study
9:50-10:00	Snack/Bathroom Break
10:00-10:40	Enrichment P.E./Art
10:40-11:20	CGI
11:20-12:00	Lunch/Recess
12:00-1:00	Math
1:00-1:40	Writing & Grammar
1:40-1:50	Closing Circle
1:50-2:00	Pack Up
2:00	Dismissal
2:00-4:00	After School Program-Boys & Girls Club

Attachment 4b: Sample Weekly Teacher Schedule

Figure 4b.1: K-2 Teacher Schedules

Sample K 2 Co Teacher Schedule (M,T,TH,F)		
	Teacher A	Teacher B
7:00	Staff Arrival	Staff Arrival
7:00-7:15	Team Huddle	Team Huddle
7:15-7:45	Arrival & Breakfast Duty	Arrival & Breakfast Duty
7:45-8:00	Morning Circle	Morning Circle
8:00-8:10	Calendar Math	Calendar Math
8:10-8:30	Read Aloud	Planning
8:30-9:10	Literacy Rotation #1	Literacy Rotation #1
9:10-9:50	Literacy Rotation #2	Literacy Rotation #2
9:50-10:00	Snack/Brain Break	Snack/Brain Break
10:00-10:40	Literacy Rotation #3	Literacy Rotation #3
10:40-11:20	CGI	CGI
11:20-12:00	Lunch	Lunch
12:00-1:00	Math	Math
1:00-1:20	Shared Reading	Planning
1:20-2:00	Grammar & Writing	Grammar & Writing
2:00-2:40	Co-planning	Co-planning
2:40-3:20	Planning	Social Studies /Science
3:20-3:40	Choice Time & Intervention	Choice Time & Intervention
3:40-3:50	Closing Circle	Closing Circle
3:50-4:00	Pack Up & Dismissal	Pack Up & Dismissal
4:00-4:10	Dismissal Duty	Dismissal Duty
4:10-4:30	Planning	Planning
Total Planning Time	140	140
Sample K 2 Co Teacher Schedule (W)		
	Teacher A	Teacher B
7:00	Staff Arrival	Staff Arrival
7:00-7:15	Team Huddle	Team Huddle
7:15-7:45	Arrival & Breakfast	Arrival & Breakfast
7:45-8:10	Community Circle	Community Circle
8:10-8:30	Read Aloud	Read Aloud
8:30-9:10	Literacy Rotation #1	Literacy Rotation #1
9:10-9:50	Literacy Rotation #2	Literacy Rotation #2
9:50-10:00	Snack/Brain Break	Snack/Brain Break
10:00-10:40	Literacy Rotation #3	Literacy Rotation #3
10:40-11:20	CGI	CGI
11:20-12:00	Lunch	Lunch
12:00-12:40	Common Planning	Common Planning
12:40-1:40	Math	Math
1:40-1:50	Closing Circle	Closing Circle
1:50-2:00	Pack Up & Dismissal	Pack Up & Dismissal

2:00-2:10	Dismissal Duty	Dismissal Duty
2:10-2:30	Planning	Planning
2:30-4:30	Professional Development	Professional Development
Total Planning Time	100	100

Figure 4b.1: 3-5 Teacher Schedules

Sample 3 5 Co Teacher Schedule (M,T,Th,F)		
	Teacher A (ELA/Social Studies)	Teacher B (Math/Science)
7:00	Staff Arrival	Staff Arrival
7:00-7:15	Team Huddle	Team Huddle
7:15-7:45	Arrival & Breakfast Duty	Arrival & Breakfast Duty
7:45-8:00	Morning Circle	Morning Circle
8:00-8:50	Close Reading	Close Reading
8:50-9:50	Novel Study	Novel Study
9:50-10:00	Snack/Bathroom Break	Snack/Bathroom Break
10:00-10:20	DEAR	DEAR
10:20-11:00	Co-Planning	Co-Planning
11:00-11:40	Lunch	Lunch
11:40-12:20	Social Studies	Planning
12:20-1:00	CGI	CGI
1:00-2:00	Math	Math
2:00-2:40	Writing & Grammar	Writing & Grammar
2:40-3:20	Planning	Science
3:20-3:40	Choice Time & Intervention	Choice Time & Intervention
3:40-3:50	Closing Circle	Closing Circle
3:50-4:00	Pack Up & Dismissal	Pack Up & Dismissal
4:00-4:10	Dismissal Duty	Dismissal Duty
4:10-4:30	Planning	Planning
Total Planning Time	140	140
Sample 3 5 Co Teacher Schedule (M,T,Th,F)		
	Teacher A (ELA/Social Studies)	Teacher B (Math/Science)
7:00	Staff Arrival	Staff Arrival
7:00-7:15	Team Huddle	Team Huddle
7:15-7:45	Arrival & Breakfast Duty	Arrival & Breakfast Duty
7:45-8:10	Community Circle	Community Circle
8:10-8:50	Close Reading	Close Reading
8:50-9:50	Novel Study	Novel Study
9:50-10:00	Snack/Bathroom Break	Snack/Bathroom Break
10:00-10:40	Co-Planning	Co-Planning
10:40-11:20	CGI	CGI
11:20-12:00	Lunch	Lunch
12:00-1:00	Math	Math
1:00-1:40	Writing & Grammar	Writing & Grammar

1:40-1:50	Closing Circle	Closing Circle
1:50-2:00	Pack Up & Dismissal	Pack Up & Dismissal
2:00-2:10	Dismissal Duty	Dismissal Duty
2:10-2:30	Planning	Planning
2:30-4:30	Professional Development	Professional Development
Total Planning Time	100	100

Attachment 4c: Proposed First Year Calendar

2020-2021 Academic Calendar														
March 2020							April 2020							Key: May-July Founding Family Home Visits First/ Last Day of School Professional Development Student Orientation Holiday Observance (No school) Family Events & Parent Teacher Conferences End of Trimester Assessment Windows Important Dates: May 1-July 24: Home visits with all families July 27: Start of Staff Summer PD August 19: Family Orientation August 24: First Day of School August 24-28: Student Orientation (1PM dismissal) August 31-September 2: NWEA Assessment September 7: NO SCHOOL - Labor Day September 8: NO SCHOOL - Professional Development September 16: Family Event #1 October 12: NO SCHOOL - Professional Development October 13-16: STEP and Interim Assessments October 21: Family Event #2 November 11: NO SCHOOL - Verteran's Day November 13: End of Trimester #1 November 18: Family/Teacher Conference November 26-27: NO SCHOOL - Thanksgiving Break November 30: NO SCHOOL - Professional Development December 7-10: STEP and Interim Assessments December 16: Family Event #3 December 24-January 1: NO SCHOOL - Winter Break January 4: NO SCHOOL - Professional Development January 11-13: NWEA Assessment January 18: NO SCHOOL - MLK Day January 20: Family Event #4 February 15-19: NO SCHOOL - February Break February 22: NO SCHOOL - Professional Development March 1-4: STEP and Interim Assessments March 15: NO SCHOOL - Professional Development March 19: End of Trimester #5 March 24: Family/Teacher Conferences April 2-9: NO SCHOOL - Spring Break April 12: NO SCHOOL - Professional Development April 21: Family Event #6 May 19: Family Event #7 May 24-27: STEP and Interim Assessments May 31: NO SCHOOL - Memorial Day June 7-9: NWEA Assessment June 16: Family Event #8 June 23: Trimester #3 Ends June 23: Last Day of School (Half Day) June 24-25: Professional Development Total Instructional Days: 186 Total Professional Development Days: 29
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
1	2	3	4	5	6	7				1	2	3	4	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	
29	30	31					26	27	28	29	30			
Instructional Days: 0 PD Days: 0							Instructional Days: 0 PD Days: 0							
May 2020							June 2020							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
						1							2	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28	29	30					
31														
Instructional Days: 0 PD Days: 0							Instructional Days: 0 PD Days: 0							
July 2020							August 2020							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
			1	2	3	4							1	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	
26	27	28	29	30	31		23	24	25	26	27	28	29	
							30	31						
Instructional Days: 0 PD Days: 5							Instructional Days: 6 PD Days: 15							
September 2020							October 2020							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
		1	2	3	4	5					1	2	3	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	
27	28	29	30				25	26	27	28	29	30	31	
Instructional Days: 20 PD Days: 1							Instructional Days: 21 PD Days: 1							
November 2020							December 2020							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
1	2	3	4	5	6	7			1	2	3	4	5	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	
29	30						27	28	29	30	31			
Instructional Days: 17 PD Days: 1							Instructional Days: 17 PD Days: 0							
January 2021							February 2021							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
						1			1	2	3	4	5	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28							
31														
Instructional Days: 18 PD Days: 1							Instructional Days: 14 PD Days: 1							
March 2021							April 2021							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
	1	2	3	4	5	6					1	2	3	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	
28	29	30	31				25	26	27	28	29	30		
Instructional Days: 22 PD Days: 1							Instructional Days: 14 PD Days: 1							
May 2021							June 2021							
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
						1			1	2	3	4	5	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	
23	24	25	26	27	28	29	27	28	29	30				
30	31													
Instructional Days: 20 PD Days: 0							Instructional Days: 17 PD Days: 2							



Table 1: Applicant Group Additions and Deletions

Last updated: 05/06/2019

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?	Yes
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Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/S kills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Brianna Lanoye <div></div>	BES Fellow	Instructional Leadership; Curriculum Development	Proposed Head of School	Ex-Officio Non Voting Member	Removed
2	Brianna Lanoye <div></div>	BES Fellow	Instructional Leadership; Curriculum Development	Employee, Proposed Head of School		Added
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

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

(No response)

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Brianna Lanoye

Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address

Home Telepho

Home Addres

Business Tele

Business Add

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I joined the Fellowship with Building Excellent Schools (“BES”) in August of 2018 and have been working closely with the BES team to design Nickel City Preparatory Charter School (“Nickel City Prep”). I was made aware of the BES Fellowship through two former BES Fellows who were starting new charter schools in Buffalo. After meeting them and researching the Fellowship, I was inspired by the missions and academic achievement of the schools founded by previous BES Fellows, so I decided to assist the Buffalo BES Fellows with various community events as well as canvassing in neighborhoods to spread the word about their schools. Through these interactions with community stakeholders and students I was inspired to apply for the Fellowship to bring a high-quality school to a neighborhood community for which I care very deeply, Black Rock/Riverside. Throughout my years teaching I have spent a significant amount of time working with families in the Black Rock and Riverside neighborhoods and knew that they want a school to send their children to that they trust will prepare them for life opportunities. After being a teacher for three years in the Buffalo Public School System I applied for the Fellowship and was offered an opportunity to join the 2018 cohort. As Lead Founder of Nickel City Prep, I am honored to be a part of this applicant group, a tenacious group of individuals who are not only deeply invested in educational equity, but also in the health and success of the Black Rock/ Riverside neighborhood. As a team we have completed extensive community outreach, conducted multiple board meetings including a full-day retreat, and we will continue our efforts in order to create a high-quality school with rigorous curriculum, values-based education, and high-quality instruction for kindergarten through fifth grade scholars in the Black Rock/ Riverside community.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My unwavering dedication to educational equity and the belief that all students can achieve at high levels guides everything in my life. I became aware of the educational disparities in Buffalo when I was a Summer Writing Teacher for the Niagara University Opportunity Program (NUOP) at Niagara University in 2010. I was teaching a summer writing course for 15 students from Buffalo Public Schools who had received extremely high grades but had performed poorly on their SATs. Each of these students had earned a full scholarship to Niagara University, but needed to complete college readiness courses for 10 weeks before their freshman year began. This program also provided extra supports and mentoring throughout the duration of the school year. My students were dedicated, intelligent students who had followed the rules, handed in their homework, earned high grades, and were still left reading and writing at 5th & 6th grade levels. I remember the confusion my students felt when they realized that the opportunities that they had been promised were not easily accessible. I watched as nine of my fifteen students did not complete their freshman year primarily due to the academic challenges they faced. At that moment, I knew I had to be a catalyst for change within our current education system.

I joined Teach For America Buffalo in 2015 which provided me with a strong network through which I could learn from high-performing schools and access best practices used across the nation. The Diversity Equity and Inclusion training that I have received allowed me to build a culturally responsive classroom for my students. I was placed at Buffalo Elementary School of Technology as a fifth-grade general education teacher. My students were driven and capable, however only 20% of them were reading on grade level. This experience solidified the pervasive need for rigorous, high-quality instruction for students in Buffalo. I created a classroom culture grounded in a growth mindset, high expectations, rigorous curriculum, and differentiated learning groups. My students made significant growth, improving from 20% to 60% reading on grade level. In order to broaden my impact, I joined the Instructional Leadership Team and became a coach for the Positive Behavior Interventions and Supports Team. I believe that my experience teaching in Buffalo, coupled with my experience coaching teachers, leading professional development, and analyzing instructional data provides me with the insight required to bring a high-quality school option to the Riverside/Black Rock community.

Currently as a BES Fellow I am continuing to develop my leadership skills by studying high performing charter schools across the nation. Through the Fellowship, I continue to build my understanding of curriculum development, teacher development and coaching, instructional practices, fiscal management, and the role of governance and accountability in a strong charter school. I completed a leadership residency at RISE Preparatory Mayoral Academy in Woonsocket, Rhode Island which gave me experience in understanding the organizational structure of a high-quality school as well as the roles and responsibilities of all staff members. I believe that my BES experience paired with my Teach For America and teaching experience puts me in a

strong position to lead Nickel City Prep.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As the Lead Founder of Nickel City Prep, I have worked alongside the BES team, our Founding Team, and the Black Rock/Riverside Community to develop our school design. Our design is a culmination of best practices of high-quality charter schools that serve a large population of students with disabilities and MLL/ELLs. These best practices have been adapted to fit the needs and desires of the parents in the 14207 community. The applicant group has also contributed significantly to the Nickel City Prep proposal, including our vision and educational and financial plan.

As Lead Founder, I have assembled and developed the members of our applicant group, conducted extensive community outreach, met with community-based organizations, spoken at various public meetings, and met with elected officials and families in the community. We believe it is essential to collect data from various stakeholders across the Black Rock/Riverside Community as we iterate on design for a high-quality, college preparatory school.

As the proposed Head of School, I will be tasked with providing the Board with all necessary resources including academic, financial, and organizational dashboards in order to make informed decisions. Building Excellent Schools will provide governance support for the Board as well as leadership support for my role in order to create the highest academic achievement for students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

On behalf of the Nickel City Prep Founding Team, we are grateful for the opportunity to submit our proposal. The team that we have assembled is diverse in expertise, perspectives, and identities, and are uniformly dedicated, passionate, and committed to the work of creating a high-quality school option for the families and students in the Black Rock/Riverside Neighborhood.

Brianna Lanoye

Printed Name



Signature

March 29, 2019

Date

**Nickel City Preparatory Charter School
Bylaws**

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Nickel City Preparatory Charter School (hereinafter “The Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the “Charter School”) to ensure academic success for students in grades K-5 in the Black Rock/Riverside community. We prepare our students for success in selective high schools and colleges.

ARTICLE II

Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least five (5) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board and delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation’s nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Fall 2020), at least two Trustees who will serve a two-year term (ending in Fall of 2021), and at least three Trustees will serve a three-year term (ending in Fall 2022).

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Board Chair.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the higher degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. Shall ensure that all participation in Board work is bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at Teach For America Buffalo, 345 West Ferry Street, Buffalo, NY 14213, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 12 regular monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the State of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone conference.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting.
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.
10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matters which imperil the public safety if disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations that are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office, which will be the school site once the school has opened.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Meeting.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. To study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b. To present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. To recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. To provide orientation and ongoing governance development to Trustees;
- e. To oversee a Trustee assessment process to ensure optimum performance; and
- f. To recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter of Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall execute the standard of care described in Article VII Section 2 and shall consider among other relevant considerations the long and short term needs

of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspections and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relations to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5: Every Trustee has duty to maintain confidentiality of all Board actions not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VIII

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at The Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and

to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's on financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officers to the Board for Board review and vote. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities, or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

Self-Dealing Transactions

The Board Members shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means transaction to which the Corporation is a party and in which one or more Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good

faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE XII

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be constructed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shown that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provisions of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XIII
Amendment**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the law of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are not in full force and effect.

_____, Secretary

Date: _____

Nickel City Preparatory Charter School Code of Ethics

The Board of Trustees (the “Board”) and senior staff of Nickel City Preparatory Charter School (“Nickel City Prep”) must: conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Nickel City Prep; and ensure that they do not receive improper personal benefit from their positions.

Accordingly, the Nickel City Prep Board has adopted the following procedures to govern Nickel City Prep decision-making processes. Moreover, Board members, experts, advisors, and Nickel City Prep staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial decisions whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officer, and employees will exercise the highest degree of care not to disclose confidential information, including but not limited to:
 - Student records
 - Financial information
 - Personnel records
 - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules

Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member’s knowledge, the Board member’s family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner or senior position with, any entity or person

with which Nickel City Prep is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Nickel City Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Nickel City Prep is considering a transaction.

2. Nickel City Prep staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School if there is any real or presumed conflict of interest. Unless it is determined that there is not conflict of interest, the staff member shall recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Nickel City Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Nickel City Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Nickel City Prep is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expense associated with Nickel City Prep-related travel, meals, or other professional activity from actual or potential suppliers of Nickel City Prep. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary values worth \$75 or more from actual or potential suppliers of services or good for Nickel City Prep, except (a) gifts presented to Nickel City Prep where the recipient is representing Nickel City Prep and thereafter presents the gift to Nickel City Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Nickel City Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Nickel City Prep, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Nickel City Prep.
4. Additional Conflict of Interest Provisions for all Trustees, Officers, and Employees:
 - a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§ 800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers, and employees shall comply with such laws.
 - b. No trustee, officer or employee shall:
 - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money,

service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
 - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of a set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the Code of Ethics upon their employment or association with the school.

Attachment 6a: CMO Information

Not applicable.

Attachment 6b: Proposed Management Contract or Term Sheet

Not applicable.

Attachment 6c: Management Organization Business Plan

Not applicable.

Attachment 6a: CMO Information

Not applicable.

Attachment 6b: Proposed Management Contract or Term Sheet

Not applicable.

Attachment 7: Partnership Information

Not applicable.

Attachment 8a: Hiring and Personnel Policies and Procedures

Figure 8a.1: Proposed Staffing Chart

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	\$90,000	1	1	1	1	1
Director of Operations	\$60,000	1	1	1	1	1
Office Manager	\$40,000	1	1	1	1	1
Director of Curriculum and Instruction	\$65,000	0	1	1	2	2
General Education Teacher	\$50,000	8	12	16	20	24
Teaching Fellow	\$40,000	0	0	0	1	1
Director of Talent and Recruitment	\$50,000	0	0	0	0	1
Coordinator of Student Supports	\$60,000	0.5	1	1	1	1
Special Education Teacher	\$50,000	1.5	2	2	3	3
Instructional Aide	\$35,000	0	1	1	2	2
ENL Teacher	\$50,000	1	2	2	3	3
Dean of Culture	\$65,000	0	0	1	1	1
School Social Worker	\$50,000	0	1	1	1	1
Enrichment Teacher	\$50,000	1	2	2	2	2
School Psychologist	\$80,000	0	0	1	1	1
Nurse	\$50,000	1	1	1	1	1

Job descriptions.

The **Head of School** is the external face of the school and is accountable for all school operations. S/he is the liaison between the Board of Trustees and the Nickel City Prep staff. The Head of School is responsible for maintaining the integrity of the mission for Nickel City Prep and ensuring that all resources are provided so that the mission can be successfully executed. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to, the Director of Operations, Director of Curriculum and Instruction (added in Year 2), or Dean of Culture (added in Year 3). The Head of School also establishes and oversees the relationship between our back office provider and the Director of Operations. The Head of School reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress toward the goals in Nickel City Prep's Accountability Plan. Qualifications include: 3-5 years of urban education experience, a Master's in Education, experience coaching teachers, strong leadership skills, alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented, and excellent communication skills.

The **Director of Operations** is responsible for leading day-to-day facilities management, including walkthroughs, coordinating with landlords and facilities vendors, custodial vendors, and snow removal. S/he completes the ordering of all supplies and materials throughout the year, including the annual furniture order. S/he also manages the student transportation and the school meal program in partnership with meals vendor. S/he schedules the logistics of all special

events, team coverage, and testing windows. S/he develops and implements school-wide systems and procedures. S/he must maintain all student information on the data base. S/he is the lead on district quarterly billing and assists with the school hiring process and the school enrollment process. S/he directly supervises and coaches the Office Manager role. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative with new tasks and to produce high quality independent work, strong interpersonal skills with students, parents, team members, and community members, ability to approach situations with optimism and perseverance, strong organizational skills, ability to time manage multiple tasks, calendars, and deadlines, excellent communication skills, both verbal and written, in English, multilingual preferred, Bachelor's Degree plus 3-5 years of relevant experience in a similar field, Master's Degree preferred but not required, experience working in urban settings, knowledge of office equipment and services including computers, printers, copiers, fax machines, and phones, strong proficiency with Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (including Drive, Docs, Sheets, Email, and Calendar), and open to feedback and willingness to take personal responsibility.

The **Office Manager** is responsible for providing administrative and operational support to team members. S/he serve as a primary first point of contact for families and visitors by phone and in-person and a primary support for families with informational or logistical questions. S/he manages the main office regarding filing, visitors, and internal and external school communications. S/he manages and organizes school supplies and storage. S/he serves as the lead on all key office responsibilities, including mail, maintenance coordination, program and appointment scheduling, family conference logistical support. S/he manages key operational systems with the Director of Operations. S/he enters student and teacher data and supports the Director of Operations on short-term tasks and long-term projects. Qualifications include an all hands on deck "whatever it takes" work ethic and mindset, 1-2 years of office experience, preferably in an education agency, college degree strongly preferred but not required, excellent attention to detail and organization skills, excellent communication skills, both verbal and written, in English and Spanish preferred, strong computer skills in programs including Microsoft Office, Word, Excel, and PowerPoint, willingness to take initiative with new tasks and to produce high quality independent work strong interpersonal skills with students, parents, team members, and community members, and an ability to time manage multiple tasks, calendars, and deadlines.

The **Director of Curriculum and Instruction** will be added in Y2 and is responsible for reviewing current scope and sequences for all content areas and developing new ones for the emerging grade levels. S/he is responsible for coaching and evaluating teachers and providing a mid-year and end-of-year review. S/he needs to prepare and present professional development sessions and coordinate progress reports, report cards, and retention conversations. S/he is responsible for creating differentiated homework packets for each grade and analyzing student growth and achievement data. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented,

excellent communication skills, multilingual preferred, Bachelor's Degree plus 3-5 years of relevant experience in a similar field, experience working in urban settings preferred, strong proficiency with Microsoft Office (Word, Excel, PowerPoint), cloud-based database systems, and Google for business (including Drive, Docs, Sheets, Email, and Calendar), and open to feedback.

A **General Education Teacher** develops and implements ambitious, rigorous, and standards-aligned curricula, lesson plans, and activities grounded in the NYSNGLS and Nickel City Prep's scope and sequences to meet and exceed academic standards. S/he must create engaging, differentiated, appropriately paced, and rigorous instruction in whole-class, small group, and individual settings based off of scripted lesson plans. S/he must follow Intellectual Preparation Protocol to analyze scripted lessons. S/he must establish and maintain a culture of achievement in their classroom; uphold school-wide and class systems, rules and consequences, and rewards at all times. S/he must hold all students to high behavioral and academic expectations at all times. S/he is responsible for analyzing student achievement data collaboratively with colleagues, the Director of Curriculum and Instruction, and the Head of School to critically and strategically respond to the learning needs of students. S/he implements the school's data tracking system and uses data to inform instructional development and delivery, communicate effectively with students, families, and colleagues. S/he collaborates with other staff members and actively participates in training, professional development and learning activities, work to continuously improve effectiveness in all instructional practices. S/he uses feedback to make productive changes in performance. S/he completes all administrative requirements by given deadlines, holds accountable for student mastery of academic standards. S/he participates in additional activities including field trips, intensive academic support sessions, and other required programs as needed throughout year. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and of college preparation and a values-based education for all students, a "whatever-it-takes" attitude, takes ownership for the achievement results of their students, have a track record of producing dramatic, demonstrable student achievement gains or comparable results in their current field, work well within a team and approach all work with positivity and determination, are goal-driven, analytical problem solvers, and embody a can-do spirit and strong work ethic, are detail oriented and understand the importance of "sweating the small stuff", promote continuous improvement by being open to feedback; are self-reflective and humble, are dedicated to improving curriculum and instruction through data analysis, collaboration, reflection, feedback, best practices, and regular assessment, believe that a highly structured learning environment is necessary to drive student achievement, demonstrate excellent verbal and written skills, communicate effectively with students, families, and colleagues, minimum of one year teaching experience preferred, but not required, Bachelor's Degree required, Master's Degree preferred, NYS Teaching Certification plus ESOL Certification or SWD Certification.

A **Teaching Fellow** steps in for any lead teachers or co-teachers when they are absent, teaches one course at least once a day, and supports teachers in assessing and remediating students. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and college preparation and a values-based education for all students, takes ownership for the achievement results of their students, work well within a team and approach work with

positivity and determination, are goal-driven, analytical problem solvers, embody a can-do spirit and strong work ethic, detail oriented and understands the importance of “sweating the small stuff,” promote continuous improvement by being open to feedback; self-reflective and humble, dedicated to improving curriculum and instruction through data analysis, collaboration, reflection, feedback, best practices, and regular assessment, demonstrate excellent verbal and written skills, communicate effectively with students, families, and colleagues, and a Bachelor’s Degree is required.

The **Director of Talent and Recruitment** works to build a talent pipeline through networking, planning, and hosting teacher recruitment events with community and college partnerships. They are responsible for job postings, and phone screenings of all applicants. This role starts in Year 5. S/he is hired by, reports to, and is evaluated by the Head of School. Qualifications include alignment to Nickel City Prep’s mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented, excellent communication skills, multilingual preferred, Bachelor’s Degree plus 3-5 years of relevant experience in a similar field, experience working in urban settings preferred, strong proficiency with Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (including Drive, Docs, Sheets, Email, and Calendar), and open to feedback.

The **Coordinator of Student Supports** focuses on the administration of Special Education and ENL programs. During the first year of operation, will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for those students requiring pull-out time in special education classes. The Coordinator will also support the identification of MLL/ELL students along with the ENL Teacher(s). Qualifications include alignment to Nickel City Prep’s mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented, excellent communication skills, multilingual preferred, Master’s Degree in Special Education, plus 3-5 years of relevant experience working with students with disabilities, experience working in urban settings preferred, strong proficiency with Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (including Drive, Docs, Sheets, Email, and Calendar), and open to feedback.

The **Special Education Teacher** creates and executes engaging lessons that supports all students in charge in meeting their IEP goals and collaborates with Coordinator of Student Supports and general education teachers in coordinating schedules, modifications, and accommodations for all students with special needs. Qualifications include alignment to Nickel City Prep’s mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented, excellent communication skills, multilingual preferred, Bachelor’s Degree required, Master’s Degree preferred, SWD Certified, plus 1-2 years of relevant experience working with students with disabilities, experience working in urban settings preferred, strong proficiency with

Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (including Drive, Docs, Sheets, Email, and Calendar), and open to feedback.

The **Instructional Aide** helps to supports the teacher with discipline and instruction. Qualifications include alignment to Nickel City Prep’s mission, vision and GRIT values, belief in urgency and college preparation and a values-based education for all students, works well within a team and approaches all work with positivity and determination, are goal-driven, analytical problem solvers, embody a can-do spirit and strong work ethic, detail oriented and understand the importance of “sweating the small stuff,” promote continuous improvement by being open to feedback; are self-reflective and humble, are dedicated to improving curriculum and instruction through data analysis, collaboration, reflection, feedback, best practices, and regular assessment, communicate effectively with students, families, and colleagues, and a Bachelor’s Degree is preferred, but not required.

The **ENL Teacher** creates lessons for small groups of students that support MLLs/ELLs, creates and executes engaging lessons that supports all MLLs/ELLs students in making progress towards complete immersion while encouraging home language use whenever possible, collaborates with Coordinator of Student Supports and general education teachers in coordinating schedules, modifications, and accommodations for all MLLs/ELLs students. Qualifications include alignment to our mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented, excellent communication skills, multilingual preferred, Bachelor’s Degree required, Master’s Degree preferred, ESOL certified, plus 1-2 years of relevant experience working with MLLs/ELLs students, experience working in urban settings preferred, strong proficiency with Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (Drive, Docs, Sheets, Email, Calendar), and open to feedback.

The **Dean of Culture** focuses on student culture and discipline. S/he holds Nickel City Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/he will ensure that students have access to the educational enrichment opportunities beyond the school’s offerings through our family events. Qualifications include alignment to Nickel City Prep’s mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, excellent communication skills, multilingual preferred, Bachelor’s Degree plus 3-5 years of relevant experience in a similar field, experience working in urban settings preferred, strong proficiency with Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (including Drive, Docs, Sheets, Email, and Calendar), and open to feedback.

The **Social Worker** provides counseling services for students who have been referred. S/he analyzes attendance data with the support of the Head of School. S/he creates strategic plans for how to tackle attendance issues for individual students. S/he facilitate conversations about poor attendance with students and their families. S/he works collaboratively with the Dean of Culture

to ensure all student needs are being met. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and the importance of college preparation and a values-based education for all students, a willingness to take initiative, strong interpersonal skills with various stakeholders, ability to approach situations with optimism and perseverance, detail oriented, excellent communication skills, multilingual preferred, licensed Master Social Worker or Licensed Clinical Social Worker, plus 3-5 years' experience working in urban settings with students with a variety of learning needs and trauma levels, strong proficiency with Microsoft Office, especially Word, Excel, and PowerPoint, cloud-based database systems, and Google for business (Drive, Docs, Sheets, Email, Calendar), and open to feedback.

An **Enrichment Teacher** creates engaging lessons for students within their specific area of expertise. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and college preparation and a values-based education for all students, takes ownership for the achievement results of their students, work well within a team and approach all work with positivity and determination, are goal-driven, analytical problem solvers, and embody a can-do spirit and strong work ethic, detail oriented and understands the importance of "sweating the small stuff," promote continuous improvement by being open to feedback; self-reflective and humble, dedicated to improving curriculum and instruction through data analysis, collaboration, reflection, feedback, best practices, and regular assessment, belief that a highly structured learning environment is necessary to drive student achievement, demonstrate excellent verbal and written skills, communicate effectively with students, families, and colleagues, a Bachelor's Degree is required, and Physical Education Certification required.

The **Nurse** will support student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. S/he addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and of college preparation and a values-based education for all students, work well within a team, approach all work with positivity and determination, goal-driven, analytical problem solvers, embody a can-do spirit and strong work ethic, are detail oriented and understand the importance of "sweating the small stuff," promote continuous improvement by being open to feedback; self-reflective and humble, multilingual preferred, communicate effectively with students, families, and colleagues, Bachelor's degree, RN licensure, as well as clinical experience is required.

The **School Psychologist** will conduct testing to determine student placement, provide group and individual counseling, conduct educational and personality assessments, and help to address behavioral issues in classrooms. Qualifications include alignment to Nickel City Prep's mission, vision and GRIT values, belief in urgency and of college preparation and a values-based education for all students, work well within a team, approach all work with positivity and determination, goal-driven, analytical problem solvers, embody a can-do spirit and strong work ethic, detail oriented and understand the importance of "sweating the small stuff," promote continuous improvement by being open to feedback; self-reflective and humble, multilingual preferred, communicate effectively with students, families, and colleagues, Master's Degree in School Psychology, State licensure, and at least 3-5 years of experience working with students.

Hiring Process. Nickel City Prep follows an extensive hiring process to ensure that all applicants hired are of high capacity, mission-aligned, and are champions for our students. The general process is in **Figure 8.1** below and will vary based on specific roles that are being hired.

Figure 8a.2: Hiring Process¹	
Step	Procedure
Resume/CV Screening	The Head of School, and in Y5 the Director of Talent and Recruitment, will complete and use an internally created screening tool to assess if the applicant meets the posted qualifications for the role. Screening will include close attention to the applicant's professional quality, grammar, spelling, gaps in professional experience, missing information, degrees/licensures held, previous roles held, and volunteer contributions.
Phone Interview	The Director of Operations will schedule a 30 minute phone interview with the Head of School and use questions from the Nickel City Prep Hiring Manual to assess if the person is a mission fit for the school. The following questions will be asked: What about our mission do you most connect with and why? Why do you believe so many urban public schools are low performing in Buffalo? What qualities in a team make it most effective? What role does data play in education?
Professional References	Three professional references must be sent before day of Demo Task.
Demo Task	The Director of Operations will schedule a half day where the applicant will have a set time to observe the school, a chance to complete a demo task based on their position, receive feedback with live coaching, and implement the feedback. This task must be directly aligned to the skills or knowledge that the applicant needs to know in order execute the role at a high level. For example, if hiring for a teaching position, the applicant would be expected to teach a 20 minute demo lesson using a Nickel City Prep lesson.
Final Interview²	After completing the demo task, the applicant will have an hour long interview with the Head of School. The applicant shares observations from the school day and the HOS will ask questions aligned to the Nickel City Prep Hiring Manual.
Credential Check	Review of required professional references and all credentials to ensure accuracy and validity.
Offer Letter	Head of School will email an offer letter to the applicant. The Director of Operations will follow up within 24 hours of its submission.

Final Interview Protocol. On the final interview day, the applicant will spend a half day (7:15 am-12:00pm) at Nickel City Prep to observe classrooms, complete a demo task, and partake in their final interview. We believe discussions on school observations are insightful and will assist in determining if the applicant is a true mission fit.

Figure 8a.3: Final Interview Protocol	
Step	Process
Observations	Applicant shares observations, thoughts, questions, or reactions from the school. This step helps to identify if s/he is a mission fit to Nickel City Prep's observable culture.
Demo Task/Lesson Debrief	Applicant identifies areas of strength from the task/lesson and areas that need improvement. This step helps to see if the applicant can be reflective in their

¹ If at any point in the process the candidate is not invited forward the Director of Operations will send a notification email.

² See **Figure 8.2** for details.

	practice. Head of School shares their observation of strengths and weaknesses of task/lesson to see if they align.
Feedback Questions	Head of School ask the following question: How did the process of receiving feedback on your task/lesson feel? What is the best way that you receive feedback? Why do you think it is important to receive feedback? After applicant responds, the Head of School reiterates that feedback and live coaching are an integral part of Nickel City Prep’s culture and growth.
Mission/ Team Fit Questions	Head of School asks the following questions: What about the mission of our school resonates with you?” Based off of huddle, classroom observations, and demo task/lesson, what makes our team model a good fit for you?” Our team puts in longer hours, has high expectations for family communication, data tracking and analysis, what makes you think this culture is a good fit for you?”
Last Questions	Applicant is invited to ask questions.

Evaluation Process. At Nickel City Prep we use data to drive all decisions including our staff performance. We believe in the power of reflection and feedback to continuously develop and grow, which is why we have an emphasis on coaching and feedback. All staff members will be familiar with receiving daily informal feedback as well as weekly coaching sessions to work towards mastery of professional growth goals.

Leadership Staff/School Staff Evaluation. We have a formal mid-year and end of year evaluation that will be conducted by an employee’s direct manager. The purpose of our evaluation process is to recognize areas of strength and success, to articulate areas of improvement and focus, and to give overall feedback on performance to date. The evaluation data will be compiled from direct coaching and observations, weekly coaching meetings, and Head of School reflection and feedback regarding individual tasks and responsibilities.

The manager will provide a written review of roles and responsibilities of the employee and evaluate key areas of strength and key areas of improvement. Based on the evaluation, professional growth goals will be established for the remainder of the school year. Next steps include additional staff support to help the employee achieve their professional growth goals. If the employee continues to struggle, a Performance Improvement Plan (“PIP”) will be created, which will be drafted during their next coaching meeting and should be a separate document from the evaluation document. For the end of year evaluation, the same protocol is followed with the addition of specific data to support whether the professional growth goal has been achieved and what areas should be focused on for the summer months.

Head of School Evaluation. The Board of Trustees will provide a written 360 review of the Head of School through the Evaluation Committee which is comprised of the Board Chair, Treasurer, and Chair of the Academic Achievement Committee. In accordance with a 360 review they will consider semiannual data from staff and family surveys, criteria for the job description of the Head of School and progress on accountability goals as outlined by the charter. The Evaluation Committee will use this data to conduct a cumulative review of the Head of School. The Board Chair is responsible for reviewing the evaluation with the Head of School and securing it in the Head of School’s personnel file. Within the 360 review, the most salient data will be academic growth and fiscal health.

Complaint Policy. It is the policy of Nickel City Prep to treat staff members with respect and in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at Nickel City Prep. Therefore, we have established the administrative review system below, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between co-workers or between employer and employee. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Staff members are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the members are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Head of School where both members are present. The resolution of the Head of School shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees at Nickel City Prep. (1) If an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue. (2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The teacher must notify their supervisor of this action. (3) The Head of School will respond to both parties within two (2) business days of receiving the complaint. (4) If the Head of School will investigate the complaint and attempt to reach an acceptable solution. (5) If the Head of School cannot resolve the issue, the employee may present their complaint to the Board of Trustees at a regularly scheduled board meeting. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final. (6) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure. (7) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible. (8) If at any point in the process, the Head of School learns that applicable laws have been violated, both will take immediate corrective action under guidance of legal counsel.

[REDACTED]

[REDACTED]



New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2018 New Charter Applications



General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at [State Aid--https://stateaid.nysed.gov/cha](https://stateaid.nysed.gov/cha) Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

Nickel City Preparatory Charter School

Contact Name: Brianna Lanoye
Contact Email: 
Contact Phone: 
District of Location

Pre-Opening Period August 1, 2019 to June 30, 2020
Operational Year ONE July 1, 2020 to June 30, 2021

Nickel City Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
August 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	550,000
Total Expenses	500,843
Net Income	49,157
Actual Student Enrollment	-
Total Paid Student Enrollment	-

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

Buffalo	13,495	-	Assumes \$13,495 in per pupil federal funding.
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
	-	-	

Special Education Revenue

Grants

Stimulus

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

550,000

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

Executive Management	0.83	74,700	Assumes \$90K annual Head of School salary pro-rated @ 10-month salary Sept 2019-Jun 2020, w/Jul and Aug 2019 paid by BES Fellowship.
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.83	49,800	Assumes \$60K annual Director of Operations salary pro-rated @ 10-month salary Sept 2019 -Jun 2020
Administrative Staff	0.25	10,000	Assumes \$40K annual Office Manager salary pro-rated @ 3 month salary April 2020-Jun 2020
TOTAL ADMINISTRATIVE STAFF	1.91	134,500	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.91	134,500	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		11,335	Assumes 6.2% for SSI of total wages, 1.45% for Medicare of total wages, 4.1% of the first \$8,500 for SUI reflected of three hires represented by 1.91 FTEs.
Fringe / Employee Benefits		14,715	Assumes \$7K average per FTE for health benefits; 1% WC Insurance
Retirement / Pension		4,035	Assumes 3% matching contribution towards 401k or 403b
TOTAL PAYROLL TAXES AND BENEFITS		30,085	
TOTAL PERSONNEL SERVICE COSTS	1.91	164,585	
CONTRACTED SERVICES			
Accounting / Audit		1,500	Assumes \$1,500 for initial back office support services.
Legal		10,000	Assumes \$10,000 startup legal support for handbook and work agreement review.
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		420	Assumes \$42 for payroll services per three employees on a monthly basis.
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		15,000	Assumes \$5K translation/interpreter support; BES support covered by grant provided through BES with net zero costs for services; assumes consulting support of \$10K for Reading Mastery and STEP.
TOTAL CONTRACTED SERVICES		26,920	
SCHOOL OPERATIONS			
Board Expenses		3,850	Assumes \$50 dollars per month for 7 months and \$3,500 for retreats and trainings for board.
Classroom / Teaching Supplies & Materials		27,000	Assumes \$250 per student purchased 60 days in advance to ensure successful start-up in Y1.
Special Ed Supplies & Materials		4,968	Assumes \$200 per SPED student for supplies.
Textbooks / Workbooks		37,800	Assumes \$350 per student for textbooks/workbooks.
Supplies & Materials other		10,800	Assumes \$100 per student for supplies.
Equipment / Furniture		42,800	Assumes \$100 per new student, \$6,500 per new classroom, \$6K office/workroom furniture.
Telephone		3,000	Assumes \$300 per month (10 months) for Director of Operations and Executive Director.
Technology		36,000	Assumes \$900 per new staff member and \$200 per student for 50% of population.
Student Testing & Assessment		10,000	Assumes \$10,000 MAP and STEP Assessments.
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	

Office Expense	2,000	Assumes \$2,000 for office supplies.
Staff Development	45,000	Assumes \$30K for Sep-Dec, \$8K for Jan & Feb, \$7K for March-June.
Staff Recruitment	15,000	Assumes \$1,000 per employee for job postings, career fairs, candidate travel & lodging; does not include cost of HOS posting given proposed leader in place.
Student Recruitment / Marketing	10,800	Assumes \$100 per student for marketing materials, pamphlets, and other resources.
School Meals / Lunch		
Travel (Staff)	2,500	Assumes \$2,500 travel and school visits.
Fundraising	30,000	Assumes \$30,000 raised by the Board of Trustees; see Attachment 10.
Other	-	
TOTAL SCHOOL OPERATIONS	281,518	
FACILITY OPERATION & MAINTENANCE		
Insurance	10,000	Assumes \$10,000 for D&O Insurance and Liability
Janitorial	-	
Building and Land Rent / Lease	16,200	Assumes 1 months rent @ \$20 per sq/ft and 90 sq ft per student and 108 students.
Repairs & Maintenance	-	Assumes zero net lease with all repairs embedded in lease costs.
Equipment / Furniture	-	
Security	-	
Utilities	1,620	Assumes \$4 per sq ft for 90 sq ft per student at 108 students for 2 months.
TOTAL FACILITY OPERATION & MAINTENANCE	27,820	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	500,843	
NET INCOME	49,157	

ENROLLMENT - *School Districts Are Linked To Above Entries*

Buffalo	Buffalo
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Nickel City Preparatory Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
August 1, 2019 to June 30, 2020

* This section sho

[illegible][illegible]

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

[illegible]

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

1.91	-	-	-	-	-	-	-	-	-	-	-	12,450
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	1,022.13
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	1,287
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	374
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	2,682

TOTAL PERSONNEL SERVICE COSTS

1.91	-	-	-	-	-	-	-	-	-	-	-	15,132
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CONTRACTED SERVICES

Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	1,500
Legal	-	-	-	-	-	-	-	-	-	-	-	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	42
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	1,500
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	8,042

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	300
Technology	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	200
Staff Development	-	-	-	-	-	-	-	-	-	-	-	7,500
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	2,206
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	1,080
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	11,286

FACILITY OPERATION & MAINTENANCE

[illegible]

August 1, 2019 to June 30, 2020

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

-	-	350,000	-	-	-	-	-	-	550,000
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Catcher	November	December	January	February	March	April	May	June	TOTAL
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[illegible][illegible][illegible][illegible]

[illegible]

1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	16,200	16,200
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	1,620	1,620
1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	18,820	27,820
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
28,960	28,960	29,510	44,628	24,628	22,686	116,792	106,792	62,428	500,843
(28,960)	(28,960)	320,490	(44,628)	(24,628)	(22,686)	(116,792)	(106,792)	(62,428)	49,157
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
(28,960)	(28,960)	320,490	(44,628)	(24,628)	(22,686)	(116,792)	(106,792)	(62,428)	49,157
-	-	-	-	-	-	-	-	-	-
135,580	106,620	427,110	382,482	357,855	335,168	218,377	111,585	49,157	49,157

**Nickel City Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2020 to June 30, 2021

Please Note: The student enrollment data is entered below
in the Enrollment Section beginning in row 147. This will
populate the data in row 9.

Total Revenue	1,998,584	166,310	-	-	-	2,164,894
Total Expenses	1,535,349	159,374	-	-	108,869	1,803,751
Net Income	463,235	6,937	-	-	(108,869)	361,143
Actual Student Enrollment	83	25				108
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

Buffalo

13,495

School District 2 (Enter Name)
School District 3 (Enter Name)
School District 4 (Enter Name)
School District 5 (Enter Name)

1,441,800	143,810				1,585,610
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1,441,800	143,810	-	-	-	1,585,610
-	-	-	-	-	-

Special Education Revenue

Grants

Stimulus
Other

Other

		-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM STATE SOURCES

1,441,800	143,810	-	-	-	1,585,610
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

-	22,500	-	-	-	22,500
46,440	-	-	-	-	46,440
3,715.20	-	-	-	-	3,715
126,629	-	-	-	-	126,629
350,000	-	-	-	-	350,000
-	-	-	-	-	-
-	-	-	-	-	-
526,784	22,500	-	-	-	549,284

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

30,000	-	-	-	-	30,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
30,000	-	-	-	-	30,000

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE	1,998,584	166,310	-	-	-	2,164,894
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions					
Executive Management	1.00	90,000	-	-	-	90,000
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	1.50	60,000	30,000	-	-	90,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	40,000	40,000
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.50	150,000	30,000	-	40,000	220,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	400,000	-	-	-	400,000
Teachers - SPED	1.50	-	75,000	-	-	75,000
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.00	100,000	-	-	-	100,000
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	11.50	500,000	75,000	-	-	575,000

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1.00	50,000	-	-	-	50,000
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	50,000	-	-	-	50,000

SUBTOTAL PERSONNEL SERVICE COSTS

	16.00	700,000	105,000	-	-	40,000	845,000
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		57,384	8,730	-	-	3,409	69,522
Fringe / Employee Benefits		98,000	15,050	-	-	7,400	120,450
Retirement / Pension		21,000	3,150	-	-	1,200	25,350
TOTAL PAYROLL TAXES AND BENEFITS		176,384	26,930	-	-	12,009	215,322

TOTAL PERSONNEL SERVICE COSTS

	16.00	926,384	131,930	-	-	52,009	1,060,322
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CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		126,629	-	-	-	-	126,629
Payroll Services		780	120	-	-	60	1,120
Special Ed Services		-	24,840	-	-	-	24,840
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	10,000	10,000
TOTAL CONTRACTED SERVICES		127,409	24,960	-	-	35,060	187,589

SCHOOL OPERATIONS

Board Expenses		-	-	-	-	1,800	1,800
Classroom / Teaching Supplies & Materials		13,500	-	-	-	-	13,500
Special Ed Supplies & Materials		-	2,484	-	-	-	2,484
Textbooks / Workbooks		18,900	-	-	-	-	18,900

Supplies & Materials other	8,584	-	-	-	-	8,584
Equipment / Furniture	24,400	-	-	-	-	24,400
Telephone	4,800	-	-	-	-	4,800
Technology	14,400	-	-	-	-	14,400
Student Testing & Assessment	10,000	-	-	-	-	10,000
Field Trips	10,800	-	-	-	-	10,800
Transportation (student)	4,500	-	-	-	-	4,500
Student Services - other	5,400	-	-	-	-	5,400
Office Expense	27,600	-	-	-	-	27,600
Staff Development	16,000	-	-	-	-	16,000
Staff Recruitment	6,000	-	-	-	-	6,000
Student Recruitment / Marketing	5,400	-	-	-	-	5,400
School Meals / Lunch	24,713	-	-	-	-	24,713
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	194,996	2,484	-	-	1,800	199,280
FACILITY OPERATION & MAINTENANCE						
Insurance	24,300	-	-	-	-	24,300
Janitorial	28,620	-	-	-	-	28,620
Building and Land Rent / Lease	194,400	-	-	-	-	194,400
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	39,240	-	-	-	-	39,240
TOTAL FACILITY OPERATION & MAINTENANCE	286,560	-	-	-	-	286,560
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	20,000	20,000
TOTAL EXPENSES	1,535,349	159,374	-	-	108,869	1,803,751
NET INCOME	463,235	6,937	-	-	(108,869)	361,143

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION		
Buffalo	83	25		108
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	83	25	-	108
REVENUE PER PUPIL	13,086	6,652	-	20,045
EXPENSES PER PUPIL	18,498	6,375	-	16,701

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Assumes total revenue froms state, federal, and other.

Assumes all expenses, including personnnel and operations.

Assumes 108 enrollment with 23% SPED or 25 students.

Assume 23% of population will be SPED, 50% below 20% classification, 30% in 20-59% classification @ \$8,754 rate, 20% greater than 60% @ \$15,631 rate.

Assume 23% SPED and \$900 per student enrolled in SPED.

Assume 86% FRL and \$500 per FRL student.

Assume 86% FRL and \$40 per FRL student.

Assume 100% reimbursement based on 2018-2019 Reimbursement Rates (on average \$6.60 reimbursement for each student) and ADA of 95%.

Assume \$350K of the CSP grant.

Assume \$30K fundraising commitment from board; see Attachment 10.

List exact titles included in the position category, if different from description, and staff FTE"s (Full time equiivalent)

Assume 1 Head of School @ \$90K.

Assume 1 Director of Operations @ \$60K; .5FTE Coordinator of Student Supports @ \$30K.

Assume 1 Office Manager @ \$40K

Assume 8 teachers @ \$50K average salary.

Assume 1.5 FTE SPED Teachers @ \$50K (.5 FTE other half Coordinator of Students Supports shown in line 59).

Assumes 1 ENL Teacher @ \$50K and 1 Enrichment Teacher @ \$50K.

Assumes 1 Nurse @ \$50K.

Assume 6.2% for SSI of total wages, 1.45% for Medicare of total wages, 4.1% of the first \$8,500.00 for SUI reflected of the 13 new hires represented in 16 FTEs (3 FTEs

Assume \$7K average per FTE for health benefits; 1% WC Insurance.

Assume 3% matching contribution towards 401k or 403b.

Assume \$15,000 for back office support for budget & 990 filing.

Assume \$10,000 for legal retainer.

Assume \$6.60 average cost per student; based on meal costs for 187 days of school and ADA of 95%

Assume \$60 per employee for payroll services.

Assume \$1K per SPED student (23% of population) for services not covered by BPS or internal staff at NCP.

Assumes \$10K for MAP and STEP support; assumes costs of BES Follow On-Support covered by BES grant.

Assume \$150 per month for board meetings for 12 months.

Assume \$250 per student , pre-purchasing for 54 new scholars for Y2.

Assume \$100 per SPED student (23%)

Assume \$350 per student pre-purchasing for 54 new scholars for Y2.

Assume \$79.48 in NYSTL, NYSLIB and NYSSL spending per student.
Assume \$100 per new student, \$6,500 per new classroom, \$6K office/workroom furniture for pre-purchasing for Y2.
Assume \$400 per month for phone and internet
Assume \$900 per new staff member \$200 per student for 50% of population (purchased for 54 scholars and 10 new staff members)
Assume MAP Testing and STEP Testing (5,000 per grade level)
Assume \$50 per student, \$50 per parent to attend monthly college field trips
Assume \$300 per day per bus for 5 days outside of BPS schedule, need 1 bus per 50 students
Assume \$50 per student for uniforms
Assume \$900 monthly copier lease 6 copiers, \$100 per student for budget and copies, \$500 for monthly office supplies
Assume \$1K per staff member
Assume \$500 per new staff member recruited
Assume \$100 per new student
Assume 18% of student population will not be covered either at all or fully by FRL at \$6.60 (breakfast, lunch, and snack) and assumes 33% annual increase.

Assume costs per FFB quote for full insurance needs; see Attachment 3G.

Assume \$2.50 per 90 sq ft per 108 students for janitorial service.
Assume \$20 per square feet, based off of 90 square feet per student.

Assume \$4 per sq ft @ 90 sq ft per 108 students.

Assumes \$20K for dissolution escrow as required.

Nickel City Preparatory Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2020 to June 30, 2021

Total Revenue	312,615	33,346	310,277	46,009	310,277	46,009	347,777	46,009	310,277	46,009
Total Expenses	155,443	122,743	141,670	146,129	155,729	140,729	143,958	141,258	152,058	178,208
Net Income	157,171	(89,397)	168,608	(100,120)	154,549	(94,720)	203,819	(95,249)	158,219	(132,199)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	49,157	206,328	116,931	285,539	185,419	339,968	245,248	449,068	353,819	512,038
Net Income	206,328	116,931	285,539	185,419	339,968	245,248	449,068	353,819	512,038	379,839

	July	August	September	October	November	December	January	February	March	April
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REVENUE * Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column U) Assumptions'.

REVENUES FROM STATE SOURCES

Per Pupil Revenue 13,350

Buffalo	-	240,300	-	240,300	-	240,300	-	240,300	-	240,300	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
	240,300	-	240,300	-	240,300	-	240,300	-	240,300	-	-
Special Education Revenue	23,968.33	-	23,968	-	23,968	-	23,968	-	23,968	-	-

Grants	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-

TOTAL REVENUE FROM STATE SOURCES

264,268	-	264,268	-	264,268	-	264,268	-	264,268	-	-
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	-	-	-	-	-	22,500	-	-	-	-
Title I	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870
Title Funding - Other	309.60	310	310	310	310	310	310	310	310	310	310
School Food Service (Free Lunch)			12,663	12,663	12,663	12,663	12,663	12,663	12,663	12,663	12,663

Grants	29,166.67	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167	29,167
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-

TOTAL REVENUE FROM FEDERAL SOURCES

33,346	33,346	46,009	46,009	46,009	46,009	68,509	46,009	46,009	46,009	46,009
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LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	15,000	-	-	-	-	-	15,000	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

15,000	-	-	-	-	-	15,000	-	-	-	-
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TOTAL REVENUE	312,615	33,346	310,277	46,009	310,277	46,009	347,777	46,009	310,277	46,009
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.50	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	3,333.33	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.50	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	33,333.33	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333
Teachers - SPED	1.50	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	8,333.33	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	11.50	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417	70,417
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		5,793.46	5,793	5,793	5,793	5,793	5,793	5,793	5,793	5,793	5,793
Fringe / Employee Benefits		10,037.50	10,038	10,038	10,038	10,038	10,038	10,038	10,038	10,038	10,038
Retirement / Pension		2,112.50	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113
TOTAL PAYROLL TAXES AND BENEFITS		17,943	17,943	17,943	17,943	17,943	17,943	17,943	17,943	17,943	17,943
TOTAL PERSONNEL SERVICE COSTS	16.00	88,360	88,360	88,360	88,360	88,360	88,360	88,360	88,360	88,360	88,360
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	15,000	-	-	-	-	-
Legal		10,000	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	12,663	12,663	12,663	12,663	12,663	12,663	12,663	12,663
Payroll Services		93.33	93	93	93	93	93	93	93	93	93
Special Ed Services		-	-	2,484	2,484	2,484	2,484	2,484	2,484	2,484	2,484
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		833	833	833	833	833	833	833	833	833	833
TOTAL CONTRACTED SERVICES		10,927	927	16,074	16,074	31,074	16,074	16,074	16,074	16,074	16,074
SCHOOL OPERATIONS											
Board Expenses		150	150	150	150	150	150	150	150	150	
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	6,750
Special Ed Supplies & Materials		207.00	207	207	207	207	207	207	207	207	207
Textbooks / Workbooks		-	-	-	-	-	-	-	-	9,450	9,450
Supplies & Materials other		-	-	858.38	858	858	858	858	858	858	858
Equipment / Furniture		-	-	-	-	-	-	-	-	-	12,200
Telephone		400	400	400	400	400	400	400	400	400	400
Technology		-	-	-	-	-	-	-	-	-	7,200
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	5,400	-	-	-	-	-	-
Transportation (student)		-	-	450	450	450	450	450	450	450	450
Student Services - other		2,700	-	-	-	-	-	2,700	-	-	-
Office Expense		2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300
Staff Development		2,353	2,353	2,353	1,412	1,412	1,412	941	941	941	941
Staff Recruitment		-	-	-	-	-	-	1,000	1,000	1,000	1,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	1,350	1,350
School Meals / Lunch		-	-	2,471	2,471	2,471	2,471	2,471	2,471	2,471	2,471
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		8,110	5,410	9,190	13,648	8,248	8,248	11,478	8,778	19,578	45,728
FACILITY OPERATION & MAINTENANCE											
Insurance		2,025.00	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025

Janitorial	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385
Building and Land Rent / Lease	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200	16,200
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270	3,270
TOTAL FACILITY OPERATION & MAINTENANCE	23,880	23,880	23,880	23,880	23,880	23,880	23,880	23,880	23,880	23,880
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	20,000	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	155,443	122,743	141,670	146,129	155,729	140,729	143,958	141,258	152,058	178,208
NET INCOME	157,171	(89,397)	168,608	(100,120)	154,549	(94,720)	203,819	(95,249)	158,219	(132,199)
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	157,171	(89,397)	168,608	(100,120)	154,549	(94,720)	203,819	(95,249)	158,219	(132,199)
Beginning Cash Balance	49,157	206,328	116,931	285,539	185,419	339,968	245,248	449,068	353,819	512,038
ENDING CASH BALANCE	206,328	116,931	285,539	185,419	339,968	245,248	449,068	353,819	512,038	379,839

310,277	46,009	2,164,894
173,688	152,138	1,803,751
136,590	(106,128)	361,143
-	-	-
379,839	516,429	49,157
516,429	410,300	410,300

May	June	TOTAL
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in N) on tab '4.) Year Budget &

240,300	-	1,441,800
-	-	-
-	-	-
-	-	-
-	-	-
240,300	-	1,441,800
23,968	-	143,810

-	-	-
-	-	-
-	-	-
264,268	-	1,585,610

-	-	22,500
3,870	3,870	46,440
310	310	3,715
12,663	12,662.89	126,629

29,167	29,167	350,000
-	-	-
-	-	-
46,009	46,009	549,284

-	-	30,000
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	30,000

310,277	46,009	2,164,894
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7,500	7,500	90,000
-	-	-
7,500	7,500	90,000
-	-	-
3,333	3,333	40,000
-	-	-
18,333	18,333	220,000

33,333	33,333	400,000
6,250	6,250	75,000
-	-	-
-	-	-
8,333	8,333	100,000
-	-	-
-	-	-
-	-	-
47,917	47,917	575,000
4,167	4,167	50,000
-	-	-
-	-	-
-	-	-
-	-	-
4,167	4,167	50,000
70,417	70,417	845,000
5,793	5,793	69,522
10,038	10,038	120,450
2,113	2,113	25,350
17,943	17,943	215,322
88,360	88,360	1,060,322
-	-	15,000
-	-	10,000
-	-	-
-	-	-
12,663	12,663	126,629
93	93	1,120
2,484	2,484	24,840
-	-	-
833	833	10,000
16,074	16,074	187,589
150	150	1,800
6,750	-	13,500
207	207	2,484
-	-	18,900
858	858	8,584
12,200	-	24,400
400	400	4,800
7,200	-	14,400
-	10,000	10,000
5,400	-	10,800
450	450	4,500
-	-	5,400
2,300	2,300	27,600
471	471	16,000
1,000	1,000	6,000
1,350	1,350	5,400
2,471	2,471	24,713
-	-	-
-	-	-
-	-	-
41,207	19,657	199,280
2,025	2,025	24,300

2,385	2,385	28,620
16,200	16,200	194,400
-	-	-
-	-	-
-	-	-
3,270	3,270	39,240
23,880	23,880	286,560
-	-	-
-	-	20,000
173,688	152,138	1,803,751
136,590	(106,128)	361,143
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
136,590	(106,128)	361,143
379,839	516,429	49,157
516,429	410,300	410,300

Nickel City Preparatory Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

***NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue	2,164,894	2,827,480	3,630,475	4,527,717	5,424,750
Total Expenses	1,803,751	2,770,473	3,551,436	4,491,978	5,230,310
Net Income (Before Cash Flow Adjustments)	361,143	57,007	79,039	35,739	194,440
Actual Student Enrollment	108	162	216	270	324
Total Paid Student Enrollment	-	-	-	-	-

		Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
		Per Pupil Revenue Percentage Increase				
		0.0%	0.0%	0.0%	0.0%	0.0%
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
Buffalo	13,495	1,441,800	2,186,190	2,914,920	3,643,650	4,372,380
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,441,800	2,186,190	2,914,920	3,643,650	4,372,380
Special Education Revenue		143,810	212,839	287,620	356,649	431,430
Grants						
Stimulus					-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,585,610	2,399,029	3,202,540	4,000,299	4,803,810
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		22,500	33,534	44,712	55,890	67,068
Title I		46,440	69,660	92,880	116,100	132,840
Title Funding - Other		3,715	5,314	7,085	8,856	11,146
School Food Service (Free Lunch)		126,629	189,943	253,258	316,572	379,887
Grants						
Charter School Program (CSP) Planning & Implementation		350,000	100,000		-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		549,284	398,451	397,935	497,418	590,940
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		30,000	30,000	30,000	30,000	30,000
Erate Reimbursement		-	-	-	-	-

Interest Income, Earnings on Investments,	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	30,000	30,000	30,000	30,000
TOTAL REVENUE	2,164,894	2,827,480	3,630,475	4,527,717	5,424,750

EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
	No. of Positions				
Executive Management	1	90,000	94,500	99,225	104,186
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-
	1.50	90,000	194,250	272,213	360,573
					428,602
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	1.00	40,000	42,000	44,100	46,305
Administrative Staff	-	-	-	-	-
	3.50	220,000	330,750	415,538	511,064
TOTAL ADMINISTRATIVE STAFF					586,618
INSTRUCTIONAL PERSONNEL COSTS					
	No. of Positions				
Teachers - Regular	8	400,000	620,000	851,000	1,093,550
					1,348,228
Teachers - SPED	1.50	75,000	105,000	110,250	165,763
					174,051
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	40,000	42,000
Specialty Teachers	2.00	100,000	205,000	215,250	276,013
					289,813
Aides	-	-	35,000	36,750	73,588
					77,267
Therapists & Counselors	-	-	50,000	132,500	139,125
					146,081
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	11.50	575,000	1,015,000	1,345,750	1,788,038
					2,077,439
NON-INSTRUCTIONAL PERSONNEL COSTS					
	No. of Positions				
Nurse	1.00	50,000	52,500	55,125	57,881
					60,775
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	50,000	52,500	55,125	57,881
					60,775
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	845,000	1,398,250	1,816,413	2,356,983
					2,724,832
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		69,522	116,027	150,108	194,598
					224,829
Fringe / Employee Benefits		120,450	195,983	242,164	310,570
					356,248
Retirement / Pension		25,350	41,948	54,492	70,709
					81,745
TOTAL PAYROLL TAXES AND BENEFITS		215,322	353,957	446,764	575,877
					662,822

TOTAL PERSONNEL SERVICE COSTS	16.00	1,060,322	1,752,207	2,263,177	2,932,860	3,387,655
CONTRACTED SERVICES						
Accounting / Audit		15,000	15,450	15,914	16,391	16,883
Legal		10,000	10,300	10,609	10,927	11,255
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		126,629	205,939	274,585	343,231	411,877
Payroll Services		1,120	1,607	2,037	2,688	3,174
Special Ed Services		24,840	38,110	53,050	67,766	84,450
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		10,000	10,300	10,609	10,927	11,255
TOTAL CONTRACTED SERVICES		187,589	281,705	366,803	451,930	538,894
SCHOOL OPERATIONS						
Board Expenses		1,800	1,800	1,800	1,800	1,800
Classroom / Teaching Supplies & Materials		13,500	13,500	13,500	13,500	13,500
Special Ed Supplies & Materials		2,484	3,700	5,000	6,200	7,500
Textbooks / Workbooks		18,900	18,900	18,900	18,900	18,900
Supplies & Materials other		8,584	12,875	17,167	21,459	35,751
Equipment / Furniture		24,400	18,400	24,400	18,400	24,400
Telephone		4,800	4,944	5,092	5,245	5,402
Technology		14,400	19,800	16,200	18,900	16,200
Student Testing & Assessment		10,000	15,000	20,000	25,000	30,000
Field Trips		10,800	16,200	21,600	27,000	32,400
Transportation (student)		4,500	4,500	6,000	7,500	9,000
Student Services - other		5,400	8,100	10,800	13,500	16,200
Office Expense		27,600	33,000	38,400	43,800	49,200
Staff Development		16,000	26,000	32,000	41,000	47,000
Staff Recruitment		6,000	5,000	3,000	4,500	3,000
Student Recruitment / Marketing		5,400	5,400	5,400	5,400	5,400
School Meals / Lunch		24,713	35,989	47,986	59,982	71,979
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		199,280	243,108	287,245	332,086	387,632
FACILITY OPERATION & MAINTENANCE						
Insurance		24,300	34,582	43,926	53,270	62,614
Janitorial		28,620	36,450	48,600	60,750	72,900
Building and Land Rent / Lease		194,400	291,600	388,800	486,000	583,200
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	-	-
Utilities		39,240	58,320	77,760	97,200	116,640
TOTAL FACILITY OPERATION & MAINTENANCE		286,560	420,952	559,086	697,220	835,354
DEPRECIATION & AMORTIZATION		-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		20,000	20,000	20,000	20,000	20,000
TOTAL EXPENSES		1,803,751	2,770,473	3,551,436	4,491,978	5,230,310
NET INCOME		361,143	57,007	79,039	35,739	194,440

ENROLLMENT - *School Districts Are Linked To Above Entries*

Buffalo	108	162	216	270	324
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	108	162	216	270	324
REVENUE PER PUPIL	20,045	17,454	16,808	16,769	16,743
EXPENSES PER PUPIL	16,701	17,102	16,442	16,637	16,143

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	361,143	57,007	79,039	35,739	194,440
Beginning Cash Balance	49,157	410,300	467,307	546,346	582,085
ENDING CASH BALANCE	410,300	467,307	546,346	582,085	776,526

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Assumes 54 scholars added each year and no increase for per pupil funding.

Assume 23% of population will be SPED, 50% below 20% classification, 30% in 20-59% classification @ \$8,754 rate, 20% greater than 60% @ \$15,631 rate.

Assume 23% SPED and \$900 per student enrolled in SPED.

Assume 86% FRL and \$500 per FRL student.

Assume 86% FRL and \$40 per FRL student.

Assumes reimbursemnt of \$6.60 per child based on 2018-2019 reimbursement rates and 95% ADA.

Assumes CSP Grant totaling \$800K: \$350K in Y0, \$350K in Y1, and \$100K in Y2.

Assumes annual \$30K fundraising commitment from board; see Attachment 10.

List exact titles included in the position category, if different from description, and staff FTE"s (Full time equivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year
Assumes Y1-Y5 with 1 FTE Head of School @\$90K with 5% annual salary increase.

Assumes Y1 - 1 Director of Operations @ \$60K and 1 FTE Coordinator of Student Supports @ \$60K (pro-rated to \$30K for .5 position); Assumes Y2 - 1 Dean of Curriculum & Instruction @ \$65K and 1FTE Coordinator of Student Supports @ \$60K; Assumes Y3 - 1 Dean of Culture @ \$65; Assumes Y4 - 1 Director of Curriculum and Instruction added @\$65K; Assumes Y5 - 1 Director of Talent and Recruitment @\$50K, all with 5% annual salary increase; Assumes all salaries pro-rated with annual increased

Assume Y1-Y5: 1FTE Office Manager @ \$40K with a 5% salary increase.

Assumes - Y1 8 teachers @ \$50K; Assumes Y2 - 4 teachers @ \$50K; Assumes Y3 -4 teachers @\$50K; Assumes Y4 - 4 teachers @\$50K; Assumes Y5 - 4 teachers @\$50K, all with 5% salary increase.

Assumes Y1 - 1.5 FTE @ \$50K; Assumes Y2 - .5 FTE into a 1.0 FTE SPED @\$50K; Assumes Y4 - 1 SPED teacher @\$50K, all with a 5% salary increase.

Assumes Y4 - 1 Teaching Fellow @ \$40K, all with 5% salary increase.

Assumes Y1 - 1 ENL @ \$50K and 1 Enrichment @ \$50K; Assumes Y2 - 1 ENL @ \$50K and 1 Enrichment @ \$50K; Assumes Y4 - 1 ENL Teacher @\$50K.
Assumes Y2 - 1 Instructional aide @\$35K; Assumes Y4 - 1 Instructional aide @\$35K, each with 5% salary increase.

Assumes Y2 - 1 School Social Worker @\$50K; Assumes Y3 - School Psychologist @\$80K, all with 5% salary increase.

Assume 1 Nurse @ \$50K, with 5% annual salary increase.

Assume 6.2% for SSI of total wages, 1.45% for Medicare of total wages, 4.1% of the first \$8,500.00 for SUI.

Assume \$7K average per FTE for health benefits; 1% WC Insurance.

Assume 3% matching contribution towards 401k or 403b.

Assume in Y1 - 16 staff members, Y2 - 26 staff members, Y3 - 32 staff members, Y4 - 41 staff members, Y5 - 47 staff members

Assume 3% annual increase in price for all contracted services.
Assumes 3% annual increase.

Assumes 3% annual increase on cost of food.
Assume \$60 per employee for payroll services
Assume \$1K per SPED student (23% of population) for services not covered by BPS or internal staff at NCP.

Assume \$10K MAP and STEP with 3% annual increase.

Assume \$150 per month per board meeting.
Assume \$250 per new student.
Assume \$100 per SPED student (23%).
Assume \$350 per new student.
Assume \$79.48 in NYSTL, NYSLIB and NYSSL spending per student.
Assume \$100 per new student, \$6,500 per new classroom, \$6K office/workroom furniture.
Assume \$400 per month for phone and internet with 3% annual increase.
Assume \$900 per new staff member and \$200 per student for 50% of population for 2:1 student to technology ratio.
Assume MAP Testing and STEP Testing (5,000 per grade level).

Assume \$50 per student, \$50 per parent to attend monthly college field trips.

Assume \$300 per day per bus for 5 days outside of BPS schedule, need 1 bus per 50 students.
Assume \$50 per student for uniforms.
Assume \$900 monthly copier lease 2 copiers, \$100 per student for budget and copies, \$500 for monthly office supplies.
Assume \$1K per staff member.
Assume \$500 per new staff member recruited.
Assume \$100 per new student
Assume 18% of student population will not be covered by FRL at \$6.60 (breakfast, lunch, and snack).

Assume all costs per FFB quotes; see Section 3G.

Assume \$2.50 per square foot with 90 sq ft per per student.
Assume \$20 per sq ft with 90 sq ft per student.

Assume \$4 per sq ft with 90sq ft per student.

Assumes \$20K for dissolution escrow as required.



Attachment 10: Evidence of Financial Support, if applicable



Nickel City Prep

David Frank

Executive Director, Charter School Office

New York State Education Department

May 3, 2019

Dear Mr. Frank,

Nickel City Prep's Founding Board of Trustees is a giving Board, and each individual Trustee will make a personally meaningful contribution to the school. The Board has established a minimal fundraising goal of \$30,000 each year for the planning year and the first five years of school operation. This goal will include the individual contributions and monies raised on behalf of Nickel City Prep.

This commitment of \$30,000 by the Board of Trustees is memorialized by this letter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Machael Sherry', is positioned above the printed name.

Machael Sherry

Proposed Board Chair

Nickel City Preparatory Charter School



March 19, 2019

Re: Commitment of Start-Up Funds to Nickel City Preparatory Charter School

To Whom It May Concern:

We are pleased to inform you that Building Excellent Schools will make available \$200,000 of start-up funds for the planning year (fiscal year 2019-2020) of Nickel City Preparatory Charter School contingent upon its charter authorization. These funds will be characterized as a \$200,000 grant that will only be provided in the event that Nickel City Preparatory Charter School does not receive any funding through the Federal Charter School grant program (CSP) or other philanthropic dollars that meet or exceed \$200,000. For the fiscal year of 2019-2020.

Sincerely,

A handwritten signature in black ink, appearing to read "Aasimah Navlakhi".

Aasimah Navlakhi
Chief Executive Officer

Attachment 11: Pre-Opening Plan

Student Recruitment and Admission		
Marketing		
Design, translate, and post informational flyer on website and in community	HOS	Jun-19 – Mar-20
Identify and work with head starts, pre-k programs, libraries, and CBOs to help with generating interest	HOS	Jun-19 – Mar-20
Initiate recruiting/marketing campaign via ads in local stores, newspapers, etc.	HOS	Oct-19 – Mar-20
Secure invitations to kindergarten transition fairs at pre-k and head start programs	HOS	Jul-19 – Dec-20
Enrollment Form		
Design, translate, and create student enrollment form	HOS	Jul-19
Make enrollment form available to community and post on website	HOS	Nov-19 – March-20
Information Sessions		
Secure locations for information sessions	HOS	Jun-19
Mobilize volunteers for community canvassing	HOS	Aug-19 – Mar-20
Host information sessions	HOS	Oct-19 – Mar-20
Admissions Lottery and Enrollment		
Collect enrollment forms through final enrollment day	HOS	Nov-19 – April-20
Secure lottery location and translator	HOS	Mar-20
Post lottery date on website and on flyers in community (translated versions)	HOS	Mar-20
Practice lottery protocol	HOS	Mar-20
Conduct admission lottery	HOS	Apr-20
Notify families of status	HOS	Apr-20
Establish waitlist (or repeat lottery, with translated notification materials posted)	HOS	Apr-20
Send NYSED Enrollment Report	HOS	May-20 – Aug-20
Confirm enrollment acceptances via home visits	HOS	May-20 – Aug-20
Request and receive student records	HOS	May-20 – Aug-20
Create documents and compile student welcome packet and orientation info	HOS	Mar-20 – Apr-20
Facilities		
Review options for a school location	HOS	Feb-19 – Nov-19
Get third party real estate expert to view and evaluate site	HOS	Feb-19 – Nov-19
Negotiate, Review, Approve, and Sign lease	HOS, Board	Jan-20
Secure Certificate of Occupancy from landlord	HOS	Jun-20
Renovations to be completed by landlord	HOS	Feb-20 – Jun-20
Obtain property insurance required by lease	HOS	Feb-20
Pass final inspection and receive occupancy certificate	HOS	Jun-20
Procurement		
Purchase supplies and materials for program	HOS	Apr-20
Secure janitorial services	HOS	Apr-20
Governance		
Board Expansion and Transition to the Board of Trustees		
Recruit and nominate Board members	Board	Nov-19
Develop and ratify by-laws	Board	Nov-19
Create Code of Ethics for Board members. Adopt as policy.	Board	Nov-19
Develop Governance Strategy		
Define role of Board members	Board	Nov-19
Define relationship of Board and Head of School	Board	Nov-19

Define communication methods and decision-making processes	Board	Nov-19
Arrange Board liability	Board	Nov-19
Draft policies	Board	Nov-19
Plan to move from Founding Board to Governing Authority	Board	Nov-19
Develop and file articles of incorporation	HOS	Nov-19
Apply for tax-exemption, 501c3	HOS	Nov-19
Develop Board calendar	Board	Nov-19
Board Structure		
Finalize by-laws	Board	Nov-19
Create job descriptions for Board and for each committee chair and each committee. Adopt as policy.	Board	Nov-19
Create and adopt policy defining relationship between school leader and board.	Board	Nov-19
Create board member handbook. Adopt as policy.	Board	Nov-19
Send Trustee information to NYSED for each trustee - trustee financial disclosures, trustee information form, and resume.	HOS	Nov-19
Board Meetings		
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law.	Board	Nov-19
Develop consistent format for board meeting packets distributed 2 weeks prior to the meeting.	Board/HOS	Nov-19
Create mechanism to track attendance at all board and committee meetings.	Board	Nov-19
Develop a list of critical tasks to happen at each board meeting.	Board	Nov-19
Create mechanism (binder) to keep track of all official policies	Board/HOS	Nov-19
Create comprehensive list of policies to be created before school opening	Board/HOS	Nov-19
School Leader		
Finalize job description for Head of School	Board	Nov-19
Determine performance benchmarks and process for evaluating Head of School	Board	Nov-19
Hire Head of School	Board	Nov-19
Board Development		
Create board development plan to include orientation of new members	Board	Nov-19
Host Board Retreat	Board	Nov-19
Fund Development/Fund Raising		
Develop strategy: goals and plan	Board	Nov-19
Identify potential individual donors	Board	Nov-19 – Dec-19
Establish 501c3	Board	Nov-19 – Dec-19
Secure Public/Private Grant Money		
Write need statement	Board	Nov-19 – Dec-19
Write and disseminate proposals to national and local governmental sources	Board	Nov-19 – Dec-19
Write and disseminate proposals to national and local foundations	Board	Nov-19 – Dec-19
Secure Donations from Individuals		
Cultivate, and solicit potential donors	Board	Nov-19 – Dec-19
Develop Board cultivation guidelines and strategies	Board	Nov-19 – Dec-19
Plan and host series of events for securing donations	Board	Nov-19 – Dec-19
Administrative		
Data Management		
Create filing system	HOS	Mar-20 – Apr-20
Develop database for student reporting and attendance	HOS	Mar-20 – Apr-20
Develop dashboard system: attendance, discipline, academics, and assessments	HOS	Mar-20 – Apr-20
Family Outreach		
Write, translate, and mail family letter for Family Orientation	HOS	Apr-20
Schedule Home Visits	HOS	May-20 – Jun-20

Complete Home Visits	HOS	Jun-20 – Jul-20
Call all families for Family Orientation	HOS	Apr-20
Prepare pre-opening Family Orientation materials	HOS	Jun-20
Host pre-opening Family Orientation	HOS	Jul-20
Instructional Program		
Curriculum Development		
Identify preliminary curriculum models for core subjects	HOS	Jun-19
Site visits and analyses of "best practice" school models	HOS	Jun-19 – Oct-19
Create and finalize curriculum plans and timelines	HOS	Jun-19 – Apr-20
Create IAs aligned with state standards and curriculum frameworks	HOS	Jun-19 – Apr-20
Create scope and sequence and vertical alignment documents	HOS	Jun-19 – Apr-20
Create organizational system for unit plans and lesson plans	HOS	Jun-19 – Apr-20
Develop curriculum	HOS	Jun-19 – Apr-20
Procurement		
Purchase materials and standardized testing materials	HOS	May-20 – Jul-20
Contract with NWEAP MAP, STEP, and other assessment providers	HOS	Nov-19 – Apr-20
Assessment		
Finalize assessment strategy and timeline	HOS	Jun-19 – Apr-20
Create dashboard for data analysis	HOS	Jun-19 – Apr-20
Conduct NYSITELL testing	HOS	Jul-20
Special Education		
Identify and secure specific texts and materials	HOS	Oct-19 – Apr-20
Consult with the district administrator in charge of SPED services	HOS	Nov-20
Identify population of students with disabilities	HOS	May-20
Acquire student records	HOS	Jun-20 – Jul-19
Create IEP review schedule	HOS	May-19 – Aug-20
Define service requirement for all SPED students	HOS	May-20 – Aug-20
Create training session for teachers on sped modifications and accommodations	HOS	Jul-20 – Aug-20
School Culture and Climate		
Finalize daily schedule, discipline policy, and school calendar	HOS	Oct-19
Establish school-wide systems, procedures, and routines	HOS	Oct-19
Create classroom/hallway resources and materials	HOS	Jun-20
Fiscal Management		
Codify the fiscal controls and financial policies that the school will employ to track daily operational finances	HOS	Nov-19
Contract with back office provider	Board	Nov-19
Identify who signs and writes checks and finalize signature policies	Board/HOS	Nov-19
Develop financial reporting templates (budget vs. actual) and policy	Board/HOS	Nov-19
Design process forms (purchase orders, expense forms) and policy	HOS	Nov-19
Appoint Treasurer	Board	Nov-19
Develop segregation of funds policy (public/private)	Board/HOS	Nov-19
Establish payroll	HOS	Nov-19
Develop schedule of Board financial reviews	Board	Nov-19
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	HOS	Nov-19
Set up bank accounts	HOS	Nov-19
Define investment/savings strategy	HOS	Nov-19
Finalize cash flow plan	HOS	Nov-19
Personnel		
Finalize org chart and job descriptions	Board/HO	Nov-19

	S	
Design interview process based on models of high-performing organizations	HOS	Jul-19 – Sep-19
Advertise jobs through partner organizations and website	HOS	Nov-19 – Jul-20
Coordinate benefit enrollment	HOS	Nov-19 – Jun-20
Recruit and hire staff and teachers	HOS	Nov-19 – Jul-20
Negotiate and sign agreements for contracted services	HOS	Nov-19 – May-20
Finalize policies and procedures for evaluation of staff	HOS	Apr-20 – May-20
Develop professional development plans	HOS	Apr-20 – May-20
Perform background checks on employees	HOS	Apr-20 – May-20
Fill out forms to enroll teachers in payroll and benefits	HOS	Jul-20 – Aug-20
Plan and hold staff onboarding and orientation prior to Summer PD	HOS	Jul-20 – Aug-20
Have new staff fill out employee information forms	HOS	Jul-20 – Aug-20
Staff Handbook		
Draft, edit, and translate handbook content	HOS	Oct-19
Secure legal review of handbook	HOS	Oct-19
Board approval of handbook	Board	Nov-19
Print and distribute final copies to staff members	HOS	Jul-20 – Aug-20
Transportation		
Determine transportation needs	HOS	May-20
Submit transportation request form to BPS Department of Transportation	HOS	Apr-20
Develop transportation routes, schedules, and emergency contacts	HOS	May-20 – Jul-20
Food Service		
Issue RFP for outside food vendor	HOS	Mar-20
Define requirements (# of students/any religious or individual needs) and identify free/reduced lunch students	HOS	May-20
Determine food service arrangement	HOS	May-20
Select vendor and draft and sign contract	HOS	May-20 – Jul-20
Develop food service plan	HOS	May-20 – Jul-20
Complete FRL forms	HOS	May-20 – Jul-20
Health and Safety		
Identify doctor/nurse resources and first aid resources	HOS	Jan-20 – Feb-20
Develop policy for non-compliance by parents	HOS	Jan-20 – Feb-20
Acquire medical forms	HOS	Jan-20 – April-20
Undergo fire and building inspection	HOS	Jun-20
Contact Board of Health	HOS	Jun-20
Develop fire drill policy, schedule, route and School Safety Plan	HOS	Jun-20
Conduct CPR and AED training	HOS	Jul-20
Purchase and install AED	HOS	Jul-20
Community Partnerships		
Identify community partnership opportunities	HOS	Ongoing
Devise performance measures for each strategic alliance	HOS	Ongoing
Parents and Community		
Draft, edit, and translate content of Parent/Family Handbook	HOS	Apr-20
Secure legal review of handbook	HOS	Apr-20
Board approval of handbook	Board	Apr-20
Print and distribute final copies to families at Family Orientation	HOS	Jun-20 – Jul-20
Communication		
Work with graphic designer to update website for approved school	HOS	Nov-19
Set up nonprofit mailing status with Post Office	HOS	Nov-19
Set up subscription to Language Line for verbal translation services	HOS	Nov-19

Filing system for student academic, disciplinary, and health records	HOS	Mar-20
Define procedure for visitors entering the building	HOS	Apr-20
Develop forms necessary to track and monitor visitors	HOS	Apr-20
Select provider for internet access	HOS	Apr-20
Set up Intranet	HOS	Apr-20
Define how staff will communicate	HOS	Jun-20
Set up phone systems and answering services	HOS	Jun-20
Set up school email	HOS	Jun-19
Purchasing		
Create a comprehensive purchasing list	HOS	Apr-20
Purchase classroom and office equipment and furniture	HOS	May-20 – Jul-20
Lease postage meter	HOS	Nov-19
Purchase cleaning products and restroom supplies	HOS	Jun-20
Purchase classroom library materials	HOS	Mar-20 – Jun-20
Purchase classroom & office supplies & medical supplies/furniture	HOS	Jun-20
Purchase signage for building interior	HOS	Jun-20
Set up asset tracking system	HOS	Nov-19
Contract Personnel		
Hire janitorial services; line up electrician, plumber and handyman	HOS	May-20 – Jun-20
Line up related service providers	HOS	May-20 – Jun-20
Technology		
Issue RFP for technology	HOS	Nov-19
Finalize plans for purchasing technology	HOS	Jan-20
Purchase computers for students and teachers	HOS	May-20
Uniform		
Contract student uniforms	HOS	Mar-20 – April-20
Create uniform sizing sheet	HOS	Feb-20
Create Dress Code one pager for Family Handbook	HOS	Feb-20 – Mar-20
Approve budget allocation for uniforms	Board	Dec-20
Disseminate school uniforms during home visits	HOS	Jul-20

Attachment 12: Dissolution Plan

Nickel City Prep Charter School is aware of the adverse effects that a dissolution would have on our students, families, community supporters, and other stakeholders. In accordance with NYSED requirements we have budgeted \$20,000 annually to be maintained in escrow for any closure of the school that may occur. They will be set aside in perpetuity and will solely be used for the purpose of dissolution in order to pay with any charges incurred throughout the dissolution and other unmet financial obligations. If dissolution should occur the Board of Trustees and Head of School will follow a set of procedures in accordance to Education Law §2851(2)(t), 219, and 220, and the NYSED mandated closing procedures. These procedures are outlined in the New York State Education Department Closing Procedures Guide and Checklist¹ and include the following steps:

Figure 12.1: Nickel City Prep Dissolution Plan

Action Item	Completion Date
Immediate Tasks	
Establish Transition Team and Assign Goals We will create a team to close down the school's business populated by SED staff, Board members, and Nickel City Prep Staff. The team must include the following members: a lead person from SED staff, Nickel City Prep Charter School (NCP) Board Chair, lead administrator from NCP, lead finance person from NCP, lead person from NCP Faculty, and a lead person from NCP School Parent Organization. The Board Chair should think about requesting assistance from external partners to fulfill all of the responsibilities required by dissolution. Press Release We will create and distribute a press release that includes the history of school, SED closure policies, reason(s) for school closure, outline of support for students, parents and staff; and, contact information for the SED and School media liaison. Media liaisons for SED and the School will ensure that the release is comprehensive and comports with the approved closure plan agreed to by the board and the authorizer.	Within 24 hours of SED vote to close the charter school
Assign Responsibilities to Transition Team We will distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure action item including the following: SED liaison will meet with the School's Transition Team to establish common understandings and troubleshoot issues, establish a Student Transition Plan that focuses on enrolling students. The Plan should establish clear deadlines for key activities and should not be considered complete until every student engaging in transitional services has been enrolled in a new school. Initial Closure Notification Letter We will distribute a letter to faculty, staff and parents outlining the closure decision of the authorizer, timeline for transition; and information to address inquiries pertaining to records, enrollment, lottery procedures, names and locations of other charter schools, etc. Terminate Summer Instruction Program We will take appropriate action to terminate any summer instruction, such as canceling teaching contracts. If the school had planned to operate a Summer Program, the School must provide SED with evidence that the appropriate parties have been officially notified; and, further, that the complete and proper financial management is done.	Within 48 hours of SED vote to close the charter school
Initial Closure Notification Letter: State and Local Agencies We will send a letter to SED as well as local school districts including notification materials distributed to parents, notification materials distributed to faculty and staff, SED decision materials, and a resolution to close school. Talking Points We will create talking points for parents, faculty, community and press. We will focus on communicating plans for effective and thoughtful transition of students and staff. Secure Student Records We will ensure that all student records are organized, updated, and secured. Secure Financial Records ensure all financial records are organized, updated, and secured. Provide copies of financial records to SED prior to school closure including: original bank statements for no less than one year, vendor invoices and statements, records of payments to vendors, payroll	Within 72 hours of SED vote to close the charter school

¹ <http://www.p12.nysed.gov/psc/documents/nysed-charter-school-closing-procedures.pdf>.

documentation, including the method by which tax documents (W-2s) will be provided to employees subsequent to school closure.	
Parent Contact Information We will create Parent Contact List that includes student name, address, telephone, email, and send a copy to SED. Faculty Contact Information We will create a Faculty Contact List that includes name, position, address, telephone, email, and provide a copy to SED. Convene Parent Closure Meeting Plan We will make copies of "Closure FAQ" document available, provide overview of SED closure policy and closure decision, provide calendar of important dates for parents, provide specific remaining school vacation days and date for end of classes, present timeline for transitioning students, present timeline for closing down of school, and provide contact information for ongoing questions. Convene Faculty/Staff Meeting We will run a school board meeting to communicate our commitment to continuing coherent school operations throughout closure transition, plan to assist students and staff by making closing as smooth as possible, reasons for closure, timeline for transition details, compensation and benefits timeline, and contact information for ongoing questions.	Within 1 week of SED vote to close the charter school
Ongoing Activities	
Continue Current Instruction We will stay aligned to our mission and continue high-level instruction per charter contract until end of school calendar for a regular school year.	Until SED resolution
Board Communication We will provide advance copies of all meeting agendas, minutes, monthly financials, all supporting documentation for trustee minutes, and all documents as outlined throughout this Checklist. Establish Use of Reserve Funds We will identify acceptable use of such funds to support the orderly closure of the school. Maintain Location and Communication We will maintain our school location during the transition. Maintain Insurance We will maintain our insurance to protect our assets against theft, misappropriation, and deterioration.	After SED closure vote until completion of dissolution
Reporting of Financial Condition We will submit the following financial documents: a current balance sheet as of the month just ended before the closure decision, a current income statement as of the month just ended before the closure decision, a grants report indicated the anticipated use of all funds received through federal and state grants, including a plan to return funds as appropriate for grant projects/programs that will be terminated or not completed, a comprehensive month-to-month cash flow statement to operate the school through the closure date which accounts for all assets.	Within 30 days of SED vote to close the charter school monthly
Pre Closure	
Parent/Guardian Closure Transition Letter We will distribute a letter with detailed guidance regarding transition plan. Staff/Faculty Closure Transition Letter We will distribute a letter with detailed guidance outlining transition plans and timeline for staff. Agencies/Organizational Partners We will notify all agencies we work with of our school's closure. List of Creditors and Debtors We will compile a list of creditors and debtors including any amounts accrued and unpaid. Contractors We will formulate a list of all contractors and notify them of our school closure and cessation of operations. We will provide copies to SED. Audit Engagement The Board will vote to contract an independent auditor to conduct a final close-out and audit of the school. Creditors We will solicit a final accounting from each creditor to evaluate unpaid debt. We will provide copies to SED. Debtors We will contact all debtors and demand payment. We will provide copies to SED. Uniform Commercial Code (UCC) We will conduct a UCC to determine if there are any perfected security interests and to what assets security interests are attached. We will provide copies to SED. Employees and Benefit Providers We will establish an employee termination date notify all employees of termination of employment and/or contracts, notify the following entities: benefit providers of pending termination of all employees, payroll processor of pending closure of the school, and employees and providers of termination of all benefit programs. We will terminate all programs as of the last date of service in accordance with applicable law and regulations (e.g., COBRA), including: health care/health insurance; life insurance; dental plans; eyeglass plans; cafeteria plans; 401(k), retirement plans. We will seek legal counsel to abide by all rules and regulations. Inventory We will create an asset list differentiating between state and federal dollar, note source code for funds and price for each purpose, and establish fair market value, initial and amortized for all assets. We will provide copies to SED. Disposition of Assets Plan We will develop a plan for the disposition of all assets, property, and inventory, including assets purchased	Within three weeks to 45 days after the Closure Vote

with federal funds. In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. Disposition of Facilities We will adhere to New York State requirements for real property acquired from a public school to determine right of first offer and other applicable requirements for disposition. Payment of Funds We will work with SED to prioritize a payment strategy considering state and local requirements. We will use available revenue to pay the following: retirement systems, teachers/staff, employment taxes and federal taxes, audit preparation, private creditors and overpayments from New York State.	
Post Closure Tasks	
Final Report Cards and Student Records Notice We will ensure that all of our student records and report cards are complete and up to date, that parents/guardians receive copies of these documents, and receive a reminder letter reminding them of the opportunity to access student records under the Freedom of Information Law. We will provide SED with a copy. Transfer of Testing Materials We will follow New York State regulations regarding disposition of New York State assessment materials stored at the school and return as required. We will provide SED with a copy of the transfer. U.S. Dept. of Education Filings We will work with our back office provider to file form 269 or 269a if the school was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.	One week after the last day of instruction
Itemized Financials We will review, prepare and make available the following: fiscal year-end financial statements, cash analysis, list of compiled bank statements for the year, list of investments, list of payables, list of all unused checks, list of petty cash, list of bank accounts, and a list of all payroll reports including taxes, retirement or adjustments on employee contracts. Payroll and Employment Verification Report We will generate a list of all payroll reports including taxes, retirement or adjustments on employee contracts as well as employment verification report to each employee. We will provide evidence of processing all payroll documentation and provide an employment verification report to each employee. Transfer and Document Student Records We will follow New York State statute and transfer all student records to new schools including grades, IEPs, Immunization records, and parent/guardian information. We will contact the new schools informing them of the transfer and create a master list of records transferred, dates, and signatures to be submitted to SED.	Within 30 days of the last day of instruction
Expenditure Reporting We will ensure that all Federal Expenditure Reports (FER) and the Annual Performance Report (APR) are completed. We will provide copies to SED.	Within 45 days of the last day of instruction
Final Distribution of Assets We will pay all liabilities and obligations of the school. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with those conditions or limitations. An itemized receipt must be obtained during the final distribution and this process must be in accordance to all federal regulations. Documenting the Disposition of and Transfer of Corporate Records We will follow our records retention policy and maintain the following records: employees, finances, contracts, leases, assets, grants, accounting/audits, benefits, and any other items provided for in the closure action plan.	Within 60 days of the last day of instruction
Audit We will submit a final closeout audit, by an independent auditor voted upon by our Board, which documents disposition of all liabilities. We will provide a final copy to SED.	Within 120 days of the last day of instruction

Attachment 13: Plan to Address Multilingual Learners/English Language Learners

Nickel City Preparatory Charter School (“Nickel City Prep”) anticipates approximately 25%¹ of our student population being MLLs/ELLs and remain committed to ensuring the staffing, training and resources necessary to meet their specific needs.

Identification. With support from the Coordinator of Student Supports, the Head of School will: oversee and supervise the MLL/ELL programs and faculty, including staff supervision and training on best practices to support MLLs/ELLs; oversee and coordinate services; and oversee of administrative compliance. The screening and identification process (See **Figure 13.1**) will occur during our enrollment process and will be overseen by the Coordinator of Student Supports, with support from the Head of School.

Figure 13.1: ELL/MLL Screening, Identification and Placement Process

Step	Step Process
1. Screening- Home Language Questionnaire (HLQ)	This document will be included as part of Nickel City Prep’s enrollment packet and will be completed by the parent. If the HLQ indicates that a language other than English is the student’s primary or home language, an initial interview will be scheduled.
1b. Screening- Individual Interview	An interview will be conducted by a certified ESOL teacher, with the support of the Head of School and/or Coordinator of Student Supports. The interview is conducted in English and the home language with the support of qualified translator. This interview includes reviewing documents and prior assessments, as well as academic experience and abilities in his/her home language. ²
1c. Screening-Student with disability entering with an IEP	Our Language Proficiency Team (LPT) ³ will meet to determine if the student has second language acquisition needs. If determined that they may have second language needs the student will take the NYSITELL.
2. Initial ELL Identification Assessment	The NYSITELL will be administered no later than the first 10 school days of a student’s enrollment. If the student demonstrates proficiency at Entering, Emerging, Transitioning, or Expanding, the family will be notified (see Step 2c).
2b. Determination of SIFE	SIFE questionnaire will be administered if the student was identified as a potential SIFE during the initial interview.
2c. Parent Notification	The family will be notified in their preferred language within 5 days of ELL identification.
2d. Placement meeting	The school will meet with the family to review the ENL supports and services that will be provided, as well as the NYSNGLS and school expectations for ELLs/MLLs.
3. ELL Program Placement	Students are placed in the ENL program within 10 days of enrollment. Parents receive written notification of their child’s placement.

Programs. At Nickel City Prep we will provide an English as a New Language Program (ENL). Our integrated ENL classrooms will be co-taught classrooms with at least one teacher certified in ESOL. We also will have one ENL teacher in Year 1, two in Years 2 and 3, and three in Year 4. ENL teachers will provide additional integrated support during literacy and intervention blocks however will be primarily responsible for providing stand-alone ENL for students with Entering and Emerging proficiency levels.⁴

¹ This number is based off of the average MLL/ELL students attending two elementary schools in 14207.

² If a student is identified as a potential SIFE, the ESOL teacher will administer the SIFE questionnaire and diagnostic tool.

³ Our LPT will consist of the Head of School, ESOL teacher, Coordinator of Student Support Services.

⁴ <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>.

Quality of Instruction. Meet and Exceed Academic Standards. To ensure that MLLs/ELLs meet or exceed our academic standards, our curriculum will align to Next Generation Learning Standards, which were adopted by NYSED to provide students with a clear set of expectations that will lead to college and career readiness. The Next Generation Learning Standards require that each teacher is equipped to teach academic language and challenging content to every student, including MLLs/ELLs. The Head of School, with support from the Coordinator of Student Supports, is responsible for: setting a vision for the MLL/ELL program and developing and implementing an action plan for preparing all students for the path to college; holding teachers accountable for delivering high-quality instruction to MLLs/ELLs and providing high-quality training and feedback; ensuring that the budget and staffing plan support MLL/ELL needs and achievement; providing a safe and inclusive learning environment for all students to be successful; ensuring that all school leaders are trained to best support MLLs/ELLs to establish a culture of high expectations; and ensuring that differently-abled MLLs/ELLs receive the same high-quality instruction and supports as their peers. **Instructional Strategies, Models and Materials.** Our academic program is focused on small group and individualized instruction within a two-teacher model. Our MLLs/ELLs will engage in rigorous, high-quality instruction aligned to grade level standards with the supports necessary for access and mastery. Our focus on foundational literacy skills through Reading Mastery and Guided Reading, as well as our differentiated grouping based on need, will ensure that MLLs/ELLs are receiving daily targeted literacy instruction. One study found that when ELLs were given small group literacy instruction, they outperformed students in overall reading achievement and that “[d]ifferences were statistically significant on measures of phonological awareness, word attack, word reading, and spelling.”⁵ Our focus on Habits of Discussion will support the development of speaking and listening skills. Through Read Aloud and Shared Reading/Novel Study⁶, students will learn Tier 1, 2 and 3 vocabulary and will have opportunities to explore shades of word meaning and will use cognates to build strong connections that support vocabulary acquisition and retention. Our certified ESOL teachers will adapt and modify instruction and materials based on student proficiency levels and all teachers will be trained on scaffolding materials and instruction to meet the needs of all students, include MLL/ELLs. **Home Language and Culturally Appropriate Materials.** “[E]ducational programs that systematically incorporate use of MLL/ELL home language result in levels of academic success.”⁷ We will leverage home language and cultural assets to build bridges of knowledge and celebrate the diversity at Nickel City Prep. A student’s proficiency in phonological awareness and phonics in their home language supports the development of learning to read and write in English. Therefore, we will use home language proficiency as a support across domains. We will also train teachers in similarities and differences in letter-sound correspondence, articulation, and syntax to allow teachers to make connections for students as well as understand the origin of errors and misconceptions. We will encourage families to speak and read to their children in their home language to ensure that their proficiency in their primary language continues to build as they learn English as a new language. It is important that our curriculum and materials are culturally appropriate, research-based, and

⁵ “What Research Says About.../Small-Groups Intervention for ELLs.” *ASCD Express*. April 2009.

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx.

⁶ See **Attachment 3** for Course Descriptions.

⁷ *Ibid*.

reflect our diverse MLL/ELL population. Nickel City Prep will evaluate all curriculum and text selections annually to ensure that they are culturally diverse in addition to meeting our high text complexity expectations. We will also take advantage of high-quality professional development offerings through organizations which are well versed in culturally responsive practices, including the multilingual department of Buffalo Public Schools. **Language Domains.** We will adhere to “the hallmarks” that promote advanced literacies in the classroom that support MLLs/ELLs and can be implemented across all subjects, which are: utilizing engaging texts with rich content and big ideas; building conversational and academic language and knowledge through purposeful discussions; writing to build language and knowledge; and intentional vocabulary study to build breadth and depth of knowledge.⁸

Support. Translated Materials and Engaging Parents. At Nickel City Prep we will always ensure clear, consistent communication. All pertinent information and documents will be provided to families in the preferred language and we will ensure translation for all in person meetings. School staff will have access to The Language Line to ensure they have easy access to translation when contacting parents and written translation services through the International Institute of Buffalo.⁹ Through the use of NYSED Parent Notification Letters and Forms, we will provide families with written documentation of student assessment results as well as language development progress. We will provide families with resources from NYSED’s English Language Learner/Multilanguage Learner Parent Resources. We will continue our collaboration with Immigrant and Refugee organizations in Buffalo such as River Rock Church, the Hispanic Heritage Council, and Buffalo Immigrant and Refugee Leadership Taskforce (“BILT”). **Intervention and Support Services.** MLL/ELL students will be provided with interventions through small group, differentiated grouping, integrated ENL instruction as well as our targeted intervention block. These interventions will be provided in the home language as needed. **Social Emotional Supports.** We are committed to “providing a clear vision for student success that includes high expectations for ELL/MLL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college, career, and civic readiness through high-quality programs that meet the needs of ELLs/MLLs.”¹⁰ The social emotional needs of our MLL/ELL subpopulations will be supported throughout our day, in addition to during our Morning Circle, Closing Circle, and weekly Community Circle where direct social emotional instruction, based on Second Step and Better World Ed, occur.¹¹ **Professional Development/Teacher Certification.** In addition to leveraging the expertise of our ENL teachers and Coordinator of Student Supports, we will leverage local colleges and universities to support our MLL/ELL professional development. Through partnerships with institutions with ESOL Certification programs such as Canisius College, University at Buffalo, Buffalo State, Niagara University, and SUNY Erie, we will develop sound training modules to ensure all teachers are equipped with the skills required to meet the needs of our MLLs/ELLs. **Professional Development/Teacher Certification.** We are currently working closely with the Buffalo

⁸ Advanced Literacies For Academic Success. (n.d.). Retrieved from http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf.

⁹ www.language-line.com; www.iibuffalo.org

¹⁰ Blueprint for English Language Learner Success - nysed.gov. (n.d.). Retrieved from <http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>.

¹¹ See **Attachment 3** for more information about the SEL Curriculum.

Immigrant and Refugee Leadership Team to develop relationships with the immigrant and refugee community to encourage those who are pursuing educational careers to become ESOL certified in hope that they become a future pipeline for Nickel City Prep. We will partner with Teach For America Buffalo, which attracts national talent, specifically corps members who want to be ESOL certified. The corps is currently comprised of 60% ESOL certified members and continues to attract more to our region. **Communicating Information.** Administrators will make it a priority to program formal, consistent collaboration time to communicate and collaborate around supporting MLLs/ELLs. With support from the Coordinator of Student Supports and Head of School, co-teachers will meet weekly to co-plan, including reviewing student work and planning for targeted instruction based on data. ENL teachers will join grade-level planning meetings to discuss student progress, adaptations to lesson, and targeted instruction based on MLL/ELL need. Our school is driven by data and consistent growth and improvement. We will discuss all subpopulations on our designated data days and develop plans to address their individual needs.

Data/Assessment. As noted in the Blueprint for English Language Learner/Multilingual Learner Success Guide, we will use diagnostic tools and formative assessment practices to measure MLLs/ELLs' content knowledge and home language development, which will be utilized to inform our instructional practices. We will use data from NYS assessments, alongside our formative assessments, to measure MLL/ELL progress. Teachers will use NWEA MAP Assessments and STEP Assessments to determine reading and math levels and growth; weekly quizzes, and daily exit tickets to measure content knowledge and skill develop to inform quick feedback and targeted instruction; the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for English Language Learners (NYSITELL) to understand where ELLs/MLLs are along the language development continuum. Our ENL teachers, with support from the Coordinator of Student Supports will use data to create targeted instruction to support our MLLs/ELLs.¹² We will have clear and efficient data tracking systems through both commercial and internally created systems.

¹² See **Section II.D** for specific MLL/ELL Instructional requirements, see **Attachment 4a** for sample student schedule outlining intervention time.



Table 1: Applicant Group Information

Last updated: 04/03/2019

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Brianna Lanoye [REDACTED]	BES Fellow	Instructional Leadership; Curriculum Development	Proposed Head of School	Ex officio, non-voting member
2	Tara Craig [REDACTED]	Assistant Director, Martha Mitchell Community Center	Family Advocacy with Multiple Social Service Agencies; Community Program Planning, Coordination, and Implementation	Trustee	Trustee
3	Naomi Pabon-Figueroa [REDACTED]	Manager of Marketing and Outreach at Literacy New York	Marketing; Community Outreach; Fund Development; Management	Trustee	Proposed Secretary
4	Wayne Robinson [REDACTED]	Special Advisor, Baird Foundation	Improvement of Business Operating Performance and Profitability; Program Administration; Financial Planning/Analysis	Trustee	Proposed Treasurer
5	Machael Sherry [REDACTED]	Senior Vice President,	Consultation for Foundations and Charter Schools; Strategic Planning; Board	Trustee	Proposed Chair

		Catapult Consulting LLC	Development; Curriculum Design and Implementation		
6	Iody Valdés	Communications Consultant	Communications Planning; Strategic Planning; Bilingual; Marketing; Public Relations	Trustee	Trustee
7	Jason Zwara	Policy Manager, National Association of Charter School Authorizers	Management of Legislative Monitoring; Analysis of State and Federal Policy Research; Budget Management; Governance	Trustee	Proposed Vice Chair
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Application History

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

No member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Brianna Lanoye

Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address

Home Telepho

Home Address

Business Tele

Business Addr

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I joined the Fellowship with Building Excellent Schools (“BES”) in August of 2018 and have been working closely with the BES team to design Nickel City Preparatory Charter School (“Nickel City Prep”). I was made aware of the BES Fellowship through two former BES Fellows who were starting new charter schools in Buffalo. After meeting them and researching the Fellowship, I was inspired by the missions and academic achievement of the schools founded by previous BES Fellows, so I decided to assist the Buffalo BES Fellows with various community events as well as canvassing in neighborhoods to spread the word about their schools. Through these interactions with community stakeholders and students I was inspired to apply for the Fellowship to bring a high-quality school to a neighborhood community for which I care very deeply, Black Rock/Riverside. Throughout my years teaching I have spent a significant amount of time working with families in the Black Rock and Riverside neighborhoods and knew that they want a school to send their children to that they trust will prepare them for life opportunities. After being a teacher for three years in the Buffalo Public School System I applied for the Fellowship and was offered an opportunity to join the 2018 cohort. As Lead Founder of Nickel City Prep, I am honored to be a part of this applicant group, a tenacious group of individuals who are not only deeply invested in educational equity, but also in the health and success of the Black Rock/ Riverside neighborhood. As a team we have completed extensive community outreach, conducted multiple board meetings including a full-day retreat, and we will continue our efforts in order to create a high-quality school with rigorous curriculum, values-based education, and high-quality instruction for kindergarten through fifth grade scholars in the Black Rock/ Riverside community.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My unwavering dedication to educational equity and the belief that all students can achieve at high levels guides everything in my life. I became aware of the educational disparities in Buffalo when I was a Summer Writing Teacher for the Niagara University Opportunity Program (NUOP) at Niagara University in 2010. I was teaching a summer writing course for 15 students from Buffalo Public Schools who had received extremely high grades but had performed poorly on their SATs. Each of these students had earned a full scholarship to Niagara University, but needed to complete college readiness courses for 10 weeks before their freshman year began. This program also provided extra supports and mentoring throughout the duration of the school year. My students were dedicated, intelligent students who had followed the rules, handed in their homework, earned high grades, and were still left reading and writing at 5th & 6th grade levels. I remember the confusion my students felt when they realized that the opportunities that they had been promised were not easily accessible. I watched as nine of my fifteen students did not complete their freshman year primarily due to the academic challenges they faced. At that moment, I knew I had to be a catalyst for change within our current education system.

I joined Teach For America Buffalo in 2015 which provided me with a strong network through which I could learn from high-performing schools and access best practices used across the nation. The Diversity Equity and Inclusion training that I have received allowed me to build a culturally responsive classroom for my students. I was placed at Buffalo Elementary School of Technology as a fifth-grade general education teacher. My students were driven and capable, however only 20% of them were reading on grade level. This experience solidified the pervasive need for rigorous, high-quality instruction for students in Buffalo. I created a classroom culture grounded in a growth mindset, high expectations, rigorous curriculum, and differentiated learning groups. My students made significant growth, improving from 20% to 60% reading on grade level. In order to broaden my impact, I joined the Instructional Leadership Team and became a coach for the Positive Behavior Interventions and Supports Team. I believe that my experience teaching in Buffalo, coupled with my experience coaching teachers, leading professional development, and analyzing instructional data provides me with the insight required to bring a high-quality school option to the Riverside/Black Rock community.

Currently as a BES Fellow I am continuing to develop my leadership skills by studying high performing charter schools across the nation. Through the Fellowship, I continue to build my understanding of curriculum development, teacher development and coaching, instructional practices, fiscal management, and the role of governance and accountability in a strong charter school. I completed a leadership residency at RISE Preparatory Mayoral Academy in Woonsocket, Rhode Island which gave me experience in understanding the organizational structure of a high-quality school as well as the roles and responsibilities of all staff members. I believe that my BES experience paired with my Teach For America and teaching experience puts me in a

strong position to lead Nickel City Prep.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As the Lead Founder of Nickel City Prep, I have worked alongside the BES team, our Founding Team, and the Black Rock/Riverside Community to develop our school design. Our design is a culmination of best practices of high-quality charter schools that serve a large population of students with disabilities and MLL/ELLs. These best practices have been adapted to fit the needs and desires of the parents in the 14207 community. The applicant group has also contributed significantly to the Nickel City Prep proposal, including our vision and educational and financial plan.

As Lead Founder, I have assembled and developed the members of our applicant group, conducted extensive community outreach, met with community-based organizations, spoken at various public meetings, and met with elected officials and families in the community. We believe it is essential to collect data from various stakeholders across the Black Rock/Riverside Community as we iterate on design for a high-quality, college preparatory school.

As the proposed Head of School, I will be tasked with providing the Board with all necessary resources including academic, financial, and organizational dashboards in order to make informed decisions. Building Excellent Schools will provide governance support for the Board as well as leadership support for my role in order to create the highest academic achievement for students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

On behalf of the Nickel City Prep Founding Team, we are grateful for the opportunity to submit our proposal. The team that we have assembled is diverse in expertise, perspectives, and identities, and are uniformly dedicated, passionate, and committed to the work of creating a high-quality school option for the families and students in the Black Rock/Riverside Neighborhood.

Brianna Lanoye

Printed Name



Signature

March 29, 2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

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Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Tara A. Craig

Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I first became aware of the opportunity to join through meeting the Lead Founder Brianna Lanoye while working at a Say Yes Summer program. The impact of her ideas regarding creating future leaders and her desire to mainstream that idea into the school setting was of great excitement. This directly related to my desire as a community advocate for families and individuals from various backgrounds and ethnicities. After meeting with the Lead Founder several times to discuss the alignment of the mission and vision for Nickel City Prep, I decided to join the Founding Team.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am currently serving in this role as a Founding Team member for Nickel City Preparatory Charter School. I bring deep community ties to the work, and the ability to foster and grow community engagement for the proposed school. My current and past experiences include fostering effective relationships to sustain long-term results. My knowledge of the community is deep, as I have been professionally engaged in continuing conversations of mainstream issues and concerns that include but are not limited to human trafficking, police accountability, and afterschool programming. I can also provide a parent perspective, because my children have attended both Buffalo Public Schools and various charter schools in Buffalo.

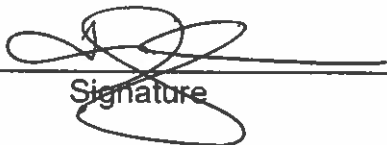
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role as a Nickel City Prep Board member will be to ensure that the school is providing a rigorous curriculum and hiring high-quality staff and teachers that will provide quality instruction and values-based education. As a member of the Board, our role is focused on the oversight over our finances, academics, and overall wellness of Nickel City Prep. I am most interested in supporting the Board and School Leader in developing effective enrollment strategies to gain and sustain student enrollment.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Tara A. Craig

Printed Name



Signature

03/28/19

Date

Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

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

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

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Founding Board Member, Academic Achievement Committee Member

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

My interest in serving on the Governing Board of Nickel City Prep is to help provide high-quality options for the students of Buffalo. As a parent, I know how frustrating it can be to have to choose which school to send your child to and to have to worry if their programs are academically rigorous enough. Nickel City Prep has a clear plan for parent involvement and a focus on small group instruction which will ensure no child falls through the cracks. In Buffalo, we need more high-quality school options. Good schools should be a right not a privilege.

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

☐ This does not apply to me. ☒ Yes. (Include description here):

While not Board service specifically, I have had direct work with my children's schools. My children attended private, public, and charter schools. I had the privilege of identifying the differences in curriculum execution as part of the Parent Association. This allowed me to support the development and implementation of curriculum.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

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

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

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

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

☒ No. ☐ Yes.

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

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

☐ Yes.

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

☐ I / we do not know any such persons.

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

☐ Yes.

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

☐ I / we have no such interest.

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

☐ Yes.

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

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

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

☒ None ☐ Yes

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

If I discovered that one or more Board members were involved in working for their own benefit, I would immediately notify the Board Chair of the situation. There is zero tolerance for self-dealing. An investigation would be completed, and if there was conclusive evidence that there was self-dealing, we as a Board would have them removed in accordance with our Bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

I understand that the mission for Nickel City Preparatory Charter School is to create an environment that is safe for students, with high-quality instruction, rigorous curriculum, and a values-based education, which will create a strong ethical and academic foundation for kindergarten through fifth grade students. This foundation will provide the necessary scholarly habits and skills for students to excel in high school and college and become leaders in the community. Nickel City Prep's mission is to serve all students regardless of their background. All learners will be supported in the school through individualized supports. Students will have a values-based education

that focuses on GRIT, values comprised of growth, responsibility, integrity, and team. Our values will develop and shape students' leadership inside and outside of the classroom. We will accomplish these ambitious goals by creating strong partnerships with families, celebrating diversity, using data to drive instruction, and creating high-quality instructors through consistent coaching and professional development.

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

The educational program of Nickel City Prep will be one that focuses on both ethical and academic development. Nickel City Prep will have an extended school day and extended school year to allow for more time dedicated to learning. This means an increase in literacy and math instruction. Students will also engage in social studies and science curriculum that will support the skills they are learning in math and literacy. The school will have a strong sense of community and will begin each day with a class circle and have a weekly community circle with the entire school. Students will be encouraged to extend this strong sense of community and learn what it means to be a leader.

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

A successful charter school needs a strong Board of Trustees that understands their responsibility for developing and approving the school's strategic goals and objectives, conducting fiscal, academic, and regulatory oversight, and establishing policies related to programs and services. A school must sustain and have a steady enrollment by creating partnerships with parents and other community stakeholders and it must ensure that students are learning all of the content and skills the state and our country require and the values they will need for their lives.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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


Signature

03/28/19
Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

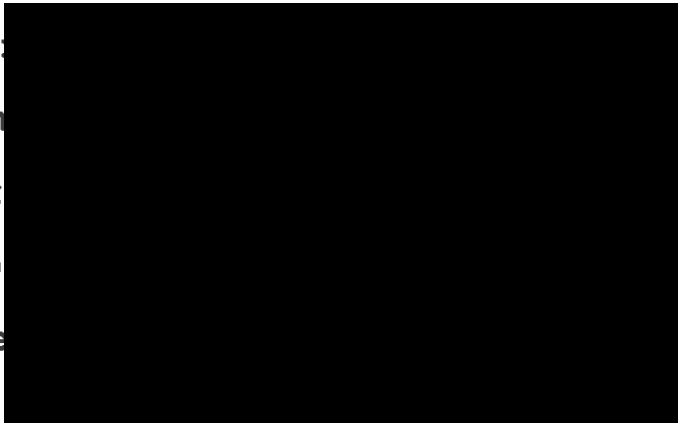
Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

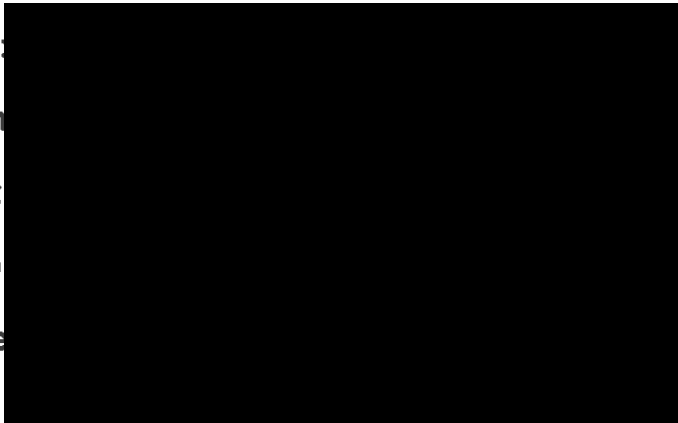
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

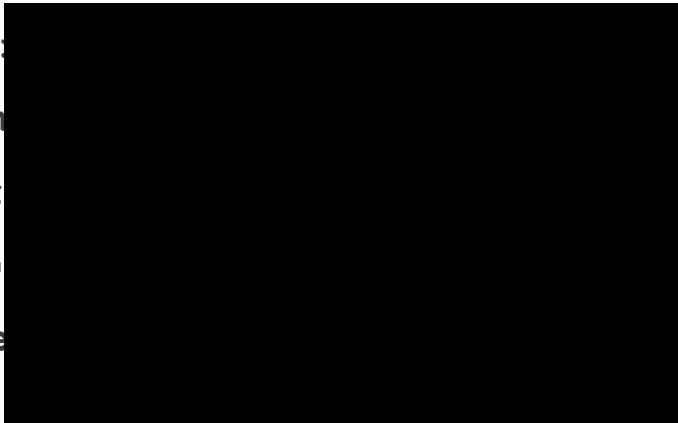
CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

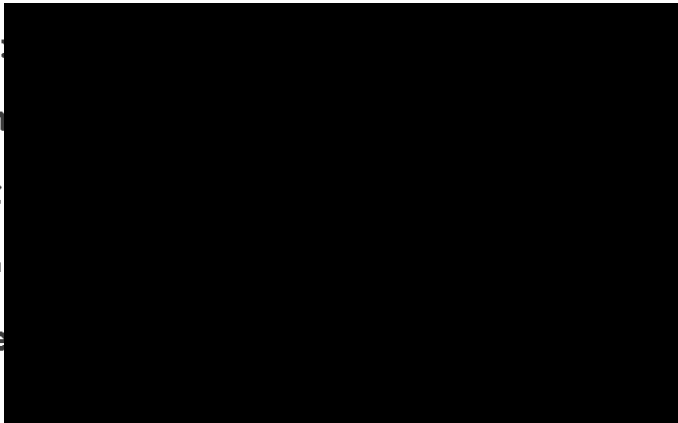
Member Name: Naomi Pabon-Figueroa

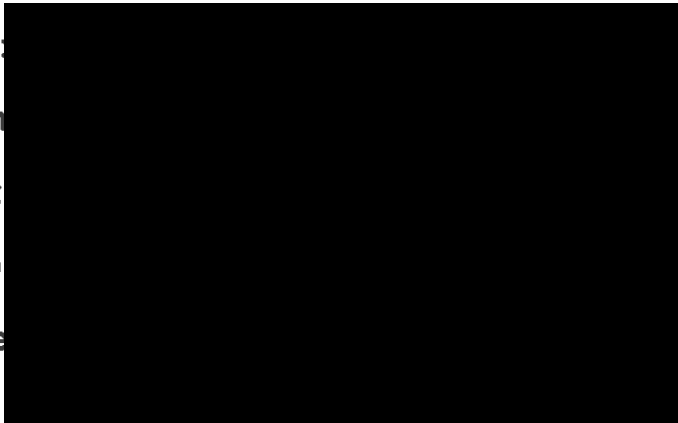
Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address:  _____

Home Telephone:  _____

Home Address:  _____

Business Telephone:  _____

Business Address:  _____

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was referred to Ms. Brianna Lanoye by Jason Zwara who has known about my passion for education and wanted to connect me with Ms. Lanoye to learn more about Nickel City Preparatory Charter School. Ms. Lanoye and I met to discuss Nickel City Prep, our backgrounds, educational philosophies, and how I might support the proposed charter school. I was excited to discuss the vision, Ms. Lanoye's experience and approach, the charter application process, and how she would define success. I was impressed by Ms. Lanoye's preparation, passion, and commitment. After a final discussion with a representative of Building Excellent Schools and a discussion of charter school governance, I was invited to join the Founding Team.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I transitioned to nonprofit work from higher education in 2010. In higher education, I worked with student leaders and facilitated programs centered on social justice. In 2010, I joined the staff of The Service Collaborative of WNY as member of the AmeriCorps Builds Lives through Education program. My roles in the organization included recruitment, onboarding, training, and coaching of national service volunteers placed in K-12 classrooms as well as assisting with grant writing and program compliance. During my time with ABLE at TSCWNY, many of our partners were charter schools in various stages including new schools and established schools. I gained valuable insight about the importance of charter schools in observing the organizational development and learning about school culture during site visits and individualized meetings with volunteers and school staff.

In 2016, I became the Director of Programs at a local affiliate of a national arts education organization called Young Audiences of WNY. I directed the organizational operations, managed staff, and oversaw key partnerships. In addition, I briefly served as the organization's Interim Executive Director during a leadership transition. Currently, I am the Manager of Marketing & Outreach at Literacy New York Buffalo-Niagara. I have dedicated my career to orchestrating opportunities to help close the educational gap created by societal inequities. I am a founder of YNPN Greater Bflo, a local chapter of Young Nonprofit Professionals Network. As the inaugural Board Chair of the organization, I served on the now defunct Agency Executives Association through the United Way of Buffalo & Erie County. I gained greater insight about founding an organization and preparing it for scaled growth through YNPN. In addition, our approach was focused on governance, fundraising, and Board management. I earned a Bachelor of Arts in Theatre, a Master of Education in Higher Education, and a graduate certificate in Teaching and Leading for Diversity from State University of New York at Buffalo.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a Founding Board member, my nonprofit management, governance experience, and literacy knowledge are related to my role in the development of the application. As a Board member, I am committed to supporting the school's efforts to provide high-quality education in the Riverside neighborhood of Buffalo. I will contribute as member of the Governance and Academic Accountability Committees, while remaining an active and constructive member of the team. I will also use my marketing and development skills to support Nickel City Prep.

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

review of your background.

Naomi Pabon-Figueroa

Printed Name

Naomi Pabon-Figueroa

Signature

3/28/19

Date

Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

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

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

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

I will be a member of the Governance and Academic Accountability Committees.

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

As a community member in the Riverside neighborhood of Buffalo, I am invested in supporting a high-quality educational option in my neighborhood. Having worked with various organizations at their inception stage, including schools, I know how critical it is for Nickel City Prep to have a strong Board and a strong foundation. I have full confidence in the mission and vision of the school, Ms. Lanoye, and the Board members involved. I am choosing to invest my time and skills to serve because there is a group of like-minded people with complementing skill sets and the work ethic necessary to make Nickel City Prep successful in the short-term and in the long-term.

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

☐ This does not apply to me. ☒ Yes. (Include description here):

As a staff member at Young Audiences of WNY, I worked closely with the Executive Director and became Interim Executive Director upon her departure. Part of my role included attending regular Board meetings and assisting the Executive Director with Board relations. Through this experience, I was able to experience firsthand the importance of strong Board Governance and boundaries between the Board and staff.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

My husband and I are friends with the Zwaras. I worked with Jason Zwara's wife, Megan Zwara, at The Service Collaborative of WNY, and we have maintained our friendship over the years. In addition to working together, Megan also served on the Board of YNPN Greater Bflo.

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

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

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

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

☒ No. ☐ Yes.

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

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

☐ Yes.

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

☐ I / we do not know any such persons.

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

☐ Yes.

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

☐ I / we have no such interest.

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

☐ Yes.

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

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

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

☒ None ☐ Yes

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

This Board will review and approve a Conflict of Interest Policy upon authorization that would include Board members disclosing any relationships or interests that could appear or possibly become a conflict. This policy would outline the steps needed to handle the situation including how to report the conflict and the consequences of violating the conflict of interest policy. I would immediately follow the procedures outlined in our Conflict of Interest Policy if the situation were to arise. This Board will be committed to ensuring ethical Board service. If an investigation reveals self-dealing, the Board member will be removed in accordance with our Bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

Nickel City Preparatory Charter School aims to provide a high-quality option for kindergarten through fifth grade students and families in Buffalo. The mission is to create an environment with high-quality instruction, rigorous curriculum, and a values-based education. Nickel City Prep aims to create a strong foundation for students so that they can excel as scholars and as community leaders. With the foundational belief that students from all backgrounds and abilities should have access to high-quality instruction, Nickel City Prep is preparing to support all learners by strategically engaging families, educators, and community partners. With a focus on data-driven instruction, school educators will receive consistent support through coaching and professional development.

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

The educational program of Nickel City Preparatory Charter School will have an extended school day and year with extra time allotted for literacy and math instruction. The educational program includes a values-based approach called GRIT: growth, responsibility, integrity, and team. GRIT will serve as the foundation for community-building inside and outside of the classroom, encouraging educators and students to participate in community-building activities including service projects. The educational program includes creating a strategic support system for teachers through regular coaching and professional development. The strategic choices were made to create a high-quality environment to prepare students for their future success.

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

I believe a successful charter school aims to fill an unmet need in the community, has strong academic results and healthy finances, has community support, a well-informed strategic plan, a strong Board, and a strong School Leader.

- Community feedback will influence the development of the school.
- Involvement with the community will support positive relations and mutual understanding of positive outcomes for students.
- Educational best practices, data, and experienced leadership will influence how the mission and vision are carried out to maximize the educational outcomes of students.
- The Board Bylaws and policies will clearly outline standards and expectations for the Board and school.
- School policies will be clear and accessible so that all families can understand and participate in supporting positive educational outcomes for students.
- The school will adhere to clear policies of inclusion and design an environment to accept and support students and staff of all backgrounds, abilities, including those who identify with a protected class.
- The Board will be passionate about the mission and be comprised of diverse backgrounds, skill sets, and experience.
- The Board will understand its role and will adhere to ethical leadership without attempting to interfere with day-to-day operations.
- The School Leader will also be passionate, experienced, and dedicated to meeting the mission of the school while prioritizing ethical leadership.
- The School Leader will strategically hire and support staff that are passionate about the mission and equipped to execute the mission.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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


Signature

3/28/19
Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Wayne W. Robinson

Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

X Résumé Attached

X Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was initially invited to an event sponsored and held by Catherine Schweitzer, Executive Director of the Baird Foundation, a leading supporter of not-for-profit organizations in Buffalo. Ms. Schweitzer planned this event as a vehicle to introduce people she considers to be leaders in Buffalo's not-for-profit community with Ms. Brianna Lanoye. During this event, Ms. Lanoye introduced the need for a school like Nickel City Prep and her plans for launching the school. I was immediately interested in helping. I left my contact information with Ms. Lanoye and we met a week later to discuss her ideas in more detail. This meeting reinforced my understanding of the need for this school and my interest to help. After several discussions with Ms. Lanoye and Building Excellent Schools, I was invited to join the Founding Team.

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

X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

To Nickel City Prep, I bring a career of leading and working within organizations of all sizes, types, and missions. While most of my career has been as a for-profit business leader, I now leverage my leadership and financial experience to volunteer assisting Buffalo's not-for-profit organizations. This typically takes the form of serving on not-for-profit Boards, often as Treasurer.

My most recent impactful Board experience was in helping the Boys and Girls Clubs of Buffalo (BGCB). As Treasurer, I personally secured a mortgage and revolving line of credit for BGCB at a time when its new CEO was early in her operational turnaround. Today, BGCB is thriving financially and is growing rapidly, so I offer support for budgeting and planning as requested.

Besides substantial not-for-profit Board experience, I also attended two not-for-profit Board governance educational programs at Harvard's Kennedy School. I am an avid life-long learner.

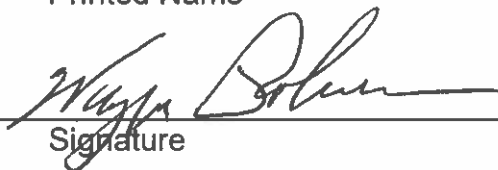
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My proposed role as a founding and on-going Trustee is to serve as Treasurer and Chair of the Finance Committee for the Board. As a member of the Board, I will be responsible for maintaining proper financial, academic and organizational oversight.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Wayne W Robinson

Printed Name



Signature

March 25, 2019

Date

Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. Yes.

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

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

☒ This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Treasurer and Finance Committee Chair

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

I wish to serve on this Board because I deeply believe in Nickel City Prep's mission. As a Buffalo resident, I clearly see how our public school system is failing our next generation of citizens. Though my primary expertise is only in financial management, if I have any chance to help Buffalo children secure a better education and brighter future, I will.

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

☒ This does not apply to me. Yes (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

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

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

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

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

☒ No. Yes.

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

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

Yes.

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

I / we do not know any such persons.

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

Yes.

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

I / we have no such interest.

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

Yes.

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

I / we do not anticipate conducting any such business.

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

☒ None Yes

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

If I believed that a member of the Board was working in their own or their family's self-interest, I would take the following steps:

1. Carefully document in writing what I believe to be the transgression with all supporting facts at hand.
2. Review the school's Bylaws and/or NY Education Law Title 2 Article 56 (the New York Charter Schools Act of 1998) and cite paragraphs I believe to be violated.
3. Expeditiously present my findings to the Board Chair. If the Board Chair is the Board member in question, I would present my findings to the Vice Chair.
4. I would then assist in the review process as the Board Chair/Vice Chair sees appropriate.
5. If self-dealing has been determined, the Board member will be removed in accordance to our Bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

I believe an important foundation underlying Nickel City Prep's mission and philosophy is the belief in the value of fundamentals. Students will learn academics and ethics. They will receive a values-based education from high-quality teachers who care. Teachers will hold high standards so students learn to hold high standards for themselves. Students will learn GRIT.

I believe another important foundation is inclusivity. Students of all backgrounds and capabilities will be served and well-supported and parents will be included in the education equation, as they must be for their children to succeed.

A third foundational element is life-long-learning. This is an obvious goal for students, but it also applies to teachers as they will receive frequent qualitative and quantitative feedback as well as on-going formal training.

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

Nickel City Prep's school day and school year will be longer than is offered in public schools. This time will be spent offering high quality instruction in academics and civics. Children will become better students and better citizens.

Substantial time will be spent focusing on literacy and math in small group settings. Student-centered and small-group instruction will help all students work through individual challenges. No student will be left behind, especially in these foundational subjects.

Citizenship will be taught through academic subjects, students working together to solve problems, and community projects outside of the classroom. Citizenship will be celebrated in frequent meetings and events.

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

I believe these are characteristics of a successful charter school:

- Serving a community particularly in need of a strong education program
- Gaining this community's support in its mission, and within that, its parents' extraordinary support.
- Strong leadership in the school and on the Board who all clearly understand respective roles and responsibilities, strengths, and weaknesses - and supports one another for maximum benefit.
- Leadership and teachers that learn and grow, yielding a school with an ever improving reputation and student outcomes.

I believe Nickel City Prep is taking all the right steps now to ensure this type of success. We have strong leadership in Ms. Lanoye. She is strongly supported by Building Excellent Schools. We, the Founding Board, are appropriately engaged in the school's startup process.

Ongoing, I believe our strong school and Board leadership will successfully confront all problems we might face. It is clear everyone is willing to take on problems head-on, rather than pretending they don't exist. We will set clear goals and use data to evaluate progress. We will hold each other accountable for our roles and successes therein. We will learn from all experiences as well as those of other schools to continually improve. In short, we will expect of ourselves what we will expect of students - to be better every day.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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



Signature

March 25, 2019

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Machael P. Sherry

Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I met Ms. Brianna Lanoye during her time with Teach For America Buffalo, where I served as the Managing Director. In the fall of 2018, Ms. Lanoye approached me to inquire if I would be interested in serving on the Board of Nickel City Preparatory Charter School. Given Ms. Lanoye's commitment and track record in delivering a high-quality education to all students, and her ability to effectively lead and motivate others, I was eager to support the work of building Nickel City Prep.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I believe my passion for educational equity, prior experience, and existing skill set will provide a strong foundation for my role as a Nickel City Prep Founding Board Member. I am deeply committed to the Nickel City Prep mission and values and believe that my hometown, Buffalo, NY, is in dire need of greater educational opportunities so that **all** of our students are provided with a high-quality school.

My commitment to educational equity began when I joined Teach For America in 2005. During my time as a corps member, I taught kindergarten, first, and second grade special education in a self-contained setting in East New York, Brooklyn. Through partnerships with my students, their families, and other educators in our school, I was able to lead my students in mastering all grade level standards and IEP goals. Upon leaving my classroom, 25% of my students were mainstreamed back into general education. This formative experience impacted the work I chose to pursue throughout my career and remains the primary reason why I support Nickel City Prep.

Following my time in the classroom, I worked on staff with Teach For America at various points throughout my career, beginning as Program Director in New York City and eventually designing, implementing, and leading all of the programmatic efforts for the Buffalo region in my role as Managing Director. My time as an Education Pioneers Fellow at NACSA provided great insight into the importance of authorizers in launching and sustaining high-quality charter schools and my work with the Rochester charter school community, including Uncommon Schools, helped me understand the complexity and challenges that exist in implementing high quality school options in Western New York.

I hope to use the skills that I developed in these experiences directly in my role as a founding Nickel City Prep Board member. I have both researched and experienced firsthand effective school governance policies and will hold the School Leader of Nickel City Prep and her team accountable to the mission and values of the school. I will use my expertise in academics, programming, and leadership development in my role on the Academic Accountability Committee to ensure that we are doing everything we can as a school community to deliver on the mission of Nickel City Prep.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).'

In my role as a Nickel City Prep Board member, I am eager to support the school in the development and preparation phases and once the school is operational. As a Board member, I will ensure that we are on track to building and implementing a robust and responsive school program and community. To this end, I plan to aid in the community outreach to seek support and feedback on the school's model, so that we can incorporate programming that is meaningful to parents and students in our community.

Once the school is in operation, I look forward to providing continued oversight and guidance around the promises made in the charter, including but not limited to, proper governance, financial management, and academic accountability goals, which will ensure that we are delivering on the Nickel City Prep mission and values.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Machael P. Sherry

Printed Name



Signature

3/28/19

Date

Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

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

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

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member, Governance Committee and Academic Accountability Committee

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

I wish to serve on the Nickel City Prep Board for several reasons. First, I am deeply committed to the school's mission and values. Second, as a Buffalo City resident, I recognize that the Buffalo City School District is in great need of additional high quality school options, particularly in the Riverside/Black Rock community. Finally, in working with charter schools for many years, I believe the School Leader is a critical piece of the school's ultimate success. Having worked with Ms. Lanoye, I believe she is the type of leader who will do everything in her power to deliver on the school's mission, while partnering with others (parents, students, teachers, community leaders, and so forth) to do so meaningfully and effectively.

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

☒ This does not apply to me. ☐ Yes. (Include description here):

While I have not served on any other school Boards in the past, I have worked closely with many existing charter School Leaders and their Boards in various capacities. I plan to use the skills that I have developed in these experiences directly in my role as a Founding Nickel City Prep Board member. I have both researched and experienced firsthand effective school governance policies and will hold the School Leader of Nickel City Prep and her team accountable to the mission and values of the school. I will use my expertise in academics, programming, and leadership development in my role on the Academic Accountability Committee to ensure that we are doing everything we can as a school community to deliver on the mission of Nickel City Prep.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

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

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

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

My husband and I both know Ms. Lanoye, the proposed School Leader. We met Ms. Lanoye during her work as a Teach For America Buffalo corps member.

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

☒ No. ☐ Yes.

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

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

☐ Yes.

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

☐ I / we do not know any such persons.

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

☐ Yes.

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

☐ I / we have no such interest.

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

☐ Yes.

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

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

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

☒ None ☐ Yes

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

In the event that I discovered one or more members of the charter school's Board were involved in working for their own benefit, I would follow the procedures outlined in the Bylaws for addressing this concern. Specifically, I would make the Board Chair or Vice Chair aware of the situation and confront others involved. I would reference the Bylaws and the responsibilities set forth in our role(s) as Board members and explain that there is zero tolerance for any action that involves self-dealing. I would ensure that a proper investigation was completed, and if there was conclusive evidence, the Board member(s) involved in the concerned activity would be removed in accordance with the Bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

I understand that the mission for Nickel City Preparatory Charter School is to create an environment with high-quality instruction, rigorous curriculum, and a values-based education which will create a strong ethical and academic foundation for kindergarten through fifth grade students. The Nickel City Prep vision is that students will be prepared to pursue the college or career of their choice and be future leaders of our community.

Nickel City Prep welcomes all students, including students with diverse learning needs and those who are learning English as a new language. To achieve its vision, Nickel City Prep will deliver high quality instruction in a manner that is differentiated and accessible to all students. Our teachers will receive robust, continuous training to ensure that they are equipped to deliver a rigorous college preparatory curriculum. Teachers will have continued feedback and development, fueled by ongoing data driven instruction practices.

In addition, students will have a values-based education. Nickel City Prep will accomplish these ambitious goals by creating strong partnerships with families, celebrating diversity, and ensuring continued communication and input from students, parents, and community.

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

Nickel City Prep will have a strong sense of community; values will be the foundation of the school culture and therefore be celebrated continuously, especially during morning circle and weekly community meetings. Students will pursue leadership opportunities and develop a commitment to community through opportunities inside and outside the school. The academic component of the school will focus on ensuring students are able to pursue the college or career path of their choice. To account for diverse learning needs, and ensure grade level standards are met, Nickel City Prep will have an extended school day and year. The extra time will be dedicated to developing a strong foundation in math and literacy. The educational program will center around data driven instruction, which will allow for continued improvement on instructional delivery and curriculum selection.

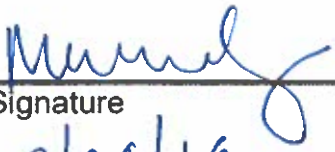
25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe the characteristics of a successful charter school are as follows:

- Connected to the community and responsive to educational needs of that community;
- Positive culture, on track to achieve vision and mission measured by charter promises;
- Ethical, diverse Board understands role of Board, management, and community need;
- Strong leader and leadership team able to deliver on academic and financial goals;
- Welcomes and delivers success for all students regardless of background or needs;
- Strong operations/policies ensuring students/staff/community feel welcome and safe;
- Committed to ongoing development and growth, as informed by valid and reliable metrics of success, aligned to the promises set forth in the charter agreement.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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


Signature

3/28/19
Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jody Valdes

Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address

Home Telephone

Home Address

Business Telephone

Business Address

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was contacted by Ms. Brianna Lanoye after she was given my name by the Executive Director of Teach For America Buffalo, Katie Campos. Katie and I met at an event and she knew of my past work with education and that I was returning to the Buffalo, New York area after living abroad for over 20 years.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been involved in education throughout my adult life in the United States, Spain, Chile, and Puerto Rico – having lived abroad for over 20 years. It is my sincere belief that only through education can each individual fully recognize their potential, and that every child deserves the same access to the highest level, quality education regardless of their socioeconomic level, geographic region, religion, race, or gender. I feel that education is a basic human right. With over 30 years of experience as a communications professional and consultant, I bring a wide variety of experience that allows me to interact with community and business leaders and contribute to the marketing, community development, and communications of Nickel City Prep. My experience in other cultures and countries allows me a unique expertise and perspective and diverse critical thinking.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My commitment as a member of the proposed Board is to ensure that the school is a high-quality option for the students and families in the Riverside/Black Rock area of the City of Buffalo. As a Board member I will provide proper oversight of all financial, academic, and organizational structures, ensure that as a Board we operate under open meeting law and under established policies for the Board, the school's finances, the school's families and students, and the staff.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jody Valdés

Printed Name

Jody Valdés

Signature

March 15, 2019

Date

Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

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

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

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member of the Facilities Task Force and Development Committee_____

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

My husband and I have returned to the Buffalo, New York area after living abroad for over 20 years. I have always been an active member of every community I have lived in, and desired to get involved once again in Buffalo. Education has been a focus of the work that I have done throughout my community work. In my first conversation with Ms. Brianna Lanoye, I knew I wanted to support Nickel City Prep. The Riverside/Black Rock community is an extremely underserved area of Buffalo and one that deserves focus due to the immigrant and refugee population that has settled there. In order to integrate them into the community and produce future leaders, we must educate the children living there and give them equal opportunities for the highest quality education. One of the foundations of Nickel City Prep will be community service and commitment to the community, something I strongly believe in.

As a young girl, my mother instilled in me constantly that through education I would be able to accomplish whatever goals I set for myself, and I had the benefit of excellent public schools where we lived. School not only built my knowledge but also my character. I see

Nickel City Prep has the ability to offer all of this and more to the community in Riverside/Black Rock.

My connection to Ms. Lanoye was immediate - her passion, outstanding vision and energy, along with her steadfast commitment to the highest levels of education - and I very much desire to be a part of this.

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

☐ This does not apply to me. ☒ Yes. (Include description here):

I am currently a Board member of Temple Beth Shalom in San Juan, Puerto Rico.
I am currently a Board member of the American Association of University Women in San Juan, Puerto Rico. I just completed a Board term with Juan Domingo en Acción, a Montessori system of schools within the public-school system of Puerto Rico.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

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

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

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

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

☒ No. ☐ Yes.

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

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

☐ Yes.

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

☐ I / we do not know any such persons.

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

☐ Yes.

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

☐ I / we have no such interest.

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

☐ Yes.

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

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

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

☒ None ☐ Yes

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

Any conflict such as this must be brought immediately to the attention first of the Board Chair and then the entire Board of Directors. The situation should be handled individually based on facts and an investigation would be completed. Once this is completed a decision would be made by the Board according to our Bylaws, including if conclusive evidence is found that there is self-dealing asking for the resignation of said Board member.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

At Nickel City Prep we will create a strong academic foundation that will provide the building blocks for our students' future in high school and college and as leaders in their communities. We will provide a values-based education with time dedicated to teaching character qualities of strong leaders. We will establish strong and meaningful partnerships with parents, caring adults, and the community at large and celebrate the diversity of the Riverside/Black Rock area. We will use data to drive the curriculum and

instruction and to create and maintain the highest-quality teachers through constant coaching and professional development.

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

Nickel City Prep will have an extended school day and year compared to local traditional public schools to allow for more time dedicated to classes and learning. Our student to teacher ratio will ensure that we have small group instruction and more dedication to individual students in order to address their specific needs. We will have extended math time, will work with students to share strategies for problem solving and work with real world problems. Nickel City Prep will focus on high literacy standards for all students to ensure that they are reading at or above grade level, and make sure that English language learners have the tools and strategies needed to achieve the highest possible outcomes and understanding. In addition, we will provide the utmost support for our teachers so that they receive constant training and the data and evaluations that they need to produce high productivity and effectiveness.

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

A successful charter school:

- assesses and addresses community needs and is aware as those needs change
- considers its primary responsibility to be to the students
- uses data to continuously assess teaching programs to make needed changes to achieve the highest possible outcomes
- is true to its mission and uses that mission to guide everything they do
- has a Board working to ensure a seamless and successful oversight of academic, financial, and organizational goals
- creates partnerships with parents, caring adults, and community members
- instills a values-based education in all students
- shapes the student's leadership roles inside and outside of the classroom
- has as their core belief that college begins in kindergarten
- believes that excellent teachers and methods are the keys to outstanding student achievement
- has a welcoming, warm and joyful environment that encourages learning, sharing, communication and growth

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Jody Valdes
Signature

March 25, 2019
Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.


Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.


Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***


CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS


Member Name: Jason Zwara


Proposed Charter School Name: Nickel City Preparatory Charter School

E-Mail Address:  _____

Home Telephone:  _____

Home Address:  _____

Business Telephone:  _____

Business Address:  _____

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was personally contacted by Ms. Brianna Lanoye to meet for coffee. We spoke about the mission of Nickel City Preparatory and the intended neighborhood of Riverside/Black Rock. After our initial conversation we stayed in contact via email and met one more time to discuss the school before I joined the Board.

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

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been involved personally and professionally in charter schools in Western New York, across New York State, and nationally for more than eight years. I have professional experience specifically related to charter school governance, budgeting and finance, operations, human resources and staffing, and application and renewal procedures. I have consulted charter school applicant groups and charter school boards, committees and school leaders on a range of operation-side matters, including revising Bylaws and board policies, budgeting, legal compliance and labor relations. I am a passionate supporter and advocate of charter schools and firmly believe in the value they provide, especially in a city like Buffalo which is desperately in need of as many high-quality educational options as possible.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a member of the applicant group and proposed Founding Board member, I bring an expertise in all the non-academic functions and operations of a charter school, as well as an understanding of the academic expectations on the school, creating a bridge between the various oversight functions of the Board. I have made myself widely available to the lead applicant and other Board members to familiarize themselves with the specifics and unique aspects of charter schools, allowing them to fully apply their own expertise to our board. I will be most active in the Board governance, budgeting and finance, and legal compliance aspects of the Board, as well as maintaining the Board's focus on long-term strategic planning and accountability.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

As a lifelong Buffalo native, and someone born in the Riverside community before my family left the area specifically because of the lack of high-quality educational options, I have an especially strong invested interest in bringing a high-performing school to this neighborhood which, nearly 25 years after I left, still lacks the educational options its families deserve.

Jason Zucchi
Printed Name

[Signature]
Signature

3/28/19
Date

Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

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

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

☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Governance Committee; Finance Committee; Facilities Task Force

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

I am an avid advocate of charter schools as an important part of the solution for improving urban education, but also understand that simply being a charter school is no guarantee of school quality. I was drawn to Nickel City Prep because of the vision, experience, and character of the Lead Founder, the clear community need in the Riverside neighborhood, and the dedication and balance of expertise among the other Founding Team members. I have learned in my experience with charter schools around the country that a successful charter school requires strong leadership both from the School Leader and from the Board and a belief that the Founding team for Nickel City Prep has what is necessary to be successful.

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

☐ This does not apply to me. ☒ Yes. (Include description here):

As indicated on my resume, I sat on the Board for South Buffalo Charter School from September 2015 to September 2017; I also currently sit on the Perkins Grant Advisory Board for Erie Community College. As previously mentioned, I have several years of professional experience advising and consulting with charter school Boards and leadership across New York State on a broad range of governance, operations, and compliance issues.

Conflict of Interest - Proposed Board of Trustees Only

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

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

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

I know Founding team member Naomi Pabon Figueroa, personally through my spouse.

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

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

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

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

☒ No. ☐ Yes.

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

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

☐ Yes.

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

☐ I / we do not know any such persons.

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

☐ Yes.

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

☐ I / we have no such interest.

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

☐ Yes.

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

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

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

☒ None ☐ Yes

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

Upon authorization, we will review and approve the Conflict of Interest Policy which details how to deal with a conflict should it arise. If such an incident were to arise, I would immediately follow the procedures for addressing a potential conflict by raising the matter with the Board Chair and/or Vice Chair. Board members have a vital duty to the school and to the public to ensure that fellow Board members are not engaged in self-dealing and therefore would carry out this responsibility with appropriate seriousness. If determined to be valid, this person would be removed from the Board in accordance with the school's Bylaws and the board's Conflict of Interest Policies.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

Nickel City Preparatory will strive to equip all students for college, and to be model citizens in our community, through high-quality instruction, a rigorous curriculum, and a values-based education. Our school will prioritize a growth mindset model for learners and instructors, as well as data-driven instructional support. We recognize a school building as an important anchor in a community and will ensure a safe, secure educational experience for all students.

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

Nickel City Prep's educational program will be driven by several key tenets. Literacy skills will be at the core of our curriculum, with extended daily reading and writing instruction, regular interim assessments, and data-driven instructional coaching. Curriculum and instruction will also impart critical-thinking skills, a growth mindset, a values- and community-based education, and a college-ready goal for every student from kindergarten day one.

The school and educational program will serve ALL students, regardless of background, learning style, language or disability. We will succeed in this through strong partnerships between board, leader, staff, families, and community partners.

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

A successful charter school has many characteristics and it is the responsibility of the Board to both set the vision for the school and oversee the progress toward achieving that vision. A school must reflect the needs of the community and families it serves, a dedication to and solid implementation of a curriculum and instructional model, and a commitment to fiscal responsibility and legal compliance. The Board has a vital role in ensuring that 1) the school is thinking and working towards the interest of its students in each decision, and 2) operating in a way that protects the public's investment and trust. As a Board, we will ensure this is accomplished by maintaining vital relationships and investment from the community, operating in an open and transparent manner in fulfilling our legal responsibility over the school, and constantly strengthening the Board and school leadership's skill sets and expertise.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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



Signature



Date

3/28/14