



# FULL APPLICATION COVER PAGE

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**PROPOSED CHARTER SCHOOL NAME: Primary Hall 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
	Rochelle N. Brown	[REDACTED]	[REDACTED]

	Public Contact Name	Email Address	Phone Number
	Arielle Peterson	[REDACTED]	[REDACTED]

### 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	5-6	81	54	54	54	54
1st	6-7	27	81	54	54	54
2nd	7-8		27	81	54	54
3rd	8-9			27	81	54
4th	9-10				27	81
5th	10-11					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 rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.



**FULL APPLICATION SUMMARY**

Proposed Charter School Name <sup>1</sup>	Primary Hall Preparatory Charter School		
Application History	N/A		
Proposed Board Chair Name	Rochelle N. Brown		
Proposed Board Chair Email Address	[REDACTED]		
Proposed Board Chair Telephone Number	[REDACTED]		
Public Contact Name	Arielle Peterson		
Public Contact Email Address	[REDACTED]		
Public Contact Telephone Number	[REDACTED]		
District of Location	Buffalo, NY		
Opening Date	August 24, 2020		
Proposed Charter Term <sup>2</sup>	5-year term		
Proposed Management Company or Partner Organizations	N/A		
Projected Enrollment and Grade Span for Indicated Years	<b>Year</b>	<b>Grades</b>	<b>Enrollment</b>
	<b>1</b>	K-1	108
	<b>2</b>	K-2	162
	<b>3</b>	K-3	216
	<b>4</b>	K-4	270
	<b>5</b>	K-5	324
<b>Mission Statement.</b> Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.			
At Primary Hall Preparatory Charter School (“Primary Hall”), our main objective is to ensure that students from Buffalo’s East Side are prepared with strong foundational skills in literacy and mathematics that will then provide access to and success within rigorous college preparatory middle and high schools. At the core of Primary Hall’s mission is the belief in <b>academics, access, and impact</b> . Primary Hall is designed to ensure <b>(1)</b> measurable <b>academic</b> skills as measured by state and national assessments are in place for all students in all grades, <b>(2)</b> matriculating fifth graders have <b>access</b> to strong middle schools and college preparatory high schools and to the economic and social opportunities that more resourced communities enjoy, and <b>(3)</b> positive <b>impact</b> on our families and community through the three-generational work of transformative education – our student’s K-5 education will change their lives, the lives of their families into which they were born, and the lives of the children they will one day have.			

<sup>1</sup> N.Y. Education Law § 2851(2)(k)  
<sup>2</sup> N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.



The key design elements of our school mirror successful practices of high-performing schools across the nation<sup>3</sup> tailored to meet the needs of our community in Buffalo, and all key design elements flow from the requirements of our mission statement.

**Mission Driver 1: Rigorous Curriculum.** Primary Hall will implement rigorous curriculum aligned to the New York State Next Generation Learning Standards and will hire passionate educators committed to doing the intellectual work of understanding their content area and our state’s standards and the desire and ability to engage deeply in our systems of professional development and to implement that content aligned to those standards every day.

**Mission Driver 2: Individualized Supports.** We believe that students are unique, and there is no one approach to teaching all students. We will support each of our students to reach their personal best through daily small group instruction, Multi-Tiered Systems of Support protocols, learning-extension enrichments, and weekly Primary Hall Personal Growth Reports. All students will work toward individualized goals to ensure they are individually challenged.

**Mission Driver 3: Positive Character Development.** True education develops one’s mind *and* character, and we believe that character can and should be taught. At the root of our work lies the responsibility of preparing young people to be responsible, hard-working, and contributing members of our community. We meet this challenge with the infusion of our IMPACT values of Integrity, Mastery, Perseverance, Ambition, Confidence, and Teamwork to provide students the moral compass and grit they will need to succeed in school and through that to strengthen the Buffalo community and rewrite the narrative on the East Side.

**Unique Approach.** In support of our ambitious academic and life goals for the students of Schiller Park and informed first by research on the connection between human spirit and academic performance, Primary Hall will implement a comprehensive mindfulness program that encompasses yoga as a means of combatting the ill effects of exposure to violence, chronic stress, and childhood trauma. Coupled with our innovative approach of mindfulness practices that allow students to master their breathing and focus their attention, we intend to shift the underachievement of Black and brown children and their disproportionate unequal access to opportunity. Our attention to mindfulness practices, rigorous expectations, individualized supports, along with other elements including extra time to meet ambitious goals, have been enthusiastically received by the community or presented to us as consistent community input.

**Meeting the Need.** Primary Hall proposes to open for the students of Buffalo’s East Side community (14211 and 14212) in the Schiller Park community; 2018 state testing data for Buffalo Public Schools shows that students in grades 3-8 have proficiency rates of 23% in ELA and 21% in Math across the city, whereas average levels of proficiency in 14211 and 14212 are 11% in ELA and 10% in Math. The population of students with disabilities in our proposed community is greater than 20%. Our two-teacher classroom model, with 1 NYS licensed Special Education teacher per grade level, and frequent use of data, will support all learners in meeting rigorous standards and individualized targets for each student’s mastery of grade level content.

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<sup>3</sup> Primary Hall’s design can be attributed to highly successful BES charter schools across the country, drawing inspiration from the model and results of Purpose Prep (Nashville, TN) and Laureate Academy (Jefferson Parish, LA).



**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name:	Primary Hall Preparatory Charter School
Proposed School Locations (District):	Buffalo, NY
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 Multilingual Learners/English Language Learners."<sup>1</sup>

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<sup>1</sup> N.Y. Education Law § 2854(2)(a).



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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>2</sup>
- 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;<sup>3</sup> 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.<sup>4</sup>
- 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, Rochelle N. Brown, hereby certify that the information submitted in this Full Application to establish Primary Hall 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:

5/5/19

<sup>2</sup> 20 USC § 7221b(b)(3)(J).

<sup>3</sup> 20 USC § 7221b (b)(3)(K).

<sup>4</sup> 20 USC § 7221b (b)(3)(N).



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

### A. MISSION STATEMENT, OBJECTIVES AND GOALS

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**Mission Statement.** Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college. **Objectives.** At Primary Hall Preparatory Charter School (“Primary Hall”) our main objective is to ensure that students from Buffalo’s East Side are prepared with strong foundational skills in literacy and mathematics that will then provide access to and success within rigorous college preparatory middle and high schools. Ultimately, our academic and character education program will empower and produce intellectual, independent, and well-rounded leaders with a strong ethical compass. We are committed to meeting the ambitious goals that we have set for our students, aligned to the objectives detailed in the New York State Charter Schools Act of 1998. We will “increase learning opportunities”<sup>1</sup> and achievement by employing innovative teaching strategies for curriculum aligned with the New York State Next Generation Learning Standards in all subjects. As a charter school, we are designed to “increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure.”<sup>2</sup> All students, including those from economically disadvantaged backgrounds, with disabilities, and identified as MLLs/ELLs, will achieve ambitious goals, and for all students we will aggressively monitor progress and achievement through data. We will support all learners with individualized supports and small group instruction, and fully embrace an inclusion model.<sup>3</sup> Through measurable goals and data driven instruction, we will consistently monitor student progress and, when there is insufficient growth, we will (a) make instructional changes, either in curricular content or lesson execution and accompany such changes with the discipline-specific, grade-level specific, and/or individual teacher professional development needed to successfully implement those changes, (b) provide immediate support for small groups and/or individual students to close identified gaps, and (c) ensure re-assessment to measure the impact of curricular and instructional changes as well as timely interventions. **Goals:** Primary Hall will set ambitious mission-aligned goals for students based on the Charter School Performance Framework and NY State Next Generation Learning Standards (“NYSNGLS”).

**Benchmark 1 - Student Performance.** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. **Goal 1: Primary Hall will receive a NYSED rating of “Good Standing.”** K-2 students will be assessed using the Strategic Testing of Educational Progress for reading and the Northwest Evaluation Association Measures of Academic Progress for literacy and math. Students in third through fifth grade will be assessed using STEP, NWEA MAP, and New York State Exams. All students will demonstrate adequate yearly progress and exceed local district proficiency rates. **Goal 2: Students will demonstrate proficiency in Literacy. Metrics 1:** Using STEP, 70% of students in K will score a rating of Step 4 by the end of the school year in preparation for grade 1. **Metric 2:** Using STEP, 80% of grade 1 students who have enrolled for 2 years will score Step 7 in preparation for grade 2. **Metric 3:** Using STEP, 90% of grade2 students who have enrolled for 3 years will score Step 10

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<sup>1</sup> Education Law §2850 <https://codes.findlaw.com/ny/education-law/edn-sect-2850.html>.

<sup>2</sup> Ibid.

<sup>3</sup> To the greatest extent possible we will provide an inclusion model but will always provide services and placements as required by each IEP.



in preparation for grade 3. **Metric 4:** At least 85% of students will demonstrate three STEP levels of growth each year. **Metric 5:** At least 70% of each cohort that has been enrolled for at least three years will score proficient (3 or 4) on NY State ELA assessments. **Metric 6:** All students will exceed local district proficiency by at least 15 percent. **Goal 3: Students will demonstrate proficiency in Mathematics.** **Metric 1:** Using NWEA MAP Math assessment, all students will demonstrate a growth of 5 percentage points per year until the average score exceeds 80%. **Metric 2:** At least 70% of each cohort who have been enrolled for at least 3 years will score proficient (3 or 4) on NY State Math assessments. **Metric 3:** All students will exceed the local district proficiency by at least 15 percent. **Goal 4: Students will demonstrate proficiency in Science.** **Metric 1:** At least 70% of students in grade 4 who have been enrolled for at least 2 years will perform at proficiency on the Grade 4 NY State Elementary Science assessment. **Metric 2:** The percentage of students scoring proficient will exceed the local district percentage of proficient students. **Goal 5: Students will demonstrate proficiency in Social Studies.** **Metric 1:** Each year, 70% of grade 5 students who have been enrolled for at least two years will perform at proficiency on the Grade 5 NY State Elementary Social Studies assessment.

**Benchmark 2 - Teaching and Learning.** School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments aligned to NYSNGLS. Teachers engage in strategic practices and decision making to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement and achievement. **Metric 1:** The school will execute NYSNGLS-aligned curriculum, differentiated to provide opportunities for all students to master grade level skills and concepts. **Metric 2:** Led by the Head of School and involving all teachers, we will use qualitative data to inform instructional decisions, PD planning, curriculum choices, and student interventions. **Metric 3:** We will use assessments aligned with NYSNGLS.

**Benchmark 3 – Culture, Climate, and Family Engagement.** The school has systems in place to support students' social and emotional health and provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress, social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school. **Metric 1:** At least 90% of responding families will indicate on an annual survey that the school community is safe and respectful. **Metric 2:** At least 90% of responding families will indicate on annual survey their satisfaction with student academic performance and social- emotional growth. **Metric 3:** At least 100% of family members will attend at least 1 school event per year. At least 80% will attend 2 or more events per year.

**Benchmark 4 - Financial Condition.** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

**Benchmark 5 – Financial Management.** The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, internal controls and procedures, and in accordance with the state law and generally accepted accounting practices. **Metric 1:** 100% of budgets are mission-aligned, balanced, and serve all students. **Metric 2:** 100% of budgets



demonstrate positive cash flow in all months. **Metric 3:** 100% of annual external audits demonstrate the school meets or exceeds accurate GAAP and all required accounting measures.

**Benchmark 6 - Board Oversight and Governance.** The Board of Trustees (“Board”) provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, Board effectiveness and faithful to the terms of its charter. **Metric 1:** The Board will complete a formal annual evaluation of the school leader tied directly to all academic, fiscal, and organization goals outlined in the charter. **Metric 2:** The Board will recruit, select, and orient high-capacity, mission-aligned Board members with the professional skills/expertise to meet the school’s needs. **Metric 3:** The Board will review monthly financial, academic, cultural, and operational data against charter goals. **Metric 4:** The Board will conduct an annual self-evaluation where they will assess strengths and areas of growth and create priorities to address areas of growth. **Metric 5:** The Board will annually review, update, and adopt bylaws and all policies.

**Benchmark 7 - Organizational Capacity.** The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and Board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations. **Metric 1:** School leadership will recruit, hire, manage, train, and retain staff. **Metric 2:** The school leader will lead staff in an annual evaluation of the academic and operational programs against goals outlined in the charter. **Metric 3:** The Board will approve a delineated organizational plan and approve job descriptions of Board members and key roles in the school.

**Benchmark 8 - Mission and Key Design Elements.** The school is faithful to its mission and has implemented the key design elements outlined in its charter. **Metric 1:** At least 90% of responding stakeholders will indicate on annual surveys that Primary Hall’s school operation is aligned to its mission and key design elements.

**Benchmark 9 – Enrollment, Recruitment, and Retention.** The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, MLLs/ELLs, and students who are eligible applicants for the FRL program or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. **Metric 1:** The school will meet or exceed projected enrollment October 1 of each year. **Metric 2:** The school will enroll a population comparable to that of the local district. **Metric 3:** The school will have ADA of at least 95% across all student populations, including students with disabilities, MLLs/ELLs, and students eligible for free and reduced lunch (“FRL”). **Metric 4:** The school will reenroll at least 85% of grade-eligible students in all populations, including students with disabilities, MLLs/ELLs, and students eligible for FRL.

**Benchmark 10 – Legal Compliance.** The school has complied with applicable laws, regulations, and provisions of its charter. **Metric 1:** The school will ensure that the Board conducts an annual legal evaluation of its policies and procedures. **Metric 2:** The school will update policies throughout the year in response to any new or revised legal or regulatory requirements. **Metric 3:** The school will provide NYSED with a report on the academic, operational, and financial health of the school on an annual basis and in accordance to required timelines.

## B. KEY DESIGN ELEMENTS

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Through rigorous curriculum, intentional supports, and positive character development, Primary Hall ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college. Primary Hall is a proposed K-5 public charter school committed to setting students in Buffalo on the path to college beginning in Kindergarten. At the core of Primary Hall’s mission is the belief in **academics, access, and impact**. Primary Hall is designed to ensure **(1)** measurable **academic** skills as measured by state and national assessments are in place for all students in all grades, **(2)** matriculating fifth graders have **access** to strong middle schools and college preparatory high schools and to the economic and social opportunities that more resourced communities enjoy, and **(3)** positive **impact** on our families and community through the three-generational work of transformative education – our student’s K-5 education will change their lives, the lives of their families into which they were born, and the lives of the children they will one day have.<sup>4</sup> Primary Hall is designed to provide a challenging, goal-oriented, and joy-filled education. With a deep commitment to measurable student success in all years, we are intentional about “sweating the small stuff” and unapologetic in setting ambitious goals. The key design elements of our school mirror successful practices of high-performing schools across the nation<sup>5</sup> tailored to meet the needs of our community in Buffalo, and all key design elements flow from the requirements of our mission statement.

**Mission Driver 1 - Rigorous Curriculum. Priority 1 - Rigorous curriculum and high-quality instruction drive achievement.** We are driven by the knowledge that “only 9% of students from low-income families earn a bachelor’s degree” - a 3% increase over the last 48 years.<sup>6</sup> To prepare students for the rigor and demands of a college education, we will develop measurable academic skills and habits beginning in Kindergarten. Successful schools have shown that all children can achieve regardless of background, ability, or socio-economic status. Purpose Preparatory Academy Charter School (Nashville, TN)<sup>7</sup> serves as a proof point for Primary Hall as a high-achieving charter school serving students from disadvantaged backgrounds. Educating students in K-4, the school ranks in the top 5% of schools across the state. With a similar prioritized focus on literacy and mathematics (175 minutes daily in literacy in K-2 and 185 in grades 3-5 and 115 minutes daily in math in K-2 and 105 in grades 3-5)<sup>8</sup>, curricular and instructional choices (Reading Mastery and CGI),<sup>9</sup> and teacher PD that prioritizes strong engagement techniques, practice-based learning, intellectual preparation of content, and individualized coaching, Primary Hall will implement rigorous curriculum aligned to the NYSNGLS and will hire passionate educators committed to doing the intellectual work of understanding their content area and our state’s standards and the desire and ability to engage deeply in our systems of PD to implement that content aligned to those standards in every class, every day. We operate with the belief that developing and retaining excellent teachers is critical to the work. Teachers that are

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<sup>4</sup> Three-generation education and the impact that has on the family is drawn from Shantelle Wright, Founder and CEO of Achievement Prep in Washington, DC.

<sup>5</sup> Primary Hall’s design can be attributed to highly successful BES charter schools across the country, drawing inspiration from the model and results of Purpose Preparatory Academy (Nashville, TN) and Laureate Academy (Jefferson Parish, LA).

<sup>6</sup> SchoolBoard. “College Planning: When’s Too Early to Begin?” *Forbes*, Forbes Magazine, 30 July 2015, [www.forbes.com/sites/schoolboard/2015/07/30/college-planning-whens-too-early-to-begin/#74aaa22520b1](http://www.forbes.com/sites/schoolboard/2015/07/30/college-planning-whens-too-early-to-begin/#74aaa22520b1).

<sup>7</sup> Purpose Preparatory Academy was founded, incubated, and remains continuously supported by Building Excellent Schools. Many of our core elements regarding curricular choices and instructional approaches are informed <https://www.purposeprep.org/our-results/>.

<sup>8</sup> For more detail on our daily and weekly schedules see **Attachment 4a**.

<sup>9</sup> See **Section 2B** for more detail on our curricular choices with rationale.

professionally developed, supported, and challenged will contribute to a strong culture of achievement and will invest in a school long-term. The Learning Policy Institute outlines several elements that define effective PD.<sup>10</sup> This includes adequate duration, coaching, feedback, and reflection. Each week, Primary Hall teachers will receive classroom observations and live coaching (with real time feedback), student work analysis, and data meetings. Each classroom observation will result in one growth point for the teacher to quickly master. Week by week we will invest in our teachers' development, growth point by growth point, to ensure they are growing as practitioners able to deliver increased results for students. Feedback cycles will include notes on lesson plan internalization, areas of strength and growth for instruction, practice-based development, classroom observation, and weekly check-ins grounded in student work, student, data and reflection guided by strategic questioning. We agree with Brooke Charter Schools that "[g]reat teachers are made, not born"<sup>11</sup> and that successful schools provide teachers with the support and school culture needed to close the achievement gap. At Primary Hall, we will implement strong data systems and two hours of weekly PD for teachers.<sup>12</sup> Our PD scope and sequence includes skill building in classroom management, content knowledge, data analysis, school wide routines, procedures and practices, and focus on teachers' intellectual lesson plan preparation needed for student success.

**Mission Driver 2 - Individualized Supports. Priority 2 - Structure, joy, and individualized supports lead to academic and personal success.** To have a school that allows for impactful daily supports individualized for our students, we will first create a structure that allows for focus on learning and a sense of joy in that learning. Structure is in service to academics; it allows students to focus and gives teachers the space to teach, and The New Teacher Project research from Greenhouse Schools is clear: "Schools with clear expectations for both teacher and student cultures allow everyone in the building to focus on teaching and learning."<sup>13</sup> At Primary Hall, structure relates to accountability, as it is often through our choices regarding structure and the ways in which we implement that structure that we communicate expectations to students and how we hold one another accountable to those expectations as a school community. All school systems and routines exists for one reason - to drive students' academic and personal success. Along with ensuring structure, Primary Hall values building connections and making school a desirable place to be. We believe that having joy in the classroom is not a separate act, but rather a component of teaching and learning. Students will find joy in taking ownership of their learning, celebrating new accomplishments and acquired skills, and participating in school/classroom chants and cheers. This can be seen in the daily routine to mark transitions, Morning Meetings, and our ritualized celebrations and acknowledgements of a job well done, as comprehensively our joy lies in achievement and the celebration of community accomplishments. Within this community of structure and joy, we will provide tailored instruction based upon where our students are and where they need to grow. We believe that students are unique, and there is no one approach to teaching all students. We will support each of our students to reach their personal best through daily small group instruction, Multi-Tiered Systems of Support protocols<sup>14</sup>,

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<sup>10</sup> "Effective Teacher PD." *Learning Policy Institute*, June 2017, [learningpolicyinstitute.org/product/effective-teacher-professional-development-report](http://learningpolicyinstitute.org/product/effective-teacher-professional-development-report).

<sup>11</sup> <http://www.ebrooke.org/great-teaching/developing-great-teaching/>.

<sup>12</sup> See **Section III. D** for more detail on our professional development program.

<sup>13</sup> "How Schools Can Build Cultures Where Teachers Thrive." Greenhouse Schools. 27 March 2012. <http://www.tntp.org/publications/view/greenhouse-schools-how-schools-can-build-cultures-where-teachers-thrive>.

<sup>14</sup> See **Section II. D** for more detail on our MTSS.



learning-extension enrichments, and weekly Primary Hall Personal Growth Reports. We believe that all students will benefit from a strategically managed combination of leveled homogeneous and heterogeneous grouping in phonics, guided reading, and math fluency.<sup>15</sup> All students will work toward individualized goals to ensure that they are each challenged to their fullest ability. We will train and support teachers in differentiating instruction based on student need, whether it be increased rigor for advanced learners, visual aids and increased language supports for MLLs/ELLs, or accommodations and modifications for students with unique learning needs.

**Mission Driver 3 - Positive Character Development. Priority 3 - Intentional character development equips students with skills needed for life.** At the root of our work lies the responsibility of preparing young people to be responsible, hard-working, and contributing members of our community. We will meet this challenge with the infusion of our **IMPACT** values of **Integrity, Mastery, Perseverance, Ambition, Confidence,** and **Teamwork** to provide students the ethical compass and grit they will need to succeed in school and through that to strengthen the Buffalo community and rewrite the narrative on the East Side. We know that “[c]haracter education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities and nations.”<sup>16</sup> Therefore, in cultivating the whole child, we assert that students need more from school than literacy and numeracy, even as they profoundly need those academic skills. Primary Hall students will engage in daily positive affirmations with their class, participate in two brief (5-minute) mindfulness sessions during the school day, and weekly Community Meetings as a school body. The purpose of these meetings is to recognize students for embodying our **IMPACT** values and their academic achievement, thereby instilling pride in self, community, and our capacity to be successful as students and as people. In 2025, our inaugural class of first graders will be in fifth grade, preparing to enter middle school equipped with the skills needed to stand out as critical thinkers, literature enthusiasts, and masterful mathematicians – and as people who do the right thing, work hard no matter what, have dreams for a bright future, have the confidence that they can get there, and have the ability to empathize and positively work with others.

### **C. COMMUNITY AND STUDENTS TO BE SERVED**

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Primary Hall proposes to open a K-5 charter school for the students on Buffalo’s East Side, specifically the 14211 and 14212 zip codes in Schiller Park. BPS educates 31,203 students across 67 schools and reflects the city’s diversity, with 46% African-American, 20% White, 20% Hispanic/Latino, 9% Asian, 4% multi-racial, and 1% American Indian students; 82% of students are economically disadvantaged, 23% have disabilities, and 18% are English Language Learners (“ELLs”). Buffalo is currently a city in its renaissance. New York is investing in revitalizing the city<sup>17</sup> and as a community we propose to meet this resurgence with commitment to our greatest asset - our children. Primary Hall will actively recruit students from diverse backgrounds, including economically disadvantaged, MLLs/ELLs, and students with disabilities. Primary Hall’s existence will challenge the narrative surrounding the East Side and the potential of our community. Currently, being a community member from the East Side is synonymous with having limited economic and social opportunity. Our parents and families are clear about (a) the need for a

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<sup>15</sup> See **Section II.C** for more details on our Instructional model.

<sup>16</sup> “Character Education” *Home*, US Department of Education (ED), 20 Dec. 2005, <http://www2.ed.gov/admins/lead/character/brochure.html>.

<sup>17</sup> <https://buffalobillion.ny.gov/>.

high-quality elementary school, (b) the challenge of sending their children to schools that have chronically failed to meet their child’s needs, and (c) the goal of having more children with the academic foundation needed to gain access to Olmsted and City Honors as there are no viable contingency plans when the option is not available.

### Description of Buffalo’s Academic Crisis

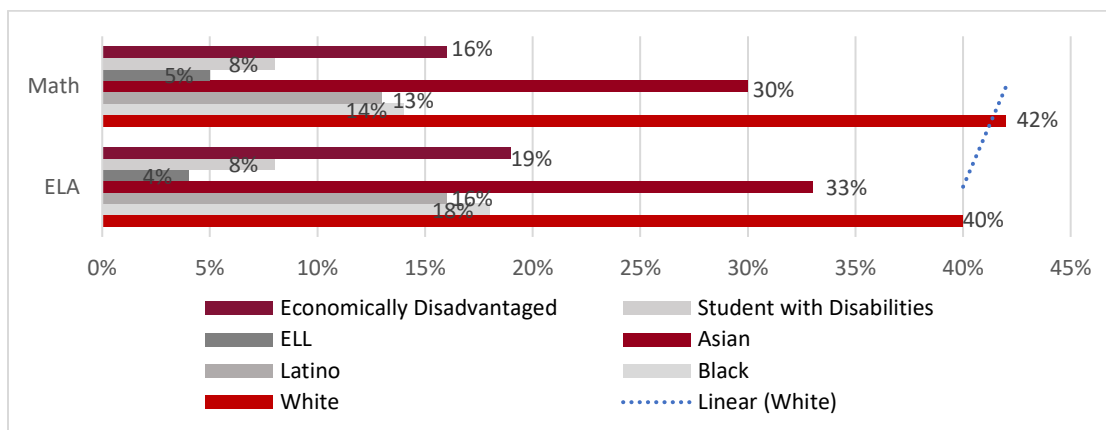
*“Performance is the ultimate narrative.” – Dr. Kriner Cash, Superintendent, Buffalo Public Schools*

Current state testing data for Buffalo Public Schools (“BPS”) in 2017 shows that students in grades 3-8 have proficiency rates of 23% in ELA and 21% in Math compared to 18% in ELA and 17% in Math. BPS currently has a high school graduation rate of 63%, with a goal of 70% by the end of the 2018-2019 school year. BPS data shows a consistent gap trend, particularly for students of color compared to their white counterparts, as well as for MLL/ELLs and students with disabilities, as seen in **Figure 1.1** with gap trend analysis as well from the previous year shown in **Figure 1.2**.

**Figure 1.1 District Student Performance by Sub Group (2017-18)**<sup>18</sup>

Student Sub Group	ELA	Math
All Students	23%	21%
Economically Disadvantaged	19%	16%
MLL/ELL	4%	5%
Students with Disabilities	8%	8%
Black	18%	14%
White	40%	42%
Latino	16%	13%
Asian	33%	30%

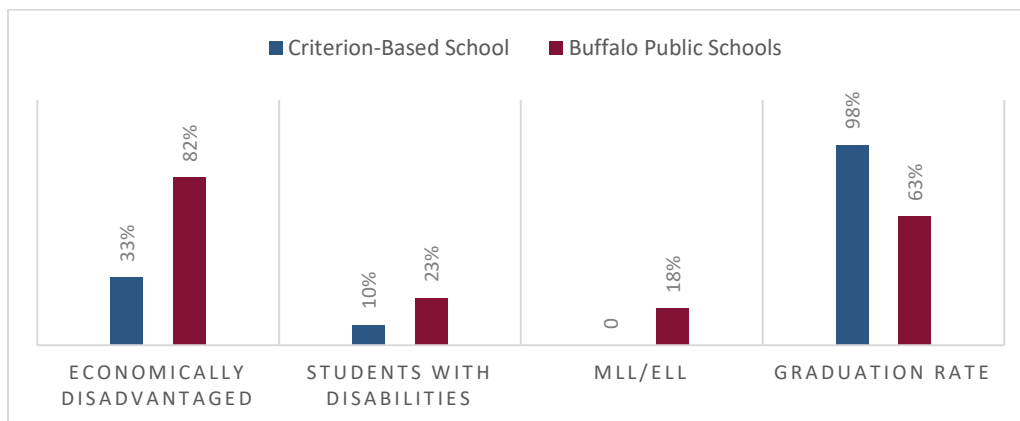
**Figure 1.2: Disparity in State Assessment Performance by Sub Group (2018)**<sup>19</sup>



The academic pride of Buffalo is often noted as City Honors, Buffalo’s criterion-based middle to high school; its demographics differ from those of the larger city as outlined in **Figure 1.3**.

<sup>18</sup> <http://data.nysed.gov>.  
<sup>19</sup> <http://data.nysed.gov>.

**Figure 1.3: Buffalo Criterion-Based City Honors and BPS Demographics (2017-18)**



### Description of Buffalo’s East Side

*"Buffalo, now more than ever, is a city on the move, and our goal in the City of Buffalo is to build a city of opportunity for all people." – Mayor Byron Brown<sup>20</sup>*

Buffalo has an estimated population of 258,612<sup>21</sup> with 68,573<sup>22</sup> residents on the East Side. Specifically in Schiller Park which includes our target community of 14211 and 14212, the community is predominately African-American (81% African-American/Black, 12% White, 2% Asian, 2% Multi-racial, 2% Other, 0.22% Native American).<sup>23</sup> Average household income is \$18,825, with a high concentration of residents living in poverty; 83% of children live in households receiving SSI, cash public assistance income, or Food Stamps/SNAP benefits; 22.5% of adults have less than a high school diploma in 14211<sup>24</sup> and 27.2% in 14212,<sup>25</sup> compared to 16.1% citywide<sup>26</sup>; 8.2% of adults in 14211 and 4.2% of adults in 14212 hold a Bachelor’s degree<sup>27</sup>, compared to 25.8%<sup>28</sup> across the city. Across Buffalo there is a demand for charter schools, with over 3,000 names on waiting lists<sup>29</sup>, and 1 in 5 children in the city currently attend a charter school.<sup>30</sup> In Schiller Park, there are 6 elementary schools (5 district, 1 charter). FRL rates are above 90% in most schools, the percentage of students with disabilities is 20% or greater, and MLL/ELL rates range from 4% to 32%. **Figure 1.4** provides demographic and academic performance rates on the 2017-2018 NY State assessments for schools in 14211 and 14212.

**Figure 1.4: Schools in 14211/14212 zip code (2017-18)**<sup>31</sup>

<sup>20</sup> <https://buffalonews.com/2019/01/07/redevelopment-comes-to-buffalos-east-side/>.  
<sup>21</sup> <https://www.census.gov/quickfacts/fact/table/buffalocityne78j4ywwork/PST045217#viewtop>.  
<sup>22</sup> <https://www.point2homes.com/US/Neighborhood/NY/Buffalo/East-Side-Buffalo-Demographics.html>.  
<sup>23</sup> <https://www.areavibes.com/buffalo-ny/schiller-park/demographics/>.  
<sup>24</sup> <https://www.unitedstateszipcodes.org/14211/>.  
<sup>25</sup> <https://www.unitedstateszipcodes.org/14212/>.  
<sup>26</sup> <https://www.census.gov/quickfacts/buffalocitynewyork>.  
<sup>27</sup> <https://www.unitedstateszipcodes.org/14212/>.  
<sup>28</sup> <https://www.census.gov/quickfacts/buffalocitynewyork>.  
<sup>29</sup> <https://www.bizjournals.com/buffalo/news/2017/10/06/established-wny-charter-schools-undergo-era-of.html>.  
<sup>30</sup> <https://buffalonews.com/2017/10/12/charters-grow-school-landscape-changes/>.  
<sup>31</sup> <http://data.nysed.gov>.



School Name	Grade Span	Economically Disadvantaged	MLL/ELL	Students w/ Disabilities	ELA Proficiency	Math Proficiency
PS 031 Harriet Tubman	P-8	95%	32%	26%	8%	6%
PS 059 Charles Drew Science Magnet	P-8	93%	17%	32%	16%	15%
PS 092 Build Community School <sup>32</sup>	P-8	-	-	-	-	-
PS 097 Harvey Austin	K-8	93%	4%	20%	14%	10%
PS 197 Math Science Technology Preparatory <sup>33</sup>	5-12	88%	8%	25%	7%	9%
King Center CS	K-8	95%	4%	11%	33%	34%

Average levels of proficiency on 2017-2018 NY State assessments in grades 3-8 for district schools in 14211 and 14212 were 11% in ELA and 10% in Math, and for charters, 33% in ELA and 34% in Math. BPS Superintendent Dr. Kriner Cash is a supporter of school choice: “As long as charters that are proven to be effective can take all the children and continue to give options to families, that’s a good thing.”<sup>34</sup> Dr. Cash has spoken to the importance of early elementary learning: “If I’ve learned nothing else in my career as an educator, higher graduation rates, well-paying jobs – they don’t begin in 12th grade or in college. They begin in the womb and then those first four years of education are absolutely critical. And then kindergarten through third grade is the next critical span of a child’s learning.”<sup>35</sup> Our Founding Team views this as a call to action and Primary Hall is designed to ensure that families in 14211 and 14212 have access to a quality K-5 choice.

### Contributing Factors to Our Community’s Academic Crisis

*“Our kids are exposed to extraordinary things. I was just struck by the level of trauma our children are exposed to.” – Dr. Kriner Cash Superintendent, Buffalo Public Schools<sup>36</sup>*

The crime rate in Buffalo is high, with a 1 in 89 chance of being victim to violent crime, compared to 1 in 266 in New York State.<sup>37</sup> In Schiller Park, the crime rate is 157% higher than the national average, with a 1 in 15 chance of being a victim of any crime.<sup>38</sup> Schiller Park has the third highest concentration of BPS students<sup>39</sup> and the highest number of reported violent crimes of any Buffalo neighborhood; the yearly average ranges from 530-655.<sup>40</sup> Research shows that “[c]hildren who experience violent events are more likely to exhibit behavior problems, repeat a grade, be suspended or have poor attendance, ultimately affecting their education and likelihood of a

<sup>32</sup> 091 Build Academy, a persistently struggling school, closed in 2018 and reopened as 092 Build Community School. <https://www.buffaloschools.org/Page/85105>.

<sup>33</sup> While in greater Schiller Park, this school in the 14215 zip code which we are including in our proposed community.

<sup>34</sup> <https://www.bizjournals.com/buffalo/news/2016/05/13/a-conversation-with-kriner-cash.html>.

<sup>35</sup> Ibid.

<sup>36</sup> <https://buffalonews.com/2017/07/29/wounds-buffalo-children-suffer-no-one-sees/>.

<sup>37</sup> <https://www.neilayghborhoodscout.com/ny/buffalo/crime>.

<sup>38</sup> <https://www.areavibes.com/buffalo-ny/schiller-park/crime/>.

<sup>39</sup> Ibid. Approximately 2,000 students.

<sup>40</sup> <https://buffalonews.com/2017/07/29/wounds-buffalo-children-suffer-no-one-sees/>.

successful future.”<sup>41</sup> Leaving the community is not the answer, as “[t]he roughly 2,000 public school students living in Schiller Park attend 56 different schools. But in many cases, students who travel to school across the city don’t end up in a better school or safer neighborhood.”<sup>42</sup>

### **Responding to This Crisis**

*“Educating all children, no matter what their background, is complex and difficult work. But it can be done...” – The Washington Post<sup>43</sup>*

In support of our ambitious academic and life goals for the students of Schiller Park and informed first by research on the connection between human spirit and academic performance, Primary Hall will implement a comprehensive Mindfulness Program that encompasses yoga as a means of combatting the ill effects of exposure to violence, chronic stress, and childhood trauma. Using mindfulness and yoga as an intervention has been shown to “improve academic performance by enhancing self-regulation which may, in turn, mitigate stress, thus leading to enhanced attention and learning.”<sup>44</sup> Informed by the programmatic models of high-achieving, high-poverty charter schools, our program of individualized supports coupled with 175/185 (K-2 and 3-5) instructional minutes dedicated to ELA and 115/110 (K-2 and 3-5) instructional minutes dedicated to math will support students’ elementary success, placing them on the path to such schools as City Honors and other college preparatory schools and tracks in the upper grades, dramatically changing high school graduation rates and college matriculation rates for our city and community. Our two-teacher classroom model, with one NY licensed Special Education teacher per grade level, and ESOL certified ENL teachers<sup>45</sup>, will support all learners in meeting rigorous standards and individualized targets for each student’s mastery of grade level content. Coupled with our innovative approach of mindfulness practices that allow students to master their breathing and focus their attention, we intend to shift the underachievement of Black and brown children and their disproportionate access to opportunity. Indeed, “[m]indfulness can enhance many brain functions...attention and focus, social and emotional awareness and self-regulation, and cognitive flexibility and non-reactivity.”<sup>46</sup>

### **Community Support for the Proposed School**

*“This is their world. Everything that happens is up to us. What are we going to do? What are we going to create for our children?” – Buffalo Parent<sup>47</sup>*

Our attention to mindfulness practices, rigorous expectations, individualized supports, and extra time were all enthusiastically received by the community or presented to us as consistent community input. We began our community outreach in August 2018 and since then we have met with a multitude of community organizations and stakeholder groups, encouraging their input for the school design.<sup>48</sup> We have built relationships with community members, families, and leaders and have solicited feedback from 161 parents and community members through 161

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<sup>41</sup> <https://buffalonews.com/2017/07/29/wounds-buffalo-children-suffer-no-one-sees/>.

<sup>42</sup> Ibid.

<sup>43</sup> [https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/21/yes-there-are-high-poverty-public-schools-that-operate-at-a-high-level-heres-how-they-succeed/?noredirect=on&utm\\_term=.33d7e2f44776](https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/21/yes-there-are-high-poverty-public-schools-that-operate-at-a-high-level-heres-how-they-succeed/?noredirect=on&utm_term=.33d7e2f44776).

<sup>44</sup> <https://greatergood.berkeley.edu/article/item/seven-ways-that-yoga-is-good-for-schools>.

<sup>45</sup> We will have one ENL teacher in Y1 and Y2, and two ENL teachers beginning in Y3.

<sup>46</sup> Dorman, Elizabeth. "Building Teachers' Social-Emotional Competence through Mindfulness Practices." *Curriculum and Teaching Dialogue*, vol. 17, no. 1-2, 2015.

<sup>47</sup> Expressed to the Founding Team during community engagement conversations in January 2019.

<sup>48</sup> See **Table 2**.



surveys and 500+ in-person conversations in our proposed community. In addition to hearing about the importance of the core academic and social/emotional programs of the proposed school, we have heard that transportation and after-school programming are also important to consider, which we have incorporated into our school design and operational plans. We have a social media presence with 172 supporters on Facebook and 77 followers on Instagram and 163 signatures on our petition; we have distributed 600+ flyers across our community, and we look forward to continuing to further build these relationships going forward. Our greatest asset in the work are parents and community members who fully support the proposal; we intend to continue to leverage their voices to garner even wider support for Primary Hall and overcome any opposition to the addition of a high-quality K-5 school option for students on the East Side.

#### **D. APPLICANT GROUP HISTORY AND CAPACITY**

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The Founding Team is comprised of professionals and community leaders unified by one mission a commitment to dramatically increasing measurable student achievement starting in Kindergarten, and an unwavering belief that all students, regardless of background or ability, deserve access to a quality education that will transform the trajectory of their lives, the lives of their families, and the lives of the families they will one day have themselves. Each member is accomplished in their respective fields and together possess the leadership capacity and experience that will ensure the effective start-up, governance, and leadership of Primary Hall. Professional skills include: education (3), governance (2), finance (2), law (2), community development (1), and fund development (2). Each member brings a deep commitment to the Buffalo community and there were no pre-existing relationships between members prior to joining the Founding Team. The process of forming the Team began with Lead Founder Arielle Peterson making hundreds of connections across Buffalo. With the support of Building Excellent Schools (“BES”) starting in August 2018, Ms. Peterson began building a dynamic team that manifested absolute mission alignment, deep community investment, and determination to do the work of ensuring equitable access to quality education for all students, and through that work narrowed down the target community of Schiller Park based upon overwhelming need and strong community support. In building the Founding Team, which will populate the Governing Board, each candidate had several discussions with Ms. Peterson, as well as with BES Leadership, including BES Founder Linda Brown, focusing on core beliefs, professional skill sets, commitment to accountability, the role of governance in a charter school, and time commitment; each member formally accepted a seat on the Founding Team by signing the Board Member commitment which outlines their roles and responsibilities pre- and post-authorization. While forming the Founding Team, Ms. Peterson was studying high-performing schools across the country as BES Fellow and through that began to form the initial vision of Primary Hall, influenced by the achievement and best practices most specifically of three high-poverty, high-achieving BES schools: Purpose Preparatory (Nashville, TN)<sup>49</sup>, Nashville Classical (Nashville, TN)<sup>50</sup>, and Laureate Academy (Jefferson Parish, LA).<sup>51</sup> Ms. Peterson communicated weekly with the Team, sharing

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<sup>49</sup> Purpose Prep was a 2017 TN Award School for Performance ranking in the top 5% for the state. <https://www.purposeprep.org/our-results>.

<sup>50</sup> Nashville Classical’s ‘super subgroup’ of minority, economically disadvantaged, ELL, and Special Education outscored the state average for non-economically disadvantaged students. <http://www.nashvilleclassical.org/tnready-results2017>.

<sup>51</sup> 43% of Laureate Academy students scored Mastery+ on the LEAP 2025 in their first year of testing, outpacing the Jefferson Parish average of 34%. <https://www.laureatecharter.org/pdf/laureate-academy-results.pdf>. <https://www.nola.com/education/2018/07/25/jefferson-parish-schools-th.html>. Ms. Peterson completed Leadership Residency at Laureate Academy.

elements of the evolving vision, and incorporating feedback from the Team and larger community as the vision came into fuller detail. The eight-member Team is comprised of six people of color, all with experience working, leading, and living in Buffalo, two of whom have lived on the East Side of Buffalo; there are two educators and five members are parents. Ms. Peterson serves as the primary author for the application, with support from BES. Primary Hall's school design was shaped by three elements: first, best practices of high performing BES schools including Laureate Academy, where Ms. Peterson completed Leadership Residency and Nashville Classical; next, members of the Team contributed to the vision and preparation of this application based on their professional skill sets and insights on our proposed community, i.e.: (1) As a parent of children who have attended BPS and local charter schools concerned about the low levels of literacy attainment for our students, Rochelle Brown has informed our prioritized focus on literacy, extended instructional time, two teacher model with small instructional groups, and literature-rich approach to reading instruction; (2) As Dean of Students in a local Buffalo charter school, Madeleine Fierstein has informed our approach to school culture and discipline that maximizes restorative justice practices and minimizes suspensions, as well as ensuring a robust staffing and support program for our students with disabilities; (3) As someone who grew up on the East Side and was one of few members of the community to attend City Honors, Christopher Hayes informed multiple layers of our community engagement and plans for the school's location; (4) As mother to young children not yet attending school and concerned about achievement data from across the city, Kerisha Hawthorne-Greer has informed our approach to data and accountability, and ensuring equitable access for all students on the East Side; (5) As resident of Buffalo deeply involved in the community, Desmond Rudd has informed our approach to community engagement over the past months and has informed our approach to engaging families and the community should we be authorized; (6) As parent of an elementary student who has experienced struggles in school, Breanna Penque has informed our approach to engagement with parents of children with disabilities, and as a respected member of Leadership Buffalo, has informed our outreach to elected officials and the larger business community across the city; and (7) As a figure in the community committed to ethical treatment and long-term success, Dr. Hernandez has informed our approach to vertical alignment in our academic program, and commitment to providing quality education to all students including students from economically disadvantaged backgrounds and MLLs/ELLs. The community informed the evolving vision of the school as we participated in 23 community events, held 20 tabling sessions and information meetings, spoke and/or met with 500+ community members, and spoke to and/or surveyed 161 families. **(Table 2: Public Outreach Information)** The Team has met monthly since December 2018 and participated in a full-day retreat on March 2 with a focus on governance, school design, and community engagement. All members have engaged in community outreach and all have opened up their personal and professional networks for the school. Brief biographies of our Lead Applicant and all Founding Team members are provided below and in **Table 1. Lead Founder and proposed Head of School Arielle Peterson** began her career as a preschool teacher and transitioned into a role as a 6th grade English teacher in her placement school with TFA New Jersey, an all boy's school where 6<sup>th</sup> graders were reading, on average, at the 1.5 – 2.5 reading levels. Determined to get at the root of this reading challenge, Ms. Peterson transitioned to serving as a 1st grade teacher at a turnaround school, where 89% of her students mastered



grade-level ELA and Math standards on district-wide standards-based assessments.<sup>52</sup> Inspired to make greater impact, Ms. Peterson worked as a corps member advisor at the Philadelphia Institute where she served as Academic Advisor for 16 corps members centered on lower elementary instruction. Through her work within inclusion classrooms, Ms. Peterson saw growing disparity in the performance of students with and without disabilities and became convinced that work at the program design and teacher training level was critical to change this reality. She went on to serve in the Office of Special Education at Newark Public Schools, providing PD and consulting with teachers on the development and execution of IEPs in Early Childhood, which for Ms. Peterson is the foundation for all literacy development and future school success. During this work Ms. Peterson earned her MA in Education Administration and fueled by her conviction to ensure educational access for all students with a greater degree of autonomy of staffing and design and accountability for results starting in Kindergarten, Ms. Peterson applied and was accepted to the highly-selective BES Fellowship. Ms. Peterson holds a BA from Spelman College and MA from Caldwell University. **Rochelle Brown, Founding Board Member and Proposed Chair**, is a financial professional with nearly 30 years of banking experience, serving as Assistant Branch Manager at BankOnBuffalo. Ms. Brown is experienced in accounting, compliance, and wealth management, and will apply these skills to ensuring the success and accountability of Primary Hall. A two-time recipient of the Buffalo Black Achievers Award and resident of Buffalo's East Side, Ms. Brown will serve as Chair of the Governance Committee and *ex officio* member of all other committees. **Christopher Hayes, Founding Board Member and Proposed Vice Chair**, is a Buffalo native and serves as attorney with Phillips Lyttle LLP. Mr. Hayes' legal expertise lies in data security, technology counsel, and crisis response and management, and has been recognized for his pro bono work particularly in Immigration Law as recognized by the Erie County Bar Association. Recipient of Buffalo's Black Achiever's Award, Mr. Hayes will serve on the Finance and Governance Committees and holds BA from Canisius College and JD from Notre Dame. **Breanna Penque, Founding Board Member and Proposed Treasurer**, is a Western New York native with extensive experience in finance, currently serving as VP of Finance for the Montante Group in Buffalo overseeing all aspects of accounting and finance functions, including reporting, annual budgets, and investor reporting. Ms. Penque has experience managing annual budgets of over \$1B and will chair the Finance Committee and serve on the Facilities Task Force. Ms. Penque holds BS from SUNY Fredonia and MS in Finance from Indiana University. **Madeleine Fierstein, Founding Board Member and Proposed Secretary**, is a dedicated educator serving as Dean of Students for Charter School of the Applied Technologies where she manages school discipline and supports teacher development through daily walk-throughs and ongoing teacher collaboration. Mrs. Fierstein has served as Vice Principal, Spanish Teacher, and Teacher of AP US History and Social Studies. She will serve on the Academic and Development Committees and holds MA in Educational Leadership from Columbia University's Teachers College. **Kerisha Hawthorne-Greer, Founding Board Member**, is Attorney for the Immigration Unit of the Erie County Bar Association, VP of the Association, and Secretary of the Board of Directors for University at Buffalo Law School Alumni Association. As Graduate Assistant at the Collegiate Science and Technology Entry Program for University at Buffalo, she supported

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<sup>52</sup> In the year prior, the school scored, 18% in ELA and 10% in Math NJ assessments. <https://www.state.nj.us/education/pr/1415/13/133570460.pdf>.



underrepresented students pursuing STEM. Serving on the Governance Committee and Facilities Task Force, she earned BA at University SUNY Geneseo and JD at University at Buffalo Law School. **Dr. Francisco Hernandez-Ilizaliturri, Founding Board Member**, is Professor of Oncology at Roswell Park Comprehensive Cancer Center in Buffalo and Clinical Professor for the Department of Medicine at the Jacobs School of Medicine and Biomedical Sciences at SUNY Buffalo. Dr. Hernandez- Ilizaliturri is an active member of the community and has been a prolific figure in providing comprehensive care to patients while supervising and mentoring 2-3 successful doctors each year since 2002. He will serve on the Development Committee and Facilities Task Force, is certified in Medical Oncology from the American Board of Internal Medicine and received his medical license in medicine and surgery from The University of the State of New York. **Desmond Rudd, Founding Board Member**, is Regional Manager of Development and Communications for Teach For America Buffalo where he develops fundraising strategies. Bringing background in education and instruction, he taught Special Education in Buffalo elementary/middle schools. Active in the community as member of the Buffalo Urban League Young Professionals and Alpha Phi Alpha Fraternity, he will serve on the Academic and Development Committees; he holds BS from University of Alabama and MS from Canisius College.

## E. PUBLIC OUTREACH

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In accordance with NY Education Law Section 285(9-a)(b)(ii), Primary Hall’s Founding Team has conducted public outreach in Buffalo to solicit meaningful input and establish wide support from (a) community leaders, (b) for profit and not-for-profit organizations, (c) educators and educational leaders, and (d) local families. The conversations had while canvassing the community, attending local events, providing information and engaging in conversations through frequent tabling events, holding public meetings, and reviewing community surveys have all informed the proposed school design. Lead Founder Arielle Peterson began outreach in August 2018 and was joined by all members of the Founding Team once assembled in the fall of 2018. **Informing the Community.** Our grassroots efforts began with visiting stakeholders in our community and speaking with well-respected community leaders and business owners. Beginning in September 2018, the Founding Team has met and partnered with organizations and faith-based communities including Literacy NY – Buffalo NiagaraThe Resource Center of WNY, The Delevan-Grider Community Center, The Edward Saunders Community Center, The Parent Network of WNY, The Urban League, TFA Buffalo, Voice Buffalo, PUSH Buffalo, New Beginnings Church of God in Christ, as well as CAO and Holy Cross Head Start programs. Primary Hall hosted two public meetings held at two locations on the East Side (New Beginnings COGIC and Frank E. Merriweather Library Branch Auditorium). The two public meetings yielded valuable feedback from members of the community (see section below for more detail). We met with local charter schools and one BPS school<sup>53</sup> in our proposed community to learn in greater detail the challenges and successes of their work. We have taken in their experiences, implemented feedback to strengthen the school design, and immersed our proposed school as a contributing partner on the East Side. **Community Input.** We have gained valuable insight from our community about their desires for education in Buffalo. Community members value community schools, enrichment opportunities, and family resources. More specifically, during our interactions and

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<sup>53</sup> West Buffalo Charter School, Buffalo Academy of Science Charter School, Tapestry Charter School, Harvey Austin School 97.

conversations with families, we learned that families in our proposed community care about (1) culturally responsive practices, (2) a diverse teaching staff, (3) individualized supports for all students, and (4) transportation. Primary Hall is committed to implementing feedback from members of the community when aligned to our mission. We will engage in culturally responsive training each year to ensure there is a high level of cultural competence in each classroom and we will hire diverse, well-qualified teaching candidates. A core tenet of our school design is individualized supports for students, informed by data, and delivered through small group instruction with individual student goal-setting in core subjects. Transportation is a pressing concern in Buffalo; we plan to use buses from BPS and have met with local charter school leaders to discuss alternatives. Families shared their frustrations of supporting schools that fail to make adequate progress or having to choose the lesser of the evils to select a school for their child or grandchild. Many spoke about the gap in opportunity when they are unable to send their children to criterion-based schools due to a weak academic foundation or to private schools based on limited financial resources, and they want their children to leave elementary school with greater access to these resources. Based on these conversations, we recognize our responsibility to close the opportunity gap for students in our community, first by building meaningful relationships with age-eligible families and then delivering results that will open up strong middle and high school options, most importantly through academic readiness and relationship-building as well as opening up increasing scholarship opportunities for children on the East Side. Primary Hall has tabled and distributed information at Head Start locations on the East Side and across Buffalo (Memorial Temple, Drexel Academy, St. Agatha, George K. Arthur), the Frank E. Merriweather, Leroy R. Coles, and Buffalo Central Library Branches, and we have received 161 survey responses from members of the community in addition to canvassing and distributing 600+ flyers throughout our proposed community. We have used social media (Facebook/Instagram) and a local newspaper and radio station to reach a wider audience and build awareness for our proposed school. **(Attachment 2b) Public Meeting.** We have gained further valuable insight from the community. Topics discussed included (1) diversity in teaching staff, (2) enrichment opportunities for students, (3) uniforms, (4) access to technology, (5) professional development for teachers, (6) culturally responsive teaching, and (7) special education services. We will recruit diverse teachers beginning with targeted recruitment at HBCUs and will provide **culturally responsive teaching training** to all staff to ensure that we have cultural competence while implementing our curriculum. PD begins with our **Primary Summit**, 20 days of summer training that includes instructional practices, classroom management, routines and procedures, as well as our NYSNGLS-aligned curriculum. **(Section II. B) Enrichment activities** will be incorporated as we grow, with options based on student interest; at our core is a commitment to academic outcomes for students. Regarding uniforms, we will provide cost of one uniform per family per year. Per **technology**, by full capacity we plan to be a one-to-one school, but the core of our academic program requires students to have books in hand to learn the foundations of reading first. Our staffing plan has been informed by community conversations expressing the need for a school of choice for all students including **diverse learners** and students who have experienced trauma. In response we have designed our staffing model to include one Special Education teacher per grade level and a full-time Social Worker beginning in Y1.

## **F. ENROLLMENT, RECRUITMENT, AND RETENTION**

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Primary Hall is an open enrollment, public K-5 grade charter school for students residing on the East Side of Buffalo. There is currently a demand for more high-quality school options, with an estimated 3,000 families on waiting lists for charter schools in the city.<sup>54</sup> Primary Hall proposes to open with 108 students in our inaugural year. Using a slow growth model, we will enroll 81 Kindergarten and 27 first grade students, adding 54 Kindergarten students each year until we are fully enrolled.<sup>55</sup> We will reach full capacity in 2025-2026 with 324 K-5 students. This plan will minimize encountering enrollment difficulties experienced by other local schools, ensure financial viability in Y1, and will allow us to increase our **impact** by establishing a strong culture of achievement with each incoming cohort of students while controlling for overall school size.

**Figure 1.5: Projected Enrollment Over the Charter Term**

Grades	Ages	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
<b>K</b>	5-6	81	54	54	54	54
<b>1<sup>st</sup></b>	6-7	27	81	54	54	54
<b>2<sup>nd</sup></b>	7-8		27	81	54	54
<b>3<sup>rd</sup></b>	8-9			27	81	54
<b>4<sup>th</sup></b>	9-10				27	81
<b>5<sup>th</sup></b>	10-11					27
<b>Totals</b>		<b>108</b>	<b>162</b>	<b>216</b>	<b>270</b>	<b>324</b>

We assume an attrition rate each year of 7%<sup>56</sup> and will work diligently to communicate and seek feedback from families to minimize attrition not based upon mobility. We will backfill seats in all grade K-5 from our ordered waitlist if seats are vacated in the first or second quarter of the academic school year. We will recruit a student population that reflects the local district and therefore anticipate that at least 85% of students will come from economically disadvantaged backgrounds, 15% will be MLL/ELL, and 23% will be Students with Disabilities. Our ideal class size is 27 students with a two-teacher model; along with our Daily 5, of which blended learning is a key component, this staffing configuration and class size will allow every student to learn how to read by the end of Kindergarten (or first grade if entering in first grade) within a 9:1 student to teacher ratio. In the City of Buffalo, 2 in 10 elementary and middle school students are proficient in reading and math as measured by the 3-8 NY State Assessment ELA and Math. We will create a K-5 school that ensures that students have multiple small group<sup>57</sup> learning experiences with teachers to support ambitious individual learning growth and absolute performance. Daily individualized supports will allow all students to have access to small group math instruction every day through our 30-minute intervention block, 175 instructional minutes (K-2) and 185 minutes (3-5) dedicated to literacy, and 115 instructional minutes (K-2) and 105 minutes (3-5) to mathematics. We have chosen a unique K-5 elementary model in contrast to the K-8 model seen throughout the local school district because fulfilling our mission of preparing students for the rigors of middle school, high school, and college requires that our students establish strong foundational skills in literacy and math, “as children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Black and Hispanic children who are not reading proficiently in third grade are twice as likely as

<sup>54</sup> <https://buffalonews.com/2017/10/16/editorial-demand-charter-schools-sends-message-district/>.

<sup>55</sup> We offer a small first grade class in our initial cohort for families who may want such access; our primary entry point will be Kindergarten.

<sup>56</sup> Based on experiences of local charter schools and enrollment trends and/or student transient data.

<sup>57</sup> Groups will be no larger than 14 students, with most groups no larger than 9 students.

similar white children not to graduate from high school.”<sup>58</sup> BPS Principal Demario Strickland has encouraged us to “[p]ut all [our] time, energy, and focus on teaching students to read.”<sup>59</sup> Our students will benefit most from remaining in the elementary school setting because they will have a school environment that is solely focused on foundational skill proficiency (literacy and math) and their developmental and social/emotional needs (character development and mindfulness). Based on admissions criteria, students of color and students from economically disadvantaged backgrounds have not had equal access to City Honors, a 5-12 magnet school in the City of Buffalo<sup>60</sup> where 59% of students are White and 33% come from economically disadvantaged backgrounds, compared to 20% and 82%, respectively, across the district.<sup>61</sup> To be admitted, students must have a high GPA, be recommended by teachers, score “above average” on the NY State Assessment, and pass a cognitive ability test.<sup>62</sup> “Buffalo has a small number of excellent schools, but its families need more such opportunities and people in all parts of the city need to have confidence that their children have a fair chance to experience them.”<sup>63</sup> This imperative – **access** and **impact** – drives our grade configuration and academic focus. Further, through conversations with stakeholders in the community there is concern for what schools students will attend at the end of their matriculation from Primary Hall.<sup>64</sup> Though our mission is to ensure academically competitive students for the selective schools in our region, given the limited number of seats that may be available, we recognize that there may be a need to expand our grade span and will make that consideration in 2023-2024 once we have achieved strong measurable results and have met or exceeded achievement indicators for student proficiency.<sup>65</sup> Now in the proposal stage, our recruitment process has begun by forming relationships with families through tabling and visits to local preschool programs, community centers, and faith-based communities. To recruit students from economically disadvantaged backgrounds, we will maintain partnerships with the local Head Start Programs, Community Action Organization of Western New York (CAO Head Start/Holy Cross Head Start), community support initiatives such as the Buffalo Healthy Corner Store Initiative, Historic East Side Neighborhood Initiative, and organizations that serve our populations in need, such as the Buffalo Federation of Neighborhood Centers, faith-based communities, and The Boys and Girls Clubs of Buffalo.<sup>66</sup> We will have an active presence at Buffalo Municipal Housing Authority locations across the city to recruit potential students. To recruit MLLs/ELLs, we will create school marketing materials in other languages, prioritizing the top three non-English languages spoken in Buffalo (Spanish, Arabic Karen), and while canvassing, have native speakers with us to aid in translation when needed.<sup>67</sup> We will seek the assistance of the International Institute of Buffalo to aid in material translations, and interpretations for potential families, and will seek partnership with Journey’s End Refugee Services to engage families with age-eligible students new to our country. School recruitment materials will include information regarding our inclusion of special education and MLLs/ELLs and our approach to individualized supports in learning. For more detail on our local partnerships and

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<sup>58</sup> <https://www.aecf.org/m/resourcedoc/aecf-EarlyWarningConfirmedExecSummary-2013.pdf>.

<sup>59</sup> Meeting with Principal Strickland, 3/15/19.

<sup>60</sup> <https://www.wivb.com/news/local-news/city-honors-school-updates-admissions-process-following-claims-of-discrimination-against-minorities/1108474829>.

<sup>61</sup> <https://data.nysed.gov/enrollment.php?year=2018&instid=800000052908>.

<sup>62</sup> [https://cityhonors.org/files/old/docs/admin\\_proc2.pdf](https://cityhonors.org/files/old/docs/admin_proc2.pdf).

<sup>63</sup> [https://ppgbuffalo.org/files/bps\\_uclacrp\\_052315\\_v8\\_combined.pdf](https://ppgbuffalo.org/files/bps_uclacrp_052315_v8_combined.pdf).

<sup>64</sup> <https://news.wbfo.org/post/who-gets-city-honors-depends-more-grades>.

<sup>65</sup> Our priorities and metrics can be found in **Section I.A**.

<sup>66</sup> Letters of support can be found in **Attachment 2c**.

<sup>67</sup> [https://ppgbuffalo.org/files/documents/immigration\\_buffalo\\_brief\\_final.pdf](https://ppgbuffalo.org/files/documents/immigration_buffalo_brief_final.pdf).

our marketing materials. (**Attachments 2a** and **2c**) Our enrollment plan has been designed to assure that all students have equal access to enrollment. Our target for student enrollment is 108 students. If we have more applicants than available seats, we will conduct an open, random, public lottery to identify which applicants will receive a seat and place all remaining applicants on an ordered waitlist. Eligible Kindergarten students must have their fifth birthday by December 31, 2020. If authorized, we will conduct the lottery within a two week period of the close of our enrollment window on April 1. The date, time, and location of the lottery will be made available to the public with reasonable public notice. We will provide preference to students already enrolled in the school and siblings of those students, as well as to students who live within the BPS District. We will conduct the Buffalo-specific lottery first, and once all Buffalo residents are satisfied either by having a seat or being on the waitlist, we will then conduct a non-Buffalo lottery for all remaining applicants. We will use announcements mailed directly to families, flyer distribution and postings, local newspaper announcements, and we will host information sessions to specifically target MLLs/ELLs, students with disabilities, and students from economically disadvantaged backgrounds. Primary Hall does not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, national origin, disability, socioeconomic status, genetic information, religion, sexual orientation, gender identity, political affiliation or any other protected status. Seats that become available between the open lottery and the last day of the second marking period (January 15) will be offered to students on the waitlist. To fulfill our mission and vision of **academics**, **access**, and **impact**, we will admit any age-eligible student if a seat becomes available in the first or second quarter of the academic year at any grade K-5. Though we anticipate an attrition rate of 5-10%, we will prioritize maintaining 100% of our students year to year. This begins with building (a) meaningful relationships with families, (b) open lines of communication, and (c) opportunity for parents to share feedback. We will establish the Primary Families for Achievement, a parent group that will meet monthly to expose families to curriculum, conduct parent workshops, organize parent volunteers, and identify any additional school-related needs that will directly benefit our students. We will host six Family Nights each school year and three quarterly Parent/Teacher Conferences to invest parents in partnership practices. To retain students from economically disadvantaged backgrounds, we will partner with local organizations like the Resource Council of WNY and the Edward Saunders Community Center for afterschool services. We will invest in one uniform per student enrolled and have chosen uniform pieces that can be easily and affordably purchased from local vendors including Walmart.<sup>68</sup> We will purchase all school materials and supplies that students need to learn and be fully engaged in lessons.<sup>69</sup> To retain MLLs/ELLs, we will employ an ESOL certified teacher in all years<sup>70</sup> and whenever possible hire qualified individuals who are native speakers of languages represented in the school, removing reasonable barriers that would impede students' learning and access.

**Figure 1.6: Enrollment and Retention Targets**

Subgroup	Enrollment #/%	Retention #/%
Economically Disadvantaged	259/85%	246/95%

<sup>68</sup> See Section III.K for budget details.

<sup>69</sup> Ibid.

<sup>70</sup> See Section III.A for organizational structure.





Students with Disabilities	65/23%	62/95%
English Language Learners	49/15%	47/95%

### G. PROGRAMMATIC AND FISCAL IMPACT

Primary Hall is proposing to open to 108 students, 81 Kindergarteners and 27 first graders in August 2020 on the East Side of Buffalo. At full capacity we will have 324 K-5 students. We are proposed in response to chronic underperformance within our target community of Schiller Park. As a small school, we will have limited fiscal impact on the local district as outlined below.

Figure 1.7: Projected Fiscal Impact

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 <sup>71</sup>	Projected Impact on District Budget
2019-20	108	\$13,495	\$1,389,985	\$272,478	\$1,662,463	927,400,000	0.018%
2020-21	162	\$13,495	\$2,076,881	\$407,332	\$2,484,213	927,400,000	0.026%
2021-22	216	\$13,495	\$2,769,174	\$542,437	\$3,311,611	927,400,000	0.036%
2022-23	270	\$13,495	\$3,461,468	\$679,558	\$4,141,026	927,400,000	0.045%
2023-24	324	\$13,495	\$4,153,761	\$814,663	\$4,968,424	927,400,000	0.054%

## II. EDUCATIONAL PLAN

### A. EDUCATION PHILOSOPHY

We are rooted in our mission to ensure that students have the foundational skills needed to thrive in middle school, high school, and college. We firmly uphold three core tenets central to our design: **academics**, **access**, and **impact**. Our school will focus on the core of traditional education - reading, composition, and mathematics - to close the significant **academic** gaps that exist in our community and ensure that all students have **access** to selective, college preparatory courses of study in middle and high school and are positioned to have **impact** on their families, the East Side, and the City of Buffalo. Our commitment to **academics** is informed by our belief that all students should be challenged with rigorous curriculum and supported by individualized supports. Our commitment to **access** is informed by our belief that all students should be taught mindfulness practices, character values, as well as provided social emotional development that together lay the foundation for academic and personal success. Our commitment to **impact** is informed by our belief that a strong education should make three generational impact – on the student, the family into which the student was born, and the family that young person will one day have themselves. All three are informed by a school designed around our high academic and behavioral expectations and extended, prioritized, and individualized time spent on task. **We believe that rigorous curriculum and high-quality instruction drive achievement.** We firmly believe that students should be academically challenged each and every day. That means that we are committed to adopting and developing **curricula** to adequately prepare students for

<sup>71</sup> <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>.

demanding middle and high schools that will prepare them for the college or university of choice. With the explicit goal and annual metrics of every student building the skills needed to access grade level content<sup>72</sup>, our academic and operational design begins with this end in mind. We have adopted the use of Wiggins and McTighe’s Understanding by Design (“UbD”) through which we plan for courses and curricula first by identifying the ultimate goal, and then planning the sub-goals to get there, as well as the learning experiences and assessments that will lead to the ultimate goal.<sup>73</sup> With our mission of ensuring students find academic and personal success in middle school, high school, and college, our work begins by examining what knowledge and skills our students need to be successful in middle school and planning for that transition from the earliest days of Kindergarten. UBD “eliminates the possibility of doing certain activities and tasks for the sake of doing them. Every task and piece of instruction has a purpose that fits in with overarching goals.”<sup>74</sup> All curriculum is aligned to the NYSNGLS and we guarantee to families that their students will measurably develop the foundational skills they will need for long-term success. Beginning in Kindergarten, students will give evidence to support their thinking in Literacy and Math. Throughout their enrollment, students will gradually learn to articulate themselves in writing and decompose equations to solve them. We know the work is hard, but we also know it is possible and necessary for students to have greater opportunity. **Data Systems.** We believe that instruction and student learning must be measurable, and as a component of rigorous curriculum, we value assessments as tools to inform instruction. Assessment data speaks to the reality of student progress and therefore is one of our greatest assets as solutions-oriented educators. We begin each academic year with diagnostic testing - STEP for literacy and an internally created standards aligned test for math, allowing us to identify area of strength and growth for our students and provide the initial data for small group instruction and intervention. Diagnostic testing will be the initial step in being responsive to students’ need. In addition, we will use NWEA MAP testing in Reading Comprehension and Math to be accountable to our college preparatory mission. Scores provided by NWEA MAP will give us precise measures of student achievement and areas of needed growth and in comparison, to their national peers. As it is crucial to our mission that we are able to secure students’ access to selective middle schools, in Buffalo this requires that students master foundational skills, measured on national and state testing, to be competitive candidates for magnet schools<sup>75</sup> and scholarships to private schools<sup>76</sup> or college preparatory programs.<sup>77</sup> **Literacy.** We believe literacy is a requirement for a life filled with opportunity: “The end of third grade marks the point when children transition from learning to read to using reading to learn other subjects. Children who read proficiently by the end of third grade are more likely to graduate from high school and to be economically successful in adulthood.”<sup>78</sup> Primary Hall devotes 175 minutes (K-2) and 185 minutes (3-5) to literacy instruction daily, or 50% or more time when compared to a range of 90, 120, and 132 minutes within the local district.<sup>79</sup> We will leverage small group instruction and targeted intervention

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<sup>72</sup> For more detail, please see I.A and Attachment 3c

<sup>73</sup> Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria: Association for Supervision and Curriculum Development.

<sup>74</sup> <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#benefits>.

<sup>75</sup> <https://cityhonors.org/about/admissions/>.

<sup>76</sup> <http://www.thecullenfoundation.org/scholars>.

<sup>77</sup> <https://buffaloprep.com/admissions/>.

<sup>78</sup> <https://www.aecf.org/m/resourcedoc/aecf-EarlyReadingProficiency-2014.pdf>.

<sup>79</sup> Schedules differ by school and grade level, from 90, to 120, to 132. Official classroom schedules can be seen at the following link: <https://www.buffaloschools.org/site/Default.aspx?PageType=1&SiteID+3064&ChannelID=3103&DirectoryType=6>.

groups to individualize learning based on our frequent collection of data. We first build students' skills in literacy through 25 minutes of Read Aloud, and 90 minutes dedicated to Guided Reading, extensive Phonics instruction, and Reading Comprehension taught in small groups with two teachers per classroom. The remaining 60 minutes are dedicated through 45 minutes of Writing and Grammar and 15 minutes of DEAR/Conferencing. Grades 3-5 have Vocabulary for 30 minutes rotations of Guided Reading, Reading Comprehension, and the Daily 5/Blended Learning for 90 minutes, Book Club/DEAR for 30 minutes, and Writing/Grammar for 45 minutes. (K-2 = 175 minutes; grades 3-5 = 185 minutes.) Having two teachers in our classrooms coupled with the support of one special educator per grade level allows for a 9:1 student-teacher ratio and provides students with more practice opportunities, as "[p]ublished reading programs rarely include enough practice activities for at-risk readers to master skills and strategies. Students with learning difficulties typically need extended guided, independent, and cumulative practice."<sup>80</sup> We intend to create life-long readers by developing our students' love of reading. Each classroom will have a leveled library as well as a library organized by genre. Allowing students to have access to an abundance of texts allows for children to invest in their interests through reading and learning from a variety of perspectives. "Classroom libraries—physical or virtual—play a key role in providing access to books and promoting literacy; they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens."<sup>81</sup> Developing strong readers with a love for literacy is particularly powerful because in Buffalo the illiteracy rate is 30%-10% higher than the national average.<sup>82</sup> With 3 in 10 Buffalo adults qualifying as functionally illiterate, these adults have a fifth grade reading level or below.<sup>83</sup> Our role will positively impact three generations and through education allow students to extricate themselves from the cycle of poverty that low levels of educational attainment perpetuate: "When we disrupt the cycle of poverty and illiteracy, children are better able to overcome the limitations of the previous generation. When individuals learn how to read, write, do basic math, and use computers, they have the power to lift themselves out of poverty, lower health care costs, find and keep sustainable employment, and ultimately change their lives."<sup>84</sup> **Teacher Development.** To achieve our mission, the development of literacy, our prioritized/extended use of time, and our application of data to inform instruction must be accompanied by a robust teacher development system. Research establishes the importance of teacher quality on student achievement, and that students who had high-performing teachers three years in a row scored on average in the 96<sup>th</sup> percentile, compared to peers placed with low-performing teachers for the same amount of time scoring on average in the 44<sup>th</sup> percentile.<sup>85</sup> We will hire early in the fall and early winter of each year for the following year to position ourselves competitively in the teacher pipeline landscape, test all candidate's growability through feedback and reteach cycles during the interview process, and devote 20 days prior to the start of the academic year developing teachers' craft through intensive professional development focused on instructional practices, engagement/management techniques, intellectual preparation of content, and responding effectively to data. Primary Hall "defines development as observable,

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<sup>80</sup> <http://www.rtnetwork.org/essential/tieredinstruction/tier1/effectiveteaching>.

<sup>81</sup> <http://www2.ncte.org/statement/classroom-libraries/>.

<sup>82</sup> <https://www.buffalorising.com/2018/10/toast-to-literacy-2018-addressing-buffalos-literacy-crisis/>.

<sup>83</sup> <https://www.wkbw.com/news/hiring-716/adult-illiteracy-as-a-workforce-barrier-3-in-10-buffalo-adults-are-functionally-illiterate>.

<sup>84</sup> <https://education.cu-portland.edu/blog/classroom-resources/illiteracy-impacts/>.

<sup>85</sup> ASCD. "The Power of an Effective Teacher and Why We Should Assess It." *How Student Progress Monitoring Improves Instruction*. [www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx](http://www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx).

measurable progress toward [our] ambitious standard of teaching and student learning.”<sup>86</sup> We believe that frequent observations and feedback ensure that teachers feel supported and improve their practice quickly. Each observation will focus on one skill, and then build one after the other, applying practices outlined in Bambrick-Santoyo’s *Get Better Faster* to drive instruction and effectively coach teachers and is modeled after high-performing urban charter schools such as Brooke Charter Schools, where teachers receive 3 hours of targeted weekly professional development as a part of their “great teaching model,” have regular data meetings, daily co-planning sessions, as well as 10 video self-analyses, 20 administrative observations, and 15 peer observations each year.<sup>87</sup> Primary Hall will adopt these best practices and have 2 dedicated hours of professional development each week inclusive of these various approaches. Each week Primary Hall teachers will be developed through instructional observations, live coaching, and culture walk-throughs. Teachers will receive feedback through check-ins and will participate in peer observations as we grow. Primary Hall teachers will be encouraged to use video analysis as an additional form of development. We will develop a library of lessons and best teacher practices to aid in onboarding new staff members, reflecting on practice, and continually improving curriculum and lesson execution. During Y1 and Y2 of operation, teachers will receive feedback from the Head of School in the form of classroom observations, live coaching, and check-ins. At full scale, our model will be expanded to create professional learning communities within grade spans, allowing teachers to peer observe and provide opportunities for teachers to see effective practices in the moment.<sup>88</sup> Building a school of professional reflective practice, teachers will be taught, supported, and required to engage in lesson recording, reflection, and self-review. Through this process we intend to develop master teachers that are an asset to their colleagues and an additional layer of mission-driven leadership within the school.

**We believe that structure, joy, and individualized supports lead to students’ academic and personal success.** At Primary Hall, **structure** is in service to academics; it allows students to focus and gives teachers the space to teach. We think through every aspect of our daily operations and how they ensure that teachers can focus on teaching and students can focus on academic growth and developing strong personal and scholarly habits. This attention to detail can be seen in how and where student materials are stored, as well as how learning materials are displayed on student desks. There will be clear pathways for school traffic as well as procedures for transitions to ensure that instructional minutes are saved. When there is structure, there is then room to infuse **joy** that lends itself to learning. Students will learn to take pleasure in solving problems, accomplishing goals, and thinking critically. **Joy** at Primary Hall can be seen in the relationships students build with teachers and peers, felt in the warmth and care that is displayed for students, and experienced through the celebrations for accomplishments and making progress toward goals. “Becoming educated should not require giving up joy but rather lead to finding joy in new kinds of things.”<sup>89</sup> All students in Kindergarten through fifth grade will build academic and personal success through **individualized supports** and our consistent, data-driven and personalized attention. “Research on child development informs us that children learn and

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<sup>86</sup> [https://tntp.org/assets/documents/TNTP-Mirage\\_2015.pdf](https://tntp.org/assets/documents/TNTP-Mirage_2015.pdf).

<sup>87</sup> <http://www.ebrooke.org/great-teaching/developing-great-teaching/>.

<sup>88</sup> This approach is used by South Bronx Classical Schools. <https://classicalcharterschools.org/careers/teachers/>.

<sup>89</sup> <https://www.theatlantic.com/education/archive/2015/01/joy-the-subject-schools-lack/384800/>.

develop skills at different rates”<sup>90</sup> and we are designed to ensure our consistent awareness of and attunement to our students’ various needs as well as our staffing, use of time, and use of resources to address them. Further, to achieve our mission and make significant gains in student learning in all years, Primary Hall will ensure that our school is safe, warm, predictable, and demanding. In urban schools, “establishing school structure sets the stage not only for academic optimism in a school but [also] for higher student achievement.”<sup>91</sup> **High Expectations.** We believe that all children can reach high expectations for behavior and engagement in every aspect of the school day and that it will be these high expectations embedded within an academic plan and operational program that will open doors of opportunity for our children and allow us to break a multi-generational legacy of under-education, high illiteracy rates, and stagnant economic opportunity. We have a clear understanding of how we expect our school to look, sound, and feel every day, all day - all in the service of student learning. The systems that we have in place will promote pride in our school and reinforce positive self-image and care for our community. We know that community is crucial to our success and that we do our best work when we work together. Having proof across many schools in New York State<sup>92</sup> and across the country<sup>93</sup> that students will strive for excellence when there is a high bar for expectations, there will be a Primary Hall Way for everything, and clearly communicated expectations for students and adults to ensure a team-based, mission-driven school that has clarity about who we are and how we do school. We believe that people do not function at their best in ambiguity, and thus we prioritize clarity in all we do. We have clearly designated pathways for classrooms and hallways, ensuring that transitions are executed with urgency and no instructional time is lost. Each morning we begin our day with Morning Huddle to predictably, ritualistically, and reliably celebrate one another and our accomplishments. We find our joy in our collective work, our clear way of doing things, and cheering one another on as we tackle challenging obstacles. **Interventions.** We are designed through our staffing structure, daily schedule, and data-informed decision-making to prioritize and hold sacred daily small group instruction, frequent diagnostic testing, and enrichment/essential skills time to meet students’ individual needs. Some educators have been taught to teach to the middle and that students who need more challenge will be fine and students who need support will eventually learn from the osmosis effect of being with higher achieving peers. We know that what students need most is instruction tailored for their personal growth: “With individualized instruction, learning strategies are based on student readiness, interests and best practices. All of this is meant to help each student master the skills they will need as defined by established academic standards.”<sup>94</sup> Our small groups (no larger than 9 students) will be leveled, so teachers can focus on addressing skills that students need the most. Individualized support is not only for students who may have greater areas of growth, but also for students who are already meeting benchmarks and need to be challenged. Our staffing model allows for us to have more small group instructional time, where students receive 30 minutes of phonics and guided reading in K-2, as well as 30 minutes of targeted intervention. With individualized learning, “students can progress through the curriculum at different speeds, based

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<sup>90</sup> <http://www.rtnetwork.org/essential/tieredinstruction/tier3/consideringtier3>.

<sup>91</sup> Mitchell, R. M., Mendiola, B. J., Schumacker, R., & Lowery, X. (2016). “Creating a school context of success.” *Journal of Educational Administration*, 54(6), 626-646.

<sup>92</sup> South Bronx Classical Charter School has consistently outperformed local and state proficiency averages with 85% proficiency in ELA for 2018. <https://data.nysed.gov/assessment38.php?subject=ELA&year=2018&instid=800000059317>.

<sup>93</sup> Purpose Preparatory Charter School was in the top 5% of schools in Tennessee for performance. <https://www.purposeprep.org/our-results>.

<sup>94</sup> <https://www.iste.org/explore/articleDetail?articleid=124>.

on their own particular learning needs. This approach serves students who may need to review previously covered material, students who don't want to waste time covering information they've already mastered, or students who need to proceed through the curriculum more slowly or immerse themselves in a certain topic<sup>95</sup> to master it. **More time equals more learning.** Primary Hall will have an extended school day and year when compared to Buffalo Public Schools ("BPS"). The instructional day will begin at 7:40am each morning and end at 4:00pm each afternoon; compared to BPS day, Primary Hall students will have approximately an extra hour each day that will result in approximately 27 more days of instruction by the end of each school year. For students that attend Primary Hall from Kindergarten through fifth grade, this is equivalent to 162 more days of instruction. Extended learning time offers students time to master literacy and numeracy, and research shows that the time must be well spent.<sup>96</sup> First, "[s]tudents in high-poverty schools with at least 25% more time outperform their peers in schools with less time"<sup>97</sup> and our schedule is designed to provide more instructional minutes in Literacy (175 minutes in K-2 and 185 minutes in 3-5), and Mathematics (115 minutes in K-2 and 105 minutes in grades 3-5), two areas where our community needs demonstrative growth. We believe that having a laser-like focus on Literacy and Mathematics will allow students to meet the challenges of the next grade with self-assurance and data to support their current ability. Comprehensively teachers can be responsive to students' needs with greater amounts of instructional time and small group instruction and interventions can be leveraged to close gaps quickly.

**We believe that character development equips students with skills needed for life.** We believe that our students' intellectual growth matters, and their spirit matters just as much, and that the two have an inextricable and powerful connection. We also believe that character matters – it is what allows us to keep working hard when challenges are difficult, to believe in our own worth and that of our community, and to aspire to be a valuable and respected member of the many communities to which we all belong. Primary Hall is committed to educating the "whole child" and that includes modeling and cultivating behaviors that will serve them well over time as well as modeling mindfulness practices that allow students to learn strategies for self-calming and focus. We know that students need academics and personal skills to navigate the intricacies of higher learning, and to become positively contributing members of our community. Indeed, "[t]he impact of character education can be seen through changes in school climate...many character education schools are reporting reduced violence, fewer discipline referrals, less vandalism, improved attendance and higher academic performance."<sup>98</sup> Primary Hall believes that we must share in the work of helping to reach the next generation of ethical, community-oriented leaders, and one of the first simple ways we will do that is by explicitly teaching manners (please, thank you, excuse me) and how to respectfully disagree. As a school devoted to academics and access, that together will allow our students to make impact on their future, the lives of their families, and the health and promise of our community, we have established school values informed by our commitment to generational impact. Therefore, we will see our mission of students' personal success realized in the embodiment of our **IMPACT** values. **Integrity:** We do

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<sup>95</sup> <https://www.iste.org/explore/articleDetail?articleid=124>.

<sup>96</sup> <http://www.scholastic.com/browse/article.jsp?id=3755837>.

<sup>97</sup> <https://www.timeandlearning.org/why-more-school-time/raise-achievement>.

<sup>98</sup> <http://character.org/key-topics/what-is-character-education/what-works/>.





what is right even when no one is looking. **Mastery:** We are learning content and self-control. We can use Mindfulness as a tool to master our work and ourselves. **Perseverance:** We keep going, especially when it gets tough. **Ambition:** We set big goals and work hard to achieve them. **Confidence:** We believe in ourselves and in each other. **Teamwork:** We work best and learn best when we do it together. Primary Hall will provide students with positive character development lessons each day and reinforce and celebrate our character through daily classroom-based Morning Meetings and weekly school-wide Community Meetings to highlight students who are embodying the core values and celebrate academic achievement. Our beliefs about what is possible and the powerful role that values and character education can have in improving academic achievement and lifting the human spirit are rooted in the achievements and school culture of schools like Nashville Classical and Purpose Preparatory Academy which strategically and systematically include core values and explicit character development within their academic and social/emotional programs. At Primary Hall, we believe in instilling pride in self and pride in community. Shared values create an identity, hold students accountable to high behavioral expectations, and foster a strong cohesive community with an ambitious, can-do, positive spirit.

## **B. CURRICULUM**

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The foundation of our mission rests upon rigorous curriculum and the positive effects its use will have on the trajectory of our students' lives. At Primary Hall we firmly believe that students deserve to be challenged in meaningful ways that will prepare them for the rigors of college and a life full of opportunity. This begins in the first days of Kindergarten with each day leading to our students entering selective middle schools and rigorous college preparatory high schools. Our curriculum is aligned to the New York State Next Generation Learning Standards, in every content area, every grade level, every classroom, every day. **Curriculum Selection and Development.** Our curriculum standards begin with the skills our students need to be competitive in college preparatory middle schools and high schools. In the City of Buffalo there are post-elementary criterion-based schools that would provide our students with the opportunity to attend the colleges and universities of choice. It is our mission and therefore our school design to provide our students with the rigorous academics needed to compete in any arena that would lead to college acceptance and graduation. Planning with the end in mind to ensure that we are offering a strong foundational education to our students, we will select publicly available and practice-proven curriculum in conjunction with developing internally-created supplemental resources to ensure that our students are receiving a challenging comprehensive program and generate the academic results outlined in the Charter School Performance Framework. In all years, Primary Hall will utilize programs and curriculum that have a proven track record of success in high performing urban charter schools across our nation and specifically here in New York State. In time it is our intention to develop our teachers to strengthen our curricular resources to better meet our students' needs where applicable, but that is a growth goal rather than an immediate priority. With curriculum in place, teachers will have the opportunity for vertical and horizontal common planning towards implementation. During weekly teacher preparation time (105-165 minutes each day, 95 minutes on abbreviated days)<sup>99</sup>, and professional development days<sup>100</sup>, our

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<sup>99</sup> See **Attachment 4b** for sample teacher weekly schedule.

<sup>100</sup> Teachers have 20 days of professional development before the school year begins, an early release day each week, and 9 professional development days throughout the school year. See **Attachment 4c** for Primary Hall's annual calendar.

teachers will work collaboratively within and across grade levels and in content areas to understand what our students need to meet grade level expectations, establishing exemplar responses (verbal and written), pre-identifying both likely misconceptions/gaps, and choosing those students on whom they will focus their questioning within the classroom. Teachers will be provided curriculum maps, curriculum resources, unit plans, end-of-unit assessments as well as daily lesson plans. However, what will be key to our teachers' success, and therefore our students' success, will be our training and support of teachers in making those plans real for their classroom and the internalization of what success for a student looks like in each lesson and how we get there. It will also be vital that teachers understand the why behind our curricular choices because that understanding will ground us as a professional community determined and focused on preparing students for the challenges of college preparatory middle schools and high school. Through the Building Excellent Schools Fellowship, Lead Founder and proposed Head of School Arielle Peterson has studied 30+ high-performing charters schools across the country. In addition to the support provided by Building Excellent Schools, this experience of studying the methods that leads to success has aided in our decisions regarding the adoption of particular curricula combined with the necessary best practices to support the impactful deliver of that curricula that have seen exceptional results in urban charter schools that serve similar populations. We will begin Year 1 with purchased curriculum for our core subjects, aligned with New York State Next Generation Learning Standards. The Head of School will utilize concepts outlined in Understanding by Design, backward planning to design pacing guides and unit plans for core subjects as well internal assessments. The Head of School will also modify lesson plans for the first year to allow teachers to focus solely on internalization and expert execution, allowing for uniformity in instruction and supporting all members of the staff through coaching of instructional practice. Early professional development will focus on creating Guided Reading lesson plans based on student data and STEP reading levels. Teachers will be provided model sample lesson plans, and a lesson planning template utilized by Uncommon Schools. Teachers will begin planning lessons by selecting skills named in STEP bottom lines (Letter ID, Name Writing, CVC words, crosschecking, etc.). Teachers will be supported whole group and will have the opportunity to workshop lesson plans during professional development, before having them peer reviewed by colleagues. Teachers will be provided adequate time to strengthen their skills in this area before going "live" with students. Well-made plans will be tailored to accommodate all learners with the support of the Head of School and Student Supports Coordinator (NY licensed special educator) in adding accommodations or modifications where needed for MLLs/ELLs or students with IEPs. **Evaluating Curriculum.** We will design our curriculum by examining all NY State Next Generation Learning Standards and aligning it with the skills students need to be successful on the NY State Assessments. We know that assessments such as the criterion-based NY State Exam and national norm-referenced NWEA MAP are predictors for college preparedness. By utilizing the expectations set by New York State Education, we can satisfy and exceed the expectations of Benchmark 1 on NYSED's Charter School Performance Framework. On an annual basis, Primary Hall will review and evaluate all curricula to ensure its rigor and effectiveness. In Years 1 and 2, the Head of School with the support of an experienced





BES Leadership coach<sup>101</sup> will evaluate all curriculum to ensure that it is aligned with the New York State Next Generation Learning Standards and are meeting our expectations for quality education. We will provide time for comment and input from instructional staff and involve teachers in the revision and further development of our curricula. Starting in Year 2, the Head of School will be supported in this responsibility by the Director of Curriculum and Instruction. As we grow, Primary Hall’s leadership team will also analyze data from our summative, STEP, MAP, and state assessments (where applicable) to evaluate the effectiveness of our curriculum. We are committed to providing the highest quality education to our students; using comparative measures will ensure that we are preparing our students to have a competitive advantage locally and on the national stage. Primary Hall will utilize the NWEA MAP assessment to measure performance and pinpoint areas for growth.<sup>102</sup> Because the MAP assessment will compare our students with those from across the country, we will be able to evaluate whether our students are being adequately prepared for any college preparatory middle or high school available to them. Primary Hall will also compare our students’ results to those of high performing charter schools and BES schools across our nation. Based on the data and results provided by this assessment, we will search for any areas that need to be better addressed and strengthen our curriculum to be more comprehensive. **Curricular Approach.** Students will receive a comprehensive education in Literacy, Mathematics, Science, Social Studies, and Character Development. Standards will be aligned vertically and across grade levels to adequately prepare students for college preparatory middle and high schools. Skills learned in Literacy and Mathematics will be applied in Science and Social Studies and skills learned in the early primary years will be the foundation for successful academic skills as students matriculate across grade levels. For example, first grade students will begin to make connections between a text and themselves, others, and the world that will lay the foundation for them in “develop[ing] personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences”<sup>103</sup> when they eventually matriculate into sixth grade Social Studies in a rigorous middle school. NYSNGLS, coupled with comparing our results with high performing charter school across the country, will drive our mission of ensuring all students find personal and academic success and create a baseline of excellence while simultaneously proper adjustments to any component of our academy and operational program for students each year. Primary Hall will be divided into two academies, Lower Academy (K-2) and Upper Academy (3-5). Grade spans were selected to support our model of instruction and supports the roll-out of our literacy program. We intend to foster a capacity for and growing love of reading from the earliest school experiences so that students will adopt the habit and gain the value of lifelong literacy. We know that 1 in 3 residents in Buffalo are functionally illiterate<sup>104</sup> and because we believe that literacy is essential for a rewarding and prosperous life, we will spend an extensive amount of the instructional day devoted to students’ mastery of word decoding, reading fluency and comprehension, and oral and written communication. All K-2 students will participate in DEAR for 15 minutes each day and students in grades 3-5 will participate in 30 minutes of Book

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<sup>101</sup> The Head of School will be coached by Erin Walsh-Hagan a former Managing Director of School Leadership for UP Education Network (Greater Boston Area) and former Head of School for Community Day Charter School (CDCPS) in Lawrence, MA. Community Day is a K1-8 charter network serving a 97% Hispanic population and 31% ELL population. CDCPS has received national recognition for its success in closing the achievement gap.

<sup>102</sup> <https://www.nwea.org/content/uploads/2017/11/MAP-Growth-K-2-Fact-Sheet.pdf>.

<sup>103</sup> <http://www.nysed.gov/common/nysed/files/nys-next-generation-literacy-standards-grades-6-12.pdf>.

<sup>104</sup> <https://www.bizjournals.com/buffalo/cotm/detail/39/Literacy-New-York-Buffalo-Niagara>.

Club/DEAR. Teachers will promote a capacity in and love of reading for multiple purposes (instruction, information, and enjoyment) and students will constantly access and select books within robust classroom libraries<sup>105</sup> of interest that fit their reading level, adopting classroom library structures that will allow students to choose from a wide selection of books, both on grade level and “ambitious texts.” Libraries will have a section for leveled texts as well as texts by genre.<sup>106</sup> **Figure. 2.1 Literacy Curriculum Choices**<sup>107</sup>

Literacy		
<b>Read Aloud (25 minutes)</b>	Read Aloud lessons allow teachers to model reading fluency and ask text-dependent questions to check for reading comprehension. Students also practice Habits of Discussion and receive vocabulary instruction based on text selection.	Texts will be selected by the Head of School for uniformity and will be in alignment to selections requested on book lists used by Success Academy and Achievement First. Texts will coincide with themes and will be aligned with and address NYSNGLS.
<b>Phonics (30 minutes)</b>	Phonics instruction involves early readers learning letters, sounds, blends, decoding, and relationship between letters and words orally and written.	Teachers will be provided with the Reading Mastery Curriculum for phonics instruction.
<b>Guided Reading (30 minutes)</b>	Guided Reading allows teachers to work with students in small group setting to address specific reading skills by teaching reading strategies. Students read texts on their grade’s level with support from their teacher.	Guided Reading lessons will be internally created based on flexible groups formed through STEP.
<b>Writing &amp; Grammar (45 minutes)</b>	Writing and Grammar lessons based on themes presented in Lucy Calkins Writers Workshop <sup>108</sup> and NYSNGLS.	Writing and Grammar lessons will be developed using Lucy Calkin’s Writers Workshop.

**Literacy in Lower Academy (K-2).** To ensure that our students have the measurable foundation for academic and personal success in middle school, high school, and college, we will use the NY State Next Generation Learning Standards for English Language Arts adopted in 2017. To combat the statistics on the chronic low levels of reading proficiency of students from low-socioeconomic backgrounds<sup>109</sup>, we have designed an academic program that will develop strong confident readers and writers able to meet or exceed grade level expectations. By third grade, Primary Hall students will be equipped with the skills needed to comprehend and respond to high level, on-grade-level fiction and informational texts. In the Lower Academy (K-2), the focus for all students and all types of learners will be on phonics, phonemic awareness, decoding words, fluency, vocabulary, reading comprehension, reading fluency, sight words, and oral and written communication. Research shows that the “best approaches to teach reading to [native English speakers] often apply to [English Language Learners], including explicit instruction in phonological awareness, phonics, vocabulary, structural analysis, fluency, and reading comprehension strategies.”<sup>110</sup> Like high performing urban charter schools such as BES school Purpose Preparatory Academy (K-4), Primary Hall believes that any moment in the school day

<sup>105</sup>See **Attachment 9** for Budget details that support the costs of our classroom libraries.

<sup>106</sup> DEAR will be implemented as accountable independent reading which includes a reading tracker for titles and pages read and time spent reading to measure stamina.

<sup>107</sup> See **Attachment 9** for Budget details that support the costs of our literacy curriculum.

<sup>108</sup> <http://www.unitsofstudy.com/k5writing/>.

<sup>109</sup> <https://www.edutopia.org/article/improving-reading-outcomes-economically-disadvantaged-students>.

<sup>110</sup> <http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>.

can be used as a learning opportunity. With this in mind, students will practice Dolch sight words<sup>111</sup> during breaks, teachers may use a challenge question in thresholds, and during dismissal. In support of our focus on literacy, teachers will infuse Tier 2 vocabulary words in conversation with students<sup>112</sup>; Tier 2 vocabulary words for first graders include such words as drenched, startle, or gleaming.<sup>113</sup> Vocabulary supports learning for all students and benefits all learners by closing the gap in accessible vocabulary, and a “rich and large vocabulary is strongly related to reading proficiency.”<sup>114</sup> Classroom instruction will incorporate clear objectives and frequent assessments of student progress.<sup>115</sup> Lower Academy (K-2) classrooms will have a two-teacher model to allow for flexible small group instruction in groups no larger than 9. Students will receive Guided Reading and Phonics instruction each day week in small groups for 30 minutes. Students will be placed in heterogenous groups based on STEP reading levels to strengthen skills and close gaps quickly. Having two instructors will allow students the individualized supports of basic skills and enrichment addressed in our mission. Our ESOL certified teacher will also push into literacy rotations to provided targeted instruction to our MLLs/ELLs. With a focus on developing independence, stamina, and accountability, we will use strategies outlined in the Daily 5<sup>116</sup> to ensure that time spent in rotations is meaningful and rigorous. During Literacy rotations, students will be engaging in work that involves reading to self, working on writing, listening to reading, word work, and computer-based programs like Lexia.<sup>117</sup> Our teacher-guided Phonics lessons prepare students with phonemic awareness and phonics instructions to support the development of letter-sound correspondence and decoding. From there students will master sight words and build reading fluency and comprehension. Any student can be called on to read in class because we will equip our students with strategies and techniques to build confident readers. **Literacy in Upper Academy (3-5).** Beginning in the third grade, students make the transition of learning to read to reading to learn. Students will be grouped by level and given targeted instruction for their personal reading level so that students who require a greater challenge or need more support with foundational skills will be met with a leveled group to support their needs. Individual supports will be provided by both co-teachers, as well as a Teaching Fellow, ENL teacher, or Special Education teacher that applies targeted strategies to close gaps, move students on the cusp, and challenges students already meeting grade level expectations. The focus for literacy in the Upper Academy (3-5) will be on Vocabulary Development, Independent Reading, Close Reading, Comprehension, and Writing. Students will also have the opportunity to participate in Book Club as a replacement for DEAR in the Lower Academy (K-2). Each month, and more frequently as needed, teachers will provide a selection of high-interest fiction books from which students can choose. Based on student selection, groups will be formed to support reading comprehension, book discussion, and enjoyment. Selections may include *Percy Jackson and the Olympians*, *the Harry Potter series*, *Because of Winn Dixie*, *Frindle*, or *Bud, Not Buddy*. The purpose will be to allow students to enjoy the process of reading,

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<sup>111</sup> <http://www.uniqueteachingresources.com/support-files/dolchsightwordsprimer.pdf>.

<sup>112</sup> <https://www.nytimes.com/2017/11/29/learning/lesson-plans/enriching-academic-vocabulary-strategies-for-teaching-tier-two-words-to-ell-students.html>.

<sup>113</sup> <https://www.flocabulary.com/1st-grade-vocabulary-word-list/>.

<sup>114</sup> [http://www.nvsocialstudies.org/uploads/4/8/5/8/4858602/increasing\\_young\\_low-income\\_childrens\\_oral\\_vocabu.pdf](http://www.nvsocialstudies.org/uploads/4/8/5/8/4858602/increasing_young_low-income_childrens_oral_vocabu.pdf).

<sup>115</sup> Kazakoff, Elizabeth R., Paul Macaruso, and Pam Hook. "Efficacy of a Blended Learning Approach to Elementary School Reading Instruction for Students Who are English Learners." *Educational Technology Research and Development*, vol. 66, no. 2, 2018, pp. 429-449.

<sup>116</sup> <https://www.thedailycafe.com/daily-5>.

<sup>117</sup> Primary Hall will have at least 1 class set of computers for each grade level, as a one-to-one school by full growth. See **Attachment 9** for our Budget details that support the cost of student technology. <https://www.lexialearning.com/>.

reflect on what they have read, and foster independence and leadership. Teachers will provide guiding questions, and students will take the ownership of leading discussions. By Upper Academy (3-5), students will have mastered habits of discussion including speaking in a loud and proud” voice, speaking in complete sentences, and building on peers’ contributions, as well as articulating insights and opinions regarding a variety of texts.<sup>118</sup> **Mathematics.** Primary Hall will use Eureka Math, a curriculum aligned to the NYSNGLS to deliver 115 minutes of daily math instruction in K-2 and 105 minutes in Grades 3-5. Eureka Math uses a balanced approach to mathematics with a focus on conceptual understanding, math fluency, and application, and it provides scripted lessons with guidance in differentiation and resources for additional student practice. Lower Academy (K-2) students will also engage with Houghton Mifflin Harcourt’s Everyday Counts Calendar Math, a system that reinforces counting, sequencing, patterns, place value, and ordinal operations. We will also use Eureka Math to source word problems for Cognitively Guided Instruction (Number Stories). In this part of math instruction, each day students will be met with a rigorous word problem to solve after listening verbally to the problem three times, allowing for conceptual understanding. Each student will then be tasked with developing a strategy to solve the problem. An example may include, “Grace is having a party. She has 36 chairs and 9 tables. How many chairs should she place at each table?” Strategies students will use typically fall from more visual (use of manipulatives), to more algorithmic (writing equations), to conceptual (drawing the problem’s elements and its mathematical relationships). The teacher will circulate the class and then “show call” three students’ work that each demonstrate one strategy correctly. Achievement First Mathematics also offers rigorous content beginning with number sense as well as 2D and 3D shapes in Kindergarten and moving to sums, differences, multiplication and division, and fractions as students matriculate into upper elementary. We will use the rigorous content provided by Eureka Math and Achievement First to strengthen math fact fluency, using daily time-bound “math sprints,” and encourage multiple approaches to problem-solving within number stories and multiple-step word problems.

Figure. 2.2 Mathematics Curriculum Choices<sup>119</sup>

Mathematics		
<b>Calendar Math (10 minutes)</b>	During Morning Meeting, teachers and students will engage in Calendar Math that involves students completing patterns and sequences, learning days of week, months of year, and challenge questions.	Teachers will be provided with Houghton Mifflin Harcourt’s Everyday Counts Calendar Math.
<b>Math Fluency (15 minutes)</b>	During Math Fluency, students will participate in oral and written math drills. The sequence begins with counting and identifying numbers and progresses into addition and subtraction math facts, and then on to multiplication and division.	We will utilize Eureka Math’s protocols for math fluency as well as math sprints. Teachers will be provided with pacing guides that specify skills students need to have mastered by certain benchmarks.
<b>Number Stories (30 minutes)</b>	During Number Stories, teachers will employ Cognitively Guided Instruction. <sup>120</sup> Students will be presented with a word problem and have the opportunity to develop their own strategy for solving it before sharing whole group.	Teachers will be provided a sequence of word problems with their pacing guide.

<sup>118</sup> <https://eleducation.org/uploads/downloads/Habitsimproveclassroomdiscussion.pdf>.

<sup>119</sup> See **Attachment 9** for Budget details that support our math curricular choices.

<sup>120</sup> <https://www.heinemann.com/cgimath/>.

<b>Achievement First<sup>121</sup></b>  <b>(60 minutes)</b>	Students will be taught content needed for success in each grade level. The focus will be on foundational skills, and developing students' understanding of numeracy, and relationships between numbers.	Achievement First provides scripted lessons and pacing guides for teachers. The curriculum will be used as a base for lesson development. Modifications and additional rigor will be added where required.
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**Science.** Primary Hall will use Full Options Science System (“FOSS”) curriculum. Lessons and interim assessments will be aligned to 2016 New York State P-12 Science Learning Standards.<sup>122</sup> FOSS Next Generation applies a hands-on approach for students to explore a scientific and engineering approach to understanding our world and emphasizes the use of a science notebook as an “expression of learning.”<sup>123</sup> Students use their notebooks to record observations, organize data, and draw conclusions to be used in future lessons. Students will have the opportunity to dig into non-fiction texts on related topics to gain new content knowledge and reinforce literacy skills.

**Social Studies.** Primary Hall will have an internally created curriculum supplemented with Core Knowledge and aligned to the NY State Social Studies Framework.<sup>124</sup> Based on areas of focus in the Framework, K-2 students will begin with five units of study: “Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems.”<sup>125</sup> Beginning in third grade, students will engage in History and Geography curriculum provided by Core Knowledge. There will be a focus on non-fiction texts and inquiry-based learning, as Core Knowledge allows for an interdisciplinary approach to literacy and will benefit our students as they transition to “reading to learn.”<sup>126</sup>

**Character Development.** We recognize our responsibility to prepare students for greater opportunity in school, our economy, and their fuller lives; therefore, we will explicitly teach character development. Fortifying students’ ethical compass and awareness of what it means to think and act through a clear set of values will strengthen their leadership capacity and will serve them well as they navigate challenges and build academic and personal success. We will begin our character education program by grounding students in our **IMPACT** values and will use the Leader in Me,<sup>127</sup> a social emotional curriculum based on Stephen Covey’s *7 Habits of Highly Effective People*: “This social and emotional learning process equips students with essential 21<sup>st</sup> century skills to build meaningful relationships and take ownership of their education.”<sup>128</sup> BES School Elan Academy<sup>129</sup> utilizes the “7 Habits” for character development and local schools in more affluent areas such as Amherst, Tonawanda, Cheektowaga utilize Leader in Me as well.<sup>130</sup>

**Mindfulness and Fitness.** In our commitment to educating the whole child, and in response to the level of trauma that many of our students in Schiller Park and the larger East Side have experienced, we have incorporated Mindfulness into our daily routines as well as fitness. During Mindful Moments (5 minutes dedicated in the start and middle of the day and any other times that the class or individual students would appear to benefit from such calming techniques),

<sup>121</sup> [https://www.achievementfirst.org/wp-content/uploads/2018/02/Navigator\\_Overview\\_ElMath16\\_17.pdf](https://www.achievementfirst.org/wp-content/uploads/2018/02/Navigator_Overview_ElMath16_17.pdf).

<sup>122</sup> <http://www.nysed.gov/curriculum-instruction/science-learning-standards>.

<sup>123</sup> <https://www.deltaeducation.com/foss/next-generation>.

<sup>124</sup> <http://www.nysed.gov/curriculum-instruction/social-studies>.

<sup>125</sup> <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>.

<sup>126</sup> We are influenced by our study of BES school Nashville Classical (Nashville, TN) which utilizes Core Knowledge effectively in their elementary social studies curriculum and uses it to effectively strengthen deep literacy skills for a high-need community. [www.nashvillclassical.com](http://www.nashvillclassical.com).

<sup>127</sup> <https://www.leaderinme.org/>.

<sup>128</sup> <https://www.leaderinme.org/elementary-school/>.

<sup>129</sup> <https://www.elanacademy.org/>.

<sup>130</sup> <https://www.leaderinme.org/map/?lat=51.3389416&lng=-100.3490675&zoom=3>.

students will learn to bring attention to their breath, thoughts, and feelings, and develop a command over their own sense of calm and focus. Comprehensively, the benefits of Mindfulness will allow our students to self-regulate, maintain focus, and have increased self-awareness.<sup>131</sup> In addition, students will participate in Fitness<sup>132</sup> each week because it is important for their health and well-being, and Fitness is also shown to support academic achievement.<sup>133</sup>

### C. INSTRUCTION

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Primary Hall’s mission of preparing students for academic and personal success in middle school, high school, and college depends on implementing rigorous curriculum, cultivating a culture of achievement, and executing high quality instruction that can engage a variety of learners. We define rigor through the grade level content (curriculum and assessments) that we provide to students. At Primary Hall, rigor is present in the material that we put in front of students as well as the opportunities for students to productively grapple with complex concepts and content and the requirement to demonstrate their learning on grade-level assessments across all content areas. We support rigorous instruction through comprehensive professional development focused on intellectual preparation, effective differentiation, the use of exemplars for all verbal and written student work, and strong engagement techniques; we also support rigorous instruction continual evaluation of material and frequent data collection. Teachers begin lessons with a clear, student-friendly and specific goal aligned to NYSNGLS and specific objectives within our scope and sequence and facilitate the learning to ensure students reach mastery of a given objective. Students with varying needs, including economically disadvantaged students, MLLs/ELLs, and students with disabilities, receive the amount and type of support necessary to engage with the important thinking and work production of the lesson. We define engagement as students working urgently on serious grade level work, supported by classroom structures and routines that maximize instructional time. There are frequent moments of **joy** in work and we take the time to celebrate accomplishments. “Engagement is about connecting with the material so much that student[s] is willing to blast through hurdles to learn more.”<sup>134</sup> The goal of all instruction is for our students to approach rigorous content with enthusiasm, urgency and confidence, and ultimately demonstrate to themselves, their families, and our wider community their capacity, knowledge, and skill. To provide consistently high levels of Literacy and Mathematics instruction across all classrooms and grade levels, we will provide teachers with a detailed scope and sequence, all major cyclical and unit assessments, and NYSNGLS-aligned scripted lessons in each content area with the training, support, expectation, and culture of lesson internalization and execution practice prior to classroom implementation. Each year at both the mid-point and end-point of the school year, the Head of School will lead the review, revision, and refinement of school curriculum, and will solicit the support of teaching staff, including those working with our students with disabilities and those identified as MLL/ELL to ensure its rigor. We will develop teachers to utilize instructional taxonomies outlined in Lemov’s *Teach Like A Champion*, differentiation techniques as part of our fuller RTI process, as well as a broader set of best practice strategies to ensure that students are engaged, active participants in

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<sup>131</sup> <https://www.mindfulschools.org/about-mindfulness/mindfulness-in-education/#why-mindfulness-is-needed-in-education>.

<sup>132</sup> <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>.

<sup>133</sup> <https://well.blogs.nytimes.com/2013/09/18/how-physical-fitness-may-promote-school-success/>.

<sup>134</sup> <http://neatoday.org/2019/02/05/effective-engagement-focuses-on-getting-students-to-care/>.



their learning and are producing measurable results aligned to our ambitious goals outlined in **Section 1.A. Instructional Techniques.** Primary Hall has adopted an instructional design that is heavily informed by practices used at high poverty, high-performing urban charter schools across the country. At the core of that design is our belief that rigorous curriculum must be executed through high-quality instruction. We will support our teachers' development as practitioners through frequent coaching and feedback cycles, as well as the provision of scripted lessons for teachers to internalize and execute all content at a high level for our students.<sup>135</sup> Based on intensive study of high performing urban charter schools, Primary Hall will begin each school term with a Primary Summit, 20 days of professional development to teach and invest teachers and the fuller staff in the strategies Primary Hall believes will drive students' academic and personal success. **Unique Instructional Approaches for our Target Community - Two Teacher Model.** Foundational to all other instructional techniques, Primary Hall will implement a two teacher model in all grade levels that will allow for a significant percentage of the instructional day to be dedicated to individualized and differentiated instruction. "At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom."<sup>136</sup> Our goal is to ensure that each student's individual needs are met and that we consistently implement a staffing model that accommodates individualized supports for all learners.<sup>137</sup> Having two qualified teachers will allow students to receive individual supports and more targeted instruction based on need; having two teachers will also allow for more flexible small group instruction based on STEP results and standards-based assessment data. It will support all students and will be especially beneficial to our MLLs/ELLs, as well as students with special needs; research shows that "[a]t-risk students who remain in mainstream classrooms with instructional support achieve at higher levels than peers who receive instruction in a pullout model."<sup>138</sup> Within our model, teachers within our two teacher model will be hired, trained, and supported to be content specialists, uniquely dividing the lead instructional role into one teacher focusing on ELA/Social Studies and the other to Mathematics/Science within all elementary grades. Having a content specialty will allow teachers to grow in their craft as content experts and will lend itself to teacher leadership within each of these areas as we grow. It will also lessen the load on each teacher so that each can focus on deeply internalizing two content areas rather than having a shallow overview in all areas. Primary Hall's Upper Academy will continue with a two teacher model in grades 3-5. Recognizing that some students may continue to have unique challenges and that some students may come to us in upper grades with a less developed academic foundation, there will also be the additional support provided by our teaching fellow that will support classroom instruction by pushing into lessons to provide additional small group instruction where needed. Our teaching fellow also will lead daily intervention blocks by grouping students that would benefit from the same skills practice or challenges. We adhere to the belief that "[s]mall group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular

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<sup>135</sup> See **Section II.B** for Primary Hall curricular choices.

<sup>136</sup> <http://www.readingrockets.org/article/what-differentiated-instruction>.

<sup>137</sup> See **Section III.A** for details on our organizational structure.

<sup>138</sup> [https://www.ESOL.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-3-\(september-2007\)/together-we-are-better](https://www.ESOL.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-3-(september-2007)/together-we-are-better).

instructional profile.”<sup>139</sup> **Data Driven Daily Intervention.** Primary Hall in its inception values individualized supports for all students regardless of ability, and targeted intervention that is responsive to students’ needs is central to our mission. Providing individualized supports require closes attention to student performance through formative and summative assessment, as well as through the collection of frequent data in real time as students engage in authentic, rigorous tasks. Our dedicated intervention block is designed to close gaps and challenge students in new ways. Students will work on a targeted list of personal skills and goals and will receive additional instruction in literacy and mathematics formed from STEP bottom lines and grade level Math standards. For this 30-minute daily intervention block, students will be tutored by members of our instructional staff and receive targeted support or work on projects designed to challenge: “Data based intervention is typically content-specific; a student might receive DBI in one content area (e.g., reading) or one content-area skill (e.g., comprehension) and not others. Other students might receive DBI in multiple content areas, depending on their individual needs.”<sup>140</sup> Teachers will determine daily flexible grouping based on performance during lessons as measured by targeted observations of student learning as well as by exit tickets and classwork quality. For students at risk, tailored instruction will allow teachers to better identify gaps and put supports in place to ensure student success. For example, in a Kindergarten literacy intervention block, one group of students may be working with a teacher on phoneme segmentation and letter-sound correspondence while a second group may be working with a teacher on cross-checking by using pictures and letter sounds to solve unknown words. A third group may be working together to create a story map for the read aloud text from that morning. In a first grade math intervention block, students may be grouped by errors noted in solving the CGI story problem that day. For students meeting and exceeding our expectations for content mastery, we will use daily intervention to continually push rigor by having students engage in tasks and projects that challenge and motivate them. Our focus on frequent data collection and flexible responsive grouping allows for ample opportunities to provide all students with targeted instruction. **Cognitively Guided Instruction.** CGI is an instructional method for mathematics that allows students to develop a deep, conceptual understanding of numbers and number relationships and solve real word problems with multiple approaches or schema. Each day students will participate in solving Number Stories. A teacher will narrate the problem story three times, with students only listening to the teacher’s delivery, allowing children to visualize, order, and conceptualize the story and its components. The teacher will call on three students, in a particular order to repeat the story: first, the teacher calls on a student who has a good sense of recall and conceptual learning to repeat the story. This gives all students a chance to hear and conceptualize the story for a fourth time and for other students to compare their memory with that of their peer. Then the teacher calls on a student that she expects to have a masterful recall of the story; this provided fifth opportunity for the most struggling students to hear the story. Finally, the teacher calls on a student who struggles with holding onto the details to provide the last “telling” of the story. Students will then work to solve the word story independently before sharing their strategies with their peers. Students are given manipulatives for counting and a small white board on which to do their work. Students typically solve the problem in physical,

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<sup>139</sup> [https://www.collaborativeclassroom.org/wp-content/uploads/nodefiles/node-presentation\\_smallgroupwebinarfinal.pdf](https://www.collaborativeclassroom.org/wp-content/uploads/nodefiles/node-presentation_smallgroupwebinarfinal.pdf).

<sup>140</sup> <https://iris.peabody.vanderbilt.edu/module/dbi1/cresource/g1/p02/#content>.

algorithmic, and conceptual ways, using their internal schema when approaching the problem. As example, the problem might state, “John has 8 crayons and places them in equal groups in two boxes. How many crayons are in each box?” Students first visualize the presented problem before selecting a method to solve it. A student may strategize to solve the problem by first counting 8 cubes, and from there they may decide to draw 2 circles to represent the boxes before placing a cube in each box one at a time before they run out. From there, the student may decide to count each group to learn the answer. Another student may choose to review their doubles facts to find the answer, and check their answer using the cubes. Another student may choose to create a “train” using their cubes and break the train to find the number split to solve the problem. Select students then share their strategy for solving the problem with their class while the teacher records different strategies for solving the problem. This approach allows students to better develop critical thinking skills, gain a deeper, conceptual understanding of numbers and how they relate to one another, as well as learn multiple approaches to problem-solving. Students are expected to use CAR<sup>141</sup> when responding (Cubes, Answer, Representation). Primary Hall believes that using CGI will add additional rigor to our Mathematics curriculum and provide our students with multiple opportunities to find academic success in number concepts, operations, and oral communication. **Complimentary Instructional Approaches for our Target Community - Inquiry-Based Instruction and Gradual Release.**<sup>142</sup> At Primary Hall we value the balance and benefit of inquiry-based instruction coupled with gradual release. Students benefit from grappling with complex problems and productive struggle. “Inquiry-based learning emphasizes active participation and learner’s responsibility for discovering knowledge that is new to the learner.”<sup>143</sup> Inquiry-based learning at Primary Hall centers learning on solving a particular problem or answering a critical, central question. Independently or collaboratively, students will have the opportunity to analyze, test, and solve problems. Students will also evaluate their problem-solving methods and provide rationale for their thinking. Allowing students those opportunities leads to critical thinking and independence. With a value placed on the use of inquiry-based instruction in all subjects, and particularly in Mathematics and Science, such questioning will take place within the Gradual Release of Responsibility model commonly referred to as the “I Do- We Do-You Do” method of instruction. During the “I do” portion of a lesson, the teacher models the skill or behavior, “thinking aloud” for students to watch step by step. “Teammates, I am going to answer our text dependent question. The first thing I need to do when I am ready to answer is start my sentence with a capital letter.” During the “we do” portion of the lesson, students can work through the skill or behavior with support from the teacher and/or classmates as they grapple with challenging material as a team. “Teammates, we have written our first sentence, but there is something missing. When I say go, take 15 seconds and talk with your shoulder partner about what is missing from our sentence. When you have finished discussing it, add what is missing to your paper. I am coming around to check. Go.” During the “You do” portion of the lesson, the teacher is releasing students to work on the skill or behavior independently. This should be done after checks for understanding and adequate guided practice. The teacher is aggressively monitoring (see section below) students’ work products as students work independently, maintaining a high level of expectation for work quality

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<sup>141</sup> CGI and CAR are used by Uncommon Schools in Newark, NJ and multiple BES schools in NY State and across the country.

<sup>142</sup> Webb, Sandra, et al. "Thirty-Five Years of the Gradual Release of Responsibility" *The Reading Teacher*, 2019.

<sup>143</sup> Pedaste, Margus, et al. "Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle." *Educational Research Review*, vol. 14, 2015, pp. 47-61.

and accuracy and providing support to students where needed. This process is not completely linear: teachers may use this portion of the lesson to strategically work with students needing support in getting started or requiring additional check-ins to be successful. This time is especially helpful with at-risk students as it provides opportunity for tailored independent practice. Comprehensively, this instructional approach allows students to master content and grow independent working skills. **Aggressive Monitoring.** At Primary Hall we value the benefits that aggressive monitoring yields for students: “When teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance.”<sup>144</sup> As part of intellectual preparation, teachers create an exemplar of student work. Teachers use this exemplar to plan for misconceptions and to illustrate what mastery of the objective would look like. In class, while students engage in tasks (independently or collaboratively), teachers strategically circulate to observe, question, collect data, and respond to error. During this time teachers may support students’ understanding on an individual basis, or create a whole group learning experience to address misconceptions, or “show call” work to highlight a bright spot, or collectively revise.<sup>145</sup> Aggressive monitoring benefits students at risk because it offers in-the-moment feedback to maximize learning time. Data is consistently taken, and decisions are made quickly to benefit student learning. “Data informed decision-making includes examination of indicators that provide signals of early progress toward student academic achievement in order to make strategic decisions about supports to improve learning for ELLs and SwDs.”<sup>146</sup> **Habits of Discussion.** During all daily lessons we will provide students with the opportunity to continually build communication skills, aligned with our college preparatory mission and **IMPACT** value of **Confidence**. By explicitly teaching students habits of discussion we are equipping them to seek and gain better understanding on a variety of subjects and how to respectfully disagree as well as express and defend their thinking.<sup>147</sup> Students will develop the skill of evaluating and responding to new ideas and will show their thinking through silent signals (a nodding fist for agreement or a waving hand near the neck for disagreement). Students will be taught and prompted to use phrases like “I agree with Grace because” or “I respectfully disagree with Jaime because” and students will be given the opportunity to express their thoughts while simultaneously being given the responsibility of consistently supporting their answer with evidence. A response may sound like, “According to the text, Wemberly was worried about everything, the washing machine, the radiator, and her costume.” Students will be taught habits of discussion gradually, adding more language and prompts as students matriculate across grade levels. Sentence stems will be posted in the classroom for students as an aide for forming complete thoughts and sentences. Habits of Discussion have been shown to aid students in articulating themselves both orally and in writing and will support their growing literacy and social skills. In our practice of Habits of Discussion, we also utilize “turn and talks” as well as Shoulder Partner work to allow students to participate in classroom discussions, hear others’ thinking and practice academic language and vocabulary. We will set our students up to be successful by first allowing them the opportunity to reflect before contributing.<sup>148</sup> “For English

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<sup>144</sup> <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>.

<sup>145</sup> Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass, 2010.

<sup>146</sup> [https://www.nysut.org/~media/files/nysut/resources/2015/september/ted\\_reaching\\_every\\_student.pdf?la=en](https://www.nysut.org/~media/files/nysut/resources/2015/september/ted_reaching_every_student.pdf?la=en)

<sup>147</sup> Students will also have these skills reinforced with character development lessons, particularly Stephan Covey’s Habit 5: Seek first to understand, then be understood.

<sup>148</sup> Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass. 2010.

language learners (“ELLs”), communication with native English speakers allows the authentic use of language, including exposure to and practice with more complex vocabulary and linguistic structures. Students can become full classroom participants and have more opportunities as members of the school community.”<sup>149</sup> **Ratio.** One of our priorities is a strong focus on ratio - the amount of cognitive work a student performs in the classroom.<sup>150</sup> For a majority of class time, students should be doing most of the thinking and speaking to give them the maximum amount of practice possible. Students need to be the ones solving problems, rather than watching teachers solve problems. Our vision is that students will be active and engaged, doing the heavy cognitive lifting, while the teacher acts as the facilitator of learning. We will effect this through purposeful adopted techniques of questioning (“So once I break my ten apart what do I do next, Hayden?”), frequent opportunities to write (“Please show me why Samuel’s solution is incorrect. One minute to right on your slate. Go!”) and discussion (“What do you think about what Khalid just said? Turn and talk.”). **Whole School Taxonomies: Instructional Techniques Focused on Student Engagement.** The following taxonomies will be universally used at Primary Hall. Each taxonomy is adopted from Lemov’s *Teach Like a Champion* to promote a calm, productive, and engaging classroom environment. Teachers will learn, practice, and master the following strategies during Primary Summit and will continue to learn more throughout the school year.

**Figure 2.3: Instructional Taxonomies**

Taxonomy	Description
Strong Voice	Teacher adheres to Economy of language, Do Not Talk Over, Do not Engage, Square Up/Stand Still, and Quiet Power
No Opt Out	Teacher provides a student unable (or unwilling) to answer a question the opportunity to answer the question correctly .
Format Matters	Teachers hold students accountable for speaking in complete sentences and with proficient grammar.
Positive Narration	Teacher acknowledges 2 to 3 students after giving clear directions. “John is placing his folder in his desk. Kashmir is sitting in STAR. Naomi has her eyes on me.”
100%	Teacher scans classroom and ensures all students have complied after clear directions. Teacher gives firm, calm, least invasive intervention when correcting a student who is not complying with directions.
Precise Praise	Teachers praise a student’s actions not their traits. “Bobby, you are working hard on your assignment and showing grit!”

## D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

Serving a diverse community, Primary Hall anticipates a student population that represents various backgrounds and abilities, several countries, languages, and walks of life. We have designed our academic program and staffing model to accommodate the student populations in our community and to meet the individualized needs of all students. Committed to the success of each of our students, we actively monitor student progress and apply supports where needed.

At Primary Hall we believe that quality education is a right for all students; this includes students eligible for additional services. As an institution of public trust, we have the legal and moral

<sup>149</sup> [https://www.ESOL.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-3-\(september-2007\)-better](https://www.ESOL.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-4-issue-3-(september-2007)-better).

<sup>150</sup> Lemov, Doug. *Teach Like a Champion*. 2.0. San Francisco, CA; Jossey-Bass. 2010.

obligation to set ambitious goals for our students and support them in achieving those goals. We will provide students with a Free and Appropriate Education (“FAPE”) and follow all state and federal laws including the Individuals with Disabilities Education Act (“IDEA”), and Section 504 of the Rehabilitation Act of 1974. Primary Hall is committed to offering all students with the services they need to access the curriculum and find academic and personal success. **Multi-Tiered System of Support (“MTSS”)/Response to Intervention (“RTI”).** “MTSS according to the Center on Response to Intervention at the American Institution on Research is a prevention framework that organizes building-level resources to address each individual student’s academic and/or behavioral needs within intervention tiers that vary in intensity.”<sup>151</sup> MTSS allows for early identification of learning and behavioral challenges with three tiers for intervention for at risk students which we refer to as RTI.<sup>152</sup> Primary Hall will implement a three-tiered approach to student interventions across the three main categories of academics, attendance, and behavior. **RTI Academics.** All students, including those with IEPs or 504s, will receive Tier 1 supports within our general education classrooms. This includes access to two teachers and small group instruction, and intervention/enrichment blocks each day to ensure that students are personally challenged. Because our educational model has a strong emphasis on small group instruction, we are flexible in providing students regardless of grade level with the instruction that they need. If an Upper Academy student (grades 3-5) in the third grade requires additional support in Phonics instruction, the student can attend sessions in a Lower Academy (K-2) grade 2 classroom or receive additional instruction from a support teacher. Our Head of School (Year 1), and Director of Student Supports (Year 2+), both licensed NY special educators, will work with families, and the Child Study Team in all years to determine appropriate supports for our students. For students scoring in the bottom 25%, based on MAP results and STEP levels, an additional layer of support will be provided through Tier 2 supports, provided either through a push-in or pull out model. After a period of 6 weeks, classroom data and assessment data will be reviewed and the Head of School in Year 1 and Director of Student Supports starting in Year 2 will make a determination regarding return to Tier 1 support, continuing with Tier 2 support, or transitioning to additional support in Tier 3. During this process, parents will be informed of students’ progress and work as partners in providing additional support at home. Students scoring in the bottom 5%, based on MAP results and STEP levels, will receive Tier 3 support, which includes individual instruction. If a student’s tiered support changes, the Head of School in Year 1 and Director of Student Supports starting in Year 2 will be in contact with the student’s families to discuss progress, supports, and what can be done at home to strengthen the student’s skills. Communication will come in the form of weekly reports that would be attached to the student’s weekly tracker. If a student reaches Tier 3 supports, the option of evaluation and/or reassignment may be discussed with their family after six weeks, equivalent to one unit of study or half of a marking period, if the student is not making sufficient academic progress, as measured through internal NYSLGLS-aligned assessments, STEP, and MAP. **Behavior.** Primary Hall will engage in mindfulness practices each day as a way to teach students discipline, and self-regulatory skills, however we will provide support for students that require greater individualization for behavioral needs. In our Tier 1 supports, Primary Hall will track student

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<sup>151</sup> <http://www.p12.nysed.gov/specialed/publications/documents/identification-of-students-with-disabilities-flowchart.pdf>.  
<sup>152</sup> <http://www.p12.nysed.gov/specialed/publications/documents/identification-of-students-with-disabilities-flowchart.pdf>.



behavior through Power School, and will communicate behavior to families on weekly trackers. For students demonstrating a greater need as evidenced by 5 days in a marking quarter earning “red” at the end of the school day, the lowest behavioral category demonstrating the inability to succeed within the behavioral expectations of the school, our Tier 2 supports include a behavior tracker that is displayed on a student’s desk for the student to help self-regulate and assess. Teachers will also support students in Tier 2 with frequent check-ins and feedback. Tier 3 support will be triggered by five additional days of ending the day on “red” even while receiving Tier 2 supports; our social worker will work with the student, family, and teacher to develop a behavioral intervention plan and strategies to address behavioral concerns. Support could encompass a check-in/check-out system, additional incentives, and in-class support by the social worker. Our social worker will communicate with families about interventions used and progress made to ensure open communication and the best support for students. **Attendance.** Attendance will be monitored by the Operations Manager and overseen by the Head of School in Year 1 and Dean of Culture starting in Year 2. Families will receive a phone call home by 9AM for absent students and the Head of School and Dean of Culture will receive a daily report on attendance, with all trends of attendance concerns by students noted. As a part of our academic model, families will receive a weekly tracker as a part of our homework system. The tracker will detail attendance, behavior, and academic progress. Students with two or more absences in a month will trigger the Head of School in Year 1 and Dean of Culture starting in Year 2 to send a communication home to families stressing the importance of daily attendance and will initiate an incentive for daily attendance. For students who are chronically absent as defined by  $\approx 1.8$  or  $>2$  days per month, which would equate to  $\geq 18$  absences in a school year<sup>153</sup>, a meeting will be called with the student’s family, Dean of Culture<sup>154</sup>, and classroom teacher to develop a plan for the student’s daily attendance. “Buffalo has approximately 8,800 children between Kindergarten and third grade. Last year [2018-2019], around 2,330 missed on average 15 days of school and 1,130 missed more than 20 days.”<sup>155</sup> If a student should reach 6 absences in a year, the school will require a meeting with the Head of School and a clear action plan with incentives to correct the attendance challenge.

**Special Education Program - Annual Orientation for Teachers.** Each school year begins with a Primary Summit, 20 days of professional development. During this summer session, teachers will be explicitly trained on how to read an IEP, understand students’ goals, and implement student’s accommodations and modifications where needed. Teachers will be coached and supported in implementing students’ IEP goals by the Head of School in Year 1 and Director of Student Supports starting in Year 2. Primary Hall teachers will be trained and supported to use data to actively plan to meet students’ needs and will participate in weekly meetings to share students’ progress, gain new strategies, and modify lessons to better serve students’ needs across grade levels, and content areas.<sup>156</sup> Through weekly professional development and continuous data analysis, teachers and school leaders will work in tandem to ensure that students are mastering grade-level content. At Primary Hall we value data and the process of closely monitoring our students’ progress. School leaders, including the Head of School, Director of Student Supports

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<sup>153</sup> <http://www.p12.nysed.gov/accountability/essa/documents/regents-july-2017-socio-emotional-presentation.pdf>.

<sup>154</sup> Beginning in Y2.

<sup>155</sup> <https://buffalonews.com/2019/04/22/viewpoints-buffalo-schools-spend-a-fraction-of-budget-on-students/>.

<sup>156</sup> For details on a teacher’s schedule, please see **Attachment 4b**.



(Y2), and Director of Curriculum and Instruction (Y2), will consistently review student data and support teachers in reflecting on student data before taking actionable steps to close gaps. During weekly teacher check-ins and coaching sessions, students' progress will be reviewed, and additional supports will be provided where needed. Every school year, the Head of School in Year 1 and Director of Student Supports starting in Year 2, social worker, classroom teachers, and the student's family will participate in an Annual IEP Review. At this meeting a student's progress will be discussed as well as any adjustments to accommodations the student receives. The effectiveness of our special education program will be evaluated each year by the Head of School to determine how our students with special needs are performing compared to our total student population, students in the local district, and in the state, and as measured by state assessments, MAP, STEP, and internal assessments. Staffing, curriculum, scheduling, and resource decisions will all be impacted by the results of that analysis in order to continuously improve our program.

**Child Find.** Primary Hall will ensure that eligible students receive special education services from the first day of school. This will require that once a family has accepted a seat that we include on our enrollment form a clearly stated question asking if students have an IEP or previously received special education services. Our enrollment form will be available in the dominant languages of our local community. The Director of Student Supports will use the Special Education Student Information System ("SEIS") and RSE-TASC to affirm student services. Staff will consistently monitor all student progress across the student population to identify students with additional needs.

**Records and IEPs.** Physical IEPs and student records will be kept in a locked cabinet in a secure location. Student records will be accessible to the Head of School, Director of Student Supports, as well as teachers and service providers upon request under the supervision of the Director of Student Supports. All IEPs must be officially signed out, with signature, date and time, and reason for review, along with return time. After the annual Primary Summit training regarding IEPs and student supports, the Director of Student Supports will take on the responsibility of ongoing training for teachers to implement accommodations stated in students' IEPs and to provide support to teachers where needed. A portion of teachers' evaluations will be the adherence to, and effective implementation of, accommodations listed in students' IEPs. Primary Hall will secure the additional services required in students' IEPs through the local district. If our student population includes a large number of students requiring similar services, we will contract services through local agencies for speech, occupational, and physical therapy.

**504s.** The Head of School and Director of Student Supports will ensure that all members of the Primary Hall staff are aware of and adhere to students' rights under Section 504 and implement any accommodations necessary. Primary Hall will adhere to all applicable laws and will develop 504 plans for students in need whenever necessary.

**Staffing.** Primary Hall anticipates that 23% of our student population will have disabilities and 15% of students will be MLL/ELL, consistent with local district-wide data.<sup>157</sup> In our proposed neighborhood of Schiller Park, community-based schools have a 4%- 8% MLL/ELL population and 20-25% students with disabilities population.<sup>158</sup> However, due to the higher MLL/ELL population across Buffalo, we are planning conservatively and basing our resources allocation off of a 15% anticipated MLL/ELL population. Our staffing model is designed to accommodate these populations, with a .5

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<sup>157</sup> <http://data.nysed.gov>.

<sup>158</sup> See Section I.C for community populations.

Coordinator of Student Supports (NY licensed special educator) in Year 1, which becomes a 1FTE Director of Student Supports in all future years, 1FTE NYS certified special educator per grade level and 1FTE NYS ESOL certified ENL educator in Year 1, increasing to 2FTE in Year 3 and all future years. Adjustments to our staffing model will be made to accommodate our student population should numbers differ from what we have anticipated.

**Figure 2.4: Staffing Model and Anticipated Student Population Based on Local Data**

Year	Student Population	Number of MLLs/ELLs <sup>159</sup>	Number of Students with Disabilities <sup>160</sup>	Staffing
2020-2021	108	16	25	1 ENL Teacher; 1.5 Special Education Teachers; .5 Student Supports Coordinator
2021-2022	162	24	37	1 ENL Teacher; 3 Special Education Teachers; 1 Director of Student Supports
2022-2023	216	32	50	2 ENL Teachers; 4 Special Education Teachers; 1 Director of Student Supports
2023-2024	270	41	62	2 ENL Teachers; 5 Special Education Teachers; 1 Director of Student Supports
2024-2025	324	47	75	2 ENL Teacher; 6 Special Education Teachers; 1 Director of Student Supports

**Multilingual Learners/English Language Learners (“MLLs/ELLs”).** Primary Hall will provide all students a high-quality education, including our students learning English. “Approximately 10% of students in the United States are English Language Learners, and this percentage is expected to rise to approximately 25% by 2030.”<sup>161</sup> Currently, BPS has a student population with 84 different languages spoken.<sup>162</sup> Primary Hall will support students learning English by identifying, screening, and placing students within the first 10 days of school, which will be crucial in ensuring that we have the proper staffing structure in place. Primary Hall will support students learning English by identifying, screening, and placing students during our enrollment process, which includes a Home Visit. We will follow the following steps: (1) During the Home Visit, the Home Language Questionnaire will be completed by the parent and the questionnaire indicates that the student’s primary or home language is something other than English. (2) An interview will be conducted with the student and parents by our certified ESOL teacher, with the support of our Head of School and Coordinator of Student Supports<sup>163</sup>, in both English and the family’s preferred language.<sup>164</sup> (3) If it is determined that the student’s home or preferred language is something other than English, then Primary Hall will administer the NYSITELL. If the student has an IEP, the Language Proficiency Team (LPT)<sup>165</sup> 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. (4) The student will be identified as an ELL if they demonstrate proficiency at Entering, Emerging, Transitioning, or Expanding on the NYSITELL. (5) Parents will be notified of the results within five school days and the school will meet with the family to review the English

<sup>159</sup> Based on enrollment targets in Section I.F, Figure 1.6. 15%.

<sup>160</sup> Based on the average in the community schools in the proposed community. 23%.

<sup>161</sup> Kazakoff, Elizabeth R., Paul Macaruso, and Pam Hook. “Efficacy of a Blended Learning Approach to Elementary School Reading Instruction for Students Who are English Learners.” *Educational Technology Research and Development*, vol. 66, no. 2, 2018, pp. 429-449.

<sup>162</sup> MLL/ELL Population in schools in our proposed community range from 4%-32% based on district placement.

<sup>163</sup> In year 2 and beyond, the Director of Student Support will support the ENL teacher in conducting the interview.

<sup>164</sup> If a student is identified as a potential SIFE, the ESOL teacher will administer the SIFE questionnaire and diagnostic tool.

<sup>165</sup> Our LPT will consist of the Head of School, ENL teacher and Coordinator (or Director) of Student Supports.

as a New Language (ENL) supports and services that will be provided, explaining why these supports will best meet the needs of the student. All information will be written in the family's preferred language and a translator will be made available to support. (6) Students are placed in the ENL program within 10 school days of enrollment and parents receive written notification of the placement. At any point, a family may waive their right to MLL/ELL services. The Primary Hall Coordinator of Student Supports will oversee the MLL/ELL identification process. See **Attachment 13** for more details. **Programs.** Primary Hall will provide an integrated English as a New Language (ENL) program with supports determined by the student's English language proficiency level (Entering, Emerging, Transitioning, Expanding). Our ESOL certified ENL teacher will push into literacy rotations each day to provide targeted support and ENL instruction, in addition to providing stand-alone ENL instruction for Entering and Emerging students. Our literacy rotations will be staggered to ensure that the ENL teacher is able to provide instruction during Phonics and/or Guided Reading in each classroom. With an anticipated MLL/ELL population of approximately 15%, we will add an additional ENL teacher in Year 3 as well as prioritize hiring EOSL certified teachers with the goal of having at least one certified EOSL certified classroom teacher per grade level. Primary Hall will actively seek to employ teachers who are ESOL certified to support our students. In conjunction with the Director of Student Supports, the Head of School will determine the level of support a student needs based on the results of the NYSITELL. Students' level of proficiency will determine the units of study, which translates to ENL instructional time (if a student is designated as "Entering" they receive 2 units of study per week which is 360 instructional minutes).<sup>166</sup> Students will be provided additional supports in core subjects with an emphasis on Reading Mastery to immerse students in English and support their developing language acquisition. "Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners."<sup>167</sup> In a study promoted by the US Department of Education, the average index for improvement for K-3 ELL students was +27 percentile points.<sup>168</sup> At the end of each school year, the Head of School and the Director of Student Supports will evaluate the effectiveness of the ELL program based on students' academic progress and assessment data (interim, summative, STEP assessments, NY State Assessments ). Student progress is assessed at six-week intervals during Data Days. At the end of each school year, MLL/ELL identified students will take the New York State English as a Second Language Achievement Test ("NYSESLAT") which assesses students' ability to read, write, and speak in English. Students receive scores of Entering, Emerging, Transitioning, Expanding, and Commanding. To exit the ELL identification, students must score at the Commanding level on the NYSESLAT or score at the Expanding level and a level 3 or above on the New York State ELA assessment during the same school year.<sup>169</sup> **Gifted and Talented Students.** We will identify students who are reading more than one grade level above as measured by STEP or who are performing in the top quintile (10%) on the MAP Reading Comprehension or Math Assessment, or those students who earned a score of 4 on one or more assessments; teachers will also have the ability to propose that we consider a student gifted and talented based upon achievement results and other elements even when standardized scores might not otherwise indicate

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<sup>166</sup> <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>.

<sup>167</sup> [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC\\_Reading\\_Mastery\\_092806.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf).

<sup>168</sup> [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC\\_Reading\\_Mastery\\_092806.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf).

<sup>169</sup> For more detail see **Attachment 13**.

consideration of the student for gifted and talented program or services. For students who are identified, we will provide more advanced work through our individualized learning sessions throughout the school day, to include special advanced projects that continuously challenge their intellectual growth. **Academic Dashboards.** At each monthly Board meeting, members of the Board of Trustees will be presented with academic dashboards that display the academic achievement of our student population as a whole as well as disaggregated data for our sub populations of students with disabilities, MLLs/ELLs, and students from economically disadvantaged backgrounds. The Board will ensure the effective oversight for progress for all students as a whole and through the work of its Academic Committee, while the Head of School will ensure the ongoing management of all instruction, supports, and services.

## **E. ASSESSMENT SYSTEM**

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Primary Hall will be a data-driven K-5 school as we educate all students for personal and academic success in middle school, high school, and college. Our mission is dependent on our ability to effectively use reliable academic data to strategically meet our students' instructional needs, reach our ambitious goals outlined in **Section I.A: Mission Statement, Objectives, and Goals**, ensure that we meet Benchmark 1: Student Performance of the 2018 Charter School Performance Framework,<sup>170</sup> and grow as impactful instructional practitioners in all years of the charter term. We will assess formatively and summatively against clear national and state standards, collect standards-aligned data, and adjust instructional practices, student supports, and professional development quickly in response to student results. Our school design is built on the use of assessment data as motivation to continually and measurably improve within each year and across years and for all subgroups of students. Primary Hall will utilize assessment data to create leveled flexible groups for small group instruction and will adjust interventions and enrichment assignments to meet individual student needs. Primary Hall will invest all stakeholders (school leaders, teachers, parents, and Board members) in the use and analysis of assessment data to drive our students' academic success. Through professional development, content area meetings, school data days, and instructional coaching, school leadership will support teachers in using assessment data to improve instructional strategies and tailor individual supports where needed. Parents will receive weekly trackers listing scores on any assessments, and the Head of School will provide monthly data cycle reports to the Board of Trustees that continuously accounts for results after each marking period and/or data cycle. Cohorts will be tracked to determine effective instruction year to year and to determine trends and areas of growth to be addressed through matriculation, subgroups (MLLs/ELLs, SwDs, students eligible for FRL) will be similarly tracked to determine our effectiveness with each group, and whole school data will be used to self-assess effectiveness in our instructional practices. One of Primary Hall's **IMPACT** values is **Mastery**, and our assessment system will allow us to gauge our ability to consistently grow and ultimately ensure students' mastery of grade level content. **Diagnostic.** Each of our students will be given the STEP<sup>171</sup> reading assessment during Home Visits conducted in the spring and early summer prior to enrollment to establish their reading level, as well as a school created, standards-based math assessment to ascertain what numeracy and

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<sup>170</sup> <https://www.regents.nysed.gov/common/regents/files/P-12%20-%202018%20Charter%20School%20Performance%20Framework%20Presentation.pdf>.

<sup>171</sup> STEP will be used throughout the year to track students' progress and growth in reading (approximate 5 administrations per year). See **Attachment 4c** for proposed school calendar as it outlines our STEP assessment windows.

operational skills students possess before they begin the school year. By establishing a baseline for student performance, we can effectively plan to support our students and maximize growth. Diagnostic tests allow our teachers to create leveled clusters of students for small group instruction during content blocks and daily intervention (30 mins.) and create personal student growth goals for each. School leadership and teachers are able to see where there may be trends across grade levels or gaps and how we can plan to close them. Diagnostic testing also informs our decision-making around the frequency of the interventions for some students and allows us to measure our students' growth and adjust rigor where needed. **Homework.** Students will be assigned homework five days per week and will be used as a means of gauging student understanding of lesson material and serve as a data point for students' interventions. All homework will be practice of what students have been taught in school and will never introduce new material. Parents will receive a daily behavior tracker with a weekly homework packet that provides clearly identified assignments each day; in the Lower Academy (K-2), all homework will be for literacy and mathematics, and include a nightly 20-minute reading log; in the Upper Academy (3-5), we will add homework in Social Studies and Science on alternating days. The daily homework folder will serve as a communication log and require a parent signature each day. **Formative.** Primary Hall teachers will use daily standards-aligned exit tickets and weekly quizzes to measure students' mastery of grade level content. Based on this data, teachers will adjust their instruction and create intervention and enrichment strategies for individual or groups of students, and such adjustment will be reviewed with the instructional coach<sup>172</sup> in weekly meetings. Teachers will reflect on their practice in relation to the data and plan strategic re-teach lessons or interventions based on the results. To ensure that school-generated assessments are valid and reliable, the Head of School will conduct an item analysis to determine whether questions were structured correctly and measure the intended skill to the appropriate level of rigor. Assessments will be modified accordingly. **Interim.** Primary Hall will use the NYNGLS to create standards-aligned interim assessments for our students. Interim assessments will be cumulative, spiraled, and administered every 6-8 weeks to coincide approximately with the mid- and end-point of each trimester to ensure that students are mastering grade appropriate content and will be used as a predictor as to how students may perform on state standardized tests. With question- and standard-based analysis, interim assessment results will allow us to see what standards and skills our students have mastered and are retaining over time. Interim assessments will be administered with teachers unaware of the particular questions before administered, and instead only the standards and skills being assessed and in what format. This will allow school leadership the ability to see the most authentic and reliable results and to isolate trends in classrooms and across grade levels. This knowledge is valuable in planning with the end in mind, supporting teachers in instructional practice and professional development for content teams and grade levels as needed.

**Summative.** Primary Hall will administer end-of-year comprehensive assessments addressing grade level standards in Literacy and Mathematics. For grades three and four there will be a section addressing Science and for grades four and five there will be an assessment addressing Social Studies. Our summative assessment data will be compared to state testing data to ensure that we are addressing all grade level standards and learn areas where we should strengthen our

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<sup>172</sup> Instructional coaching in Year 1 is done by the Head of School and includes the Director of Curriculum and Instruction starting in Year 2,



practice. Summative data will also offer insight to where curriculum may need modifications to effectively plan to meet students' needs, and subgroups' needs, for the following school year. **Nationally Normed Assessments.** Primary Hall will administer the Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP"), a nationally normed assessment three times per year (Fall, Winter, Spring) in Reading Comprehension and Mathematics. The NWEA MAP provides a proficiency score that denotes grade level, measures student growth from year to year, and provides comparisons to students across the country. MAP assessment will allow us to compare our performance with schools across the nation and will provide further objective insight to better address student need and assess student growth.

**New York State Assessments.** We will administer all state assessments in all grades and all content areas as required and will analyze all data each year by whole school, grade level, content area, subgroup of students, and standard. We will use results at the Board level to inform the annual evaluation of the Head of School, assess our success against pre-established metrics, inform the authorizer of our academic progress, and inform decisions regarding resource allocation and annual priorities; we will use results at the school level to inform curricular, staffing evaluations, professional development, and scheduling decisions; we will use results with our students, families, and community partners to inform them of all growth, comparative, and absolute performance results each year. Results will be included in our monthly academic dashboard to the Board, in our annual report to the authorizer, on our website each year, in monthly newsletters to families and the community, and in individual reports to families. **Non-Academic Assessments.** With a commitment to students' personal success, Primary Hall will develop character education standards to strengthen school culture and promote ethical values and interpersonal skills needed for school and life success. Students will be assessed each quarter with scenarios based on our **IMPACT** values and their application in solutions to ethical situations that are age- and grade-level appropriate. For example, students may be asked what values are needed when they see a student copying another student's work, or when they see a classmate excluded from an activity, and in each instance, how they will use their values to inform their actions and solutions. Embedded within social and emotional learning ("SEL"), we will explicitly name what each **IMPACT** value means at each grade level, and the degree to which each student is demonstrating growth and/or competence in each area.

## **F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS**

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Primary Hall is committed to students' personal and academic success. For that reason, we will utilize small group instruction and individual supports to ensure students are reaching the ambitious goals we have set for them and as outlined in **Section IA**. We have a clear vision for the skills and content knowledge that students need each year as informed by the NY State Next Generation Learning Standards ("NYSNGLS") and thus will ensure the necessary elementary foundation that will lead each student to a successful transition to a rigorous middle school, college preparatory high school, and ultimately the college or university of their choice. With our attention on data tracking, aggressively monitoring student progress, and individualized action plans aligned to the needs that data indicates, we are confident that a majority if not all of our students will meet grade level expectations and successfully matriculate to the next grade level. We are cognizant that even as an elementary school our students will be coming to us with a variety of school readiness and educational experiences, and overall academic preparedness as

a result. If a student is not academically ready for the next grade despite multiple interventions provided throughout the year, we reserve the right to retain a student and will make the decision in service of a student’s best interest and ultimate academic and personal success. The decision around a student’s eligibility for retention and promotion will be made with the upmost care and will take into account the student’s academic performance (standards mastery in Literacy and Mathematics), attendance, maturity, and reading level. The school leadership team will work in conjunction with the student’s family to determine the best next steps. All final retention decisions lie with the Head of School.

**Promotion Policies.** Primary Hall will implement a mastery-based grading system across all grade levels organized by NYSNGLS. Teachers will have the ability to target instruction based on students’ mastery of grade level content and have the ability to target skills and form groups. Additionally, communication with families about student progress will be anchored in specific standards of achievement and growth. We will use data from the STEP assessments and NYSNGS-aligned interim assessments in literacy and math to determine eligibility for promotion or retention based on reading level and standard-based skill and content mastery. Students must demonstrate readiness for the following grade, as social promotion alone does not align to our college preparatory mission. Parents of students eligible for retention will be notified in writing by the end of the third marking period and will be asked to schedule a meeting with the Head of School for discussion. Because we value parents as an asset in our work, we will work diligently to keep families abreast of student progress and ways to support their learner at home. As data-driven instruction is key to our individualized supports, parents will receive weekly calls from their child’s teacher(s) throughout the school year to discuss progress toward mastery and receive information about homework, character development, student achievement, and areas of growth. Families will also have access to view grade books in a program like PowerSchool which will allow them to have real time updated information about student progress and attendance. We will maintain strong lines of communication with families to support students’ progress toward mastery, achieved through Home Visits for all new families, 8 academic progress reports, weekly check-ins or touchpoints with families, and parent/teacher conferences once per quarter. Based on the best practices of several schools, including major charter networks such as Uncommon Schools, Primary Hall will adopt a grading scale that focuses solely on student mastery. Students who average a 3 in literacy and mathematics at the end of school year will be eligible for promotion. Because each lesson and assessment is NYSNGLS-aligned, grading will align to exit standards for each grade. Student progress toward mastery for each standard will be assessed and recorded quarterly.

**Figure 2.5: Grading Policy**

Criteria	Standard Aligned Metric	Letter Grade	Percentage
Student has above grade level mastery and can apply standard in new ways	4	A	90%-100%
Student has grade level mastery of standards and is able to work independently	3	B	80%-89%



Student has partial mastery of standard and requires minimal support	2	C	70%-79%
Student has minimal mastery of standard and requires continued support	1	D	60%-69%
Student has no mastery of standard	0	-	0%-69%

Should a student need to be retained at the grade level, we will meet with the family to review their child’s academic gaps and develop an individualized plan for the next year to ensure all supports are in place towards those priorities. Should a student demonstrate the ability to do more advanced work in certain subjects even with these gaps, given our individualized approach to learning, we will ensure that the student continues to be challenged in those areas even as they are receiving remediation in others. At the end of each academic year, and then again at the start of the new school year, the Head of School will meet with each family and student when facing retention to ensure that a clear plan is in place and that every family and student feels supported and will then in the coming year specifically track the progress of that student during all data review cycles and communicate frequently with the family on their child’s progress.

### G. SCHOOL CULTURE AND CLIMATE

**Philosophy of Student Discipline.** Primary Hall is committed to cultivating a joyful, achievement-oriented, and demanding culture for our students. We have a firm belief that having high expectations coupled with a values-based education will prepare students to meet the rigors of middle school, high school, and college. Comprehensively, our approach to student discipline is proactive and developmentally appropriate. Because many of our incoming Kindergarteners will be new to a structured school environment, we will be diligent in teaching our students our behavioral expectations and consistent in positively reinforcing our norms. Given the high levels of poverty within our community (90% or above of our student community will qualify for Free or Reduced Lunch), our cultural practices are further informed by research for trauma informed education. We have a tiered approach to discipline and embedded opportunities for joy and positive recognition, as we believe that when **joy** and **structure** work in tandem, students can realize personal and academic success. **Community is Primary.** We hold all members of our school community in high regard and with high expectations; we believe that parents and families are one of our greatest assets in the work. For that reason, we are committed to welcoming our students and their families to monthly school enrichment nights (Family Nights)<sup>173</sup> where there will be themed activities in math, literacy, and science, or civic studies. In addition, we will have monthly newsletters highlighting important dates and events, as well as the work our students are completing in class. Newsletters will be produced in families’ home languages and accessible online on the school’s website. Each spring and summer teachers and school staff will conduct Home Visits with newly enrolling families to learn more about students and families and petition ways to better support our students. In this venue parents can speak with Primary Hall staff members and share feedback related to their student’s previous school experience as well as those of siblings and adults within the family. During Home Visits, Primary Hall staff can reaffirm our commitment to our students’ personal and academic success and offer concrete strategies

<sup>173</sup> For all dates, please see our annual calendar in Attachment 4c.



to extend our students' learning at home, reflected in our mastery-based grading system and assessment data. Parents will receive a semi-annual school family survey where we can collect data regarding family satisfaction, concerns, and constructive feedback. **School Systems and Routines.** We are committed to having and holding students to high expectations to support them in reaching their academic and personal best. An element of this support comes from teaching students how to be successful. Beginning with an "orientation week" to learn Primary Hall norms, procedures, rituals, chants, and transitions, we will spend the first week learning the Primary Hall routines and then reinforce these especially across the first six weeks of school, focusing on mastery of the "Primary Hall Way." We will stress 100% and Do It Again in these initial weeks so that students learn how to independently manage themselves and their resources across the many components of the school day and to begin to articulate and embrace the **IMPACT** values (**Integrity, Mastery, Perseverance, Ambition, Confidence, Teamwork**) that inform the way we work together as a learning community, and so that we can spend the remainder of the school year with a focus on rigorous content and celebrating achievement. **IMPACT Values.** At Primary Hall our IMPACT values live in everything that we do as a school community and are the basis of our Code of Conduct. We believe that when we embody our **IMPACT** values, we are preparing our students for academic success and a life of opportunity. For example, an integral part of our work is preparing students to be well read, well spoken, and well balanced.<sup>174</sup> With our core values of **Integrity, Mastery, Perseverance, Ambition, Confidence,** and **Teamwork** modeled and explicitly taught, students develop a values-based frame for their hard work and community membership. Character Education is a crucial component of the school day and students' development, and we will measure the impact of our character education program on student development as informed by the work of high-performing charter schools.<sup>175</sup> Further, a values-based school culture is shown to improve overall success and life outcomes, as studied by researchers such as Paul Tough who notes that "long-term psychological studies showing that children who exhibit certain noncognitive capacities (including self-control and conscientiousness) are more likely to experience a variety of improved outcomes in adulthood" and that character education can grow these noncognitive capacities and have "students persist[ing] at difficult tasks, overcoming great obstacles; they handled frustration and loss and failure with aplomb and resilience; they devoted themselves to long-term goals that often seemed impossibly distant."<sup>176</sup> **Behavior Intervention.** Because "[s]tudents cannot learn in chaos"<sup>177</sup>, our primary goals in discipline are to: (a) ensure student safety, (b) focus on academic learning, and (c) develop self-regulatory skills. We recognize the need and benefit of social emotional competency, and non-cognitive development for students particularly in primary school.<sup>178</sup> Our teachers will consistently model strong interpersonal skills, and consistently uphold expectations for positive behavior. In Kindergarten through second grade,

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<sup>174</sup> Three of the "5 Wells" were crafted by Dr. Robert Franklin as president of Morehouse College (Atlanta, GA).

<sup>175</sup> We will measure character education through internally created standards based on the best practices of Brooke Charter Schools (Boston, MA). For a copy of our character education standards please see **Attachment 3b**.

<sup>176</sup> <http://www.paultough.com/helping/pdf/Helping-Children-Succeed-Paul-Tough.pdf?pdf=hcs-pdf-landing>.

<sup>177</sup> Monroe, Lorraine. *Nothing's Impossible*. NY: Public Affairs, 1997.

<sup>178</sup> Research has found that students that receive SEL and mindfulness in elementary school benefit from an improvement to their cognitive control, and a lower stress physiology, and an increase in empathy, pro-social behaviors, and emotional control. Schonert-Reichl, Kimberly A., et al. "Enhancing Cognitive and Social-Emotional Development through a Simple-to-Administer Mindfulness-Based School Program for Elementary School Children: A Randomized Controlled Trial." *Developmental Psychology*, vol. 51, no. 1, 2015, pp. 52-66.

Primary Hall will use a color chart and star/check system for behavior management. Having a visual representation of rewards and consequences allow students to begin the process of self-regulation along with participation in Mindfulness exercises and practices. This system will require that teachers give consistent feedback to students regarding their behavior and offer support for redeeming misbehavior. For example, “Stanley, I noticed that you transitioned to your desk using walking feet and a calm body, you have earned a star.” Each classroom will be equipped with a pocket color chart (“Brilliant” Blue, “Go-Getter” Green, “Make Better Choices” Yellow, and “Reflection” Red) with students listed in alphabetical order by first name. At any given point during the day students can see their behavioral status and make choices that will elevate their status. Brilliant Blue: The student is modeling stellar behavior, has received three stars during the course of the day and has not earned any checks. Go-Getter Green: The student is ready to learn and is complying with teacher directions. They may have had a consequence but have turned it around and embodied our core value of **Mastery**. “Make Better Choices” Yellow: The student has had more than three reminders and is not in a place where they can learn at their best. “Reflection” Red: The student has been making poor behavioral choices and has been impeding on the personal and academic success of others in the learning community. For grades 3 through 5, a similar color system is used but there are only three colors (Red, Yellow, and Green). Green is equivalent to making Good Choices, and Yellow and Red are poor choices. Language surrounding the system is, “Are you making a good choice or a poor choice?” During the course of the day if a student earns three stars, they are awarded with a color change; if they receive three checks in one period, they receive a color change down. Colors are fluid throughout the day, and there is always an opportunity for students to make choices that will move their status up on the color chart. The purpose is to support students in regulating themselves and ensuring a culture of achievement. Each day K-2 teachers will be responsible for recording students’ colors in the weekly tracker that goes home with students in their homework folder, students in grades 3-5 will record their colors in their homework folder each day. Parents will be asked to sign and acknowledge the behavior log/tracker each day along with daily homework assignments as a connection between home and school. Each year prior to the start of the school year, parents and guardians will receive copy of the Student and Family handbook in their home language outlining Primary Hall’s discipline system and behavioral expectations. **Rewards and Incentives.** One critical aspect of ensuring students’ academic and personal success is recognizing and celebrating achievement. Each day, students will have the opportunity to work toward prizes and incentives for following the school’s code on conduct and working urgently toward our goals. As a school community, homerooms will compete to host our mascot “Primus the Owl” in their classrooms. The winners are determined by assessment, attendance, and behavioral data. The mascot will be moved each week depending on data points; the winning classroom will also receive an additional reward, such as a 5-minute choice time extension or new set of college pencils. In addition to awarding a homeroom the honor of hosting Primus, Community Meetings will take place once per week to celebrate student accomplishments academically and behaviorally, highlight students and teachers who are embodying our **IMPACT** values, and demonstrating school pride as we work hard every day towards our ambitious goals. **Kindergarten to Grade 2.** Students will receive more immediate positive reinforcements in the form of the prize box with small items like pencils, erasers, and stickers at the end of each day. If students are on green at the end of the day, they will have the opportunity to select a prize. For

students who have reached Brilliant Blue or Go Getter Green, teachers will tally the days that students earned Blue or Green status and students will be given a colored slip with the corresponding number of days to redeem for a grander prize from the prize cart at the end of the week. Prizes will have different “costs” based on the number of days students earned in blue.

**Role of the Dean.** As an elementary school, classroom teachers will have the primary responsibility of managing behaviors. However, students who are contributing to an unsafe learning environment will be referred to the Dean of Culture<sup>179</sup> for reflection and behavioral support. We believe that students should spend their day learning but recognize that egregious behaviors at times need to be addressed outside of the classroom. The Dean of Culture serves as an additional layer of support for students to reset misbehaviors and prepare to successfully and efficiently reenter the learning environment. This includes leading restorative conversations, employing relaxations techniques such as deep breathing, and having conversations with parents. With assistance from the Dean, the student will reflect on missteps and make a plan to reenter the classroom ready to learn. The Dean will also track behavior log colors to support students that have consistent patterns of misbehavior and will lead conversations about trends seen across classrooms and grade levels. The Dean’s primary role is to maintain the school’s sense of calm and predictability so that students feel safe and are able to learn at their best. It should be noted that in Year 1 the Head of School will support student behavior management to ensure a strong school culture and consistent positive reinforcement of the Primary Hall way across classrooms.

**Professional Development: Student Discipline.** Teachers will be introduced to the student discipline system during summer PD to ensure that teachers understand and are able to effectively implement our behavior system while demonstrating emotional constancy. We value a 3:1 praise to consequence ratio and whenever possible that we should always look for the positive. We strive to give students every opportunity to meet and exceed our high expectations, and we support them as they continually learn and grow. Teachers will practice giving awards and consequences to norm the language across the school and to regulate what the tone and feel of a reward and consequence should be at Primary Hall.

**Discipline for Students with Special Needs.** Unless an IEP indicates the need for an individualized behavioral plan, all consequences for students with special needs will remain consistent with those of the rest of the school. However, as needed to support students who may be struggling to find success, teachers, the Head of School in Y1 and Dean of Culture starting in Y2, along with the Student Supports Coordinator in Y1 and Director of Student Supports starting in Y2 and parents will work together to determine what is best for students on an individualized basis. Based on recommendations from the team, individualized incentives or token economies can be established to best accommodate the student.

**Uniforms.** Primary Hall will require all students to be dressed in uniform each day. We will provide each student with one full uniform each year. Clothing items outside of the uniforms items will not be permitted.

Figure 2.6: Uniform Requirements

Clothing	Requirements
Shirt/Outerwear	<ul style="list-style-type: none"> <li>• Maroon collared polo (short or long sleeved)</li> <li>• Maroon crewneck sweatshirt with no markings (hoods not permitted)</li> </ul>

<sup>179</sup> Primary Hall will have a Dean beginning in Y2.



	<ul style="list-style-type: none"> <li>Navy sweater vest with school logo</li> </ul>
<b>Pants, Skirts, Jumpers</b>	<ul style="list-style-type: none"> <li>Navy slacks (Slacks may not have visible logos or additional pockets on legs; Jeans prohibited)</li> <li>Navy skirts or jumpers with their polo (skirts/Jumpers must be knee length)</li> </ul>
<b>Socks and Shoes</b>	<ul style="list-style-type: none"> <li>Conservative colored socks (black, navy, brown, white, or maroon)</li> <li>Shoes must be closed toe and a solid color (black, navy, or brown)</li> <li>Sneakers/Tennis Shoes are permitted if they are a solid black without visible logo, or light-ups</li> </ul>
<b>Jewelry</b>	<ul style="list-style-type: none"> <li>No bracelets or other wrist jewelry; no necklaces above clothing</li> <li>Stud earrings or hoops the size of a Quarter or smaller</li> <li>Jewelry that makes noise or is distracting is not permitted</li> </ul>

**Monitoring and Assessment.** The Head of School and Dean of Students will monitor student behavior and examine weekly reports that go home to families. We will follow the RTI process for behavior (**Section II.D**) and the Head of School will provide a monthly dashboard to the Board that captures key cultural data including ADA, average daily tardiness rate, suspensions, and expulsions. Families will speak through semi-annual surveys regarding their experience with our school’s culture and discipline system. Family survey results will be provided to the Board twice per year. Our goal is to ensure that our systems and their implementation allow all students to build and find success, and all data will continuously inform decisions and practices in this area.

## **H. SCHOOL SCHEDULE AND CALENDAR**

**School Calendar.** Our annual calendar and weekly schedule are designed to ensure students can close gaps and establish the elementary foundation needed for more advanced learning in middle school, high school, and college. Research states that for at-risk students where opportunities may be limited, having a longer school day has a greater impact on expanding opportunities available.<sup>180</sup> Primary Hall operates on a quarterly schedule with 187 instructional school days, 5 more days than the local district.<sup>181</sup> We have an extended school day with an instructional day of 7:40am to 4:00pm (doors open at 7:15am for optional daily breakfast) and abbreviated school days on Wednesdays each week where the school day concludes at 2:00pm<sup>182</sup> to allow time for teachers to receive additional support in instructional practice and have the opportunity to work cooperatively to address students’ needs. Students receive 67,640 instructional minutes per year, which far exceeds the state’s requirement of a minimum of 300 instructional minutes for 180 school days (54,000 instructional minutes) and aligns with the needs of our community. Primary Hall teachers begin the school year in July with a 20-day Primary Summit. This PD series will be focused on building and maintaining a values-based, achievement-oriented, positive school culture, understanding and implementing our data cycles, building content knowledge and engaging in intellectual preparation for lessons, as well as using taxonomy techniques and engaging in lesson execution practice with peers and leadership. We offer an additional 9 professional development days each year in addition to our scheduled 39 abbreviated school days (2:00pm dismissal) each Wednesday with 2 hours of PD. We will use our early release days to address school-wide goals, and trends seen in data, and collaboratively plan in grade levels

<sup>180</sup> [https://blogs.edweek.org/edweek/time\\_and\\_learning/2016/04/is\\_extended-learning\\_time\\_the\\_right\\_solution\\_for\\_failing\\_schools.html](https://blogs.edweek.org/edweek/time_and_learning/2016/04/is_extended-learning_time_the_right_solution_for_failing_schools.html).

<sup>181</sup> <https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/8/Updated%20calendar%202018%202019.pdf>.

<sup>182</sup> We have 7 school days that end at 1PM: the first five days of school, and then the day before Thanksgiving and the last day of school. There are 455 instructional minutes on our 142 full days, 320 instructional minutes on our 39 abbreviated Wednesdays, and 260 instructional minutes on our 7 days with 1PM dismissal.

and content areas. **Instructional Day.** Every student will benefit from daily small group instruction, individualized interventions, and extended time for literacy and mathematics each day. Students will arrive between 7:15am and 7:40am, have breakfast, and complete “bright work” assignments on their independent level. Bright work focuses on literacy and mathematics to prepare for the academic day.<sup>183</sup> After breakfast, students will participate in 5 minutes of Mindfulness techniques, establishing calm and focus at the start of the day and then transition into Morning Meeting with their class with a morning song or chant as they work on calendar math, days of the week, months of the year, counting, as well as sight words and patterns. This is a time of day that allows students to celebrate learning and revel in the joy of hard work and knowledge acquisition. From there students transition to Read Aloud, a portion of the day where teachers read a text to students and work on reading comprehension skills. Students answer text dependent questions and practice habits of discussion with peers in a whole group setting. During morning literacy block, students will participate in three rotations with a small leveled group of students. In one rotation students will receive Phonics instruction, followed by Guided Reading and Reading Comprehension, and finally a rotation of blended learning. This will allow our students to grow their literacy skills quickly from letter identification, and beginning sounds, to blending, decoding, and reading fluency. For the Math portion of the day, students begin with Math fluency. This entails the ability to exercise mental math independently. In the early days of Kindergarten, this is the ability to count and skip count, as well as do simple math addition and subtraction facts before moving to more complex math drills for multiplication and division. As students matriculate, they will solve more complex problems mentally. Students also have 30 minutes of Number Stories each day, where they will solve word problems independently using their own strategy and develop conceptual understanding of numbers and number relationships. Students will present their thinking whole group and in turn will learn multiple ways to approach problem solving from their peers. For **students on grade level** teachers will continue to provide rigorous instruction, in addition to identifying areas of growth for targeted instruction during intervention and small group periods. We believe that students mastering grade level content is mandatory in college preparation and will strive whenever possible to surpass grade level standards and challenge students beyond typical expectations. For **students at risk for academic failure**, we will employ additional periods for remediation and support. Aligned with our core value of **Teamwork**, we believe that any teacher not engaged in leading a class should be leveraged in this way. Because we will be aggressively monitoring students’ progress, we will have a list of skills informed by STEP, MAP, and IA data that students need to master to reach the next level. Students may also receive instruction with students at their skill level regardless of grade level. **Students performing above grade level** will have the opportunity for more challenging content in small group instruction and by participating in literacy or mathematics instruction with students at their skill level regardless of grade level. Science, Social Studies, and Character Development instruction will allow students to work cooperatively, investigate, and problem solve. Teachers will leverage data to create cooperative pairs and groups in support of student learning. **Students’ Weekly Schedule.** At Primary Hall students receive 455 instructional minutes each full instructional day (142 days), 325 instructional minutes on abbreviated days that dismiss at 2pm (39 days), and 265 instructional minutes on half days

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<sup>183</sup> Bright Work has been observed as a core part of operational and academic day at multiple BES schools and high achieving networks.



that dismiss at 1pm (7 days). Each week Primary Hall students will participate in core content area lessons including Phonics, Guided Reading, Writing and Grammar, Number Stories, Math Fluency, Science and Social studies (on alternating days), Mindfulness, and Physical Education and Art. Students receive 175 minutes (K-2) or 185 minutes (3-5) of literacy instruction and 115 minutes (K-2) or 105 minutes (3-5) of mathematics instruction daily. Our laser like focus on these primary content areas ensures that our students will have the foundational skills that they need to be successful in any college preparatory middle school in our area. Each day, every cohort participates in a 30-minute intervention block to target areas of growth. With the belief in data-driven instruction, our intervention block allows our staff to execute instructional supports to meet specific student need. This scheduled time also allows teachers to provide enrichment opportunities for students performing at or above grade level. MLLs/ELLs or students with special needs will also benefit from additional targeted instruction as a time to pre-teach concepts in preparation for whole group lessons the following day, or to practice skills in more accessible segments. Students also have Character Education for 30 minutes four days per week and 20 minutes one day per week that fosters strong interpersonal and communicative skills. Our weekly schedule was modeled after that of high performing charter schools, including BES school Equitas Academy Charter Schools (Los Angeles, CA)<sup>184</sup>, a network of schools that have been recognized as a California Distinguished School and Gold Ribbon School by the CA DOE. **Teachers' Weekly Schedule.** Teachers will follow a challenging but necessary teaching schedule. In our co-teaching model, each classroom teacher will be responsible for taking the lead or supporting Literacy, Mathematics, Science, Social Studies, and Character Development. Our two teacher model supports our core belief in the power of individualized supports for our students and will allow us to target students' needs and close gaps quickly. Within the two teacher model, teachers will be content specialists in Literacy/Social Studies or Mathematics/Science, with Character Development being a shared responsibility. Each teacher will lead teach and support teaching approximately 350 minutes of instruction per day and have between 105 and 165 minutes of planning/work time each day, allowing teachers to internalize lessons, prepare for upcoming lessons, and receive coaching. Teachers of special subjects (PE and art) will teach lessons for 180 minutes per day while supporting in a classroom for literacy instruction each day for 90 minutes, in addition to overseeing arrival and lunch duty each day, teachers receive 120 minutes of PD and have 40 minutes of collaborative grade level planning and meeting time each week.

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. ORGANIZATIONAL STRUCTURE

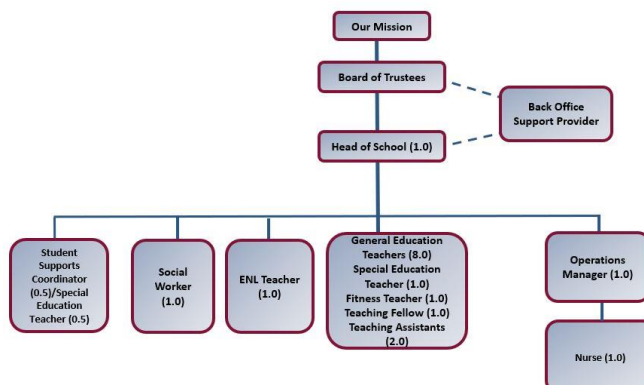
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Our organizational structure supports our mission of the school and our community. In Y1, we will begin with 19 FTE employees and at full scale will employ 49 FTE employees. Our organizational chart reflects the Head of School reporting to the Board which holds the charter and is responsible to the authorizer and Board of Regents, delineates all reporting relationships in all years with increasing delegation of responsibilities across a more complex organization.

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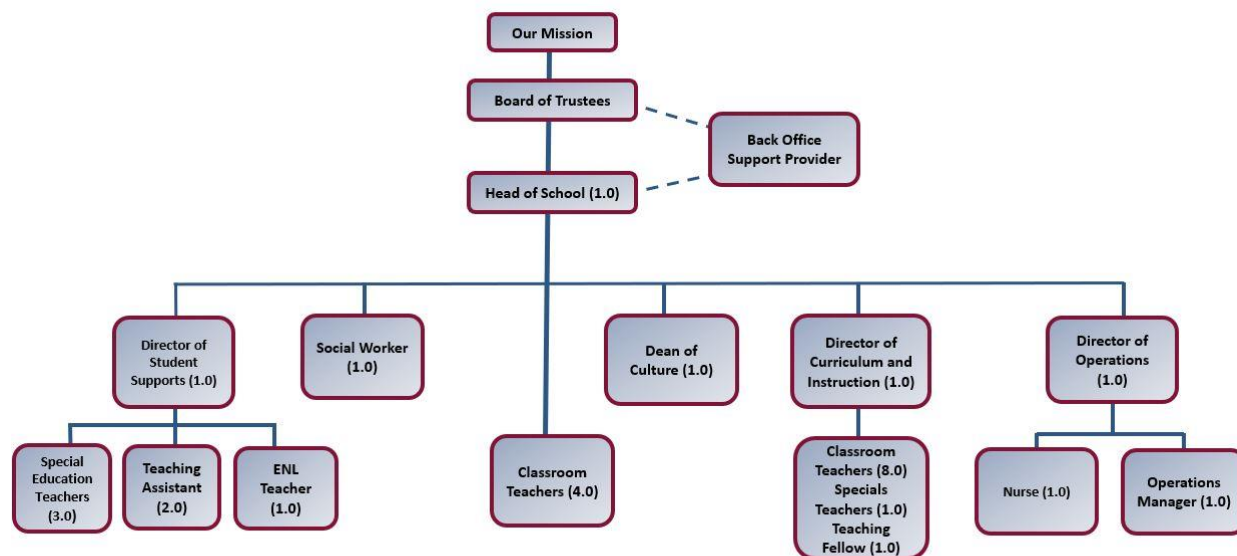
<sup>184</sup> [https://www.equitasacademy.org/apps/pages/index.jsp?uREC\\_ID=174240&type=d&pREC\\_ID=359518](https://www.equitasacademy.org/apps/pages/index.jsp?uREC_ID=174240&type=d&pREC_ID=359518).

Figure 3.1: Operational Year 1 (2020- 2021) K-1, 108 Students and 19 FTEs



In Y1, and in all future years, the Head of School is the only position reporting to the Board. The organizational structure includes an Operations Manager, Student Supports Coordinator (NY certified special education teacher who also provides direct service), Social Worker, ENL Teacher (ESOL certified teacher), and Nurse. Our educational model has 2 general education teachers per classroom, (in Y1 6 Kindergarten teachers, and 2 first grade teachers) and based on our expected number of students with special needs, 2 teaching assistants utilized for educational support. Our contracted back office provider works with the Head of School and the Board.

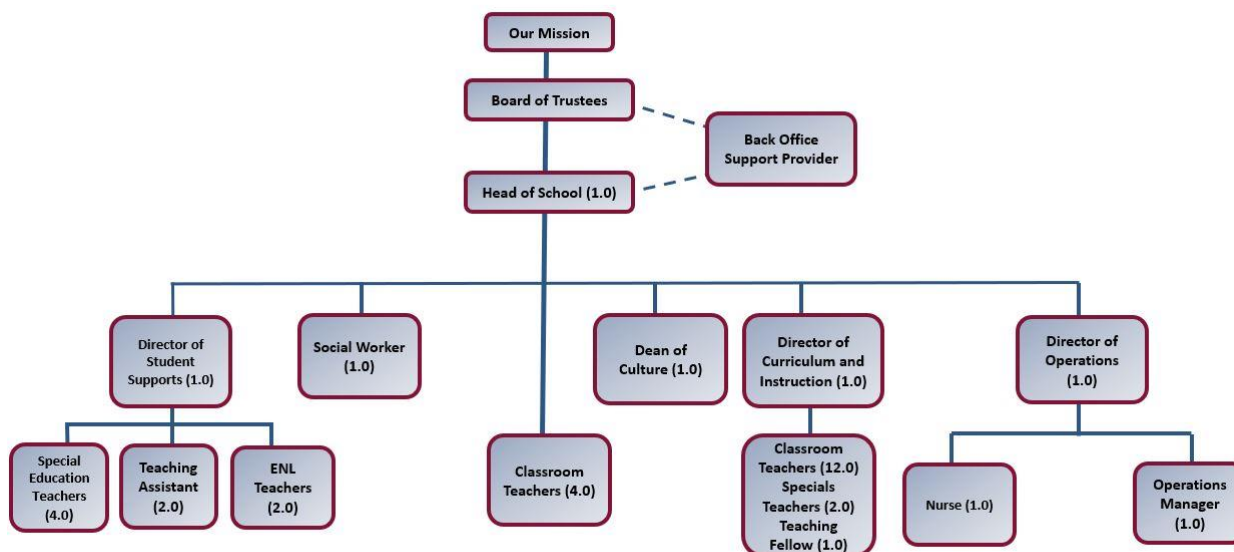
Figure 3.2: Operational Year 2 (2021- 2022) K-2, 162 Students and 28 FTEs



In Y2, we will enroll 54 additional Kindergarten students, and add a Director of Curriculum and Instruction (“DCI”) and Dean of Culture, with our Student Supports Coordinator transitioning to a Director of Student Supports and Operations Manager transitioning to a Director of Operations.

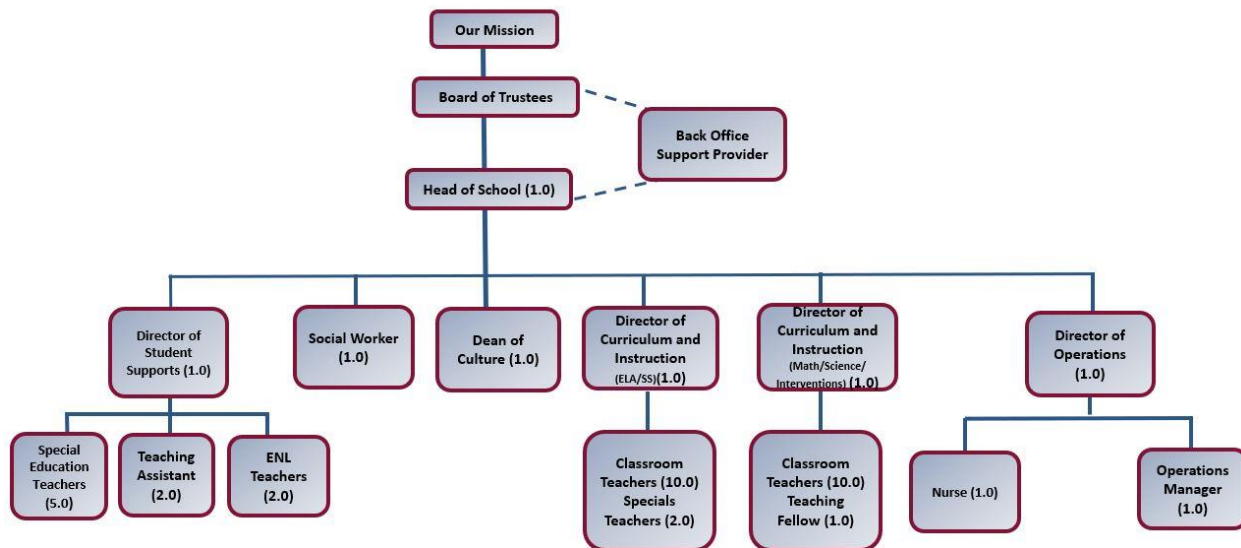
To accommodate our anticipated student population of 37 students with special needs, and 25 MLLs/ELLs, we have adjusted our organizational plan to include 3 special education teachers (1 per grade level) and one ENL teacher. Our DCI will coach 2 grade levels of classroom teachers and ensure vertical alignment and the effective training of our teaching fellow. The addition of our Dean of Culture supports a strong positive school culture and behavioral supports for students.

**Figure 3.3: Operational Year 3 (2022- 2023) K-3, 216 Students and 35 FTEs**



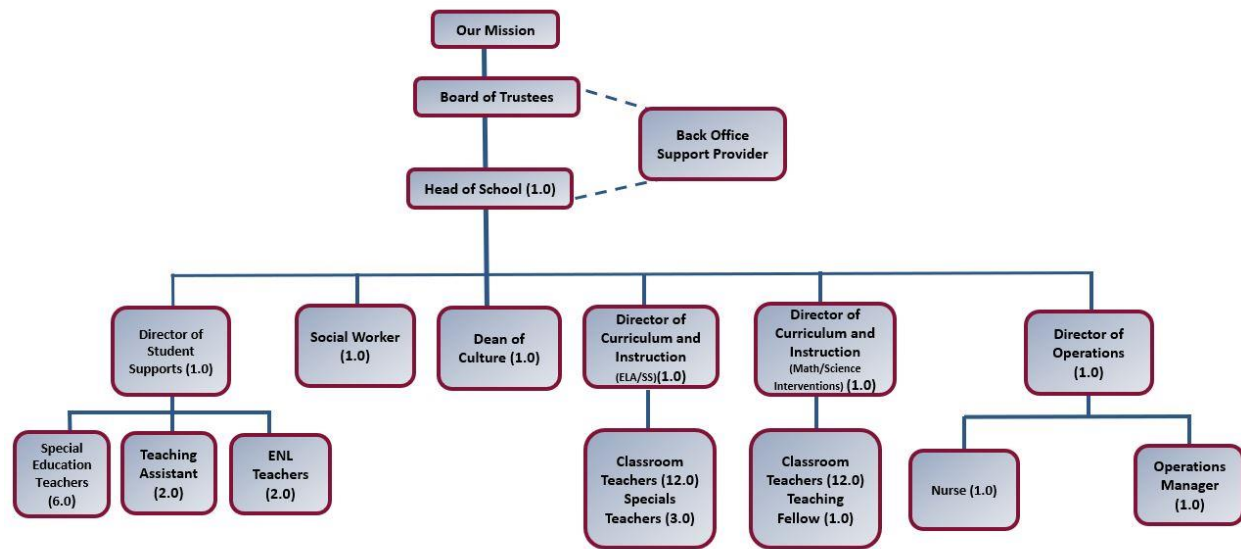
In Year 3, we will enroll an additional 54 students and add an additional Special Education Teacher and ENL teacher to accommodate our anticipated student enrollment of 32 MLLs/ELLs, and 50 students with special needs. The DCI continues to coach most teachers, leaving the Head of School to support new hires. We also add an Operations Fellow to support in operational tasks.

Figure 3.4: Operational Year 4 (2023- 2024) K-4, 270 Students and 41 FTEs



In Y4, we will enroll an additional 54 students and add an additional DCI and move to a content-based coaching model to ensure strong vertical alignment K-4 and mirrors teaching responsibilities for classroom teachers. The DCI for Math and Science will also lead whole school planning for interventions. The coaching load will be distributed between the two DCIs. We also add an additional Special Education Teacher to ensure one special educator per grade level.

Figure 3.5: Operational Year 5 (2024-2025) K-5, 324 Students and 47 FTEs







At full scale, we will enroll 324 students and have 47FTE employees, and add a Special Education Teacher and specials teacher to ensure we have adequate instructional staff for our students.

## **B. BOARD OF TRUSTEES AND GOVERNANCE**

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Primary Hall Preparatory Charter School (“Primary Hall”) will be governed by a high capacity, diverse, and community-based Board of Trustees (“Board”) qualified and committed to ensuring academic, fiscal, and organizational accountability to the authorizer, our stakeholders, and our families. The Board is responsible for holding the charter and ensuring through governance the successful execution of our mission and the attainment of our accountability goals. Board membership is reserved for well-respected professional members of the community who have the capacity, commitment, and skill sets to uphold the mission of the school, ensure its compliance with all applicable NY State and Federal Laws, and be responsible for the fiscal health of the school in all years. Though not limited to the following, the Board has the role of: maintaining legal and ethical compliance; setting compensation for, hiring, managing, and evaluating the Head of School; upholding the school’s mission and vision; approving board, school, personnel, and fiscal policies; utilizing metrics to review and assess the school’s progress toward goals named in the charter; reviewing monthly academic and financial reports presented by management; reviewing and approving the annual budget and overseeing the annual audit; reviewing and approving monthly financial statements; and participating in fundraising in addition to making a personal annual contribution to the school. The Board will delegate to the Head of School the school’s day to day operations, which includes all staff hiring. The Head of School is the only role that will report and be evaluated by the Board. **Board Size.** The Board will be made up at least 7 members but will not exceed 15 members. The initial Board will serve staggered terms to ensure continuity over time and will maintain an odd number for voting purposes. 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 2021), and at least three Trustees will serve a three-year term (ending in Fall 2022). Prior to Primary Hall’s August 2020 opening, the Board will increase to at least 9 members. **Qualifications.** Board members must have a commitment to Primary Hall’s mission, vision, values, and community. Board members must have experience and expertise that allow them to effectively contribute to committees, and have skill sets that lend to the effective and thorough oversight of the school. Members must have the ability to work cooperatively to ensure accountability, and exercise their duties of care, loyalty, and obedience. **Recruitment and Selection.** As we transition from a Founding Team to a Governing Board, we will employ strategies for short-term and long-term member recruitment. Our short-term recruitment efforts will focus on fulfilling anticipated Board needs as we prepare for school start-up, while our long-term recruitment efforts will prioritize the right fit for the long-term sustainability of the school. We will recruit new members through personal and professional networks, organizations, Charity Strong, and LinkedIn. Prospective Board members will be identified and screened by the Governance Committee, participate in an in-person interview with the Board Chair, and will be invited onto the Board through a 2/3 vote of the full Board conducted at a regular monthly Board meeting. All Board members will complete a Conflict of Interest form prior to joining the Board and all will go through required background screenings. Each year the full Board will review the Conflict of Interest Policy and updated their disclosure forms. **Appointment or Election.** All officers will be members and



elected by the Primary Hall Board. On an annual basis, the Governance Committee will present a group of members for election for the upcoming year. Defined by our Bylaws, **Attachment 5b**, all Board Officers will serve a one-year term of office, renewable for three consecutive terms by approval of the majority vote of the Board. All officers assume responsibilities defined in their job descriptions for the role. If an officer position becomes vacant, the Governance Committee will recommend a member of the Board to fill it and will require Board approval with a 2/3 vote.

**Member Terms.** Individuals can serve up to two three-year terms. Officers will hold positions for 1 year before the Board votes again to re-elect existing or elect new officers for the next year's term. For initial board membership we will have staggered terms to ensure continuity over time.

**Officer Positions.** The Board will have four officer positions. The **Chair** will preside over all meetings and ensure that the Board is adhering to all policies in relation to Primary Hall upon authorization. Additionally, the Chair will also lead the Governance Committee. The **Vice Chair** will perform in the Chair's role in the absence or incapacity of the Chair in addition to fulfilling any other responsibilities prescribed by the board. If the Chair can no longer serve in the role, the Vice Chair will fill the role for the remainder of the service term. The **Secretary** will ensure accurate records and minutes of all meetings and committee meetings, and prepare, disseminate, and file meeting minutes in addition to maintaining an official list of Board members in compliance with Board policy and procedure. The Secretary will create and post agendas for full Board and committee meetings. The **Treasurer** will ensure complete and accurate records of receipts and disbursements of the school. The Treasurer will ensure financial transparency with the Board and the public. The Treasurer will be the Chair of the Finance Committee and will work with the Head of School to ensure that appropriate financial reports are provided to the Board. The Treasurer, in conjunction with the Finance Committee, will review the annual audit report and provide clarity around key findings and results of the audit.

**Committees.** There will be four standing Board committees, all of which report to the full Board. The **Academic Committee** will define Primary Hall's academic goals and establish a system to regularly track student progress. Each month the Head of School will report academic data to the committee representing progress toward mastery for each goal. If adequate progress is not made, the Academic Committee will work with the Head of School to identify concerns and implement next steps. The **Governance Committee** is charged with the responsibility of maintaining the Board by recruiting and onboarding high-capacity, mission-aligned candidates. Chaired by the Board Chair, the Governance Committee will also procure professional learning opportunities for the Board where needed. The **Finance Committee** will ensure the financial oversight of the school. Chaired by the Board Treasurer, the committee works with the Head of School and back office provider to build an annual budget that supports the mission and vision of the school. The Finance Committee will review the budget and make recommendations to the full board for revisions where applicable. The Committee will recommend to the Board a NY State auditing firm to conduct an annual audit. Based on the results of the audit, the Finance Committee will oversee implementation of actions made in response to the findings from the audit. The **Development Committee** will work with the Head of School to identify fundraising priorities and strategies, implement ways to better market and promote the school, and develop strong relationships with political, financial, business, and organizational allies on behalf of the school's success over time.

**Conduct.** Upon Authorization, the Board will approve its Bylaws and Conflict of Interest Policy. In addition to adhering to applicable laws and regulations, the Board is accountable to the authorizer and must



ensure the school operates in alignment with its charter. Primary Hall will release all required documents to the authorizer according to the authorizer's defined schedule and timeline and in all instances when requested. **Promotion of Parental and Staff Involvement in Governance.** Parents and staff will play a vital role in governance as we provide multiple opportunities to gain their feedback and insight. In accordance to the Open Meeting Law, all Board meetings are open to the public. With the meeting scheduled at least one week in advance and notice provided at least 72 hours in advance through local media, our school's website, our school newsletter, and within the school building, all constituents including parents and staff will be aware of the time, date, location, and agenda of the meeting. During the meeting there will always be reserved space on the agenda for public comment. During this designated time, parents, staff members, community members, or teachers will have the opportunity to publicly address any item. All comments during this time will be recorded by the Secretary and posted in the meeting minutes publicly after the meeting. Additionally, surveys will be distributed twice per year to staff and families. The data collected from these surveys will be provided to the Board and will inform strategic planning as well as the annual evaluation process for the Head of School. Additionally, during our family events and conferences, parents will have the opportunity to express their inquiries and concerns. **Board Training and Development.** The Board will dedicate time each year to self-evaluate its effectiveness as a governing body. The Board will seek additional professional development opportunities for charter school board governance to strengthen our skills and effectiveness to drive the mission. During our founding year, The Board and Head of School will receive Follow On Support from Building Excellent Schools ("BES") which includes audits of meeting effectiveness and meeting minutes, check-ins with the Board Chair, and facilitating a Committee Action Planning meeting to set goals and action items for committees.

**Compliance with Open Meeting Law.** The Board will comply with New York State Open Meeting Laws. All Board and Committee meetings will be open to the public. The Board will hold at least 12 meetings, all of which will be open to the public. In accordance with §104, notice of all meetings will be posted at least 72 hours in advance of the meeting in a previously designated, public location, meeting notices will contain the date, time, and place of the meeting. In accordance with §106, the Secretary will record the minutes of the meetings, making them publicly available for inspection and copying within two weeks of the date of the meeting. Committee meetings will take place at least 10 times per year for standing committees and on an as needed basis for all other committees. **Board Training and Development.** The Board will invest the necessary resources and time to build an effective governing body. We will have an Annual Board Retreat to review the school and Board's performance to generate annual strategic plans. The Board will participate in an annual self-evaluation to help us better understand our strengths and weaknesses. We will seek additional professional development opportunities from outside organizations that specialize in Board development and/or charter school Board development. Our Back-Office Provider will provide Board development on financial oversight. During the founding year, BES will provide Follow On Support for the Head of School and Board Chair, including facilitating a Committee Action Planning meeting to set goals and action items for committees, schedules check-ins with the Board Chair, providing governance resources, and conducting three audits throughout the year of Board meeting effectiveness with complete audit of minutes taken by the Secretary. **Accountability.** The Board has the authority to hire one staff

member, the Head of School; in turn, the only employee to directly report to the Board is the Head of School. The Board will evaluate the Head of School on an annual basis, with the Board Chair leading with support from a member of the Finance and Academic Committees. Each month, the Head of School will formally report to the Board on the school's academic, cultural, and attendance data, in addition to 3-month spending projections, budget to actuals, cashflow, and all of the school's financial statements. **Expertise and Background of Founding Team.** The Founding Team is comprised of the Lead Founder and proposed Head of School and seven individuals whom we intend will populate the inaugural Board of Trustees. These seven members who have been recruited by Lead Founder Ms. Arielle Peterson with the support of Building Excellent Schools including its Founder Linda Brown. Through the recruitment period that began in August 2018, Ms. Peterson used multiple networks to identify and recruit high capacity, mission-aligned, community-oriented individuals for the students of Buffalo's East Side. Members of the applicant group contributed to the vision of the school and preparation of this application based on their insights on our proposed community and their particular professional skill sets. Each proposed Board member is passionate about the work and has contributed to our vision for educational equity on the East Side. If authorized, we will immediately elect officers and establish committees and committee membership as proposed here. **Arielle Peterson, Lead Founder and proposed Head of School,** began her career as a preschool teacher and transitioned into a role as a 6th grade English teacher in her placement school with Teach For America New Jersey where she faced the reality of an all boy's school where 6<sup>th</sup> graders were reading, on average, at 1.5 – 2.5 reading levels. Determined to get at the root of this reading challenge, Ms. Peterson transitioned to serving as a 1st grade teacher at a turnaround school, where 89% of her students mastered grade-level ELA and Math standards on district-wide standards-based assessments.<sup>185</sup> Inspired to make greater impact, Ms. Peterson then worked as a corps member advisor at the TFA Philadelphia Institute where she served as Academic Advisor for 16 corps members centered on lower elementary instruction. Through her work within inclusion classrooms, Ms. Peterson saw a growing disparity in the performance of students with and without disabilities and became convinced that work at the program design and teacher training level was critical to changing this reality. She went on to serve in the office of Special Education at Newark Public Schools, providing professional development and consulting for teachers on the development and execution of IEPs in Early Childhood, with a focus on literacy acquisition which for Ms. Peterson is the foundation for all future school success. During this work, Ms. Peterson earned her Master of Arts in Education Administration and fueled by her conviction to ensure educational access for all students with a greater degree of autonomy of staffing, academic design, and accountability for results afforded in the charter school model, and starting in Kindergarten, Ms. Peterson applied and was accepted to the highly-selective BES Fellowship. Ms. Peterson holds a BA from Spelman College and MA in Education Administration from Caldwell University. **Rochelle Brown, Founding Board Member and Proposed Chair,** is a financial professional with nearly 30 years of banking experience currently serving as Assistant Branch Manager at BankOnBuffalo. Ms. Brown is experienced in accounting, compliance, and wealth management, and will apply these skills to ensuring the success and accountability of Primary

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<sup>185</sup> In the year prior, the school scored, 18% in ELA and 10% in Math NJ assessments. <https://www.state.nj.us/education/pr/1415/13/133570460.pdf>.



Hall. A two-time recipient of the Buffalo Black Achievers Award and resident of Buffalo's East Side, Ms. Brown will serve as Chair of the Governance Committee and *ex officio* member of all other committees. **Christopher Hayes, Founding Board Member and Proposed Vice Chair**, is a Buffalo native and serves as attorney with Phillips Lyttle LLP. Mr. Hayes' legal expertise lies in data security, technology counsel, and crisis response and management, and has been recognized for his pro bono work particularly in Immigration Law as recognized by the Erie County Bar Association. Recipient of Buffalo's Black Achiever's Award, Mr. Hayes will serve on the Finance and Governance Committees and holds a BA from Canisius College and JD from Notre Dame. **Breanna Penque, Founding Board Member and Proposed Treasurer**, is a Western New York native with extensive experience in finance, currently serving as VP of Finance for the Montante Group overseeing all aspects of accounting and finance functions, including reporting, annual budgets, and investor reporting. Ms. Penque has experience managing annual budgets of over \$1B and will Chair the Finance Committee and serve on the Facilities Task Force. Ms. Penque holds a BS from SUNY Fredonia and MS in Finance from Indiana University. **Madeleine Fierstein, Founding Board Member and Proposed Secretary**, is a dedicated educator serving as Dean of Students for Charter School of the Applied Sciences where she manages school discipline and supports teacher development through daily walk-throughs and teacher collaboration. Mrs. Fierstein has served as Vice Principal, Spanish Teacher, and Teacher of AP US History and Social Studies. She will serve on the Academic and Development Committees and holds MA in Educational Leadership from Columbia University's Teachers College. **Kerisha Hawthorne-Greer, Founding Board Member**, is Attorney for the Immigration Unit of the Erie County Bar Association, VP of the Association, and Secretary of the Board of Directors for University at Buffalo Law School Alumni Association. As Graduate Assistant at the Collegiate Science and Technology Entry Program for University at Buffalo, she supported under-represented students pursuing STEM. She will serve on the Governance Committee and Facilities Task Force and earned BA at University SUNY Geneseo and JD at University at Buffalo Law School. **Dr. Francisco Hernandez-Ilizaliturri, Founding Board Member**, is Professor of Oncology at Roswell Park Comprehensive Cancer Center in Buffalo and Clinical Professor for the Department of Medicine at the Jacobs School of Medicine and Biomedical Sciences at SUNY Buffalo. Dr. Hernandez-Ilizaliturri is an active member of the community, providing comprehensive care to patients while mentoring 2-3 doctors each year since 2002. He will serve on the Development Committee and Facilities Task Force, is certified in Medical Oncology from the American Board of Internal Medicine and received his medical license in medicine from The University of the State of New York. **Desmond Rudd, Founding Board Member**, is Regional Manager of Development and Communications for TFA Buffalo where he develops fundraising strategies. Bringing background in education and instruction, Mr. Rudd taught Special Education in Buffalo elementary/middle schools. Active in the community as member of the Buffalo Urban League Young Professionals and Alpha Phi Alpha Fraternity, he will serve on the Academic and Development Committees, and holds BS from University of Alabama and MS from Canisius College.

### **C. MANAGEMENT AND STAFFING**

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If authorized, Primary Hall will open in August 2020 and employ 19 FTEs with 47 FTEs at full scale.



Figure 3.6: Proposed Staffing Chart

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	\$95,000	1	1	1	1	1
Operations Manager	\$50,000	1	1	1	1	1
Director of Operations	\$60,000	0	1	1	1	1
Student Supports Coordinator	\$55,000	.5	0	0	0	0
Director of Student Supports	\$60,000	0	1	1	1	1
Director of Curriculum and Instruction	\$65,000	0	1	1	2	2
Dean of Culture	\$55,000	0	1	1	1	1
Social Worker	\$50,000	1	1	1	1	1
Nurse	\$50,000	1	1	1	1	1
General Education Teachers	\$50,000	8	12	16	20	24
Special Education Teachers	\$55,000	1.5	3	4	5	6
ENL Teacher	\$55,000	1	1	2	2	2
Specials Teacher	\$50,000	1	1	2	2	3
Teaching Fellow	\$35,000	1	1	1	1	1
Teacher Assistant	\$35,000	2	2	2	2	2
<b>Total</b>		<b>19</b>	<b>28</b>	<b>35</b>	<b>41</b>	<b>47</b>

The Head of School is hired and evaluated by the Board and held accountable to the mission and vision. The Head of School will be responsible for the management of school-wide vision and academic goals, progress toward goals, the student and adult culture, staff communication, communication with families, and school sponsored events and initiatives. The Head of School oversees the academic program which includes staff recruitment, professional development and training, and supervising and evaluating employees, in addition to curriculum development. The Head of School represents the school to the public and is responsible for recruiting students, managing positive family and community relationships, maintaining relationships with vendors, service providers, and additional stakeholders. The Head of School will oversee and manage school funds, adhering to local, state, and federal law and policy. The Head of School qualifications include a preferred minimum education requirement of Master’s or Advanced degree, experience in leadership and management of adults and students, ability to assess data, find trends, and use information to make strategic decisions, experience in budgetary planning, and effective allocation of school resources, strong communication and organizational skills, and the ability to multi-task. The Board plans to hire Arielle Peterson as **Head of School**. Ms. Peterson has dedicated her career to urban education and holds a BA from Spelman College and MA in Education Administration and Principal’s License from Caldwell University. Ms. Peterson is Fellow with Building Excellent Schools (“BES”), a nonprofit organization nationally recognized for its rigorous, year-long training program that focuses on school design and school leadership. Ms. Peterson has traveled across the country to study more than 40 high-performing charter schools with student populations and demographics similar to Buffalo’s East Side. The **Director of Operations** who holds the title **Operations Manager** in YO and Y1 will be onboarded in YO to support with the execution of personnel policies and procedures, fiscal compliance (in conjunction with our Back Office Provider), and operational tasks associated with start-up (recruitment, enrollment, facilities, materials management). Once the school has opened to students, the Director of Operations will manage student records, daily attendance, transportation, relationships with vendors and suppliers, physical space, materials, and daily



operational tasks. The Director of Operations will work with the Back Office Provider to support the annual audit, adhere to compliance procedures, coordinate health and safety procedures, and manage the nutrition program. The Director of Operations manages the Nurse and operations team. The **Student Supports Coordinator** in Y1, who then transitions to the **Director of Student Supports (“DSS”)** in all other years, creates and executes comprehensive school-wide systems for monitoring student achievement, coordinates all special education and NYSITELL/NYSESLAT testing, and creation of IEPs and 504s for students with special needs and placement for MLLs/ELLs, trains staff in school's special education systems and procedures, from identification to monitoring, to referral to providing services. The DSS also ensures that all students are given the appropriate services by coordinating the special education and ENL student support staff and any contracted student support providers and ensures that the school is in compliance with all state and federal special education laws. The **Dean of Culture** comes on in Y2 and leads by setting the vision for school culture with the Head of School. The Dean of Culture creates systems for tracking school culture and analyzes and action plans based on this data. This member of the leadership team creates a system for and conducts school culture audits on a monthly basis and action plans for any deficits in the school culture; s/he is the lead for handling any in-school disciplinary action and communicates with families around all cultural aspects while maintaining positive relationships with both students and families without sacrificing high behavioral and academic standards for students. **Identifying and Serving Students with Disabilities and MLLs/ELLs.** Our staffing structure was planned to accommodate our anticipated enrollment of students with disabilities and MLLs/ELLs. Our Director of Student Supports manages the Student Supports Team which includes our Special Educators and ENL teachers. The DSS will with classroom teachers and closely monitor all student data to identify students who may require additional intervention and may be eligible for special education services. For classified students, the DSS coordinates service schedules for members of the student supports team based on IEP requirements. Additionally, for students who receive ENL services based on their language testing (NYSITELL/NYSESLAT), the DSS will closely monitor student progress through our ENL teacher(s) and coordinate services based on required units of study.<sup>186</sup> **Teacher Recruitment and Retention.** We will seek mission-aligned, qualified candidates to teach our students and commit to a local and national search for the strongest teachers. We will utilize our access to Teach For America corps members and alumni networks, local universities’ education programs (Canisius College, Buffalo State University, University at Buffalo), and connections with Historically Black Colleges and Universities (Spelman College, Morehouse College, Clark Atlanta University, Hampton University, and Howard University). We will retain our high-quality teachers by providing differentiated and consistent professional development opportunities and will seek whenever possible to hire internally for leadership opportunities. We also commit to creating a positive and supportive work environment, allowing adequate time for planning and collaboration, and honoring teachers as professional practitioners. We are also offering teachers a competitive salary; teachers who hold a BA/BS will earn a starting salary of \$50,000, \$11,243 more than the local school district.<sup>187</sup>

**C.1. , C.2, and C.3 – Not applicable.**

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<sup>186</sup> <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>.

<sup>187</sup> <https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=2448&dataid=16434&FileName=2017-2019+Teachers+Salary+Schedule.pdf>.

## D. STAFF SUPERVISION AND DEVELOPMENT

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**Instructional Leadership Roles.** The Head of School will be solely responsible for teacher supervision, support, and PD in Y1. In Y2, the Director of Curriculum and Instruction will be added to support this work. **Head of School Development.** The PD plan for our Head of School includes (1) ongoing follow on support from BES (2) participation led in Uncommon Schools Network professional trainings, (3) mentorship with a successful independent charter school leader. **Teacher PD.** A component of attracting and retaining quality teachers requires a commitment to consistent, tailored and diverse professional development opportunities. Primary Hall utilizes the following professional development opportunities to support teacher growth that we believe will translate to positive student outcomes. **Summer PD.** Primary Hall is committed to ensuring students' academic and personal success in middle school, high school, and college. That success begins with quality instruction in their Primary years. We begin each year with 20 days of the summer PD for instructional staff which totals 160 hours. This time is used to establish a strong school culture, align ourselves with Primary Hall's mission, learn curriculum, address the needs of a variety of learners including those with disabilities and those identified as MLL/ELL, and practice taxonomies and strategies that will support our students' learning every single day. **Core Instructional Techniques.** At Primary Hall we will spend an extensive amount of time focused on teaching strategies that we believe will yield greater results for students. They are mainly rooted in Lemov's *Teach Like a Champion 2.0* and other works. Our approach is adopted from high performing charter schools across the country, and specifically from Nashville Classical Charter School.<sup>188</sup> We will replicate successful models with fidelity because we know that it yields results for students. In addition, we will provide PD surrounding MLL/ELLs and students with disabilities. As teachers become masters at particular skills, they will be invited to become mentors and trainers to the staff during our various professional sessions. **Planning Practice, and PLCs.** As a school we will utilize abbreviated days to provide two hours of teachers' time to plan, collaborate, and develop skills to strengthen practice. Abbreviated days are divided into three parts: grade level/content planning, whole group session related to one aspect of strong instructional practice, and small group professional learning communities addressing student work and teaching goals.<sup>189</sup> We will establish grade level leads who will steer the team meeting with an agenda to address planning priorities, offer support for student interventions, and review data. Whole group sessions address whole school goals and priorities in teaching and learning. The school leader identifies levers to drive instruction as observed in classrooms across the school. Small group professional learning communities are co-lead with teachers rotating roles to support individual teachers in adjusting practice to meet student need. **Content/Grade Level Specific.** Grade level teams and Content teams will meet on a weekly basis. Meetings prioritize academics and alignment across grade levels and grade spans. Teams dive deeply into reviewing student work samples as a guide to what needs to be an area of focus for each grade level, and where consistencies and incongruencies lie. The grade team or content team leader will begin each meeting with naming wins seen in the classroom, quick hits that need to be addressed, hear feedback and suggestions from team members, followed by asking what could be done better. Content and grade level team teachers will leave with clear actionable items with next steps to

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<sup>188</sup> Please see Letter of Support from Nashville Classical in **Attachment 2c**.

<sup>189</sup> This model was adopted from Brooke Charter Schools (Boston, MA).

implement in classroom instruction. Grade level and content meetings provide a time for lesson execution practice where colleagues offer feedback and peer guidance and provide a space for teachers to assess what skills students need to meet grade level standards and within spans of grade levels. In the K-2 span, second grade teachers can share where students are scoring on certain grade level standards and K-1 teachers can offer suggestions to and plan to better address the foundational areas of these skills in their classrooms. These meetings provide an opportunity for clear communication and collaboration. At Primary Hall we believe that there must be alignment across classrooms to drive student results. **Individual.** Primary Hall teachers will receive individualized and consistent observation and feedback, and in direct response to their stage of professional growth. We believe that teachers can grow quickly as instructional practitioners through daily walkthroughs, weekly observations, and tailored coaching around specific goals. The New Teacher Project has a list of practices to support adult learners, included in this list is the benefit of teacher reflection and practice. “The best development engages staff in hands-on, concrete exercises and allows session participants to do most of the work.”<sup>190</sup> This will allow teachers to gain new skills and content knowledge quickly, this will be crucial in building a pathway for teacher leadership and retention.<sup>191</sup> As we grow our highest performing teachers will have the opportunity to lead professional development and receive additional development to engage in internal and external to build leadership capacity and pipelines for leadership. We believe differentiating in this way will aid in retaining quality teachers and ensure the sustainability of our school culture. **Walkthroughs.** Each week school leadership will conduct walkthroughs collecting qualitative and quantitative data around instruction, and culture to measure against school wide, and grade level goals. Using the data, our school leadership will support teachers in improving the school on and classroom to school wide level.<sup>192</sup> The Head of School will prioritize classroom observations each day, and teachers will participate in weekly feedback meetings. In our approach to development each teacher will receive a minimum of 120 minutes of individualized professional development each week (100 minutes of cumulative observation/live coaching and 20 minutes individual practice session) that translates to ≈480 minutes per month, and ≈4,800 minutes per school year. When teachers have individual feedback meetings, they will have the opportunity to isolate one skill that will be implemented in class and will practice with the Head of School. The meeting is structured in the following way: check-in about classroom progress and a recent win, goal reviewing, raw classroom observations, highlighting areas of strength, isolating the skill and practice of the skill, followed by action steps, a plan to meet, and gratitude. In subsequent years, teachers will be supported by the Head of School, Director of Curriculum and Instruction, and grade level leads. This approach to individual teacher development speaks to Primary Hall’s commitment to supporting our teachers to provide the best possible education to our students. **Data Analysis.** After each interim assessment, we collect and analyze student data to determine where we may need to adjust instruction. Where can we modify our practice to maximize student learning? What trends are evident in certain grade spans or across content areas? Data days will be used to ground ourselves in the reality of our progress and make concrete decisions for teacher and student supports. In preparation for a data day, school leadership will grade and analyze assessment results. Once assessments are

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<sup>190</sup> [https://tntp.org/assets/tools/Support\\_Adult\\_Learning\\_TNTP\\_16JAN2013.pdf](https://tntp.org/assets/tools/Support_Adult_Learning_TNTP_16JAN2013.pdf).

<sup>191</sup> [https://learningforward.org/docs/default-source/pdf/why\\_pd\\_matters\\_web.pdf](https://learningforward.org/docs/default-source/pdf/why_pd_matters_web.pdf).

<sup>192</sup> Primary Hall will use the expertise of external experts from BES, local charter schools, and Laureate Academy to offer feedback to the Head of School.

graded, teachers will review the data and identify trends and initial plans of action. Because interim assessments will be administered blind to teachers, they will have the opportunity to take the assessment and craft exemplar responses. That is a vital step to understanding what students are asked to do and how instruction can better prepare students to apply knowledge in this way. Together, we look at data, analyze it, and take action to make improvement in the classroom. After item analysis, teachers will create a strategic plan to address areas of growth with our students. The growth skills or standards will be reassessed at the end of lessons, or on a weekly quiz. The method of strategic reteach will be developed based on the number of items missed, standards addressed, and percentage of mastery. **School Visits.** Staff will continue to improve in practice by visiting schools nationally and locally to glean best practices and calibrate performance to school wide goals and Primary Hall's mission. **PD for Non-Instructional Staff.** PD will begin during Primary Summit in the summer. Where relevant non-instructional staff will participate in whole staff PD sessions throughout the year, non-instructional staff will meet regularly with their direct reports and receive ongoing feedback and coaching as their role necessitates. Non-instructional staff may participate in external PD as available and aligned to their areas of growth. **Effectiveness.** As an element of our commitment to continual growth and implementation of feedback we will ask that teachers provide feedback regarding PD sessions, topics addressed, and areas of growth. We believe that an investment in our teacher is an investment in our students. Because we stand firm in this belief, we will modify our practices to better meet teachers' needs and are open to teacher suggestions and requests regarding their development and our method of support. At the end of each year the leadership team will review the PD scope and sequence to determine where there should be additional support based on teacher feedback, student assessment data, and observation data from classrooms. We will be taking a close look at attendance data for teachers and students, observation data related to on task behaviors, areas where we saw any areas of misunderstanding or additional practice needed. **Monitoring the Success of Our PD Plan.** We will use 4 primary tools to monitor the success of our program: (1) Observable teacher growth week to week in response to whole-group training and individualized feedback/coaching. (2) Teacher satisfaction rates on our PD program and retention rates of our best teachers year to year. (3) Family satisfaction surveys regarding the quality of teaching. (4) Student academic data. Of these, we must see strong academic data whole school and across subgroups for us to consider our PD program successful.

## **E. EVALUATION**

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Primary Hall will regularly monitor the performance of the Board, school management, staff and the effectiveness of our program. Guided by the Charter School Performance Framework, Primary Hall has adopted goals and metrics to best educate our students and ensure continual improvement and achievement. Primary Hall will evaluate all members of the school's staff, which includes conducting a self-evaluation of the Board. **Board Evaluation.** Every year, the Board will complete a self-evaluation that will assess its strengths and areas of growth. Using the evaluation, the Board will action plan to strengthen its areas of growth including recruiting Board Members with the professional skills and expertise needed to meet the school's needs. The Board will adopt an adapted evaluation rubric from a high-performing charter school that will allow for self-reflection on making student-centered, mission-driven decisions, establishing benchmarks to effectively monitor progress, and working collaboratively to ensure the school's success. **Head**

**of School Evaluation.** Annually, the Head of School will be evaluated by the Board based on academic, fiscal, and organizational goals outlined in the charter. The evaluation will be conducted by a sub-committee of Board Members that will include the Board Chair, member of the Academic Committee, and member of the Finance Committee. The Head of School will complete a self-evaluation that will be included in the annual evaluation. The Board Chair will hold an evaluation meeting with the Head of School and all evaluation materials will be kept in the Head of School's personnel file. If the school is persistently falling short of the academic and organizational goals outlined in the charter and identified by the Board, the Board may seek to replace the Head of School.

**Staff Evaluation.** Primary Hall will evaluate all members of staff, including teachers, school management roles (Director of Student Supports, Director of Operations, Director(s) of Curriculum and Instruction), and non-academic staff. The Head of School will evaluate all direct reports and provide feedback to strengthen their performance. Teachers will be evaluated through formal and informal classroom observations, classroom walk-throughs, a performance framework aligned to core instructional strategies for whole group and small group/individualized instruction and supports, student achievement data, and self-evaluation. Each year, teachers will receive an informal mid-year and a formal end-of-year evaluations. Teachers will be held accountable to the metrics outlined in our accountability plan regarding student performance on the STEP, NWEA MAP, and NY State Exams. As a college-preparatory elementary school, it is vital to our mission that all students be prepared for middle school, high school, and college. We will support teachers to achieve our mission by investing time and resources in consistent and high-quality development. For employees managed by members of the school leadership team (DCI, DSS, DOO), the Head of School will review and approve evaluations before they are presented to members of staff. All evaluative material will be kept in employees' secure files.

**Operational Effectiveness.** To measure our operational effectiveness, we will utilize the expertise of BES to conduct an annual audit of our operational systems including transportation, food services, technology, supplies management, procurement systems, vendor management, tracking systems for attendance and uniforms, and all school procedures including arrival and dismissal. The Director of Operations will manage all vendor relationships and will formally evaluate and audit vendors and service providers. Operational data will be communicated to the Head of School in a dashboard and presented to the Board.

**Fiscal Soundness.** Each year, we will contract an independent auditor, a NYS certified CPA to conduct the annual audit and evaluate our financial management, systems and procedures. Our annual audit will be conducted in accordance with all local, state, and federal law including those pertaining to charter schools in NY State and requirements by NYSED as the authorizer. The auditor will present any findings to the Board of Trustees who will take action to address any changes that should be made. The Finance Committee will work with management to address any small improvements.

**Programmatic Audits and Family Involvement and Satisfaction.** Each year, Primary Hall will solicit feedback from employees and families regarding our academic and operational programs, school culture and climate, and family involvement. The Director of Operations will lead in administering and collecting surveys from members of staff and families. Survey results will be presented to the Head of School, who will identify trends and areas of strength and improvement for the school. Survey results will be used in conjunction with school goals, metrics, and student academic performance to determine our progress toward mastering all indicators outlined in the Charter School Performance Framework. Survey results will be

presented to the Board for review and to action plan the School’s priorities for the upcoming school year. Outlined in our accountability plan are metrics involving family satisfaction and school culture. We believe that active participation and involvement from families is essential to a positive school culture. The Director of Operations will track all family participation data and feedback. We expect 100% of family members to attend at least one school event per school year, and 80% will attend at least two events. The goal for our family survey is at least 90% of responding families indicate that our school is safe and respectful, and they are satisfied with their child’s academic and social emotional growth. For families of students receiving special education services and/or ENL, we will seek feedback regarding our program and provided supports. **Charter School Performance Framework.** We will operate in transparency around our goals and metrics and will communicate our progress to staff and family on an annual basis at the least. Primary Hall will use the Charter School Performance Framework as a guide to ensure the academic and social-emotional well-being of students and the organizational and operational well-being of the school. If the school is not meeting expectations, the school leadership will seek input from stakeholders and develop a detailed plan of action to address areas of weakness. All plans will be presented to the Board of Trustees and executed by the Head of School.

## F. FACILITIES

The following table displays our facility needs for the charter term. We expect our facility will include at least one communal space that will serve as a gymnasium, auditorium, and cafeteria.

Figure 3.7: Facility Needs Over Charter Term

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	4	6	8	10	12
Special Education Classrooms	1	1	2	2	3
Counseling/Guidance Offices	1	1	1	1	1
Administrative Offices	2	2	3	3	3
Cafeteria <sup>193</sup>	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	1	1	1	1	1
Conference Rooms	1	1	1	1	1
Mindfulness Room	1	1	1	1	1

Our Founding Team includes a four-person Facilities Task Force committed to doing the work necessary to procuring safe, affordable, and reasonable facilities for Primary Hall within our target community. We expect to access space that will serve for an incubation period of 1-3 years, and ideally would look to space that would allow us to grow out each year and are considering church and office spaces and retail and warehouse space in our target community. We are working with Building Excellent Schools Founder Linda Brown and Peter Hunt Chairman and CEO of Hunt Real Estate to secure facilities and finalize a lease no later than January 2020 which would allow us to pursue all renovation needs prior to June 2020 and secure a Certificate of Occupancy. Based upon local costs and school needs of similar size, we have conservatively assumed 90 square foot per student at \$20 per square foot, allocating \$194,400 in our budget for Y1 lease costs<sup>194</sup> and while we will look to secure a net sum lease in which renovations are

<sup>193</sup> The cafeteria, gymnasium, and auditorium may be the same space, dependent upon facility, and is commonly used as one large space by many charter schools.

<sup>194</sup> See Attachment 9 for Budget details.



built into the cost of the lease, to be conservative, we have allocated an additional \$10,000 for repairs, renovations, and maintenance. We have also allocated \$3,880 for utilities in Y1. We have also included modest lease costs in our planning year, assuming two months' rent and associated costs based upon the same square footage needs and costs. We have grown our lease, repair, maintenance, and utility costs out parallel to the rate of our school's growth.

## G. INSURANCE

Primary Hall will secure FFB Insurance for liability, property loss, and accident insurance, including Worker's Compensation and Employer's Liability, General Liability, Educator's Legal Liability, Property, Excess Liability, Crime, Accident, Cyber, Special and Fiduciary Insurance. This will include a D&O policy to insure the Head of School, Director of Operations, and members of the Board. Costs are similar to charter schools of similar size in Western New York and were recommended by local charter leaders. All insurance costs are in budget details. (**Attachment 9**)

Figure 3.8: Proposed Insurance Costs

COVERAGE	LIMITS OF LIABILITY	RETENTION	COMMENTS	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
General Liability	<u>Liability:</u> Each Occurrence \$1,000,000 Personal and Advertising Injury \$1,000,000 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 Employee Benefits Liability \$1,000,000 Abuse & Molestation Limit \$1,000,000 Abuse & Molestation Agg. Limit \$2,000,000 Products Agg Limit \$3,000,000	<u>Liability:</u> Nil except: \$1,000 Employee Benefits Liability			\$7,828	\$11,704	\$15,580	\$19,532	\$23,408
Workers Compensation	Workers Compensation Employers Liability	Statutory \$1,000,000	1.33 FTE (~\$133,000)	\$1,003	\$7,388	\$10,512	\$14,152	\$17,118	\$19,634
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability Educators Legal Liability Aggregate	\$1,000,000 \$1,000,000	\$2,500 Educators Legal Liability \$5,000 EPL	Includes "Wrongful Act"/D&O/EPL \$2,000	\$3,500	\$3,850	\$4,200	\$4,550	\$4,900
Property	<u>Property:</u> Contents \$250,000 EDP \$250,000 Business Income / Extra Expense Cause of Loss Form	\$2,500 ALS Special	Property increases with purchased contents and equipment		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Excess Liability	Each Occurrence Aggregate	\$10,000,000 \$10,000,000	\$10,000 SIR if no underlying	Includes GL, Auto, EBL, ELL		Included with GL	Included with GL	Included with GL	Included with GL
Crime	Employee Theft Depositors Forgery or Alteration Theft, Disappearance & Destruction - Money, Securities, and Other Property Computer and Funds Transfer Fraud	\$1,000,000 \$1,000,000 \$1,000,000 \$1,000,000	\$25,000		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Accident Insurance Special Risk	AD&D: Accident Medical Expense:	\$1,000,000 \$250,000	Nil		\$1,030	\$1,540	\$2,050	\$2,570	\$3,080
					<b>\$19,746</b>	<b>\$27,606</b>	<b>\$35,982</b>	<b>\$43,770</b>	<b>\$51,022</b>
<b>Additional Coverages</b>									
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 Aggregate	\$1,000,000 \$1,000,000	\$10,000		\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
					<b>\$3,750</b>	<b>\$3,750</b>	<b>\$3,750</b>	<b>\$3,750</b>	<b>\$3,750</b>

## H. NON-ACADEMIC OPERATIONS

**Health Services.** Primary Hall will employ a full time Nurse in all years. The Nurse will administer medications and provide all health services and programs. Our Director of Operations will oversee the collection of student health and immunization records as part of our enrollment

process and all health records will be managed and secured by the nurse. When families enroll their child(ren), they will be required to submit a Medical Examination Record, Immunization Record, and Medical Administration form. In accordance with Public Law 2164,<sup>195</sup> all enrolled students will have an immunization record that includes immunization against poliomyelitis, mumps, measles, diphtheria, rubella, varicella, Hemophilus influenzae type b (Hib), pertussis, tetanus, pneumococcal disease, meningococcal disease, and hepatitis.<sup>196</sup> All collected health and medical records will be stored in a locked cabinet in the Nurse's office and access to all health information will be restricted to the Head of School, Nurse, and Director of Operations. The Nurse will operate in a separate designated area with sufficient space for all of our school's health office needs. **Food Services.** We will provide breakfast, lunch, and a snack each day. We will participate in the Federal school breakfast and lunch programs and will follow all nutritional guidelines. We will participate in the BPS food service program prepared off site and delivered each day. Our Director of Operations will maintain records of food allergies, sensitivities, and religious requirements and will communicate details to our food service provider to provide substitutions. **Transportation.** Primary Hall will use BPS transportation services. BPS offers transportation to all students that live in the city, though transportation is restricted to the BPS school calendar.<sup>197</sup> For days that Primary Hall is in session, but BPS is not, Primary Hall will contract with First Student, the bus company to arrange transportation for students.<sup>198</sup> Transportation will be provided to all students, including those with transportation needs designated in their IEPs and 504s. **Facility.** The Director of Operations will oversee all facility needs, including but not limited to ensuring that we maintain a Certificate of Occupancy in all years, remain ADA compliant in all years, ensure safe and secure access to the school and appropriate security measures to restrict access, and that the school remains in good condition with all required resources to meet the needs of all staff and students. **Non-Academic Operations.** We will use internal and external resources to manage other non-academic operations. We will follow defined procurement procedures when working with external vendors. The Director of Operations will manage all operations pertaining to facilities, technology, and student information; we will use Power School to manage student information. The Director of Operations will maintain all record keeping with the support of our Back Office Provider. The Director of Operations will maintain all student records electronically, and hard copy records will be kept in a locked cabinet located in the main office. Compliance and reporting will be managed internally by the Director of Operations with support from the Back Office Provider, with direct oversight by the Head of School. All equipment, materials, and supplies will be purchased by the Director of Operations following procedures for procurement. We intend to contract out janitorial services in all years, with all costs reflected in all years.

## I. FAMILY AND COMMUNITY INVOLVEMENT

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Buffalo is known as the City of Good Neighbors. As community members, the Founding Team has individually and collectively been enriched by the support and insights that our community has shown for Primary Hall as a proposed K-5 charter school. Upon authorization, we look forward to continuing to build and strengthen relationships with stakeholders in our community and

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<sup>195</sup> <https://newyork.public.law/laws/n.y.education.law.section.914>.

<sup>196</sup> <https://www.schoolhealthny.com/cms/lib/NY01832015/Centricity/Domain/85/2164PDF2017.pdf>.

<sup>197</sup> <https://www.buffaloschools.org/Page/5060>.

<sup>198</sup> See Attachment 9 for Primary Hall budget details.

establish ourselves as an institution embedded in the East Side. We know that there are vast benefits to schools that involve the community: “Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.”<sup>199</sup> **Family and Community Involvement in the Pre-Opening Phase.** Primary Hall plans to continue to have a presence in the Head Start locations across Buffalo. During our tabling events<sup>200</sup> at multiple Head Start locations, we learned that parents want to be informed of the options available for Kindergarten and are excited for a school that prioritizes literacy and small group learning. We plan to volunteer our time as readers, getting to know families more, and host application and enrollment events at Head Starts on the East Side. During our events we will present Primary Hall as a quality option and inform families of the academic program that we offer. Our proposed school leader worked in the winter of 2018-2019 with Laureate Academy Charter School, a high-achieving charter school incubated and supported by BES in Jefferson Parish, LA; the school hosted enrollment events for families at their local Head Start and has used this as a particularly successful enrollment strategy as well as tool to inform the needs of the school over time. Families that attend these events or receive information from Laureate have the option to tour the school and observe classes. We will host events in partnership with local faith-based congregations in our proposed community to access age-eligible families and bring greater awareness to Primary Hall. Local churches in our proposed community, including Calvary Baptist Church<sup>201</sup> and New Beginnings Church of God in Christ<sup>202</sup>, host multiple events that are open to the public and have supported Primary Hall in being involved. Through these relationships Primary Hall has had the opportunity to meet more members of the community and build a greater awareness for the school. **Communicating with Families of Enrolled Students.** Once we have enrolled our inaugural 108 K-1 students we will send a bi-weekly communication from the Head of School introducing staff members, detailing logistics, and sharing announcements. This will keep founding families abreast of Primary Hall developments and keep them engaged in the Pre-Opening Phase. We will host a series (3-4) of founding family events for families and students to begin building a school culture and school community. We will orient families to our educational philosophy, core values, expectations, logistics (transportation, food services, after school enrichment activities) and the Primary Hall Way of doing K-5 education. Though these events will serve as a way to complete enrollment tasks like paperwork, uniform ordering, and reviewing/disbursing the Student and Family Handbook (in families’ home languages), they will serve as opportunity to begin forming our Primary Families for Achievement and building relationships across parents and Primary Hall teachers. Additionally, we will conduct **Home Visits** in April -June to begin our diagnostic testing and learn more about our students and families. **Family Involvement after Opening.** Once we open, parents will receive a daily homework and behavior tracker, weekly phone calls from their child’s teachers, and monthly newsletter detailing key updates, achievements, and school announcements. We will host six family nights throughout the school year and quarterly

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<sup>199</sup> [http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf).

<sup>200</sup> See **Table 2** for details regarding Head Start visits and **Attachment 2c** for our Letter of Support from the ED of CAO Head Start/Early Head Start.

<sup>201</sup> <https://calvarybaptistbuffalo.org/>.

<sup>202</sup> <https://newbcogic.org/>.

family/teacher conferences.<sup>203</sup> Parents and families are invited to our weekly community meetings where we celebrate student and community achievements. **Supporting Families in Helping their Child Grow and Achieve.** During the Pre-Opening we will send out an admitted student care package with school swag, a book, a summer reading log, and letter from the Head of School and Primary Hall teacher. In the care package will be tips for families to prepare their child for Kindergarten or First grade with suggested reading list and math flash cards. During our Founding Family events, parents will receive our inaugural Primary Hall Summer Mastery Work, an internally created workbook which includes math sprints, number stories, reading passages, and handwriting practice. Students who submit their Summer Mastery Work during the first week of school will receive a special prize and recognition during our first community meeting.<sup>204</sup>

## J. FINANCIAL MANAGEMENT

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As faithful stewards of the public's trust and the legal entity to which the charter is provided, Primary Hall's proposed Governing Board is made up of high-capacity professionals and well-respected members of our community who will leverage their talents and expertise<sup>205</sup> to ensure Primary Hall's fiscal health in all years and continued well-being throughout the charter term. In the planning year and retained throughout all operational years, Primary Hall will hire a Back Office provider experienced in charter school fiscal management and regulatory compliance within NY State. The Back Office Provider will be hired and evaluated by the Board and will work closely with the Head of School and Director of Operations. We are considering EdTec,<sup>206</sup> a national financial and operational consulting firm exclusively for charter schools and with broad experience in NY State<sup>207</sup> and Kirisits and Associates<sup>208</sup>, a local CPA firm that currently services 10 charters schools in Western NY. Contracting with a Back Office Provider will allow us to ensure clear and strong segregation of duties and limit the opportunity for financial mismanagement and number of employees with access to school funds. **Policies.** Primary Hall's Board, led by its Finance Committee, will review and adopt rigorous and clear fiscal policies each year, starting in our planning year, and all policies will meet or exceed GAAP. Before any policy is adopted, it will be reviewed by an experienced auditor and aligned with generally accepted accounting practices and the NYSED Audit Guide.<sup>209</sup> **Budget Process.** The Head of School will establish annual priorities for the school each December, aligned to the mission of the school and the vision of the Board as articulated each year. The annual budget then will be drafted by the Head of School with the support of the Director of Operations and in conjunction with our Back Office Provider, beginning in December for the following school year. The budget will be aligned to the school mission, goals, and priorities, and will take into consideration input from school community stakeholders. The budget will reflect pertinent information regarding our enrollment, student populations (student receiving special education services, MLLs/ELLs, and FRL), and student daily attendance which our Director of Operations will manage through tracking systems. Once our budget is drafted, it will be presented to the Finance Committee of the Board. At this point the Finance Committee

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<sup>203</sup> See **Attachment 4c** for annual calendar.

<sup>204</sup> Purpose Prep and Uncommon schools assigns summer and break work for students.

<sup>205</sup> See **Section I.D** for Applicant Group History and Capacity.

<sup>206</sup> <https://edtec.com/operate/>.

<sup>207</sup> Nashville Classical (Nashville, TN) utilizes their services.

<sup>208</sup> <http://kirisitscpa.com/>.

<sup>209</sup> <http://www.p12.nysed.gov/psc/regentoversightplan/otherdocuments/AuditGuide.html>.



will review the proposed budget, recommend revisions within an iterative process and ensuring full, clear, and detailed assumptions for all revenue and expense line items within the final draft. Once satisfied, the Committee will present the budget to the Board for its review, discussion, and approval. The proposed budget will be presented to the Board during a regularly scheduled public Board meeting. The role of the Board is to adopt a sound, balanced, mission-aligned, and fiscally conservative budget within timelines both for the success of the school and submission of the approved budget to NYSED as required. Primary Hall will provide NYSED a copy of the school's approved annual budget and cash flow projections for each fiscal year no later than June 30 as required. The Head of School and Director of Operations has the responsibility of ensuring that all student and financial records are protected and kept in locked and/or secured files at all times and in all years. **Audits.** Each year Primary Hall will contract an independent auditor to conduct our annual audit and evaluate our financial management systems and procedures. Our auditor will be a NY State Certified CPA or CPA firm with experience working with charter schools. Our annual audit will be conducted in accordance with all local, state, and federal law including those pertaining to charter schools in the State of New York and requirements by NYSED. The Board will ensure that the auditor has all resources it needs to fully conduct the audit, and it will delegate to the Head of School providing all requested materials. The auditor will present the audit to the Board at a regularly scheduled public meeting; the Board will ensure that the school responds in a timely and sufficient manner to any findings. We will use the contracted independent auditor to conduct other mandatory reporting, including submission of annual 990 with the IRS and A-133 audit. **Tracking Enrollment, Attendance, FRL, and Special Education Services.** We will use PowerSchool to track enrollment, attendance, FRL, and special education data. In addition, the Director of Operations will maintain internal documents related to enrollment, including our lottery, proof of residence, and all contact information, verification of FRL eligibility; the Director of Student Supports will maintain timed and dated logs of all services and all IEP communications and meetings, along with individual student's special education files. All files will be kept within locked and secure locations within the school and all electronic file systems will have protected and coded access limited to the appropriate staff members.

## **K. BUDGET AND CASH FLOW**

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Primary Hall has developed a pre-opening, Y1, and Y5 budget plan that is mission and programmatically aligned.<sup>210</sup> Primary Hall generated our budget using conservative assumptions and is mostly sustainable through public revenue rather than unsecured funding sources or grants. In each fiscal year we have a projected positive fund balance with an ending balance of \$1,695,878 (which includes original ending fund balance of \$387,226 from FY 2020) in Y5.

Our budget plan is based on an opening enrollment of 108 students in our inaugural year with an addition of 54 students each year. We expect a final enrollment of 324 students in Y5. Recurring public revenue projections are based on the most recent funding and rate assumptions available for charter applicants. The per pupil rate has been budgeted at \$13,495 based on projections provided by the Northeast Charter School Network; special education revenue is based on the level of special education services provided in local schools.

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<sup>210</sup> See Attachment 9.



	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
<b>Total Revenue</b>	770,000	2,145,838	2,775,161	3,559,544	4,445,940	5,330,322
<b>Total Expenses</b>	382,774	1,908,813	2,740,632	3,436,305	4,120,562	4,741,840
<b>Operating Income</b>	387,226	237,025	34,529	123,239	325,377	588,482
<b>Beginning Fund Balance</b>	-	387,226	624,251	658,780	782,019	1,107,396
<b>Ending Fund Balance</b>	387,226	624,251	658,780	782,019	1,107,396	1,695,878
<b>Operating Income as % of Total Revenues</b>	49.7.0%	11%	1.2%	3.5%	7.3%	11%
<b>Fund Balance as % of Total Revenues</b>	50.3%	29.1%	23.7%	22%	25%	31.8%
<b>Total Revenue Per Student</b>	-	19,869	17,131	16,479	16,466	16,452
<b>Total Spending Per Student</b>	-	17,674	16,917	15,909	15,261	14,635

We assume ≈23% of students will receive special education services based on district and local schools in our proposed community. We have made conservative assumptions in state and federal funding sources and have budgeted Title 1 resources based on an anticipated 85% of FRL eligible students. IDEA funding has been projected at \$900 per eligible student. The budget does not rely on any non-public and unsecured revenue sources for fiscal health. In the planning year, we anticipate a \$400,000 grant from the Cullen Foundation in partnership with Building Excellent Schools (**Attachment 10**), a modest \$20,000 commitment from the Board (**Attachment 10**) and a prospective \$800,000 Charter School Program Grant. For revenue assumptions in all years, we did not assume any increase in funding rates or levels. If the CSP Grant funds are not awarded in the amount that we have anticipated, we would still be able to provide our core academic program on the more modest \$550,000 grant disbursement and adjust any budget details accordingly. Primary Hall has created a programmatic model that reflects the needs of our anticipated student enrollment and all anticipated sub-groups and in the instance of a persisting gap in our budget we would first eliminate any non-essential, non-instructional expenses, before looking to reduce or eliminate roles. We would also seek to strategize around fundraising and identifying grants. **Staffing, Facilities, and Stability.** Staffing costs account for the highest expense in our budget, with 19 FTEs in Y1 and at full scale 47 FTEs. With anticipated 23% students with special needs, we have accounted for 1.5, 3, 4, 5, and 6 special educators in Y1-Y5, respectively, and with anticipated 15% MLL/Ell students, we have hired for 1 ENL teacher in Y1 and Y2 and 2 ENL teachers in Y3, Y4, and Y5. We have accounted for a growing administrative team to manage the multiple academic and operational responsibilities of a school as it grows over time. We have accounted for SSI, Medicare, SUI and \$6500 in health benefits and have also



included up to 5% 403b matching contribution, and workers compensation insurance at 1%. We have accounted for a 2.5% COLA from year to year. Facilities costs have been budgeted at \$20 per square feet and 90 square feet per student each year. We have budgeted \$20,000 for dissolution each year to reach the \$100,000 required by NYSED specifically to pay legal fees and audits expenses associated with dissolution. Our budget does not rely on lines of credit and in the case of a budget gap or cash flow need we will look for ways balance our budget immediately while preserving the key design elements of our school. We will develop contingency budgets in our planning year for such scenarios as under-enrollment or higher facility costs, each of which have been experienced by many charter schools during the start-up period.

#### **L. PRE-OPENING PLAN**

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The Founding Team understands the myriad of tasks required to successfully open our doors to families in August 2020. Please see **Attachment 11** for our Pre- Opening Plan.

#### **M. DISSOLUTION PLAN**

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The Founding Team understands the great responsibility associated with establishing a charter school for our community. In the event of school closure, we have developed a detailed plan for dissolution. (**Attachment 12**) The Board will delegate to the Head of the School the responsibility to manage the dissolution process in accordance with Education Law 2851(2)(t), 2019 and 220. We have set aside \$20,000 Y1 through Y5, as required and we will maintain an escrow account for any dissolution needs. These funds will be set aside in perpetuity, specifically for legal and audit expenses associated with dissolution, along with any debts of unmet financial obligations.



## Attachment 1: Admissions Policies and Procedures

Primary Hall Preparatory Charter School (“Primary Hall”) is a tuition-free open enrollment public charter school. We plan to open to 108 founding students, 81 in Kindergarten and 27 in first grade. At full enrollment in 2024-2025, we will have 324 students in Kindergarten through fifth grade. Primary Hall will not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, creed, national origin, ability, identity, socioeconomic status, religion, sexual orientation, or any other protected status. All admission policies and procedures are in accordance with Education Law 2854.

**Application and Lottery.** Our enrollment window will be December 2, 2019 to April 1, 2020. If we receive a greater number of applicants than seats available, we will conduct an open public lottery to determine which applicants will receive seats. If a lottery does occur, we will notify the public of all logistics pertaining to the lottery through our social media accounts and website, local new outlets, flyers, and postings. We will hold the lottery in a public space accessible to the community, and attendance will not be required to gain admittance. A third-party unaffiliated with the school will draw names. If not in attendance, accepted families will be notified within 24 hours and all other applicants will be notified of their place on our ordered waitlist. Upon enrollment, Primary Hall will collect all necessary information pertaining to students and their families, including health records, IEPs/504s, as well as home language surveys. The Head of School will lead this process with support from the Director of Operations. Both leaders will track application submissions, informing the public of admissions logistics, facilitating a lottery, notifying families, collecting decisions, scheduling Home Visits, and providing enrollment packets and forms.

**Backfilling.** We will backfill vacant seats in all grades as it reflects our mission to ensure that all students in K-5 are prepared for personal and academic success. Seats vacated in the first and second quarter of the year will be filled by students on the ordered waitlist. Seats vacated in the third and fourth quarters of the academic school year will remain vacant until the next enrollment period.

**Admissions Preferences.** Primary Hall is committed to enrolling student populations that reflect our local district. Our enrollment outreach will continue to focus on the East Side of Buffalo though we will admit any age eligible student living in the City of Buffalo. As we grow, preferences will be given to siblings of current Primary Hall students and children of Primary Hall employees if they live in the City of Buffalo.

**Siblings.** Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled at Primary Hall. This is defined as guardian(s) who have custody of children at least 50% of the time and include half-siblings, step-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. If a child is selected through the lottery for a seat at Primary Hall, their siblings will be automatically granted enrollment if there is space available in their grade level. Siblings of currently enrolled students will be exempt from future lotteries and will be automatically granted a seat if there is available space at their grade level.

**Children of Employees.** Children of school employees will be exempt from the lottery provided that the parent employed at Primary Hall has full or joint custody of the child. Employees include anyone who works at least half-time for Primary Hall and who started work on or before the first day of the academic school 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 Primary Hall. Those not given enrollment priority will be included in the general enrollment lottery.

**Table 2: Public Outreach Information**

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<b>Date(s) of Outreach (mm/dd/yy)</b>	<b>Target Stakeholder Group</b>	<b>Description of the Outreach</b>	<b>Location of Outreach</b>	<b>Input Obtained</b>	<b>Action Taken on Input</b>	<b>Number of Attendees</b>
8/30/18	Community Based Organizations	The Black Chamber of Commerce	Golden Cup Coffee 1323 Jefferson Ave, Buffalo, NY 14208	Need to engage families and learn the community	Took walking and driving tour of City, solicited information about city history from residents, community members.	1 President of the Organization
9/10/18	Community Member	Had conversation about Primary Hall's vision and current need in the community	Call	Students on East Side of city do not have equitable access to high quality education. Primary Hall should propose on East Side.	Founding team will seek more information regarding proposed location to meet needs of the community.	1 Community Member
9/10/18	Community Member	Kristen Elmore, Lawyer	Call	Spoke about need in Buffalo community for additional school options. Spoke about innovative aspects for the school, perhaps special focus on STEM.	Reviewed innovative opportunities available to students in local schools.	1 Community Member
9/10/18	Community-Based Organizations	Leah Daniel	Email	No input received.		
9/13/18	Local Business	Andrew J. Freedman, Esq.	Email/Call	Conversation included Mr. Freedman's work on local charter school's	Primary Hall's board will contract needed professionals to ensure health and	1 Community Member

				board and need for counsel upon authorization.	wellness of school upon authorization.	
9/13/18	Local Business	Susan Freed-Oestreicher Alexis Agnello	Meeting Patina 250 250 Delaware Ave, Buffalo, NY 14202	Spoke about charter school options currently available in Buffalo, and Buffalo Promise neighborhood. Suggested that Primary Hall learn from existing charter schools in area.	Primary Hall will seek to meet with and build cooperative relationships with local schools.	2 Executives from M&T Bank/Jewish Community Center of Greater Buffalo President
9/17/18	Local Business	Colleen Heidinger – 43 North	Email	No input obtained.		1 Local Organization
9/19/18	Elected Officials	Meeting with Lenora Foote-Beavers	701 Seneca Street, Suite #350 Buffalo, New York 14210	Conversation yielded need for diverse board with investment in local community.	Primary Hall will assemble board that reflects diversity of City of Buffalo and proposed community.	1 Elected Official
9/20/18	Community Leaders	Meeting with Rashied McDuffie	Golden Cup 1323 Jefferson Ave, Buffalo, NY 14208	Met with Rashied McDuffie to discuss current need in community and where to garner support for Primary Hall. Rasheed made introduction to Alex Wright, owner of African Heritage Food Co-Op. Conversation continued to address disparities in educational	Primary Hall's applicant group continued to conduct research on proposed community to select zip codes that may benefit most from high-quality school option.	2 Community Leaders

				opportunity local district and where a charter school may be best placed.		
9/20/18	Community-Based Organizations	Buffalo Urban League Young Professionals Health Committee Meeting	Asker's 1002 Elmwood Ave, Buffalo, NY 14222	Members of group shared need for quality options on East Side of city and lack of opportunities for students of color to attend criterion-based schools. Both members present have preschool aged child.	Researched trends for student populations attending the city's criterion-based schools.	1 Organization
10/10/18	Local Institution	Call with Kari Bonaro, Chief Communications Officer Buffalo Niagara Medical Campus	Call	Outside of her role, Ms. Bonaro is charter school parent and discussed difficulties navigating system to enroll her children. Parents need support and information about options for schooling.	Primary Hall will execute comprehensive plan to ensure families are aware that Primary Hall will be high-quality option upon approval.	1 Organization
10/15/18	Community-Based Organizations	Cortland Purks – ED Holy Cross Head Start	Holy Cross Head Start 150 Maryland St. Buffalo NY 14201	Mr. Purks and member of staff spoke about preparing students to be Kindergarten ready and that progress being lost in the K-2 years.	Shared foundational skills proposed in Primary Hall's model in addition to focus on literacy.	1 Organization

10/17/18	Community-Based Organizations	Phyllis McBride – Executive Director CAO Head Start	Call	Ms. McBride offered her support through access to CAO Head Starts for tabling, information sessions, and volunteer opportunities. Ms. McBride mentioned need for high-quality elementary options for families because of trend of previous Kindergarten ready students regressing over time. Ms. McBride offered number of age-eligible students served in each of Head Start locations in Buffalo and Erie County.	There are more than triple the number of age-eligible students in proposed community. Table and leave information at Head Start locations on East Side of city.	1 Organization
10/23/18	Community Members	Duncan Kirkwood Outreach & Recruitment Manager – Northland	Northland 683 Northland Ave. Buffalo, NY 14211	Mr. Kirkwood shared demand for charter school seats and waitlist that currently exists in Buffalo.	There is demand for additional charter school seats which represents current need in Buffalo.	1 Community Member
10/25/18	Community-Based Organizations	Buffalo Immigrant Leadership Task Force	Elim Christian Fellowship Church 70 Chalmers Ave, Buffalo, NY 14214	Need for multi-lingual teachers in classrooms because of diversity that exists in Buffalo schools.	Include at least 1 ENL teacher in organizational structure	300 Community Members



11/28/18	Community Member	Key Bank Buffalo Pitch Competition - The Foundry	Keybank Center	I was able to network and building connections with community members. Met Mayor Brown and introduced Primary Hall and requested a meeting to discuss educational needs on the East Side.	Spoke with 10 people about Primary Hall, exchanged cards and sent follow up emails	150 Community Members
11/29/18	Community Members	Buffalo Community Career Fair	The Resource Council WNY, Inc. 347 E Ferry St. Buffalo, NY 14208	Spoke with Councilman Wingo, Jennifer Parker, "Mama Charlene," and David Blackburn about Primary Hall. Made introduction to resource center and services provided to students on East Side in Masten District. Interest where school will be located, emphasis on accessibility for families (bus routes, walkability).	Renewed commitment to finding accessible facilities for proposed community.	~25 Community Members
11/30/18	Community-Based Organizations	Buffalo 40 Under 40	Buffalo Niagara Center 153 Franklin St, Buffalo, NY 14202	Spoke to 10 professionals about Primary Hall and made 5 connections including Tanya Staples (Say Yes	Literacy is area of focus for city; new school should focus on this and providing access to resources	200 Community Leaders/ Partners

				Buffalo) and Morgan Williams- Bryant (Girl Scouts WNY).	for students and their families.	
12/3/18	Community Members	Shakespearean Idol	The Buffalo History Museum 1 Museum Ct, Buffalo, NY 14216	Members of community expressed need for additional schools on East Side and differences in resources available.	Reaffirmed need to place Primary Hall on East Side.	~100 attendees
12/8/18	Educators	Teach For America Community Day	Buffalo Collegiate Charter School 45 Jewett Ave. Buffalo, NY 14214	Networking with individuals and people of influence in education reform movement in Buffalo. There is still great need for high quality education in Buffalo. Members spoke about Say Yes Program, professional development for teachers, and transportation as issues.	Professional Development at Primary Hall will begin in summer and PD onboarding in Y1 will be about 3 weeks.	75 Teachers/ Community Members from City of Buffalo
12/8/18	Educators	Teach For America - Buffalo Christmas Party	Embassy Suites 200 Delaware Ave, Buffalo, NY 14202	Spoke with attendees about Primary Hall and its mission. Teachers and attendees shared information about their experiences	Teachers will have input in evaluating curriculum and will receive regular feedback and support in instruction.	50 Educators and Stakeholders in the Buffalo Education Community

				working in local schools.		
12/12/18	Community Members and Families	Tabling Event	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208	Met with community members to share mission and vision of Primary Hall. Members of community spoke about college preparatory mission of the school.	Primary Hall is college-preparatory elementary charter school and holds belief that if all students are prepared for a college career, they will be equipped to make sound decisions about their future and will find personal success.	20 Community Members
12/12/18	Community Members and Families	"Your ideas and voice are needed" Indoor Sports Facility Community Planning Meeting -	The Makowski Early Childhood Center (BPS #99) 1095 Jefferson Ave. Buffalo, NY 14208	Learn about planning process for fieldhouses in City of Buffalo and how it will impact communities, and what resources will be available to students. While at event spoke with Assemblyman Darius Pridgen about support for charter schools in city and more quality options on East Side.	No input on Primary Hall's design	50 Community Members
12/14/18	Community-Based Organizations	WNY Special Education Collaborative	Daemon College 4380 Main St, Amherst, NY 14226	There is currently a gap in services provided to diverse	Ensure Primary Hall model prepares to meet needs of all	~25 Members of the WNY Charter School Community

				learners in charter schools.	learners and collaborate with other charter schools in area to learn best practices and share resources for students where applicable.	
12/14/18	Community Members and Families	Tabling Event; Distributed information about Primary Hall and spoke with families about their desire for high-quality school of choice	Delevan Grider Community Center 877 E Delavan Ave. Buffalo, NY 14215	Parents were excited about idea of school of choice within their community and spoke about need for increased parent involvement.	Community is important element to school structure and Primary Hall will include Family Nights throughout year in addition to weekly standing invitation to join community celebrations each week.	20 Community Members
12/15/18	Christmas Brunch with Masten District	Distributed flyers and information about Primary Hall.	Delevan Grider Community Center 877 E Delavan Ave. Buffalo, NY 14215	Networking and building connections with East Side Community. Members of community wanted to know where location would be and offered suggestions for facilities.	Community members want school that is accessible by public transportation or in close proximity to their homes.	30 Community Members
12/15/18	Feet on the Street	Distributing Flyers	2777 Bailey Ave. 14215	Engaging with community members and getting feedback on Community Survey.		25 Community Members

12/16/18	Community Members	Attended Service and Distributed Flyers and Surveys	New Beginnings COGIC 828 Genesee St. Buffalo, NY 14211	Engaging with community members and getting feedback on Community Survey.		25 Community Members
12/17/18	Community Leaders	Karin N. Meyer Sponsor a Teacher Program Dinner (Teach For America)	Private home of Jeff Meyer 200 Delaware St. Buffalo, NY 14202	Network with members of community, build relationships, and support for Primary Hall. Discussed facilities and needs present on East Side.		50 Attendees
12/20/18	Winter Wonderland Event CAO Head Start	Annual Winter performance, Site Principal allowed Primary Hall to speak with families, post and distribute flyers	George K. Arthur Community Center 2056 Genesee St. Buffalo, NY 14211	Parents expressed need for quality school on East Side that was "closer to home."	Primary Hall will work to secure facilities in or near proposed community.	35 Age-eligible Families
1/3/19	Frank E. Merriweather Library	Tabling Event	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208	Engage with members of community to continue to garner support for Primary Hall.		15 Community Members
1/6/2019	Community member	Gloria Quarles	Call	There is need to redirect learning path for our children; get parents involved.	Primary Hall will engage parents on weekly basis through homework trackers and bi-weekly phone calls with updates on student progress.	1 Community Member

1/10/19	Breakfast of Champions - Teach For America Buffalo	Spoke to members of education community to introduce Primary Hall, seek input, and engage with stakeholders	The Westin 200 Delaware Ave. Buffalo, NY 14202	Strengthen community partnerships and inform public of school's needs.	We will provide adequate public notice for major events and updates for school upon authorization	220 Attendees
1/4/19	Buffalo Urban League Networking with a Purpose	Network with Buffalo young professionals	Roost 1504 Niagara St. Buffalo, NY 14213	There is need for teachers from diverse backgrounds that understand students' culture and experiences.	Primary Hall will seek to employ diverse staff with attention paid to local candidates as well as candidates from diverse backgrounds both ethnically and culturally.	30 Attendees
1/7/19	Community Organizations that support students and families	Ms. Patty Torbin, Center Director for St. Agatha's CAO Head Start	Call	Because many students have experienced trauma teachers must receive PD and support in SEL for all students. Also schools should employ social worker to support students.	Primary Hall will include social worker in organizational plan to support all students.	1 Center Director
1/16/19	Community Member- BuffSci graduate	Xavier Walker	Call	There is need to teach discipline along with academics. We must create better learning environments for students.	This is alignment with Primary Hall's vision of structured and joyful environment.	1 Community Member



1/26/19	Community Members	Tabled and sought input through surveys and conversation	Frank E. Merriweather Library 1324 Jefferson Ave. Buffalo, NY 14208	Engage with members of community to continue to garner support for Primary Hall.		40 Community Members
1/12/19	Community Organizations	Email sent to ask permission to table/meet with families of students with special needs	Resource Council of WNY-Community Center 347 E Ferry St, Buffalo, NY 14208	No input received.		Organization Director and Americorps Intern
2/3/19	Community Members	Presented Primary Hall during Sunday service and surveyed members of congregation and visiting congregation after Sunday service.	New Beginnings COGIC 828 Genesee St. Buffalo, NY 14211	Received 10 survey responses		35 Community Members
2/4/19	Resource Council of WNY-Community Center	Meeting with organization to learn about potential partnerships	Resource Council of WNY-Community Center 347 E Ferry St, Buffalo, NY 14208	Parents are looking for accessible and affordable after school care for students. Transportation is continued issue for students and families.	We will offer transportation to students living in Buffalo.	Organization Director and Americorps Intern

2/4/19	Head Start Ferry	Flyer Distribution	909 E Ferry St, Buffalo, NY 14211	No input obtained		45 age- eligible families
2/4/19	Head Start Schiller Park – Shayla Jackson	Conversation regarding needs of age-eligible students and families in Buffalo.	Call	Parent engagement is struggle in some parts of city, and many parents do not have information they need to make informed choices for their child’s education. Put supports in place for students who have experienced trauma and recruit a diverse staff.	Primary Hall will seek input from families through surveys and invitation to feedback sessions. Upon authorization we will seek diverse candidates by recruiting at HBCUs, and we will research forms of SEL to support all students, but with particular interest in students who have experienced trauma.	1 Center Director
2/4/19	Feet on the Street	Distributed and hung flyers for Primary Hall at locations in proposed community.	Tops Supermarket Metro PCS Boost Mobile Master Barbers Jericho Road CAO Head Start Bailey St. BMHA Various locations across community	Members of community had positive responses to additional school option. Many asked if Primary Hall will provide transportation.		~50 Community Members
2/5/19	Teach For America - Ed Talk (Black History Month)	Attended talk and asked teachers and community members to	Teach for America 345 W. Ferry St. Buffalo, NY 14213	Teachers and community members responded with: “Healthy and empowering	Primary Hall will prioritize hiring teachers from diverse backgrounds and those who are	15 Community Members

		answer question, "What are non-negotiables for quality education in Buffalo?"		conversations that lead to actions." "Culturally relevant education from teachers embedded in Buffalo communities." "Educators who care about individual students." "Creating an environment that is conducive to learning."	invested in the Buffalo community.	
2/6/19	Tabling – Memorial Temple CAO Head Start	Survey age-eligible families and inform them about Primary Hall.	Memorial Temple CAO Head Start 800 Sycamore St, Buffalo, NY 14212	Families were interested in the proposed location of the school and what programmatic offerings Primary Hall will have. Parents were enthusiastic a school proposed for the East Side.	Primary Hall will seek to be located in the proposed community.	35 families
2/7/19	Community Organizations – St. Agatha's CAO Head Start	Meet with director of location to build relationship and learn what age-eligible families look for in elementary option.	St. Agatha's Head Start 65 Abbott Rd. Buffalo, NY 14220	Families need to be aware of options that are available.	Primary Hall will execute comprehensive recruitment plan to inform families that Primary Hall is high-quality option for students ages 4-6.	1 Director

2/7/19	Age-eligible Families	Tabling – George K. Arthur CAO Head Start Table and share information about Primary Hall with age eligible families.	George K. Arthur CAO Head Start 2056 Genesee St. Buffalo, NY 14211	Parents shared desire for high expectations for students and having option that will grow past elementary school for their children.	Primary Hall is proposing K-5 model but will consider expanding grades served in coming years.	40 Age-eligible Families
2/8/19	Community Organizations	Met with the CAO Head Start Drexel Academy ED and members of staff	CAO Head Start 122 Schiller St. Buffalo, NY 14206	Members of staff discussed facilities concerns and finding suitable building.		7 Staff Members
2/16/19	Community Members	Spoke with several patrons attending event	North Park Theater – Shirley Chisholm Tribute 1428 Hertel Ave, Buffalo, NY 14216	People agreed there is need for better schools in Buffalo.		7 Community Members
2/28/19	Tabling Delevan – Grider Community Center	Tabled to share information about Primary Hall and seek input from members of community.	Delevan- Grider Community Center 877 E Delavan Ave. Buffalo, NY 14215	Parents shared they are looking for school for all of their children to attend and asked about growing grade spans.	Primary Hall is proposing K-5 model and in time may consider applying to expand grades served.	10 Community Members
3/2/19	Community member	Spoke about Primary Hall’s mission with feet on the street	East Ferry St., Buffalo	Suggested students learn additional languages and attend longer school days	Primary Hall will have extended school day as part of programmatic model.	1 Community Member
3/4/19	Community Members	Tabling at Central Buffalo Library	Buffalo and Erie County Public Library 1 Lafayette Sq. Buffalo, NY 14203	Community Members spoke about needs for additional support for ELL students.	Primary Hall will have 1 ENL teacher and will adjust organizational plan to meet needs of enrolled student population.	20 Community Members

3/7/19	Age-Eligible Families	Tabling at Drexel Head Start	Drexel Head Start 122 Schiller Street Buffalo, NY 14206	Parents/Families spoke about need for schools locally and how parent involvement is a need.	Primary Hall will begin relationship-building process with founding families beginning in spring of 2020 if authorized. We will prioritize home visits and family events to build strong positive founding year school culture.	30 Age-eligible Families
3/7/19	Community Members	Tabling at Frank E. Merriweather Library	Frank E. Merriweather Library 1324 Jefferson Ave. Buffalo, NY 14208	Community Members asked about facilities, and how students will be recruited.	Upon authorization Primary Hall will host events, place ads in the local papers, and partner with established community based organizations to enroll students.	20 Community Members
3/8/19	Local Schools	Contacted Tapestry Charter School	Email	No input		1 Charter School
3/9/18	Public Meeting	Engaging with community members and getting feedback on Community Survey. Community members were offered opportunity to ask questions and	New Beginnings COGIC 828 Genesee St. Buffalo, NY 14211	Some topics included community services, transportation, educating all learners, and professional development for teachers.		15 Community Members

		<p>raise concerns. There were multitude of questions asked. Some topics included community services, transportation, educating all learners, and professional development for teachers.</p>				
3/9/19	Frank E. Merriweather Library	Tabling Event	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208	Engage with members of community to continue to garner support for Primary Hall.		30 Community Members
3/10/19	Frank E. Merriweather Library	Tabling Event	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208	Engage with members of community to continue to garner support for Primary Hall.		30 Community Members
3/12/19	Community Member	Barbara Stone Reden - Director of Early Childhood Services	JCC 787 Delaware Ave. Buffalo, NY 14209	Spoke about need in Buffalo community for additional school options. Spoke about focus on individual supports for students.	Reviewed innovative opportunities available to students in local schools.	1 Staff Member



3/12/19	Local Schools	Meeting with West Buffalo Charter School	West Buffalo Charter School 113 Lafayette Ave, Buffalo, NY 14213	Begin with small leadership team and grow professionals in your building as you grow.	Primary Hall will begin year 1 with staff needed to provide educational experience possible; this will include leadership team comprised of Head of School and Manager of Operations.	1 Charter School
3/12/19	Local Schools	Meeting with Buffalo Academy of the Sciences Charter School	Buffalo Academy of the Sciences 89 Clare St. Buffalo, NY 14206	Enrollment and Recruitment strategies to target all learners	Primary Hall will collaborate with other local charter schools when applicable to recruit and retain our students and extend our reach and positive impact on our community.	1 Charter School
3/13/19	Community Members	Luke Gill - Former Charter School Teacher	Electric Tower 535 Washington St. Buffalo, NY 14203	Spoke about strengthening curricula and focusing on individual learning styles.	Primary Hall will adopt rigorous NYSLs aligned curricula and continually make adjustments to meet needs of all learners.	1 Community Member
3/13/19	Local Businesses	Attendance at Grand Opening Event	Electric Tower 535 Washington St. Buffalo, NY 14203	Spoke to commercial business owners about Primary Halls mission and requested support for new school.	Will provide flyers to display at businesses	5 Community Members
3/14/19	Community Members	Tabled at LA Fitness	LA Fitness 69 Delaware Ave. Buffalo, NY 14202	Schools need to be extension of the community and	Primary Hall has begun relationship-building process with	20 Community Members

				should build relationships within community.	stakeholders in community and will remain vigilant in maintaining those relationships to support mission of school.	
3/15/19	Local Business	Meeting with Shine Digital Media and Management	EM Tea Coffee Cup Café 80 Oakgrove Ave. Buffalo, NY 14208	Parents need to know about their options. Communication is biggest in my children's school.	Primary Hall will canvas proposed community to build in personal touchpoints and relationships with potential families. Because our age-eligible students are currently aged 3-5, partnering with local Head Start programs and preschools will help us to build authentic relationships with families early. In addition, we will have weekly communication with families through homework/behavior trackers.	1 Organization
3/15/19	Local Schools	Meeting with Demario Strickland, Principal of	Harvey Austen School 97 (BPS) 1405 Sycamore St. Buffalo, NY 14211	Put all your time, energy, and focus on teaching students to read. Offer small learning community,	Primary Hall is proposing literacy focused academic program, with firm belief in benefits of	1 Local School

		Harvey Austen School 97 (BPS)		find dedicated team, and build relationships with stakeholders in community.	small group instruction. We are building meaningful relationships in community and will continue to do so because we believe it is vital for our success as school embedded in our community.	
3/16/19	Community Members	Tabled at Frank E. Merriweather Library	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208			15 Community Members
3/18/19	Community Members	Tabled at Central Library	Buffalo and Erie County Public Library 1 Lafayette Sq. Buffalo, NY 14203	Students should have exposure to gifted and talented programs. Schools should focus on how students treat one another and interact.	Primary Hall will begin with curriculum focused on foundational skills in literacy and mathematics and based on student population will provide individualized supports to ensure all students are challenged. Primary Hall will also have character development each day to promote strong interpersonal skills that will allow our students to be competitive and well-	10 Community Members

					rounded members of our community.	
3/19/19	Community Members, Organizations, Faith-Based Communities	Mailed introduction letter, information about Primary Hall and Public Meeting flyer to churches and major organizations in the proposed zip codes, with additional letters mailed to prominent churches on East Side of Buffalo	<p>Calvary Baptist Church 1184 Genesee St 14211</p> <p>True Bethel Baptist 907 E Ferry St. Buffalo, NY 14211</p> <p>St. Luke's Mission of Mercy 325 Walden Ave. Buffalo, NY 14211</p> <p>Antioch Baptist Church 1327 Fillmore Ave. Buffalo, NY 14211</p> <p>Resurrection Church 1609 Genesee St. Buffalo, NY 14211</p> <p>Bethlehem Missionary Baptist 165 Doat St. Buffalo, NY 14211</p> <p>Centennial AME Zion Church 127 Doat St. Buffalo, NY 14211</p> <p>Temple of Christ</p>			65 Letters Mailed

			<p>1230 Genesee St. Buffalo, NY 14211</p> <p>Faith Baptist Church 626 Humboldt Pkwy. Buffalo, NY 14211</p> <p>Fellowship World Church 878 Humboldt Pkwy. Buffalo, NY 14211</p> <p>New Generations Ministries 97 Doat St. Buffalo, NY 14211</p> <p>Metropolitan United Methodist 657 Best St. Buffalo, NY 14211</p> <p>Memorial Baptist Church 770 Humboldt Pkwy. Buffalo, NY 14211</p> <p>Lincoln Memorial United 641 Masten Ave, Buffalo, NY 14209</p> <p>Upper Room COGIC 131 Florida St. Buffalo, NY 14208</p>			
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			<p>Emmanuel Temple Seventh Day 300 Adams St. Buffalo, NY 14212</p> <p>Revelation Missionary Baptist Church 833 Fillmore Ave. Buffalo, NY 14212</p> <p>Fillmore Community Church 821 Fillmore Ave. Buffalo, NY 14212</p> <p>Faith COGIC 814 Broadway. Buffalo, NY 14212</p> <p>Deliverance Temple 177 Sherman St. Buffalo, NY 14212</p> <p>Open Praise Full Gospel Baptist Church 761 Fillmore Ave. Buffalo, NY 14212</p> <p>Faith Chapel COGIC 935 Broadway Buffalo, NY 14212</p>			
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			<p>Ethiopian Orthodox Tewahedo Church Buffalo Medhanealem700 Tonawanda St. Buffalo, NY 14207</p> <p>World of Life Community Church 760 Fillmore Ave. Buffalo, NY 14212</p> <p>Church of the Transfiguration 929 Sycamore St. Buffalo, NY 14212</p> <p>The Universal Church 1049 Broadway Buffalo, NY 14212</p> <p>First Holy Baptist 703 Fillmore Ave. Buffalo, NY 14212</p> <p>Pentecostal Temple Church 618 Jefferson Ave. Buffalo, NY 14204</p> <p>First Timothy Baptist Church 1463 Genesee St. Buffalo, NY 14211</p>			
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			<p>Pentecostal Temple 618 Jefferson Ave. Buffalo, NY 14204</p> <p>Redeeming Fire Fellowship Church 145 Lewis St. Buffalo, NY 14206</p> <p>Hananiah Lutheran Church 900 Genesee St. Buffalo, NY 14211</p> <p>St. Aaron Missionary Baptist 538 Genesee St. Buffalo, NY 14204</p> <p>Hopewell Baptist Church 1301 Fillmore Ave. Buffalo, NY 14211</p> <p>Thankful Missionary Baptist 197 Sumner Pl. Buffalo, NY 14211</p> <p>Old Landmark COGIC 896 Jefferson Ave. Buffalo, NY 14204</p> <p>New Zion Baptist</p>			
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			<p>313 High St. Buffalo, NY 14204</p> <p>Humboldt Parkway Baptist Church 790 Humboldt Pkwy. Buffalo, NY 14211</p> <p>Young Tabernacle Holiness Church Assembly 623 Best St. Buffalo, NY 14211</p> <p>Friendship Baptist Church 402 Clinton St. Buffalo, NY 14204</p> <p>St. John Baptist 184 Goodell St. Buffalo, NY 14204</p> <p>Tried Stone Baptist Church 559 Woodlawn Ave. Buffalo, NY 14208</p> <p>Mount Moriah Baptist Church 400 Northampton St. Buffalo, NY 14208</p> <p>Evening Star COGIC</p>			
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			<p>1552 Fillmore Ave. Buffalo, NY 14211</p> <p>Mt. Zion Church of God Holiness 32 Oakgrove Ave. Buffalo, NY 14208</p> <p>St. Phillips Episcopal 22 Sussex St. Buffalo, NY 14215</p> <p>Trinity Baptist Church 2930 Bailey Ave. Buffalo, NY 14215</p> <p>New Beginning Church of God 75 Hewitt Ave. Buffalo, NY 14215</p> <p>St. Aloysius Gonzaga RC Church 157 Cleveland Dr. Buffalo, NY 14215</p> <p>Prince of Peace Church of God 669 Kensington Ave. Buffalo, NY 14215</p> <p>Greater Faith Bible Tabernacle 391 Edison Ave.</p>			
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			<p>Buffalo, NY 14215</p> <p>Temple of Christ Church 1230 Genesee St. Buffalo, NY 14211</p> <p>Greater Apostolic House of Prayer 1455 Fillmore Ave. Buffalo, NY 14211</p> <p>The Journey Church 360 Genesee St. Buffalo, NY 14211</p> <p>Miracle Missions Full Gospel Church, Inc. 406 Sycamore St. Buffalo, NY 14204</p> <p>Greater Refuge Temple 943 Jefferson Ave. Buffalo, NY 14204</p> <p>Macedonia Baptist Church 237 North St. Buffalo, NY 14204</p> <p>Second Chance Ministries 381 E. Ferry St. Buffalo, NY 14208</p>			
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			<p>Church of the Lord Jesus Christ 943 Jefferson Ave. Buffalo, NY 14204</p> <p>State Tabernacle 234 Glenwood Ave. Buffalo, NY 14208</p> <p>Mt. Moriah Missionary Baptist Church 540 Genesee St. Buffalo, NY 14202</p> <p>Promise Land Missionary Baptist Church 225 High St. Buffalo, NY 14204</p> <p>Buffalo Urban League 15 Genesee St. Buffalo, NY 14203</p> <p>Parent Network of WNY 1000 Main St. Buffalo, NY 14202</p> <p>William C. Baird Community Center 2061 Bailey Ave. Buffalo, NY 14211</p>			
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			Delevan Grider Center 877 E Delavan Ave. Buffalo, NY 14215			
3/20/19	Community Members	Spoke about Primary Hall and promoted Primary Hall's Public Meeting as guest on Radio Show Real Talk Live, Power 96.5	Power 96.5 FM 143 Broadway Ave. Buffalo, NY 14203	No input obtained.		5,000 Listeners
3/21/19	Age- Eligible Parents	Distributed information and flyers to Head Start Parents	65 Abbott Rd. Buffalo, NY 14220	Conversation consisted of grade span to be served and rationale.	Primary Hall will be a K-5 school to focus on foundational skills in literacy and math and may consider expansion at the end of the first charter term based on demand and performance.	25 Flyers Distributed
3/21/19	Community-Based Organizations	Distributed and posted flyers at community center and Boys and Girls Club	Edward Saunders Community Center 2777 Bailey Ave. Buffalo, NY 14215 William Baird Clubhouse 2061 Bailey Ave. Buffalo, NY 14211	Spoke to members of staff about after-school programs and potential partnerships		2 Community-Based Organizations



3/21/19	Community-Based Organization	Buffalo Urban League Young Professionals Meeting presented Primary Hall and announced our public meeting Toured the Northland Workforce Center and learned about programs offered	Northland Workforce Center 683 Northland Ave. Buffalo, NY 14211	Students must take TABE assessment to be admitted to program which requires 10 <sup>th</sup> grade reading and math level. Each week Northland Workforce Center administers test to 20 community members with average pass rate of 5/20.	Primary Hall's focus on literacy and mathematics will create strong foundation for students to access opportunity within our community.	20 Organization Members
3/22/19	Community Members	Tabled at Leroy Coles, Jr. Library Branch	Leroy Coles, Jr. 1187 E Delavan Ave. Buffalo, NY 14215	No input obtained		10 Community Members
3/22/19	Community Members	FOTS – Flyer Distribution	Fillmore District Buffalo, NY 14212			20 Community Members
3/23/19	Community Members	Tabled at Frank E. Merriweather Library	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208			25 Community Members
3/24/19	Community Members	Tabled at Frank E. Merriweather Library	Frank E. Merriweather, Jr. Library 1324 Jefferson Ave. Buffalo, NY 14208	Community members were concerned about credentials of founding team and proposed school leader.	Primary Hall's founding team is diverse in skill sets and expertise. Primary Hall's lead founder holds a MA in Education Administration.	30 Community Members

3/25/19	Local Schools	Met with the Executive Director of Tapestry Charter School	Tapestry Charter School 111 Great Arrow Ave. Buffalo, NY 14216	During the conversation we spoke about enrollment, servicing special populations, and teacher recruitment and retention.	Based on feedback and Tapestry's experience and expertise Primary Hall will seek to employ diverse teaching candidates, and explore avenues to train, retain, and build strong relationships as a staff and in the community.	1 Local Charter School
3/26/19	Local Schools	WNY Charter School Leaders Meeting Local Charter School leaders met to discuss proposed schools, transportation concerns, and platform for enrollment lottery.	275 Oak St # 100, Buffalo, NY 14203	No input received.		10 Charter School Leaders
3/28/19	Community Members	Public Meeting	Frank E. Merriweather Library Auditorium 1324 Jefferson Ave. Buffalo, NY 14208	Community asked questions about Primary Hall's design elements, and ideal location.		27 Community Members
3/30/19	Community Members	Tabling	Frank E. Merriweather Library Auditorium 1324 Jefferson Ave. Buffalo, NY 14208	Members asked questions around proposed location, opening grades, and transportation		15 Community Members

4/13/19	Community Members and Leaders	Alpha Kappa Alpha- Gamma Phi Omega Meeting	House of 20 Pearls 802 Kenmore Ave. Buffalo, NY	Spoke with members about Primary Hall to garner support, including Erie County Legislator Miller-Williams		50 Members
4/18/19	Community Based Organization	Meeting with Althea Luehrsen, CEO of Leadership Buffalo	500 Seneca St. Buffalo, NY 14204	Shared the mission, and vision for Primary Hall and ways to build awareness for the school.		1 Community Leader
4/18/19	Community Based Organization	Meeting with Rodney Rodriguez, Office Manager and Trina Burruss, Community Outreach Coordinator	Northwest Bank 1228 Jefferson Ave. Buffalo, NY 14208	Shared mission and vision for Primary Hall and learned about the development of Jefferson Ave. on the East Side.		2 Community Leaders
4/18/19	Community Leader	Meeting with Pastor Jeffrey Chambless	2499, 400 Northampton St. Buffalo, NY 14208	Pastor Chambless spoke to the need for security for students in schools and repairing students socially and economically.	Primary Hall will think strategically about safety concerns in our community and will work diligently to ensure our students' safety. We will employ a social worker in all years to support the social-emotional well being of all students.	1 Community Leader

4/19/19	Community Members	Networking with community leaders in support of school	The Rose Bar and Grille 199 Scott St, Buffalo, NY 14204	Spoke with 10 people who are excited about supporting Primary Hall and are interested in their children attending once approved.	No input attained.	10 Community Members
4/19/19	Community Members	Buffalo Urban League- Young Professionals Meeting	15 Genesee St. Buffalo, NY 14203	Those who attended the meeting wanted to know tangible ways they can support to ensure the school opens	Primary Hall will keep members of the community abreast of all Primary Hall updates.	15 Community Members
4/20/19	Community Members; age-eligible families	Calvary Baptist Church "Eggstravaganza"	1184 Genesee St. Buffalo, NY 14211	Community members in attendance asked about program features, staffing plans, and location.		40 Families
4/26/19	Community Members, small business owners	Attract, Manifest, Repeat Conference	Hotel Henry 444 Forest Ave. Buffalo, NY 14213	Discussed Primary Hall's mission and vision and requested support	No input attained.	55 attendees

## Attachment 2b : Evidence of Public Review Process

### 1. Primary Hall Preparatory Charter School One Pager






## Primary Hall Preparatory Charter School

A proposed K-5 charter school for the students of Buffalo's East Side



### Our Mission

Through rigorous curriculum, individualized supports, and positive character development, **Primary Hall Preparatory Charter School** ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.


 College Preparatory Curriculum	 Extended School Day & School Year	 Focus on Literacy & Mathematics
 Character Development	 Mindfulness	 Individualized Supports

### We Want to Hear From You

Your input is valuable, your feedback will help inform **Primary Hall's** design. Complete our Community Survey at [PrimaryHall.org](http://PrimaryHall.org).

### Contact Us

Arielle J. Peterson, Lead Founder  
716. 597. 4373 | [APeterson@buildingexcellentschools.org](mailto:APeterson@buildingexcellentschools.org)  
[PrimaryHall.org](http://PrimaryHall.org)



Academics. Access. Impact.

2. Primary Hall Preparatory Charter School Social Media Post, Insights, and Survey for Input





We are in the process of building a game-changing school for our students in Buffalo. We need to hear from you! Thank you for supporting our mission of educational equity, opportunity, and excellence.

**Our Mission:**

Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures that all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

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 age(s)?

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?

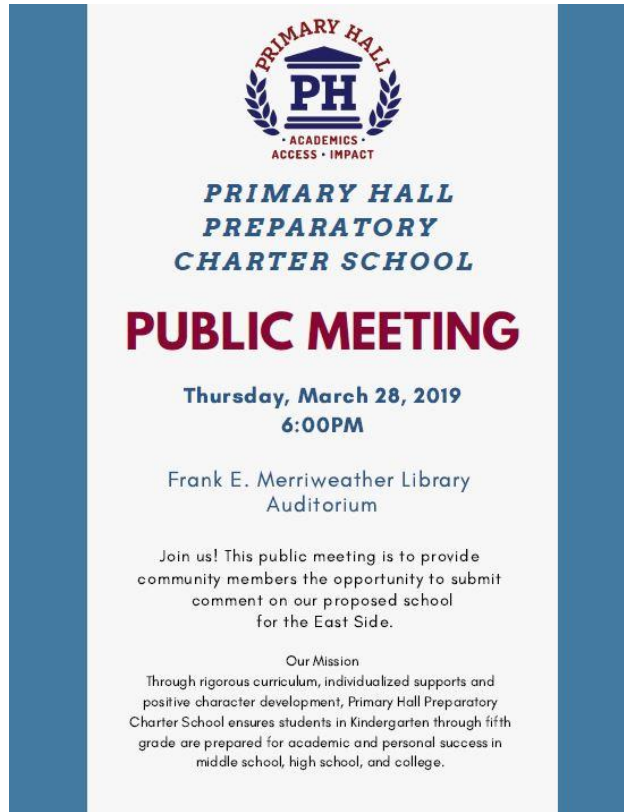
Which of the following are important to you? (Check all that apply)

- 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?



3. Primary Hall Preparatory Charter School Public Meeting Flyer, Post Insights, Media Announcements, and Sign-In Sheets



Facebook Post Insights



# Announcement Primary Hall Public Meeting (Please Share)

**AP** Arielle Peterson  
 To  
 Bcc

[Reply](#) [Reply All](#) [Forward](#) [More](#)  
 Mon 3/11/2019 5:22 PM

This message was sent with High importance.

Primary Hall Announcement.docx  
 156 KB

Good Afternoon-

I hope you all are enjoying this lovely Buffalo weather!

Attached to this communication is the announcement that I am requesting you share via your news announcements.

Newly proposed charter school, Primary Hall Preparatory, will host its second public meeting to provide community members the opportunity to submit comment on the proposed school. The Public Meeting will take place at Frank E. Merriweather, Jr. Library's auditorium on Thursday March 28, 2019 from 6-7:30pm EST.

Please feel free to reach out if you have any additional questions.

Thank you in advance.



# Primary Hall

General meeting, sponsored by Primary Hall. For more information please contact Arielle Peterson at (716)597-4373.

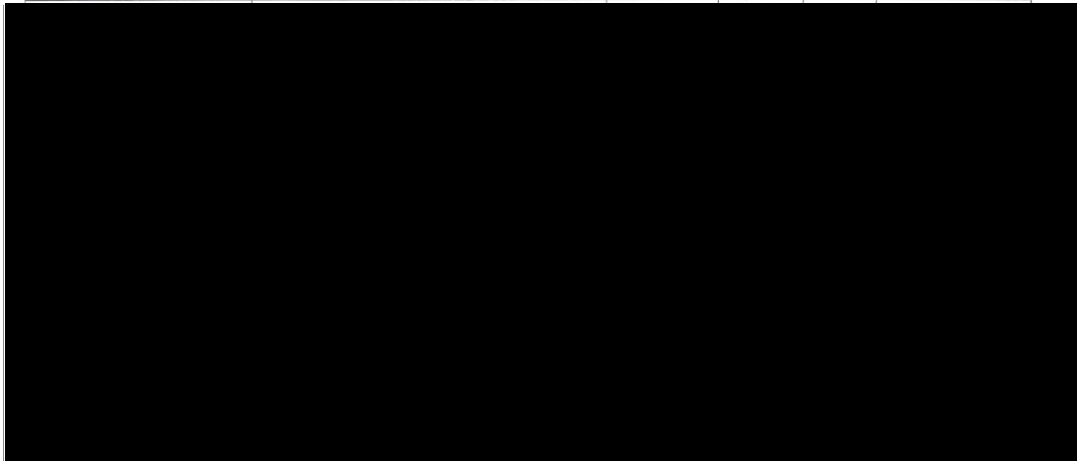
- Date:** Thursday, March 28, 2019
- Time:** 6:00pm - 7:30pm
- Location:** Auditorium, Frank E. Merriweather, Jr. Branch
- Audience:**  All Ages
- Categories:**  Meeting



**Mission:** Through rigorous curriculum, individualized supports, and positive character development, **Primary Hall Preparatory Charter School** ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

## Public Meeting – March 28, 2019

Name	Phone/Email Address	Zip Code	Do you have a child aged 3-5?	Would you be interested in a high-quality K-5 option in Buffalo?  Signature
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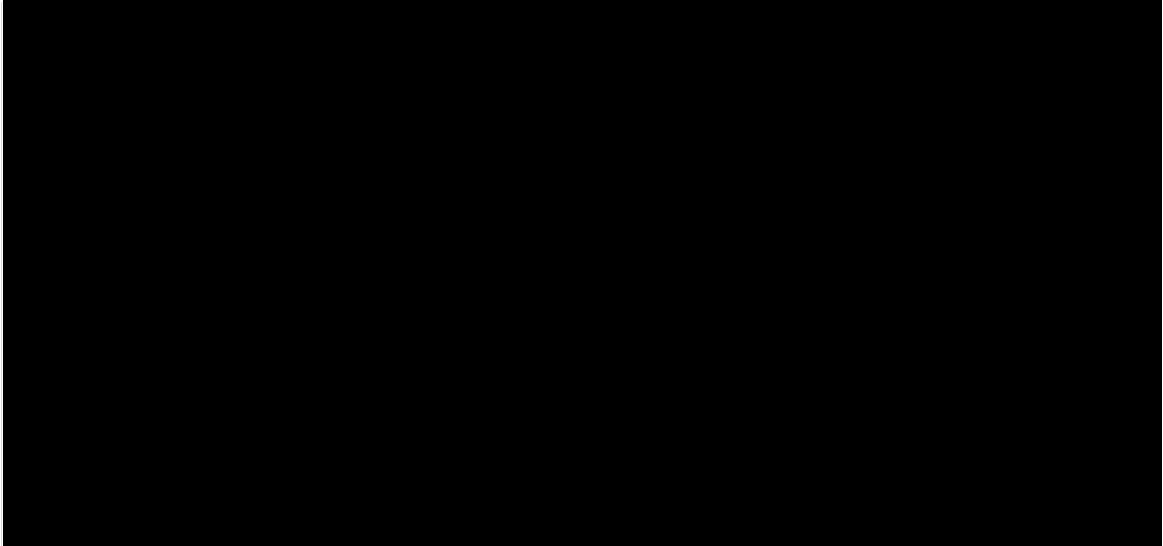




**Mission:** Through rigorous curriculum, individualized supports, and positive character development, **Primary Hall Preparatory Charter School** ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Public Meeting – March 28, 2019

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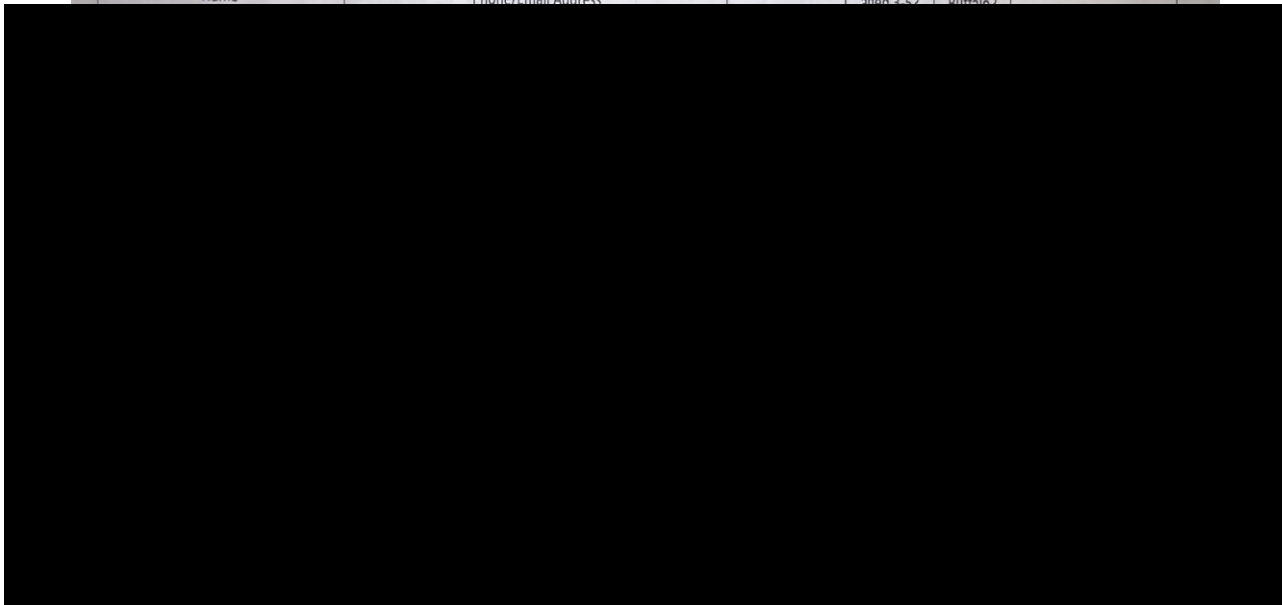




**Mission:** Through rigorous curriculum, individualized supports, and positive character development, **Primary Hall Preparatory Charter School** ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Public Meeting – March 28, 2019

Name	Phone/Email Address	Zip Code	Do you have a child aged 3-5?	Would you be interested in a high-quality K-5 option in Buffalo?	Signature
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**Mission:** Through rigorous curriculum, individualized supports, and positive character development, **Primary Hall Preparatory Charter School** ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Public Meeting – March 28, 2019

Name		Zip Code	Do you have a child aged 3-5?	Would you be interested in a high-quality K-5 option in Buffalo?	Signature







Mission: Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Public Meeting – March 28, 2019

		Zip Code	Do you have a child	Would you be interested in a high-quality K-5 option in	Signature
[REDACTED]					
			Y/N	Y/N	
			Y/N	Y/N	
			Y/N	Y/N	

#### 4. Tabling at Frank E. Merriweather Library





5. Building Community Relationships with local Faith- Based Communities  
(New Beginnings COGIC/Calvary Baptist Church)



6. Email Correspondence with Jerrica Delaney, Program Director for the Resource Council of WNY

Re: Input on Primary Hall's design

Rectangular Strip



Jerrica Delaney [redacted]  
To: Arielle Peterson

Reply Reply All Forward ...

Mon 4/8/2019 12:29 PM

**From:** Arielle Peterson [redacted]  
**Date:** Monday, April 8, 2019 at 12:04 PM  
**To:** Jerrica Delaney [redacted]  
**Subject:** Input on Primary Hall's design  
**Resent-From:** [redacted]

Good Afternoon Jerrica,

Thank you for taking time to share your input on Primary Hall's design. Based on your expertise we have decided to make changes to our organizational structure to include a social worker beginning in Y1. We are committed to ensuring our students begin with the strongest educational foundation possible, and based on the need for trauma informed education we will adhere to a staffing model that will best serve our students.

Again thank you, I look forward to continuing to build meaningful relationships in our community.

Regards,

Arielle



Arielle J. Peterson | Fellow | Building Excellent Schools | 716.597.4373

[buildingexcellentschools.org](http://buildingexcellentschools.org) | [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Youtube](#)



Jerrica Delaney [redacted]  
To: Arielle Peterson

Reply Reply All Forward ...

Mon 4/8/2019 12:29 PM

Hi Arielle,

I'm glad you are making such a great decision for the best interest of the students and their families. Best of luck moving forward!

Best,

Jerrica DeLaney, MSW  
Program Director  
Resource Council of WNY  
[Jerrica.DeLaney@resourcecouncilwny.org](mailto:Jerrica.DeLaney@resourcecouncilwny.org)  
[redacted]



7. Email correspondence with Northwest Bank (Branch on the East Side of Buffalo)

RE: It was a pleasure to meet you!



Rodriguez, Rodney [Redacted]  
To: Arielle Peterson

Reply Reply All Forward ...

Thu 4/4/2019 9:34 AM

You replied to this message on 4/4/2019 10:57 AM.

**From:** Arielle Peterson [Redacted]  
**Sent:** Thursday, March 21, 2019 1:52 PM  
**To:** Rodriguez, Rodney [Redacted]  
**Subject:** It was a pleasure to meet you!  
**Importance:** High

Mr. Rodriguez and Ms. Burruss,

It was a pleasure to meet you yesterday at 96.5. As I mentioned we are working diligently to bring a high-quality charter school to the East Side. Attached you will find information about Primary Hall and Building Excellent Schools. I hope that we will have the opportunity to sit down next week to talk about our plans and learn from your expertise.

I look forward to connecting!

Best,

Arielle

RE: It was a pleasure to meet you!



Rodriguez, Rodney [Redacted]  
To: Arielle Peterson

Reply Reply All Forward ...

Thu 4/4/2019 9:34 AM

You replied to this message on 4/4/2019 10:57 AM.

**To:** Arielle Peterson [Redacted]; Burruss, Trina [Redacted]  
**Subject:** RE: It was a pleasure to meet you!

Hello Arielle,

I hope all is well. Are you free this Thursday, 4/4 @ 11:30a to meet?

Please let us know.

Best,  
**Rodney Rodriguez**  
Office Manager  
Jefferson Ave  
Northwest Bank



8. Meeting with Principal DeMario Strickland – Harvey Austin Elementary School (BPS)



9. Social Media Pages – Instagram (@PrimaryHall), Facebook (@EducationisPrimary)





10. Tabling at CAO Head Start – George K. Arthur



11. Tabling at Delevan Grider Community Center, pictured with Candice Moppins, Executive Director





## 12. Meeting with the WNY Charter Leaders (Email, Agenda, Photograph)

### Notes from WNY Charter Leaders meeting



Joseph B. Polat <[REDACTED]>  
To

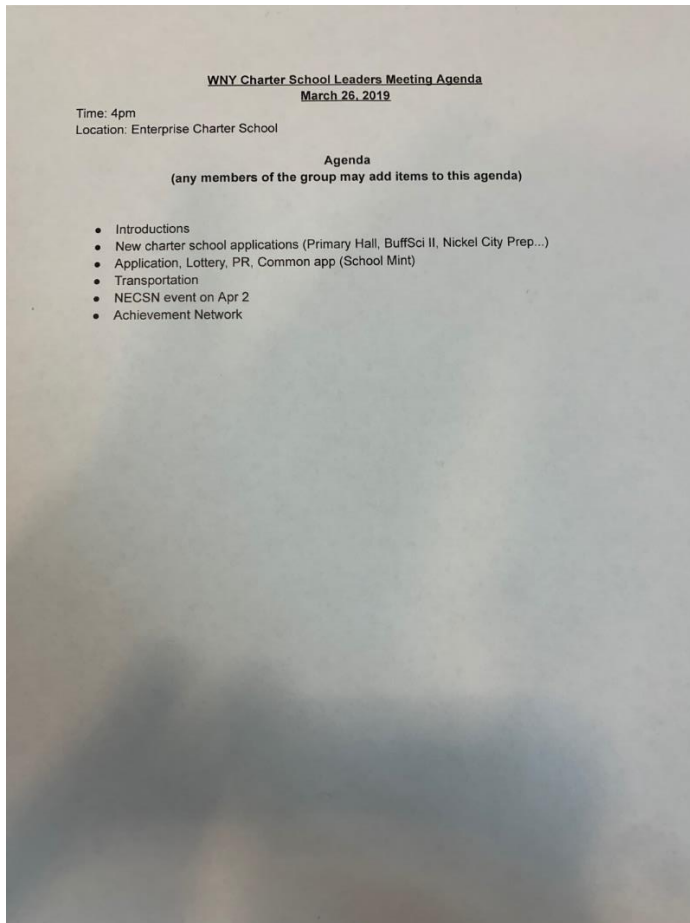
Reply Reply All Forward ...

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 submit an application from the College Foundation. The deadline for submitting common app portal is June 30, 2019.





13. Sample of Completed Survey (161 responses, 98% stated that they would be willing to support a college preparatory elementary school for the students of Buffalo)



**Primary Hall**  
CHARTER SCHOOL

We are in the process of building a game-changing school for our students in Buffalo. We need to hear from you! Thank you for supporting our mission of educational equity, opportunity, and excellence.

**Our Mission:**  
Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Charter School ensures that all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

[REDACTED]

Do you live in the City of Buffalo?  Yes  No *US MAIL COURT*

What is your zip code? [REDACTED]

Do you have school-aged children?  Yes  No *2 1/2 BUT SOON*

If so, what age(s)?

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

What are the major challenges you see in our current schools?  
*EDUCATING THE KIDS TO MINIMUM STANDARDS OF MATH + READING*

Do you wish there were more school options?  
*WE HAVE TO DO THE BASICS BEFORE ADDING OPTIONS + UPGRADES.*

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*

14. Email Correspondence with Valentino Shine, pictured as a guest of Power 96.5's Real Talk Live.

Re: It was a pleasure to meet with you today



Valentino Shine Jr. <[redacted]>  
To: Arielle Peterson

Reply Reply All Forward ...  
Fri 3/15/2019 12:48 PM

You replied to this message on 3/17/2019 9:24 PM.  
This message was sent with High importance.

Action Items + Get more add-ins

On Mar 15, 2019, at 12:42 PM, Arielle Peterson [redacted] wrote:

Mr. Shine,

Thank you for taking time to speak about Primary Hall and providing input on our design. Your insight as a parent, and member of the community is invaluable. During our conversation you described your decision making process for choosing a school for your children. You mentioned that you wanted your sons to have a "better school experience." I believe that this can be achieved with fidelity to a literacy and mathematics focused academic program. Primary Hall plans to stick to the core, foundational skills for our students will allow them the opportunity of choice.

Opportunity favors the prepared, and we believe that preparation begins with the first days of Kindergarten.

Thank you for your support, insight, and expertise. Conversations like these and support from community members like yourself are vital to Primary Hall's success. I look forward to continuing the conversation about Primary Hall, and strengthening our community!

Best,

Arielle

Re: It was a pleasure to meet with you today



Valentino Shine Jr. <[redacted]>  
To: Arielle Peterson

Rectangular Ship  
Reply Reply All Forward ...  
Fri 3/15/2019 12:48 F

You replied to this message on 3/17/2019 9:24 PM.  
This message was sent with High importance.

Action Items + Get more add-in

Arielle,

The pleasure was all mine. I am excited for you and will make sure I keep you and your staff in my prayers.

You are all set for your interview with Sheila and the ladies of Real Talk Live for March 20th. Please arrive to WUFO Studios, 143 Broadway at 5p.

Great speaking with you today and have a excellent Friday!

Regards,

Valentino T. Shine Jr.  
**Chief Brand Officer**  
Shine Digital Media + Management







15. Pictured with Mayor Byron Brown, City of Buffalo at the KeyBank Pitch Competition.



16. Teach for America Buffalo – Black History Event on Educational Equity  
Primary Hall asked, “What are your non-negotiables for quality education in Buffalo?”



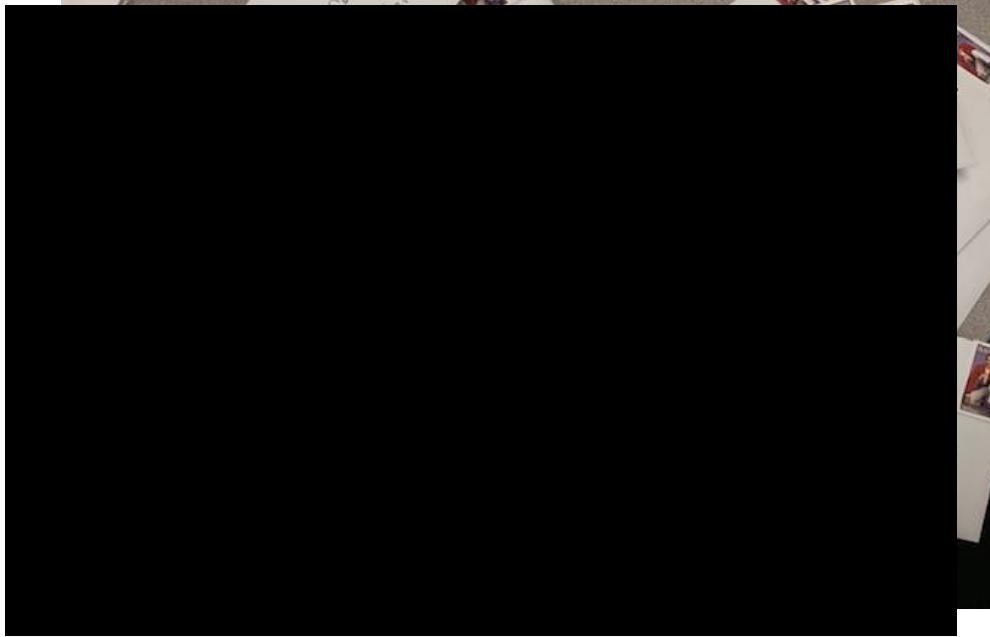


17. Tabling at CAO Head Start – Memorial Temple





18. Letter to Churches on the East Side



March 2018

Greetings on behalf of Primary Hall,

I am writing to request that the attached information be shared with your congregation. Primary Hall Preparatory Charter School is a proposed K-5 charter school for the students of Buffalo's East Side. We are working diligently to bring a high-quality school option and request input from our community.

Our mission:

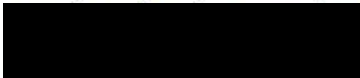
Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Our Public Meeting will take place on Thursday, March 28, 2019, 6PM at the Frank E. Merriweather Library Auditorium. This is a time for members of the community to offer input, and provide feedback for the school. We hope that members of our community will offer their insight, and expertise to help establish a dynamic school for our children.

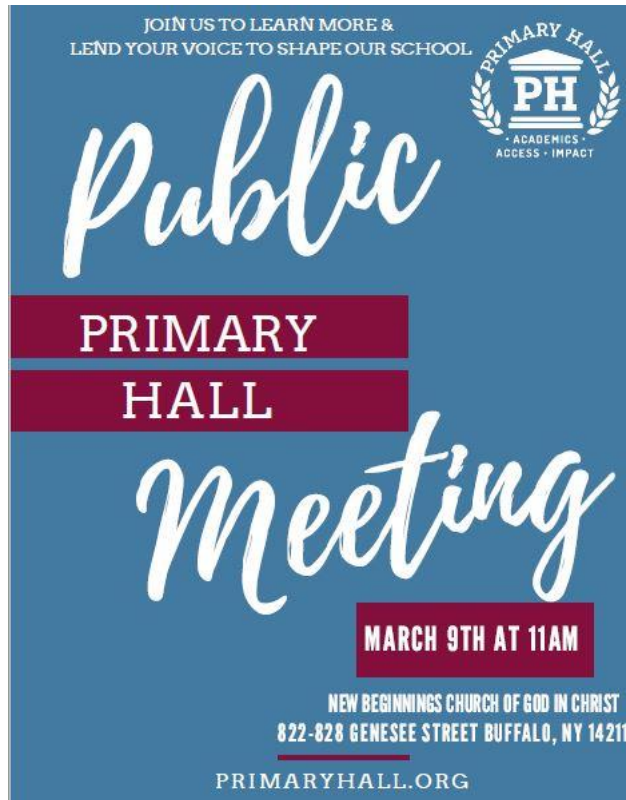
To learn more about our proposed school please visit [PrimaryHall.org](http://PrimaryHall.org) or our social media pages on Facebook and Instagram.


Sincerely,

Arielle J. Peterson  
Primary Hall Preparatory Charter School, Lead Founder




19. Public Meeting 1 Flyer and Sign-In Sheets



  
**Mission:** Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Public Meeting - March 9, 2019

Name	Phone/Email Address	Zip Code	Do you have a child aged 3-5?	Would you be interested in a high-quality K-5 option in Buffalo?	Signature
[Redacted Sign-In Sheet]					

  
**Mission:** Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

Public Meeting - March 9, 2019

Name	Phone/Email Address	Zip Code	Do you have a child aged 3-5?	Would you be interested in a high-quality K-5 option in Buffalo?	Signature
[Redacted Sign-In Sheet]					

## Attachment 2c: Evidence of Community Support

Letters of Support	
1.	Katie Campos, Executive Director, Teach For America Buffalo
2.	Charlie Friedman, Founder & Head of School, Nashville Classical Charter School
3.	Claire Heckerman, Founder & Head of School, Laureate Academy Charter School
4.	Yuliana Quintero, Assistant Head of School, Laureate Academy Charter School
5.	Joseph Polat, Executive Director, Buffalo Academy of Science Charter School
6.	Sandra Marques, Principal, Salome Urena Elementary School
7.	Dr. Kevin Barnes, Professor, Caldwell University
8.	Dr. Kevin McGrath, Professor, Caldwell University
9.	Phyllis A. McBride, Early Childhood Administrator, CAO Head Start/Early Head Start
10.	Dr. Robert J. Lowe, Pastor, New Beginnings COGIC
11.	Jeffery C. Chambless, Pastor, Mt. Moriah Baptist Church
12.	Tara L. Schafer, Executive Director, Literacy NY Buffalo-Niagara
13.	Althea E. Luerhsen, CEO, Leadership Buffalo, Inc.
14.	Darnell J. Haywood, Jr., Community Assistant Branch Manager, BankonBuffalo
15.	Brittany Jones, President, MBAWNY
16.	Lauren Kaufmann, Flynn Battaglia
17.	Mayda E. Pozantides, Chief Executive Officer, Groundwork Market Garden
18.	Jason Wiese, Production Manager, Buffalo Sabres
19.	Robert M. Elardo, Attorney
20.	Kendra Brim, President, Buffalo Urban League Young Professionals
21.	Dr. Jacqueline Hiem, Associated Physicians of Western New York
22.	Christina Tyson, Family Partner, CAO Head Start
23.	David A. Reid, Buffalo Parent
24.	Andrea G. Harden, Buffalo Parent
25.	Kristy F. Tyson, Buffalo Parent

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

TEACHFORAMERICA

March 12, 2019

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

Executive Director  
Katie Campos

**Board of Directors**

**Chair**  
Alex Montante

**Officers**  
Glenn Jackson, *Chair-Elect*  
Jane Hettrick, *Vice Chair*  
Leigh Hunt Farah, *Treasurer*  
Anne Joyce, *Secretary*

Kathy Best  
Lenora Foote  
Colleen Heidinger  
Mary Ruth Kapsiak  
Rashied McDuffie  
Gail Mitchell  
Tanya Perrin-Staples  
David Rust

*Ex-Officio*  
Kwame Griffith

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

Dear Mr. Frank,

I am writing this letter in strong support for Primary Hall Preparatory Charter School's charter application to New York State Board of Regents. There is an incredible need for high-quality schools for students who live on the East Side of Buffalo. The East Side of Buffalo is experiencing the beginning of a resurgence; unlike other sections of our city, however, educational opportunities remain limited. Primary Hall aims to tackle this challenge, providing a high-quality, literacy-focused, college-preparatory elementary school. While Buffalo Public Schools is making great progress, there is an urgent need for high quality options for students and their parents; our students deserve schools like Primary Hall that prepare them for a life of expanded opportunity.

Primary Hall's clear focus on rigorous academics and literacy is not only welcomed, but 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 learned about Primary Hall in September 2018 from the lead founder, and proposed school leader, Arielle Peterson, a graduate of Spelman College and Caldwell University, former Newark Public Schools teacher, and Teach for America alumna. She has a strong vision and energy for the proposed school. The proposed Board of Trustees are a very dynamic, diverse, and dedicated team of exceptional professionals, all geared towards changing the educational scene on the eastside, and I could not be prouder than to place my support behind this committed group of community leaders.

Thank you for considering the proposal for Primary Hall Preparatory Charter School. I am very hopeful that this school does become a reality for families on the East Side of Buffalo and for the City of Buffalo as a whole.

Sincerely,



Katie Campos  
Executive Director  
Teach For America - Buffalo



April 30, 2019

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

Dear Mr. Frank,

I am writing this letter in strong support of Primary Hall, a proposed college preparatory public charter school for the students and families of Buffalo, NY, and its founder, Arielle Peterson.

My name is Charlie Friedman, and I am currently Founder and Head of School at Nashville Classical Charter School. The mission of Nashville Classical is to educate a diverse K-8 community for academic success and personal excellence in high school, college and life. Today, we are getting results that bring this vision to life. Two years ago, our third graders outscored our state's wealthiest county in reading. Last year, our super subgroup (which consists of the school's historically underserved populations) outscored the state's middle-class students in reading and math.

We have achieved these results because of the solid foundation I received as a Building Excellent Schools Fellow in 2011. Since then, BES has been a north star. Its follow-on support, informal network, and codified resources are invaluable.

I support Primary Hall because I know Ms. Peterson went through a rigorous selection process, received world-class training, and has designed her school after walking the halls and talking in the classrooms of the country's best charter schools. For Ms. Peterson and Primary Hall, I believe that Building Excellent Schools will be the foundation for a strong beginning and the fuel for an enduring institution.

Again, I would like to extent my support for Primary Hall as a high-quality educational option. New York needs a school that brings the high academic standards and high levels of support that allow students to achieve at high levels. It is my hope that Primary Hall will be granted a charter to open in Buffalo.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Charles M. Friedman

Founder and Head of School, Nashville Classical Charter School

████████████████████



Claire Heckerman  
Head of School, Laureate Academy Charter School

To Whom It May Concern,

I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 college preparatory charter school for the families on the East Side of Buffalo, New York.

I am the Founder and Head of School at Laureate Academy Charter School in Harvey, LA. I founded Laureate Academy after teaching in an underperforming school in Baton Rouge, LA and seeing the lack of educational options available to low-income families in Louisiana. Now in our fourth year, we are one of the highest performing open-enrollment elementary schools in Louisiana and highest growth data in math and reading in comparison to hundreds of schools nationwide.

As you know, many schools that are serving low-income children and families are not achieving at the same rate as schools serving affluent children and families. In order to ensure all children have the same life opportunities, it is vital schools that pursue higher achievement of all students are created and sustained in all communities throughout the country. Only when every child has a high quality education that allows them to read rigorous texts, understand conceptual math, and critically think will Buffalo, and our country as a whole, be able to say that all children have the same opportunities and are prepared for a successful life. Schools like Primary Hall Preparatory are essential for communities in order to create a solid foundation for children who may otherwise not have access to a quality education.

Arielle Peterson trained as a school leader with Laureate Academy during the month of January in 2019. She demonstrated her passion for ensuring all scholars have a high quality education by her ability to hold high expectations for all students, her focus on academic mastery daily, and her ability to solve problems efficiently. Ms. Peterson is determined to continue learning daily and I am confident she will create a high performing school for the children and families of Buffalo.

I highly recommend Primary Hall and know that it will be a strong educational option for the children and families in your community. I hope to see Primary Hall open to families in fall of 2020.

Sincerely,

Claire Heckerman  
Head of School





# LAUREATE ACADEMY

## CHARTER SCHOOL

April 26, 2019

Yuliana Quintero  
Assistant Head of School, Laureate Academy Charter School  
2115 Oakmere Drive  
Harvey, LA 70058

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

Dear Mr. Frank,

My name is Yuliana Quintero, I am the Assistant Head of School of Laureate Academy Charter School. I am writing this letter in support of [Primary Hall Preparatory](#), a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY. I have worked in education since 2011. I was on the founding team of Laureate Academy as the Operations Manager, and before that I was a teacher at different charter school in Orleans parish, Louisiana.

I met Arielle Peterson, Proposed Head of School of Primary Hall, during her leadership residency at Laureate Academy. We have hosted a few leaders in training however my experience with Arielle was different. She was eager to learn and jump-in wherever she could. Her passion to deliver a product of quality to the community in East Buffalo was evident in the way she carried out tasks during her time with us. Arielle spent about a month at our school, during which she took the time to build meaningful relationships with staff, teachers and scholars.

Arielle's hard work and dedication during her time at Laureate Academy are a true testament to how hard she will work for the community in East Buffalo. I am happy to extend my support and recommendation for [Primary Hall](#). It is my hope that [Primary Hall](#) will be open to families in fall of 2020.

Sincerely,

Yuliana Quintero  
Assistant Head of School



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

Dear Mr. Frank,

I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

My name is Joseph Polat and I am the Executive Director at Buffalo Academy of Science Charter School (BuffSci). I have been serving Buffalo youth at BuffSci since 2011. Throughout my career at BuffSci, I have witnessed the extreme need for the quality public education and choice for Buffalo parents and students. Parental choice for education is in shortage for underrepresented population at Buffalo. This is also evident from BPS board members public statements. Larry Quinn, one of the Buffalo Public School Board Member, stated at an interview WBFO radio "it is interesting that people today said that parents should have a choice which is what I have been saying since I have been on the board."

I had the privilege to meet Arielle Peterson and learn about her application for opening a high quality charter school at Buffalo. I am impressed with her passion for education and willingness to serve our youth. I also think that the school model that she is proposing will meet the need and help close the achievement gap that we have here at Buffalo.

I am happy to extend my support and recommendation for Primary Hall. I believe Arielle will be a great school leader and Primary Hall will be a very successful choice for our families and students. It is my hope that Primary Hall will be open to families in fall of 2020.

A handwritten signature in blue ink that reads "J. Polat".

Sincerely,

Joseph Polat  
Executive Director  
Buffalo Academy of Science CS



Roger León  
Superintendent

# Salomé Ureña Elementary School

Sandra Marques, Principal

"Sparkle and Shine • It's Teaching and Learning Time"



Sandra Marques  
Principal, Salome Urena Elementary School  
284 First Avenue  
Newark, NJ 07107

Dear Mr. Frank,

I am writing this letter in support of **Primary Hall Preparatory**, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

In my professional career as a school administrator I have had many opportunities to lead adult learners. I had the privilege to supervise Ms. Peterson as a classroom teacher and mentor her towards her administrative degree. I have 20 years as a teacher and administrator in the Newark, NJ and understand the rewards and challenges of working in an Urban School System.

Educational demands continue to increase to find the most effective ways to help all students succeed academically and socially. For the success of economically disadvantaged students we need to consider all resources and ensure equity for all students. **Primary Hall Preparatory** will ensure that the students of the East Side of Buffalo are both challenged and nurtured in an equitable environment.

I would describe Arielle as a problem solver. For several years I supervised Ms. Peterson and she always made an effort to ensure that all students were serviced in their least restrictive environment, and that all students received their services expeditiously. Ms. Peterson helped us make great strides in this area. She has worked to support teachers and staff with information and training as they work to make this a priority in the building. She was especially adept at communicating across roles and functions, as she is equally comfortable sitting with teachers, CST members, principals and district staff to solve problems. Whatever the challenge – and I could assure you there are many in our district – Arielle always approached it with her deep knowledge base and a boundless sense of optimism. She was a vital part of our team, and played an instrumental role. These past experiences coupled with her most recent ones will support the success of **Primary Hall Preparatory**.

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

Sincerely,

Sandra Marques  
Principal



March 18, 2019

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

Dear Mr. Frank,

I write in support of Arielle Peterson, a dynamic young person with whom I have had the extreme delight to have as a student in three of my Master's Degree classes at Caldwell University. Ms. Peterson is the newly-appointed Lead Founder of the Primary Hall Preparatory School, a proposed K-5 college preparatory charter school for the families on the East Side of Buffalo, New York. It is Ms. Peterson's complete dedication to the success of all she endeavors that prompts me to write this letter.

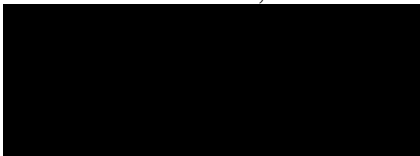
After having been a teacher for more than ten years, I had the unique opportunity of serving first as an elementary, then middle school, then high school principal in the same district for more than 21 years. During that time, I was also an adjunct Caldwell University professor for twelve years. Retired after 38 years in the public schools, I have been the Coordinator of the Caldwell University Graduate Program in Education Administration for five years. It is through that lens that I support Ms. Arielle Peterson. She is among the most unique, vigorous, dedicated students, teachers, or administrators I have ever encountered in education. Her enthusiasm for the processes of teaching and learning sets her apart from all others.

I am admittedly unfamiliar with the educational needs of Buffalo's East Side. I will leave it to community members and leaders to determine if a school, such as that proposed, will enhance the educational opportunities of the area's children. If the proposed learning community is approved, I can think of very few more well-prepared, and energetic leaders than Ms. Arielle Peterson.

I am happy to extend my support and recommendation for Primary Hall. It is my hope that Primary Hall will open its doors in the fall of 2020.

Best Wishes,

Kevin M. Barnes, Ed.D.



March 16, 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 **Primary Hall Preparatory**, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

I have had the privilege in being involved in public education in New Jersey for over 40 years. I have over 30 years of administrative experience as a principal and over ten years on the university level and state level where I was mentor to new administrators and those completing Master's work in administration. My career has brought me to many educational venues including numerous charter schools. As our educational demographic footprint indicates charter schools are flourishing in the Garden State.

Based on what I know about the East Side of Buffalo I believe a high-quality charter school would thrive. Many towns I worked in needed an educational "spark" a well-planned, exciting charter school to rekindle a yearning to learn in a caring environment. I think Primary Hall Preparatory would be welcomed and supported by the residents of the east Side of Buffalo.

I had the pleasure of mentoring Ms. Arielle Peterson in the Masters program at Caldwell University. This is a special young lady whose professional energy is infectious and as she said on numerous occasions that she was "born to teach." I'd like to take it one step further; she was born to be a leader. We are in touch and she is so pleased to be involved in helping to make the Primary Hall School the best that it can be. Knowing her as I do I predict great things for her as a leader, a mentor and educator. This is her life's calling.

Sincerely,  
  
Kevin Mc Grath; Ed. D





Community  
Action  
Organization  
of WNY

*Community Action Organization of Western New York  
Head Start/Early Head Start Administrative Office*

■ 45 Jewett Avenue, Suite 150 ■ Buffalo, New York 14214 ■ (716) 881-5150 ■ Fax (716) 240-9755

**Funding Sources:**

U.S. Dept. of H.H.S.  
N.Y. State Dept. of State  
County of Erie

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

Dear Mr. Frank,

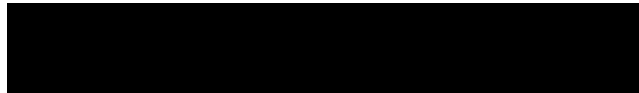
I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 charter school for the families on the East Side of Buffalo, NY. Our families in Buffalo deserve access to quality education for their children. The mission of the CAO Head Start/Early Head Start program is to provide a learning environment that supports children's growth and development through improved language, literacy, and numeracy skills along with a positive social setting. We have seen our students make tremendous growth and leave us prepared for kindergarten.

Unfortunately, within a couple of years some of our students are no longer benefiting from the preparation that they received, and show regression based on their elementary learning environment. Students and families deserve schools that will continually push our students to be their best, and prepare them for a life full of opportunity.

Having developed a partnership with Ms. Arielle Peterson through the course of Primary Hall's inception, and her incorporation of parent feedback, we support Primary Hall as a quality option for families upon authorization with the hope that it will be open in the fall of 2020.

Sincerely,

Phyllis A. McBride  
Early Childhood Administrator



I write this letter in strong support of the establishment of Primary Hall Preparatory Charter School in the city of Buffalo, New York.

I have served as Senior Pastor at New Beginnings Church of God in Christ (COGIC) in Buffalo, New York since 1996, when our church name was “Rising Star Church of God in Christ.” As the church membership began to grow, we needed a larger facility. Since we had a “New Beginning”, we also renamed our church “New Beginnings Church of God in Christ.” From 1996 to the present, we have seen dramatic shifts in the demographics and economics of the area (something that has come to be reflected in New Beginnings’ incorporation of Anglo, African immigrant, African American and Hispanic cultures and languages and our neighborhood is now host to other cultures as well).

Here at New Beginnings COGIC, we recognize the realities of generational cultures of poverty, and we have been equipped with an awareness of the challenges, as well as the possibilities faced by children and families growing up in the area. It has also given us a clearer vision into the educational gaps in the community. These “gaps” are ideally suited by Primary Hall.

The mission of Primary Hall Preparatory Charter School is to equip all students in grades K-5 with the foundational skills needed to be successful in middle school, high school, and college. I strongly believe that we need Primary Hall Preparatory Charter School to bring these and greater opportunities to the families and students of the East Side Community of Buffalo, New York.

I also support the leadership of the proposed Head of School, Ms. Arielle Peterson. Ms. Peterson has been recognized as one of the best and brightest of her generation.

Sincerely,

*Robert J. Lowe, ThD*

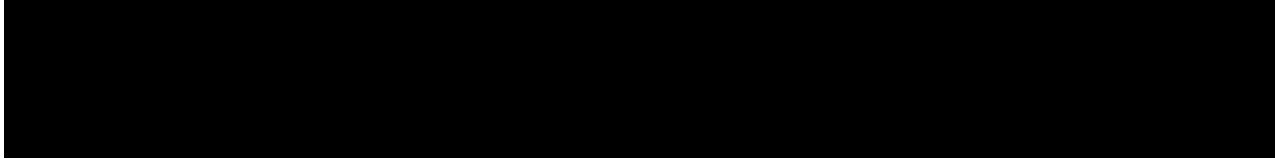
Robert J. Lowe, ThD  
Pastor, New Beginnings Church of God in Christ



*Celebrating The Past*



*Embracing The Future*



Monday, April 22, 2019

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

Dear Mr. Frank,  
I greet you in the name of our Lord and Savior Jesus Christ.

Thank you for the opportunity to write to you in support of the “*Primary Hall Preparatory Charter School*”, proposed by *Ms. Arielle Peterson*, as a K-5 high quality college preparatory charter school to be located in the City of Buffalo, New York primarily serving the underserved youth on the Eastside.

As a faith-based leader in this community working with the Buffalo Board of Education to promote a better and safer learning environment for our students; as a member of the Say Yes to Education Buffalo Clergy Task Force to promote community school/church partnerships to improve quality of life issues affecting student attendance; as a regional committee person for the NYS AIDS Institute promoting healthy and responsible choices among youth in their families and relationships; and as the Assistant Secretary/Chairman of the Education Committee for the Baptist Minister’s Conference of Buffalo, NY and Vicinity, quality education for our youth is not just my community responsibility but my God given ministry and calling.

Buffalo’s East Side is in desperate need of a quality educational institution that will properly prepare our youth for a secondary and post-secondary education, and where they will be given the benefit of the doubt and not always be in doubt. Under *Ms. Peterson’s* leadership and with her proposed plan I believe our youth will have a better opportunity at success.

Therefore, upon receipt and review of this information I am prayerful that you will find *Ms. Arielle Peterson* and the *Primary Hall Preparatory Charter School* worthy of your most favorable decision, and allow them the opportunity to begin educating our youth in the Fall of 2020.

Thank you, in advance for your cooperation and consideration in dealing with this matter. If there are any further questions or comments please feel free to contact me at your convenience.

Yours because of Him,

Pastor Jeffrey C. Chambless

#PlaceOfFaith

#ComeGrowWithUs  
12

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

Dear Mr. Frank,

I am writing this letter in support of **Primary Hall Preparatory**, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side 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 of the Buffalo (East Side) and our community desperately needs a high-quality school to engage youth to meet the demands of future job opportunities. Primary Hall Preparatory 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 Arielle Peterson at Primary Hall Preparatory. Arielle is an outstanding role model, alumni of Teach for America and possesses the passion and energy to succeed!

I am happy to extend my enthusiastic support and recommendation for **Primary Hall**. It is my hope that **Primary Hall** will be open to families in Fall of 2020.

Sincerely,



Tara L. Schafer  
Executive Director



LEADERSHIP  
BUFFALO

*Making Buffalo Better*

500 Seneca Street, Suite 304, Buffalo, NY 14204

April 22, 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 Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

As the CEO of Leadership Buffalo, we work with leaders ranging from high school students to executive level. Many of our programs focus on our education system and what needs to be changed. We are proponents of both public and charter schools or more specifically, providing a high quality education to all of our residents. As a past board member of a charter school, I can speak first hand of what charter schools bring provide to the quality of education in WNY.

We also are very aware of the needs of high-quality schools on the east side of Buffalo, an area that faces many socioeconomic challenges. I have met with the leadership of Primary Hall and was very impressed with Arielle Peterson and her passion for this project.

We are honored and pleased to extend our support and recommendation for Primary Hall. It is my hope that Primary Hall will be open to families in fall of 2020. If I can answer any additional questions, please feel free to contact me directly.

Sincerely,

Althea E. Luehrsen  
CEO  
Leadership Buffalo, Inc.



Friday, April 19, 2019

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

Darnell J. Haywood, Jr.  
Community Assistant Branch Manager  
BankOnBuffalo, a division of CNB Bank  
535 Washington Avenue, Suite 101  
Buffalo, New York 14203

Dear Mr. Frank,

I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 high quality, college preparatory charter school for families on the East Side of Buffalo, New York. I currently am the Community Assistant Branch Manager of BankOnBuffalo in downtown Buffalo, New York. This is my 15<sup>th</sup> year in banking. Throughout my career, I have worked with youth from kindergarten through 12<sup>th</sup> grade. I believe in empowering children with the necessities to succeed in educational choices and also in career development. I have been a member of Junior Achievement since 2007 working at a local high school educating students on careers and philanthropy.

There have been numerous schools closed, or schools where the students are not given the proper knowledge to succeed. I believe with great leadership, community support, and parent engagement Primary Hall will be great school on the East Side of Buffalo. In learning more about the development about Primary Hall Prep, I met Arielle J. Peterson. Arielle is driven, dedicated, and tenacious. She is a great leader for the East Side of Buffalo, and an awesome role made as the leader of Primary Hall Preparatory Charter School. I believe she will lead the students, parents, staff, and community with professional tools to make the East Side a better place.

I am happy to extend my support and recommendation for Primary Hall Preparatory Charter School. It is my hope that the school will open to families in fall of 2020.

Sincerely,

Darnell J. Haywood, Jr.  
Community Assistant Branch Manager



**2019 EXECUTIVE BOARD**

April 26, 2019

**PRESIDENT**

Brittany Jones

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

**VICE-PRESIDENT**

Jamila Lee

**TREASURER**

Larry Waters

Dear Mr. Frank,

**RECORDING SECRETARY**

Nikki Balsom

The Minority Bar Association of Western New York is pleased to share its support for **Primary Hall Preparatory**, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY in the fall of 2020.

**CORRESPONDING SECRETARY**

Samantha White

The Minority Bar Association of Western New York (MBAWNY) is a not-for-profit organization comprised of members who are from diverse ethnic backgrounds that represent the varying races, cultures and beliefs in Western New York. Our membership consists of attorneys, public officials, professionals in academia, law students and legal professionals who work or live in the Western New York area.

**DIRECTORS**

Anaiss Rijo  
Sarah Washington

**IMMEDIATE PAST PRESIDENT**

Tolulope Odunsi

The purpose of the Minority Bar Association of WNY is to facilitate and advance equality and excellence in the legal profession; aid in the progress of minorities in the legal profession, address legal issues affecting minorities, encourage the personal and professional development of lawyers and students, advocate for the civil rights of all people and to enhance the legal services available to minority communities.

MBAWNY  
PO Box 211  
Niagara Square Station  
Buffalo, NY 14202-1012

Buffalo is the second largest city in the state of New York that was once a great center of American industry and commerce. When driving through Buffalo, one will notice the charm of an older-city and enriching culture. However, Buffalo still shows impacts of long-term segregation, which has in turn influenced the structure of school systems in the city and, as a result, created school inequality in the area.

[www.mbawny.org](http://www.mbawny.org)

e-mail:

[minoritybarassociationofwny@gmail.com](mailto:minoritybarassociationofwny@gmail.com)

Buffalo Public Schools serves as one of New York’s largest districts with a large enrollment of minority students. Specifically, in 2017-2018, about 31,203 students were enrolled in K-12, and 46% of the students were Black or African American; 20% Latino; 20% White; 9% Asian or native Hawaiian/other pacific islander; and 1% American Indian.

The East side is a large district of Buffalo, New York and the city’s physically largest neighborhood where the remnants of segregation and intense poverty are most noticeable. It is for this reason that Buffalo’s East Side would benefit from a free, high-quality school for minority and underrepresented students such as Primary Hall Preparatory. The mission of Primary Hall is to help build a better East Side Buffalo School through a rigorous curriculum, individualized supports and positive character development to ensure all students K-5 are prepared for academic and personal success in middle school, high school, and college. The MBAWNY

strongly believes that we need Primary Hall to bring these opportunities to the families and students of Buffalo.

The MBAWNY also supports the leadership of Arielle Peterson. Her commitment to creating and sustaining an exceptional K-5 primary school is evident. Her passion and experience in education is exactly what our community needs.

The MBAWNY is happy to extend its support and recommendation for **Primary Hall**. It is our hope that **Primary Hall** will be open to families in fall of 2020.

Sincerely,

*s/ Brittany Jones*

*on behalf of the MBAWNY leadership*





April 25<sup>th</sup>, 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 Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

I was very fortunate to have a great experience as a child in education. I never felt my needs were not met and always had support at school and at home. I now have two young children and, as in most things in life after having children, look at education much differently than I did as a child myself. I want the most opportunities available for my children and I know the importance of a stable education for all children. In many cases the stability for children only comes from the routine of a school day.

I have worked for Flynn Battaglia Architects in Buffalo, NY for the past 14 years. In that time I have had the opportunity to work on a number of East Side developments. Especially rewarding is the work completed with the Matt Urban Hope Center. Help Buffalo II provides affordable housing units for families and formerly homeless veterans and Hope House which provides emergency housing for women and children in need. These families of the East Side of Buffalo need high quality education for their children.

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

Sincerely,

Lauren M. Kaufmann



22 Mariner St. Buffalo, NY 14201  
groundworkmg@gmail.com  
www.groundworkmg.com  
(716) 908-7396

March 3, 2019

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

Dear Mr. Frank,

I am writing to offer my enthusiastic support of the Primary Hall Charter School, a proposed K-5 charter school for the students of Buffalo.

At Groundwork Market Garden, we understand the importance of access. Our work is grounded in providing fresh, local, certified organic fruits and vegetables to all members of the Buffalo community, without discrimination. Many of our fellow Buffalonians live in what are referred to as “food deserts” - areas where access to fresh foods is incredibly limited and often a large distance from many residences. As such, part of our mission at Groundwork Market Garden is to address what we have identified as a real need in our city, and make fresh fruits and vegetables available to our community members who need them most.

Likewise, we understand the importance of access to quality education for our schools aged children. It is our strong belief that the practices implemented at Primary Hall, such as a rigorous curriculum, individualized supports, and positive character development, will place Buffalo’s youth on a path to college readiness and success. In a city that has a graduation rate of roughly 64%, it is clear that we need the forward thinking practices like those implemented by Primary Hall, that will ensure all students Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college.

As a community member and business owner, I have seen firsthand that when people are granted access, it leads to opportunity. I strongly believe that approving Primary Hall Charter School is a smart choice that is necessary for the future direction of our city, one that ensures that our youth have access to a quality education that will lead them to a bright future of opportunity.

Thank you in advance for your time and consideration of Primary Hall Charter School’s application. Please feel free to reach me directly at [REDACTED]

Sincerely,

A handwritten signature in black ink that reads 'Mayda E Pozantides'. The signature is written in a cursive style with a large, prominent 'M'.

Mayda E Pozantides  
Groundwork Market Garden  
Chief Executive Officer

# PSE

PEGULA SPORTS · ENTERTAINMENT

Jason Wiese  
Production Manager, Buffalo Sabres  
One Seymour H. Knox III Plaza  
Buffalo, NY 14203

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

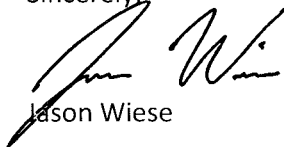
Dear Mr. Frank,

I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

My name is Jason Wiese and I am a product of the Ken Ton School District and received a B.S. from SUNY Cortland. Growing up, both of my parents were educators and then became administrators for the Ken-Ton School District. I believe it is imperative that we support high-quality schools in East Side of Buffalo to ensure positive character development at an early age. I support the leadership of Arielle Peterson to implement a rigorous curriculum to achieve these goals.

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

Sincerely,



Jason Wiese

Robert M. Elardo  
Attorney at Law  
30 Ashland Avenue  
Buffalo, NY 14222  
April 22, 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 **Primary Hall Preparatory**, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

I am a resident of Buffalo and an attorney that has worked for 35 years in a legal services program for low income people. I have had the opportunity to witness how a quality education can make a real difference in children's lives.

I am also the parent of two children that spent several years being nurtured in another charter school in Buffalo. My wife and I were lucky to have choices for where to best educate our children and we chose a charter school because it was the best choice for our children.

The families on the East Side of Buffalo need more school choices for high-quality education for their children

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

Sincerely,



Robert M. Elardo

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

Dear Mr. Frank,

I am writing this letter in support of **Primary Hall Preparatory**, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY. My name is Kendra Brim and I am a Project Manager at BlueCross BlueShield of Western New York. I am also a community advocate within Western New York, leading and involved in many boards and initiatives.

I am the current president of the Buffalo Urban League Young Professionals, an auxiliary group of the Buffalo Urban League that focuses on local and national advocacy, professional development, and highlighting educational opportunity for underserved communities and populations. We do so by partnering with several key stakeholders in the community – EdTrust New York, Teach for America Buffalo, and Buffalo Public Schools Saturday Academy. I understand that a hands-on, valuable education is needed in our community in order to sustain our neighborhoods and increase future leaders amongst our community.

Although I attended a private school in Buffalo, not everyone is able to do so. In order to gain parity amongst our children we need to highlight the importance of educating a child holistically in a thriving learning community for children. Especially on the East Side of Buffalo, a safe space is needed for some of the most vulnerable children and families.

I am supporting **Primary Hall Preparatory** because I understand the vision to create positive outcomes for children and to partner with students and families specifically on the East Side of Buffalo. The development of character, leadership skills, and community responsibility is at the heart of a whole-child approach that ensures students have the knowledge and skills to become contributing members of a democratic society.

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

Sincerely,

A handwritten signature in cursive script that reads "Kendra Brim".

Kendra Brim

Jacqueline Heim, D.O.  
Associated Physicians of Western New York  
1616 Kensington Avenue  
Buffalo, NY 14215  
[REDACTED]

March 22, 2019

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

Dear Mr. Frank,

I am writing this letter to extend my full support of Primary Hall Preparatory, a proposed K-5 college preparatory charter school for the families on the East Side of Buffalo, NY.

As a primary care physician in Buffalo, I treat and care for many patients from underserved areas of the city and am very aware of the effect that socioeconomic and, particularly, educational barriers have on the overall physical and mental health of our community members. While I don't personally have formal training as an educator, I did spend several months during my undergraduate years as an English teacher for children in an extremely remote and rural community in Bolivia, South America. It was then when I first began to recognize and understand the profound value of access to education and the difference it can make in a community.

Just last week, I was disheartened to discover that a new adult patient of mine could not complete her initial paperwork because she could not read. It did not come as a surprise to me that she is from the East Side of Buffalo, as this is an area which is home to some of our most disadvantaged residents. Despite an overall economic growth and resurgence in our city, educational opportunities in this particular district remain limited. I was thrilled to hear of Arielle Peterson and of her efforts to open Primary Hall Preparatory, a new charter school in the East Side. By her commitment to focus on literacy, she clearly has a keen sense of the needs of this community. I admire her resolve to provide students in this area with a high-quality education and have faith that she will excel as a leading advocate for them.

Once again, Arielle and her team seeking to advance the educational opportunities in the East Side of Buffalo with a new charter school, Primary Hall Preparatory, have my complete support, confidence, and recommendation. I hope families can look forward to its opening as soon as the fall of 2020.

Sincerely,



Jacqueline Heim, DO



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

Dear Mr. Frank,

I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY. I am Christina Tyson, Family Partner at the Community Action Organization (CAO). I have worked in education for over 3 yrs. and have raised 3 children. Now that my Grandson is quickly reaching school age I have found myself worrying about his education in the Buffalo Public School system. While many things have improved they still have a long way to go. Buffalo's East Side needs Primary Hall because to many children are being moved to the next grade without learning the material needed. They are being negatively labeled without taking childhood trauma in to consideration. The list can go on and on. That is why I support Arielle Peterson. We need community schools, with community oriented leaders. I do believe that it takes a village to raise a child and Primary Hall can be the start of individualized support these children need.

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

Sincerely,

Christina Tyson

Family Partner

Community Action Organization

David Frank

Executive Director, Charter School Office

89 Washington Avenue

Albany, NY 12234

Dear Mr. Frank,

I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

My name is David Reid and the experience that I have had with the Buffalo School system is realizing that the system has a tremendous amount of flaws that in the short and long run hinders the child. Having a child with some minor disabilities, my wife and I had to remove him from the Buffalo Schools, home school him for two years and because she is an educator at Buffalo State College, that caused her to have to take a leave of absence for that amount of time. We ended up having the opportunity to place him in a suburban school district that understood the importance of meeting all children's educational needs, but what about the families that do not have the same that we were able to have? What will become of their child/children?

The Buffalo East Side needs a quality school that will give all children the chance to have a good education and the willingness to help those children in the areas where they need the help. In the Buffalo Schools, if a teacher has tenor, they are able to bid on different teaching jobs whether they have the experience or not. That was the reason why my wife and I decided to remove our child from the Buffalo School system. The teacher he had was setting herself up for retirement and she had no experience with children's with any type of disability.

After having the opportunity meeting Ms. Arielle Peterson, I support her leadership and feel that she will do her best with bringing about the needs of every child. She is very passionate and understands the importance of the children's future and it starts at the beginning. Thank you in advance for allowing her to bring a school to the Buffalo East Side that will be qualified to teach our children the way they should be taught.

Sincerely,

David A. Reid

A handwritten signature in cursive script, appearing to read "David A. Reid".

Andrea G Harden



---

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

Dear Mr. Frank,

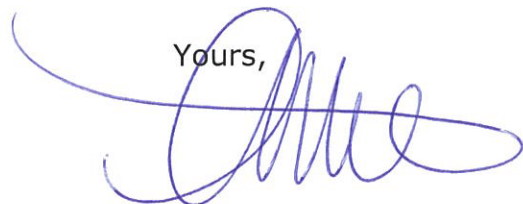
I am writing this letter of support for Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

I am a long time resident of Buffalo and a product of the Buffalo Public School system. In addition I am a mother of 2 and, professionally, have also consulted with numerous Buffalo Charter Schools, providing Human Resources support and expertise over the last 10-12 years.

I am excited to hear of the new offering of high-quality education for those in much need on the east side of our wonderful city. Unfortunately we've seen too many failures and inequities in education for these young people, disappointments which led to a generation of lost hope and unfulfilled dreams. To have an option like Primary Hall with the positive, unique, and involved environment it will offer is priceless. In addition, having engaged and passionate leadership, such as Ms. Arielle Peterson and the team she is building, will be key to turning this vision into a successful reality.

I most happily extend my support and recommendation for Primary Hall. I look forward to this being a viable and positive option for families in fall of 2020.

Yours,



Andrea G Harden

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

Dear Mr. Frank,

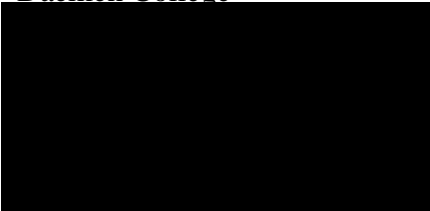
I am writing this letter in support of Primary Hall Preparatory, a proposed K-5 high-quality, college preparatory charter school for the families on the East Side of Buffalo, NY.

I am Kristy Tyson M.B.A, Administrative Assistant for the Applied Behavioral Analysis Program in the Education Department at Daemen College. The East Side of Buffalo needs a high-quality school because that is where you will find the most educational inequality in our city. For example, the most unequal distribution of academic resources, like school funding, qualified and experienced teachers, books, and technologies. Buffalo's East Side has been historically disadvantaged and oppressed. I strongly support Arielle Peterson's leadership of the Primary Hall because even as a transplant to the city she wants to take responsibility for providing a high- quality education for our students here. I believe that everything she will do as Primary Hall's leader will be for our students and their success,

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

Sincerely,

Kristy F. Tyson, M.B.A.  
Administrative Assistant  
Applied Behavior Analysis (ABA) Program  
Daemen College





**Attachment 2d: If Applicable, Evidence of District Support or Restart/Turnaround - Optional**

Not applicable.

### Attachment 3: Course Descriptions

Course Descriptions	
Course	Description
<b>Read Aloud</b>	Reading aloud to students allows students to build content knowledge, learn vocabulary implicitly and explicitly, build comprehension skills, and experience fluent reading. Teachers model metacognition, fluency, and intonation and build excitement and enthusiasm about reading. Read aloud texts are selected for level of text complexity and for the text’s utility in teaching target skills aligned to NYSNGLS. Texts will support the teaching of our IMPACT values
<b>Guided Reading</b>	Guided Reading offers in the moment guidance for students on reading skills and comprehension using leveled text. Teachers groups students homogeneously based on reading level established through STEP assessments. Groups will be no larger than 9. Teachers model a key reading skill (tracking print, one to one correspondence, cross-checking, sequencing), and students practice the skill with teacher guidance and support. During this time the teacher conferences with students individually and prompts them with questions, and observes the skill, providing feedback to ensure student mastery. Students engage in comprehension practice through NYSNGLS aligned objectives (identifying key idea and details, explaining character’s point of view, making text connections to self, others, and world). Special attention is paid to individual progress to ensure gaps are being filled through targeted instruction.
<b>Phonics</b>	Phonological and phonemic awareness, as well as direct phonics instruction, are important foundations of literacy and must be taught intentionally and systematically. We use Reading Mastery to provide students with a multi-sensory approach to learning letters, letter sounds, segmenting, blending, and ultimately reading with accuracy and fluency.
<b>Daily Five</b>	The Daily 5 structure during literacy rotations allows students to work independently on literacy tasks. Students benefit from accountability measures and centers will be tailored to meet student need. Students will engage in reading to self, word work, listen to reading, work on writing, and computer work to strengthen their skills in reading, writing, and phonics.
<b>DEAR/ Conferencing</b>	Drop Everything and Read has students engage in reading for enjoyment, as well as practicing the skills taught in other literacy blocks over the course of the day. Each classroom will have a robust library available for students to select books based on interest, genre and/or reading level. During this time teachers will circulate and conference with students about their reading choices, support the development of reading comprehension skills, and foster a true love and appreciation for literature. Teachers will also model reading for enjoyment during DEAR periods, posting the books that they are currently enjoying outside of classroom doors.
<b>Book Club</b>	Students in grades 3-5 will participate in Book Club each day. Book Club includes time to independently read combined with rich book discussions with small groups of peers and adults. Students will select to read a text from an approved list of books and during this time students come prepared to discuss themes and ideas, share passages of interest, and read together.
<b>Writing and Grammar</b>	Lucy Calkins’ Writing Workshop focuses on opinion, informational, and narrative writing. Each lesson is structured by a mini lesson, followed by independent writing with conferencing and by circulating teachers with sharing at the lesson’s conclusion. Students practice skills taught directly with topics important to them. Through daily instruction, students learn the writing process and have additional outlet to express themselves. In Grammar, students will receive a spelling words list each week that follows a pattern aligned to the grammatical principles.
<b>Math Fluency</b>	Students each day practice number facts, skip counting, patterns, and mental math. This time is used to build stamina in solving equations mentally through drills and written “math sprints.”
<b>Number Stories (CGI)</b>	In the number stories portion of the day students grapple with a word problem and select or create a strategy to solve it. The teacher reads the number story twice, and students are asked to visualize it, student then go to work to individually solve it. During this time the teacher aggressively monitors student progress while circulating and conferencing. The teacher then selects two students to show call their work and present and defend their strategies to the



	class whole group. During this time the teacher records the strategies using an anchor chart that will be displayed and used as a resource to students moving forward.
<b>Math</b>	Students learn the foundations of Mathematics with the NYSNGLS as a guide for mastering grade level content. Primary Hall will be using Achievement First curriculum which is rigorous and builds with each unit of study. Intellectual preparation, beginning with creating exemplar responses for classwork and exit tickets will equip teachers to identify common misconceptions, differentiate instruction, and provide support for all learners.
<b>Social Studies</b>	Core Knowledge curriculum provides both World and American history and geography. The units of study begin with the 7 continents in Kindergarten and continues with the history of indigenous peoples in North America. The curriculum builds over the primary years with lessons on ancient civilizations, explorers, and the history of each of the inhabited continents. Social Studies will take place on alternate days with Science.
<b>Science</b>	FOSS modules provide in-depth study of Life, Earth, and Physical Science and strengthen students critical thinking skills through study and posed real world problems. Students will learn and apply the scientific method, work cooperatively for experiments and observations, and present their findings. Science will take place on alternate days with Social Studies.
<b>Mindfulness</b>	Each day students will be guided through mindful moments that will teach them to self-regulate, practice breathing exercises, and set positive intentions. Students will be guided by classroom teachers and as they matriculate will have the opportunity to engage in student led sessions. Each session is designed to allow students to bring awareness to self (thoughts, emotions, and feelings), as well as focus, calm, and predictability.

### Attachment 3a: Student and Teacher “Day in the Life”

*Nareef is a 1<sup>st</sup> grade student at Primary Hall.*

It is 6:30am and Nareef wakes up to his older brother calling his name. He knows it is time to begin his day so he puts on his maroon Primary Hall polo and navy pants and walks to the kitchen to wait for his mother to take them to school. On the kitchen table Nareef finds this homework and behavior tracker signed by his mother. He places the tracker in his blue folder. He knows that he has to have it ready to place in the basket when he gets to class. He is excited to have had another “Blue” day. He is thinking of the prizes available once he reaches 5 “Blue” days. His mother enters the kitchen and checks that his uniform is in place before he puts on his coat and the family walks to the car. Nareef is looking forward to math later in the morning because he has been practicing his number facts to 10. His teachers, Ms. Penn and Ms. Waller, told him that they would be taking a math sprint and Nareef wants to have his work displayed on the Mastery board. After dropping his brother at middle school, Nareef sees the familiar line of cars stopped in front of 5 cones. In a minute his mother pulls up to the third cone and his door is opened by Ms. Jones. “Good Morning, Nareef!” Before exiting the car, his mother says, “Love you, have a good day!” Once outside of the car, he joins a line of his peers. Nareef takes his navy folder out of his bookbag, putting the two straps of his bag on his shoulders. He stands in line and waits to be greeted by his Head of School. It’s his turn, and he is greeted with a warm smile, eye contact, and firm handshake. “Nareef, are you ready to learn today?” “Yes, Ma’am.” “Great, let’s make it another Blue day.” Nareef follows the blue line to his classroom, “Xavier University,” where he hears the familiar Chopin Nocturne, Op. 9: No. 1 in B-Flat Minor playing overhead. He shares a smile with his teacher, Ms. Penn, while he places his folder in the basket, and from there he hangs his bookbag and coat on his assigned hook - bookbag on the bottom, coat at the top. He sees his second teacher, Ms. Waller, reading with a student at the horseshoe table in the back. He follows the blue line to his seat where his breakfast and Brightwork are waiting.

It is 7:45 and Ms. Penn calls, “Class, Class.” Nareef and his teammates answer, “Yes, Yes.” She counts, “One, Two, Three.” Nareef and his teammates know what to do. He stands silently, pushes in his chair and follows the blue line to his rug spot. He sits silently in STAR - he knows Ms. Waller will be looking and he wants to be recognized. Ms. Waller instructs them to close their eyes. Nareef and his classmates place a hand on their chest and hand on their belly. Ms. Waller tells everyone to focus on their breathing, Nareef and the class take a deep breath in and she counts as they blow the breath out. Nareef and his class practice their breathing, filling their tummies up like balloons, and then deflating their balloons by exhaling. Ms. Waller tells the class that they are going to have an incredible day at school, how each day helps them to grow their brains, and how much they have learned already. Ms. Waller sets their intention for the day, every student will be on green or blue, they will all show perseverance when things feel hard. Ms. Waller rings the bell again and Nareef and his classmates open their eyes again. The day continues with Xavier’s **Perseverance** chant. Perseverance is the value of the week; Nareef joins his class in chanting:

*“We show perseverance to get an education, grow our brains for college and to change our nation.”*

This chant is followed by days of the week and Calendar Math before the class transitions to Read Aloud. Ms. Penn shares her excitement for the book she will be reading during read aloud, “Chrysanthemum” by Kevin Henkes. Nareef could see the sticky notes sticking out of the book. Ms. Penn always had tough questions to ask so he knows to be listening closely. During the story the class encountered what Ms. Penn would call a “juicy” word - dreadful. Ms. Penn asked the class to take some think time. What could dreadful mean? Ms. Penn called on two students for their educated guess before cold calling Nareef. He was not sure of the answer but he shared his thoughts confidently. Ms. Penn thanked him for his guess but said

that it was not the definition. Nareef's classmates gave him silent support by wiggling their fingers toward him. This always makes him feel a part of the team. Ms. Penn gave Nareef a star for showing confidence.

After Read Aloud Nareef gets his reading bag from his seat sack. He just moved up a reading level last week and was celebrated in the Community Circle for his **mastery** and **ambition**. In his guided reading group Nareef sits with 5 other students and learns a new strategy to blend sounds. Ms. Waller uses her finger to model sliding through the whole word. Nareef can hear Ms. Penn's Phonics group making vowel sounds in choral response. Nareef will rotate with his group twice more, first to blended learning with Lexia, followed by Phonics with Ms. Penn. He knows that if he can earn three stars today that he will move from Green to Blue, another step closer to his prize.

At 10:10, Nareef and his teammates are in the middle of math fluency. This is Nareef's favorite part of the day because he knows he has to give his number facts at lightning speed. He knows that the nightly practice with his mother is going to pay off. Ms. Waller sets the timer, "Take your mark, get set, think!" The sprint begins. Once the timer goes off Nareef smiles and sits in STAR - this was his best sprint yet.

During Number Stories, Nareef listens to Ms. Waller read the problem. "Kuana had 8 markers, she wants to put them in two equal groups. How many markers are in each group?" Nareef puts a picture in his mind. He takes his cubes to think of a strategy. Because he knows his doubles facts Nareef uses his cubes to check his answer. First, he draws two circles on his paper to represent the group and place a cube in each circle one at a time as he counts to 8. When he sees that he was right, he draws the 4 cubes in each circle before writing his number sentence. He takes a moment to think about what he wants to write to explain his answer. When Ms. Waller calls for attention, Nareef raises his hand to share his strategy with the class.

During Math block students are learning how to subtract within 10. During guided practice, Ms. Waller calls on Kamaya; she shares her answer and explains her strategy for solving. Nareef realizes that her answer isn't correct and knows that the class will help Kamaya because they are a team. He is right: the class works with Kamaya as she goes through her thinking and finds her mistake. Nareef joins his class in repeating his teacher's praise, "You go girl, you worked it out!"

During Writing and Grammar Nareef struggles to write a word that he does not know how to spell. He gets frustrated because writing does not come as easily to him as knowing his math facts. He wants to get it right. He knows that he can find words on the word wall or around the room. He looks around before spotting the word 'because' on an anchor chart from yesterday's writing lesson. Ms. Penn and Ms. Waller always say, "You know where to look if you get stuck." He looks over and sees Ms. Penn conferencing with his friend Trevor, soon she will check in with him, and he knows he should keep writing. Ms. Waller walks around the room and stops to read over his shoulder. She gives him a small blue check on his paper; Nareef knows that means that he is off to a good start.

After lunch and recess, Nareef and his teammates work to increase their reading stamina during DEAR (Drop Everything And Read). Ms. Penn and Ms. Waller conference with students during this time and monitor their reading and provide the support to growth their skills. Nareef likes this time because he is able to pick books on topics that he enjoys. Right now he is exploring his interest in dinosaurs.

Later in the day Nareef and classmate Michael work cooperatively to classify animals. Nareef picks up a picture of a panda. "I think this is a mammal." Michael is not sure. Ms. Waller checks in with the pair. "Nareef, I see you placed the panda on the mammal side of your chart. How do you know that pandas are mammals? Would you mind helping your teammate out? Remember to stretch your words and give me a complete sentence." Nareef shares his thinking and is met with a high-five. Nareef picks up the next animal picture and asks Michael if he can help him classify it. Ms. Waller gives both boys a star for their teamwork. "Nareef, when we come back whole group, I would love for you to share your thinking."

During Intervention, Nareef takes out his goal sheet from his red folder. Ms. Penn listed all of the things that he was going to work on. Nareef liked this time of day because he knew if he worked hard and mastered his goal, he would be given a sticker for his goal sheet. Today, he would be working on punctuation. Nareef has a tough time remembering the marks for asking sentences or telling sentences. Mrs. Todd comes into the classroom to work with Nareef and 5 other students, on asking and telling punctuation. Nareef places punctuation on sentences with his group 5 times before he was asked to practice it independently. By the end, he earns a 3 out of 5. Mrs. Todd assures him that he would have the chance to work on it again tomorrow and gives him a star for his perseverance. Nareef put his goal sheet back in his red folder. He could not put a sticker next to the goal yet, but he knew he would master it. During Character Development, Nareef and his teammates learn about having Integrity. Ms. Penn shared with the class that having Integrity means that you do the right thing even when no one is looking. Nareef and his partner were able to act out what they would do if they saw someone tossing paper towel on this floor in the restroom. Nareef thinks of times when he can show integrity.

The end of the day was approaching. Nareef checked his homework folder: he is on Blue, there was a note from Ms. Penn with a bright blue star. Nareef thinks about how excited his mother will be when she sees his folder. She is always happy when she sees his folder has a positive note, or Ms. Penn or Ms. Waller calls her to share what they are learning in class. Nareef sits in STAR and waits for Ms. Penn to dismiss his table. Once he is packed and ready to go home, Nareef and this teammates file silently down the hall to wait in the pick-up line. When he looks up there is his mother's car waiting at the third cone.

*Ms. Penn is a first year, 1<sup>st</sup> Grade teacher in the Xavier University classroom. Ms. Penn co-teaches her 27 students with Ms. Waller.*

Ms. Penn begins her day at 5:30 am to be at Primary Hall by 6:30 so that she can have time to intellectually prepare for the day. Morning huddle begins promptly at 7:00. The Head of School begins with welcoming the team, followed by the Manager of Operations speaking to the quick hits for the day. The Head of School will be looking for teachers scanning for 100%. The Head of School models what the scan should look like before turning it over for teachers to practice as a group. Ms. Penn participates in the whole group practice. The Head of School pauses her practice, modeling how to use a "disco finger" for her "be seen looking." Colleagues wiggle their fingers in support. Ms. Penn practices again and is met with snaps from her colleagues. From there, the group recognizes students who have embodied the Primary IMPACT values. Ms. Penn hears Ms. Waller share a story about Kamaya embodying Perseverance when she encounters difficulty. Two other teachers share and the Head of School asks that the teachers have a focus on naming Perseverance when they see it in practice.

During planning period, Ms. Penn and Ms. Waller sit down together to grade the morning's math sprint and discuss progress on student goals. The Xavier University (XULA) classroom has a goal of all students scoring 80% or higher on math sprints for math fluency. Ms. Penn notes that 15 of their students have mastered addition within 10 earning scores of 90% or above.

"Let's take a look at the students who fell below 80 percent. We can separate them in piles by scores to see where there may be misunderstanding." Ms. Penn and Ms. Waller analyze their students' scores and create a plan of action. Ms. Penn and Ms. Waller decided to modify homework assignments for the 5 students who need more practice and to inform parents about the additional practice in their weekly trackers. Ms. Waller and Ms. Penn decide that a strategic reteach is best for their students that can be executed during intervention. Ms. Penn creates threshold challenge questions for students to allow students more at bats.

During the afternoon, the Head of School steps into the classroom to observe and coach Ms. Waller and Ms. Penn while they lead their students in a math lesson. Ms. Waller takes the lead on the lesson while

Ms. Penn supports instruction during the lesson. At one point the Head of School steps into the lesson to redirect students and model giving directions and being seen looking. She then steps aside with a smile to allow Ms. Waller to take over the lesson again. The Head of School circulates around the classroom to monitor students' work and identify students Ms. Penn should check-in with. After 15 minutes, the Head of School leaves XULA, but not before leaving a Post-it with a compliment. During their weekly check-in, the Head of School and Ms. Waller will discuss identified areas of growth and weaknesses before practicing a skill to be implemented during instruction. Ms. Carter records feedback in a tracker created for each teacher to measure growth and identify areas of strength to support the entire team.

*Nyla is a Kindergarten student at Primary Hall. She has difficulty with processing her emotions, and requiring support in mathematics, and literacy. Her IEP states that she requires frequent breaks and benefits from positive reinforcement. This is a day during the first three months of school.*

Nyla begins the day with her teammates in Opportunity. On Nyla's desk is a pictorial schedule. She looks at the picture of the bookbag and puts a blue circle on the Velcro circle and a blue circle on the Velcro next to the picture of her homework folder before she sits to eat her breakfast. While Nyla eats, Ms. Sampson greets her warmly and checks to see if she has put her belongings away. Ms. Sampson offers Nyla a choice of two stickers for the sticker chart on her desk. "Nyla, I see you have put your bookbag on your hook and have put your homework folder in the bin. Great way to start the day." Nyla smiles as she selects a pumpkin sticker for her chart. While she eats, her other teacher, Ms. Stanley, gives a picture walk of the read aloud. "Nyla we are getting ready for morning meeting. I have set the timer for 4 minutes. Would you like to take a book to the reading nook?" Nyla took a book from her desk and went to the reading nook. When Ms. Sampson called, "Class, Class" Nyla and her teammates answered, "Yes, yes." "When I count to three, I would like you silently join me on the rug." The timer went off, and Nyla did not want to leave the reading nook. Nyla dropped her book and laid on the floor. While her teammates filed to the rug, Ms. Sampson scans the room and positively narrates two peers. "Nyla, the team is waiting please join us on the rug." Ms. Sampson steps over to Nyla, she crouches and in a lowered voice gives Nyla a clear what to do. "Nyla, please stand." Nyla looks up but does not comply. Ms. Stanley repeats her directions with emotional constancy, and this time Nyla stands. Ms. Stanley says to Nyla, "Thank you. I understand that you may want to continue reading, but we are going to begin our read aloud. You will have time to read your favorite book a little later. I will set your timer and when you hear it beep you can return to the reading nook. Do you understand?" Nyla nods her head. Ms. Stanley asks her what she should do next. Nyla walks to her desk to add a blue circle to her schedule. Ms. Stanley gives an encouraging smile and walks with her to the carpet to join her teammates.

### Attachment 3b: Optional Curricular Materials

Based on the best practice of Brooke Charter Schools,<sup>1</sup> Primary Hall Preparatory Charter School will adopt character education standards to support students’ positive character development. Our character education standards are aligned to our IMPACT values. *Integrity, Mastery, Perseverance, Ambition, Confidence, Teamwork*. Samples of our standards can be found below.

**Figure 3b.1: Sample Standards K-2**

Character Development Standards Grades K to 2	
Integrity	<ul style="list-style-type: none"> <li>• I am honest about what I know and what I don’t know.</li> <li>• I am someone who takes responsibility for my actions.</li> <li>• I can walk silently in the hallways by myself.</li> </ul>
Mastery	<ul style="list-style-type: none"> <li>• I use learning tools carefully, and considerately.</li> <li>• I complete my homework every night without having to be reminded by an adult.</li> <li>• I keep my body still during learning.</li> </ul>
Perseverance	<ul style="list-style-type: none"> <li>• I am someone who uses my mistakes as opportunities to become a better person.</li> <li>• I work hard all day long.</li> <li>• I don’t waste time and dawdle when there is work to be done.</li> </ul>
Ambition	<ul style="list-style-type: none"> <li>• I am someone who embraces challenges.</li> <li>• I set goals for myself and see them through.</li> <li>• I make my own choices instead of following others.</li> </ul>
Confidence	<ul style="list-style-type: none"> <li>• I volunteer to share my answers during lessons.</li> <li>• My body shows confidence. I sit up straight and tall.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• I help my classmates by not being silly during lessons and I don’t stop their learning.</li> <li>• I use my professional voice so that everyone can hear me when I am talking, and I use a quiet voice when I am supposed to be quieter.</li> <li>• I notice when my classmates are doing things well and I compliment them on it.</li> </ul>

<sup>1</sup> <https://www.ebrooke.org/>.



### Attachment 3c: Exit Standards – Grade 5

**ELA.** Locate & refer to relevant details and evidence when explaining what text says explicitly/implicitly & make logical inferences. Determine theme or central idea & explain how it is supported by key details; summarize text. In literary texts, compare/contrast two or more characters, settings, & events, drawing on specific details in text. In informational texts, explain relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from text. Determine meaning of words, phrases, figurative language, academic, & content-specific words and analyze effect on meaning, tone, or mood. In literary texts, explain how series of chapters, scenes, or stanzas fits together to determine overall structure of story, drama, or poem. In informational texts, compare/contrast overall structure in two or more texts using terms such as sequence, comparison, cause/effect, & problem/solution. In literary texts, explain how narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of same event or topic, noting important similarities & differences in point of view they represent. Analyze how visual and multimedia elements contribute to meaning of literary & informational texts. Explain how claims in text are supported by relevant reasons/evidence, identifying which reasons and evidence support which claims. Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras & personal experiences. Know and apply grade-level phonics & word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, & morphology to read accurately unfamiliar multisyllabic words in context & out of context. 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 or self-correct word recognition & understanding, rereading as necessary. 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, and clauses to clarify and connect ideas and 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 with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and 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, and clauses to manage sequence of events. Use concrete words and phrases and sensory details to convey experiences and 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, and research by applying Grade 5 Reading Standards. 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; avoid plagiarism & provide list of sources. Engage effectively in range of collaborative discussions with diverse partners; express ideas clearly & persuasively & build on those of others. Come to discussions prepared, having read or studied required material; draw on preparation & other information known about topic to explore ideas under discussion. Follow agreed-upon norms for discussions & carry out assigned roles. Pose & respond to specific questions by making comments that contribute to discussion and elaborate on remarks of others. Consider ideas expressed and draw conclusions about information & knowledge gained from discussions. Summarize information presented in diverse formats (e.g., including visual, quantitative, & oral). Identify & evaluate reasons & evidence speaker provides to support particular points. Report on topic or text, sequencing ideas logically & using appropriate facts & relevant, descriptive details to support central ideas or themes; speak clearly at understandable pace & volume appropriate for audience. Include digital media &/or visual displays in presentations to emphasize & enhance central ideas or themes. Adapt speech to variety of contexts & tasks, using formal English when appropriate. Use knowledge of language & its conventions when writing, speaking, reading, or listening. Expand, combine, & reduce sentences for meaning, reader/listener interest, and style. Compare/contrast varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 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 and Latin affixes and 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, & nuances in word meanings. Interpret figurative language, including similes & metaphors, in context. Recognize & explain meaning of common idioms, adages, & proverbs. Use relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of words. Acquire & accurately use general academic & content-specific words & phrases, including those that signal contrast, addition, & other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**MATH.** Apply order of operations to evaluate numerical expressions. Write simple expressions that record calculations w/numbers & interpret numerical expressions w/out evaluating them. Generate 2 numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from 2 patterns, & graph ordered pairs on coordinate plane. Recognize that in multi-digit number, digit in 1 place represents 10 times as much as it represents in place to its right & 1/10th 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 2 decimals to thousandths based on meanings of digits in each place, using >, =, and < symbols to record results of comparisons. Use place value understanding to round decimals to any place. Fluently multiply multi-digit whole numbers using standard

algorithm. Find whole-number quotients of whole numbers w/up to 4-digit dividends & two-digit divisors, using strategies based on place value, properties of operations, &/or relationship between multiplication & division. Illustrate and explain calculation by using equations, rectangular arrays, and/or area models. Using concrete models or drawings and strategies based on place value, properties of operations, &/or relationship between operations: • add and subtract decimals to hundredths; • multiply & divide decimals to hundredths. Relate strategy to written method & explain reasoning used. 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. Interpret fraction as division of numerator by denominator ( $aa\ bb = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in form of fractions or mixed numbers. Apply & extend previous understandings of multiplication to multiply fraction by whole number or fraction. Interpret product  $aa\ bb \times q$  as parts of partition of  $q$  into  $b$  equal parts; equivalently, as result of sequence of operations  $a \times q \div b$ . Find area of rectangle w/fractional side lengths by tiling it w/rectangles of appropriate unit fraction side lengths and show that area is same as would be found by multiplying side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas. Interpret multiplication as scaling (resizing). Compare size of product to size of 1 factor on basis of size of other factor, w/out performing indicated multiplication. Explain why multiplying given number by fraction greater than 1 results in product greater than given number (recognizing multiplication by whole numbers greater than 1 as familiar case). Explain why multiplying a given number by fraction less than 1 results in product smaller than given number. Relate principle of fraction equivalence  $aa\ bb = aa\ bb \times nn\ nn$  to effect of multiplying  $aa\ bb$  by 1. Solve real world problems involving multiplication of fractions & mixed numbers. Apply & extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of unit fraction by non-zero whole number and compute such quotients. Interpret division of whole number by unit fraction & 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. Convert among different-sized standard measurement units w/in given measurement system when conversion factor is given. Use conversions in solving multi-step, real world problems. Make line plot to display data set of measurements in fractions of unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Use operations on fractions to solve problems involving information presented in line plot. Recognize volume as attribute of solid figures & understand concepts of volume measurement. Recognize that cube with side length 1 unit, called “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. Recognize that solid figure which can be packed w/out gaps or overlaps using  $n$  unit cubes is said to have volume of  $n$  cubic units. Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., & improvised units. Relate volume to operations of multiplication and addition and solve real world & mathematical problems involving volume. Find volume of right rectangular prism w/whole-number side lengths by packing it w/unit cubes and show that volume is same as would be found by multiplying edge lengths, equivalently by multiplying height by area of base. Apply formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms w/whole-number edge lengths in context of solving real world & mathematical problems. Recognize volume as additive. Find volumes of solid figures composed of 2 nonoverlapping right rectangular prisms by adding volumes of non-overlapping parts, applying technique to solve real world problems. Use pair of perpendicular number lines, called axes, to define coordinate system, w/intersection of lines (origin) arranged to coincide w/0 on each line and given point in plane located by using ordered pair of numbers, called its coordinates. Understand 1st number indicates how far to travel from origin in direction of 1 axis, and 2<sup>nd</sup> number indicates how far to travel in direction of second axis, w/convention that names of 2 axes and coordinates correspond. Represent real world & mathematical problems by graphing points in 1<sup>st</sup> quadrant of coordinate plane; interpret coordinate values of points in context of situation. Understand that attributes belonging to category of two-dimensional figures belong to all subcategories of that category. Classify 2-dimensional figures in hierarchy based on properties.

**SCIENCE.** Develop model to describe matter is made of particles too small to be seen. Measure & graph quantities to provide evidence that regardless of type of change that occurs when heating, cooling, or mixing substances total amount of matter is conserved. Make observations & measurements to identify materials based on properties. Conduct investigation to determine whether mixing of 2 or more substances results in new substances. Use models to describe energy in animals’ food (used for body repair, growth, motion, & to maintain body warmth) was once energy from Sun. Support argument that plants get materials they need for growth chiefly from air & water. Develop model to describe movement of matter among plants (producers), animals (consumers), decomposers, and the environment. Develop model using example to describe ways geosphere, biosphere, hydrosphere, 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. Support argument that gravitational force exerted by Earth on objects is directed down. Support argument that differences in apparent brightness of Sun compared to other stars is due to relative distances from Earth. Represent data in graphical displays to reveal patterns of daily changes in length & direction of shadows, day & night, & seasonal appearance of some stars in night sky. Define simple design problem reflecting need or want that includes specified criteria for success & constraints on materials, time, cost. Generate & compare multiple possible solutions to problem based on how well each likely to meet criteria and constraints of problem. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of model or prototype that can be improved.

## Attachment 4: Student Discipline Policy

Primary Hall Preparatory Charter School (“Primary Hall”) values an achievement-oriented, values-based school environment. To accomplish our mission of academic and personal success for all students it requires that we establish structured classrooms as they provide the necessary framework for academic achievement and free our students of the stress and unpredictability undisciplined environments allow. Primary Hall is committed to treating all students with dignity and respect in a learning environment that is free from discrimination and harassment. Our rules and procedures are instated in the best interest of students’ safety and physical and emotional well-being. **Color System.** In Kindergarten through second grade, Primary Hall will use a color chart and star/check system for behavior management. Having a visual representation of rewards and consequences allows students to begin the process of self-regulation along with participation in mindfulness exercises and practices. This system will require that teachers give consistent feedback to students regarding their behavior and offer support for redeeming misbehavior. Each classroom will be equipped with a pocket color chart (“Brilliant” Blue, “Go-Getter” Green, “Make Better Choices” Yellow, and “Reflection” Red) with students listed in alphabetical order by first name. At any given point during the day students can see their behavioral status and make choices that will elevate their status.

**Figure 4.1: Color System K-2**

<b>Brilliant Blue</b>	The student is modeling stellar behavior, has received three stars during the course of the day, and has not earned any checks.
<b>Go-Getter Green</b>	The student is ready to learn and is complying with teacher directions.
<b>“Make Better Choices” Yellow</b>	The student has had more than three reminders and is not in a place where they can learn at their best.
<b>“Reflection” Red</b>	The student has been making poor behavioral choices and has been impeding on the personal and academic success of others in the learning community.

For grades 3 through 5, a similar color system is used but there are only three colors (Red, Yellow, and Green). Green is equivalent to making Good Choices, and Yellow and Red are poor choices. Language surrounding the system is: “Are you making a good choice or a poor choice?” During the course of the day if a student earns three stars, s/he is awarded with a color change; if s/he receives three checks in one period s/he receives a color change down. It is important to note that colors are fluid throughout the day, and there is always an opportunity for students to make choices that will move their status up on the color chart. The purpose is to support students in regulating themselves and a culture of achievement. Students in all grades K-5 will go home with a Behavior Report as a part of their Homework tracker each night. These reports will be filled out daily by classroom teachers and will be signed each night by our families. The color that students end with will be recorded in the log along with communication from the teacher if deemed necessary. Students who end each day on blue or green will receive a small reward.

**Behavioral Data.** Internally, behavior system results are analyzed daily by teachers, the Dean of Students, Social Worker, and Head of School. All will look for any consistent trends with specific

students and action plan the best supports. The data will be used to identify the specifics around behavioral challenges: (1) What time of day is this student receiving consequences? (2) Is there a trend in a certain subject or with a particular teacher? The answers to these questions will help the Leadership Team devise a behavioral plan for any students who require that service. If a scholar continuously demonstrates behavioral challenges, they will receive additional behavioral supports. If a student is persistently struggling with behavior the classroom teachers will collaborate with the Dean of Students, Social Worker, and Head of School to create a Behavior Improvement Plan. Once Leadership devises a cohesive plan, the plan will then be presented to the parent/guardian of the child. These plans may include a checklist, daily progress report, reflection-based check in/check out procedure, an identified teacher mentor, or incentive systems taped on a student's desk. All intervention plans will be executed to fidelity, and the progress of the plan will be tracked regularly to monitor progress. The Dean of Students, Social Worker, and Classroom teachers will meet to determine the plan's effectiveness after six weeks of implementation.

**Disciplinary Action.** If a student does not respond to the Tier 2 and 3 interventions and is also disrupting the learning environment disciplinary action will be taken. At this time the student will meet with the Dean of Students who will determine next steps. The student's academic success will always be our main priority, and we will seek options that permit the student to remain in the classroom. If there is a more egregious offense (ex: harassment, fighting, threats) the student may be assigned an In or Out of School suspension. In this event, the Dean of Students will meet with the student and their family to outline the incident and discuss consequences.

**Short-Term Suspension.** A short-term suspension is a suspension equal to or fewer than 10 school days. When a short-term suspension is given, Primary Hall will provide the student and parent with oral and/or written notice with an explanation of the behaviors that led to the consequence. Parents have a right to an informal hearing during which a school staff member explains the reason for the suspension. The student can use this opportunity to deny the charge, at which time, the school staff member must share evidence for the school's decision regarding the student's behavior. We intend for all informal hearings to occur prior to the suspension, unless the student poses a threat to students or to the learning environment. If this is the case, the student is granted an opportunity for the informal conference as soon as possible. The Head of School must attend all informal hearings.

**Checklist for Short-Term Suspension.** The school will provide written and/or oral notification of short-term suspension including: Number of days; Behavior that led to the suspension; and Informal hearing with Head of School and student/parent; both have opportunity to share their version of the incident and provide proof or explanation.

**Long-Term Suspension/Expulsion.** A long-term suspension is a suspension of greater than 10 school days. Primary Hall will provide the student and parents with written notice of the long-term suspension, including the behaviors that led to the consequence. The written notice from Primary Hall will include information about the suspension including instructions regarding how to schedule a hearing, if the student or parent chooses to do so, including their right to secure counsel, confront, and cross examine witnesses, and call his or her own witnesses to verify his/her version of the incident. A record of the hearing will be maintained, and the hearing



officer's decision is appealable to the Board of Trustees and then to the authorizer, pursuant to Education Law Section 2855(4).

**Long-term Suspension and Expulsion Procedures and Appeal Process.** In the case of long-term suspension or expulsion, we will follow a set of procedures that comply with all applicable laws and is as follows: (1) The student is immediately removed from class/school as needed. (2) The student is informed of the charges against him/her as well as the evidence of those charges; where applicable, the student has the opportunity to explain his/her version of events.

The Head of School immediately notifies a guardian of the child 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 of the date, time, and place of the hearing, as well as, the charges against the student, a summary of the supporting 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 at the hearing and make a decision as to the student's status and issues a written decision which is sent to the student's guardians, the Board of Trustees, and put in the student's permanent file. If the Head of School finds that long-term suspension or expulsion is indicated, the guardians of the student may appeal this decision to the Board of Trustees within 10 days of the decision to suspend or expel. Such appeal is heard at the discretion of the Chair; in such cases the guardians are once again notified in writing of the of the date, time, and place of the hearing, as well as the charges against the student, summary of the supporting evidence, their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

**Students with Disabilities.** Primary Hall will provide methods and strategies for serving students with disabilities in compliance with all federal laws and regulations. We expect that all Primary Hall students, including students with disabilities, will follow our school culture expectations and code of conduct, with the understanding that violations will cause the school to respond with relevant disciplinary procedures. Primary Hall will adhere to all federal policies and regulations regarding students with disabilities as noted in Education Law §2854(1)(b) and IDEA and will discipline students with behavior plans in compliance with those plans.

**Suspension Policies for Students with Disabilities.** If the student is being suspended for less than or equal to 10 consecutive or cumulative days, the student is subject to the same due process requirements as short-term suspension (see above). If, however, a student with a disability is receiving a suspension for longer than 10 cumulative days throughout the school year, Primary Hall must make a determination as to whether a pattern of removal exists constituting a change of placement. If we determine that there is a pattern of removal, a Manifestation Determination Review is required.

**Alternative Instruction.** Primary Hall will provide alternative instruction in accordance with New York's compulsory education law when students are removed from school. All suspended students are eligible for alternative instruction for one-hour per day for students in grades K-5. To arrange this instruction, the school will reach out to the parent with proposed dates, times, and locations, and the parent is required to follow-up to confirm.



**Gun-Free Schools.** Consistent with the federal gun-free schools act, any Primary Hall Student who is determined under this subdivision to have brought a firearm to or possessed a firearm to school shall be suspended for a period of not less than one calendar year.

**Policies Against Harassment, Bullying, and Intimidation.** Primary Hall is committed to creating a safe learning environment for all students and strictly prohibits from any Harassment, Intimidation, or bullying. Primary Hall will abide by the New York State Dignity for All Students Act which “seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.”<sup>1</sup> This also includes cyber bullying.

**Definition of Harassment, Bullying, and Discrimination.** *Harassment* and *Bullying* are the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts of discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.”<sup>2</sup>

#### **Response to Harassment, Bullying, and Discrimination.**

If harassment, bullying, or discrimination are reported to any teacher, we will respond accordingly:

- All relevant information will be passed to the Head of School (Y1) or the Dean of Students (in all other years).
- The Dean of Students will conduct an investigation and inform all students and their parents that they are part of a case regarding harassment, bullying, and/or discrimination.
- Once the investigation is complete, the Dean of Students will assign a consequence to the student(s) accused of the harassment, bullying, and/or discrimination.

The consequence will depend on the severity of the behavior and is at the discretion of the Dean of Students and Head of School. If the consequence is to exceed a 5-day suspension, the Head of School must be informed and give consent. If the consequence is to exceed a 10-day suspension, the Head of School must be informed, give consent, and share with the Board of Trustees. The

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<sup>1</sup> <http://www.nysed.gov/content/dignity-all-students-act-dasa>.

<sup>2</sup> <https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/New%20York%20School%20Discipline%20Laws%20and%20Regulations.pdf>.





accused student(s) may not return to school until they have had a parent conference with the Dean of Students and written and presented a formal apology to the student they wronged. The incident must be documented for the school and, if requested, shared with the local Police Precinct.

**Student/Parent Harassment, Bullying, and/or Discrimination Report.** Primary Hall encourages any student or parent to report harassment, bullying, and/or discrimination their child is facing at school. To report, a student/parent must follow the following guidelines: (1) Report the incident to the Dean of Students, and includes details of incident (name of students, location, time, behaviors). (2) The Dean of Students will document the information and save it in school files. (3) The Dean of Students will conduct an investigation and be in contact with the reporting parent within 5 school days with next steps.

**Harassment, Bullying, and/or Discrimination Retaliation Policy.** Primary Hall will not tolerate any form of retaliation in response to a student who has filed a harassment, bullying and/or discrimination report. “Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited.” Retaliation will lead to additional consequence determined by the Dean of Students and Head of School.



## Attachment 4a: Sample Weekly Student Schedule

Attachment 4a: Student Schedules	
Figure 4a.1: Sample Weekly Schedule (M, T, Th, F)	
Kindergarten-Second Grade	
7:15	Doors Open/Breakfast
7:40	Official Start of Day
7:40-7:45	Mindfulness
7:45-8:00	Morning Meeting/Calendar Math
8:00-8:25	Read Aloud
8:25-8:55	Literacy Block Rotation A
8:55-9:25	Literacy Block Rotation B
9:25-9:55	Literacy Block Rotation C
9:55-10:05	Snack/Bathroom
10:05-10:20	Math Fluency
10:20-10:50	Number Stories
10:50-11:30	Fitness
11:30-12:00	Intervention
12:00-12:30	Lunch/Recess
12:30-12:45	DEAR/Conferencing
12:45-1:45	Math
1:45-1:50	Mindfulness
1:50-2:35	Writing & Grammar
2:35-3:20	Science (M/T) and Social Studies (Th/F)
3:20-3:50	Character Education
3:50-4:00	Pack up
4:00	Dismissal

Figure 4a.2: Sample Weekly Schedule (W)	
Kindergarten-Second Grade	
7:15	Doors Open/Breakfast
7:40	Official Start of Day
7:40-7:45	Mindfulness
7:45-8:10	Community Meeting
8:10-8:30	Read Aloud
8:30-9:00	Literacy Block Rotation A
9:00-9:30	Literacy Block Rotation B
9:30-10:00	Literacy Block Rotation C
10:00-10:10	Snack/Bathroom
10:10-10:25	Math Fluency
10:25-10:55	Number Stories
10:55-11:55	Math
11:55-12:40	Writing & Grammar

12:40-1:10	Lunch/Recess
1:10-1:15	Mindfulness
1:15-1:30	DEAR/Conferencing
1:30-1:50	Character Education
1:50-2:00	Pack Up
2:00	Dismissal

**Figure 4a.3: Sample Weekly Schedule (M, T, Th, F)**

<b>Third - Fifth Grade</b>	
7:15	Doors Open/Breakfast
7:40	Official Start of Day
7:40-7:45	Mindfulness
7:45-8:00	Morning Meeting
8:00-8:20	Vocabulary/Word Work
8:20-8:50	Literacy Block Rotation A
8:50-9:20	Literacy Block Rotation B
9:20-9:50	Literacy Block Rotation C
9:50-10:00	Snack/Bathroom
10:00-10:15	Math Fluency
10:15-10:45	Number Stories
10:45-11:25	Fitness
11:25-11:55	Lunch/Recess
11:55-12:00	Mindfulness
12:00-12:30	Intervention
12:30-1:00	Book Club/DEAR
1:00-2:00	Math
2:00-2:45	Writing & Grammar
2:45-3:30	Science (M/T) and Social Studies (Th/F)
3:30-3:50	Character Education
3:50-4:00	Pack Up
4:00	Dismissal

**Figure 4a.4: Sample Weekly Schedule (W)**

<b>Third - Fifth Grade</b>	
7:15	Doors Open/Breakfast
7:40	Official Start of Day
7:40-7:45	Mindfulness
7:45-8:10	Community Meeting
8:10-8:30	Vocabulary/Word Study
8:30-9:00	Literacy Block Rotation A
9:00-9:30	Literacy Block Rotation B
9:30-10:00	Literacy Block Rotation C



10:00-10:10	Snack/Bathroom
10:10-10:25	Math Fluency
10:25-10:55	Number Stories
10:55-11:55	Math
11:55-12:40	Writing & Grammar
12:40-1:10	Lunch/Recess
1:10-1:15	Mindfulness
1:15-1:30	Book Club/DEAR
1:30-1:50	Character Education
1:50-2:00	Pack Up
2:00	Dismissal

**Attachment 4b: Sample Weekly Teacher Schedule**

**Figure 4b.1: Sample Co Teacher Schedule (M, T, Th, F)**

<b>Kindergarten-Second Grade</b>		
	<b>Teacher A</b>	<b>Teacher B</b>
7:00	Staff Arrival	Staff Arrival
7:15-7:40	Arrival and Breakfast Duty	Arrival and Breakfast Duty
7:40-7:45	Mindfulness	Mindfulness
7:45-8:00	Morning Meeting/Calendar Math	Morning Meeting/Calendar Math
8:00-8:25	Read Aloud	Read Aloud
8:25-8:55	Literacy Block Rotation A	Literacy Block Rotation A
8:55-9:25	Literacy Block Rotation B	Literacy Block Rotation B
9:25-9:55	Literacy Block Rotation C	Literacy Block Rotation C
9:55-10:05	Snack/Bathroom	Snack/Bathroom
10:05-10:20	Planning	Math Fluency
10:20-10:50	Number Stories	Number Stories
10:50-11:30	Planning	Planning
11:30-12:00	Intervention	Intervention
12:00-12:30	Lunch/Planning	Lunch/Planning
12:30-12:45	DEAR/Conferencing	Planning
12:45-1:45	Math	Math
1:45-1:50	Mindfulness	Mindfulness
1:50-2:35	Writing & Grammar	Writing & Grammar
2:35-3:20	Science (M/T) and Planning (Th/F)	Planning (M/T) and Social Studies (Th/F)
3:20-3:50	Character Education	Character Education
3:50-4:00	Pack up and Dismissal	Pack up and dismissal
4:00-4:10	Dismissal Duty	Dismissal Duty
4:10-4:30	Planning	Planning
Planning Time	105 minutes (M/T) 150 minutes (Th/F)	150 minutes (M/T) 105 minutes (Th/F)

**Figure 4b.2: Sample Co Teacher Schedule (W)**

<b>Kindergarten-Second Grade</b>		
	<b>Teacher A</b>	<b>Teacher B</b>
7:00	Staff Arrival	Staff Arrival
7:15-7:40	Arrival and Breakfast Duty	Arrival and Breakfast Duty
7:40-7:45	Mindfulness	Mindfulness
7:45-8:10	Community Meeting	Community Meeting
8:10-8:30	Read Aloud	Read Aloud
8:30-9:00	Literacy Block Rotation A	Literacy Block Rotation A
9:00-9:30	Literacy Block Rotation B	Literacy Block Rotation B
9:30-10:00	Literacy Block Rotation C	Literacy Block Rotation C
10:00-10:10	Snack/Bathroom	Snack/Bathroom



10:10-10:25	Planning	Math Fluency
10:25-10:55	Planning	Number Stories
10:55-11:55	Math	Math
11:55-12:40	Writing & Grammar	Planning
12:40-1:10	Lunch/Planning	Lunch/Planning
1:10-1:15	Mindfulness	Mindfulness
1:15-1:30	DEAR/Conferencing	DEAR/Conferencing
1:30-1:50	Character Education	Character Education
1:50-2:00	Pack Up and Dismissal	Pack up and Dismissal
2:00-2:10	Dismissal Duty	Dismissal Duty
2:10-2:30	Planning	Planning
2:30-4:30	Professional Development	Professional Development
Planning Time	95 minutes	95 minutes

**Figure 4b.3: Sample Co Teacher Schedule (M, T, Th, F)**

<b>Third - Fifth Grade</b>		
	<b>Teacher A</b>	<b>Teacher B</b>
7:00	Staff Arrival	Staff Arrival
7:15-7:40	Arrival and Breakfast Duty	Arrival and Breakfast Duty
7:40-7:45	Mindfulness	Mindfulness
7:45-8:00	Morning Meeting	Morning Meeting
8:00-8:20	Vocabulary/Word Work	Planning
8:20-8:50	Literacy Block Rotation A	Literacy Block Rotation A
8:50-9:20	Literacy Block Rotation B	Literacy Block Rotation B
9:20-9:50	Literacy Block Rotation C	Literacy Block Rotation C
9:50-10:00	Snack/Bathroom	Snack/Bathroom
10:00-10:15	Math Fluency	Math Fluency
10:15-10:45	Planning	Number Stories
10:45-11:25	Co-Planning	Co-Planning
11:25-11:55	Lunch/Planning	Lunch/Planning
11:55-12:00	Mindfulness	Mindfulness
12:00-12:30	Intervention	Intervention
12:30-1:00	Book Club/DEAR	Book Club/DEAR
1:00-2:00	Math	Math
2:00-2:45	Writing & Grammar	Writing and Grammar
2:45-3:30	Planning (M/T) and Social Studies (Th/F)	Science (M/T) and Planning (Th/F)
3:30-3:50	Character Education	Character Education
3:50-4:00	Pack up and Dismissal	Pack up and dismissal
4:00-4:10	Dismissal Duty	Dismissal Duty
4:10-4:30	Planning	Planning
Planning Time	120 minutes (M/T) 165 minutes (Th/F)	110 minutes (M/T) 155 minutes (Th/F)

**Figure 4b.4: Sample Co Teacher Schedule (W)**

<b>Third - Fifth Grade</b>		
	<b>Teacher A</b>	<b>Teacher B</b>
7:00	Staff Arrival	Staff Arrival
7:15-7:40	Arrival and Breakfast Duty	Arrival and Breakfast Duty
7:40-7:45	Mindfulness	Mindfulness
7:45-8:10	Community Meeting	Community Meeting
8:10-8:30	Vocabulary/Word Study	Vocabulary/Word Study
8:30-9:00	Literacy Block Rotation A	Literacy Block Rotation A
9:00-9:30	Literacy Block Rotation B	Literacy Block Rotation B
9:30-10:00	Literacy Block Rotation C	Literacy Block Rotation C
10:00-10:10	Snack/Bathroom	Snack/Bathroom
10:10-10:25	Planning	Math Fluency
10:25-10:55	Planning	Number Stories
10:55-11:55	Math	Math
11:55-12:40	Writing & Grammar	Planning
12:40-1:10	Lunch/Planning	Lunch/Planning
1:10-1:15	Mindfulness	Mindfulness
1:15-1:30	Book Club/DEAR	Book Club/DEAR
1:30-1:50	Character Education	Character Education
1:50-2:00	Pack Up and Dismissal	Pack up and Dismissal
2:00-2:10	Dismissal Duty	Dismissal Duty
2:10-2:30	Planning	Planning
2:30-4:30	Professional Development	Professional Development
Planning Time	95 minutes	95 minutes



2020 2021 Academic Calendar

March 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days: 0						

April 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Instructional Days: 0						

- Key:
- April- July Founding Family Home Visits
  - Primary Summit (PD)
  - Student Orientation
  - First/Last Day of School
  - Holiday Observance (No School)
  - Quarter Ends
  - Family/Teacher Conferences
  - Professional Development
  - Assessment Windows
  - Family Nights

May 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days: 0						

June 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Instructional Days: 0						

- Important Dates:
- April-July Founding Families Home Visits
  - July 27: Start of Summer Professional Development
  - August 19: Family Orientation
  - August 24: First Day of School
  - August 24-28: Student Orientation (1PM Dismissal)
  - September 7: NO SCHOOL - Labor Day
  - September 8: NO SCHOOL - Professional Development
  - September 9-11: NWEA MAP Testing Window
  - September 30: Family Night #1
  - October 12: NO SCHOOL - Professional Development
  - October 13-15: Internal Assessments/STEP Window
  - October 23: End of Quarter 1
  - October 28: Family/Teacher Conferences #1
  - November 11: NO SCHOOL - Veterans Day
  - November 16: NO SCHOOL - Professional Development
  - November 18: Family Night #2
  - November 25: Half-Day
  - November 26-27: NO SCHOOL - Thanksgiving Recess

July 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Instructional Days: 0 PD Days: 5						

August 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 6 PD Days: 15						

- December 14-16: Internal Assessments/STEP Testing Window
- December 16: Family Night #3
- December 23: Half Day
- December 24- January 1: NO SCHOOL - Winter Recess
- January 4: NO SCHOOL - Data Day/Professional Development
- January 11-13: NWEA MAP Testing Window
- January 15: End of Quarter 2
- January 18: NO SCHOOL - MLK Day Observance
- January 27: Family/Teacher Conferences #2
- February 15-19: NO SCHOOL - Winter Break
- February 22: NO SCHOOL - Professional Development
- February 24: Family Night #4
- March 15-17: STEP Assessment Window
- March 22: NO SCHOOL - Professional Development
- March 26: End of Quarter 3
- March 31: Family/Teacher Conferences #3
- April 2-9: NO SCHOOL - Spring Recess
- April 12: NO SCHOOL - Professional Development
- April 28: Family Night #5
- May 26: Family Night #6
- May 31: NO SCHOOL - Memorial Day
- June 2-4: STEP Assessment Window
- June 9-11: MAP and internal End of Year Assessments
- June 23: End of Quarter 4
- June 23: Last Day of School
- June 24-25: Professional Development

September 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Instructional Days: 20 PD Days: 1						

October 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days: 21 PD Days: 1						

November 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Instructional Days: 17 PD Days: 1						

December 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days: 17 PD Days: 0						

January 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days: 18 PD Days: 1						

February 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Instructional Days: 14 PD Days: 1						

Total Instructional Days: 187  
Total PD Days: 29

March 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days: 22 PD Days: 1						

April 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Instructional Days: 15 PD Days: 1						

May 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 20 PD Days: 0						

June 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
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

## Changes to Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Arielle Peterson [Redacted]	Fellow, Building Excellent Schools	Education	Proposed Head of School	Ex officio, non-voting member	Removed
2	Arielle Peterson [Redacted]	Fellow, Building Excellent Schools	Education	Employee/Proposed Head of School		Added
3	Dr. Francisco Hernandez-Ilizaliturri [Redacted]	Professor of Oncology Roswell Park Comprehensive Cancer Center	Fund Development	Trustee	Trustee	Added
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).

N/A

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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Francisco J. Hernandez-Ilizaliturri

**Proposed Charter School Name:** Primary Hall Preparatory Charter School

*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.

Ms. Arielle Peterson approached me with a vision for a high-quality college-preparatory elementary school for students on the East Side and the opportunity to impact my community for which I care deeply. I have worked with various youth organizations in the community and have helped to train and support students directly related to my work. After several conversations with Ms. Peterson and the BES staff, I am confident in my ability to support the team and the school. I understand my role as a Board member, and I am excited to be a part of Primary Hall for Buffalo.

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

Please provide a personal statement regarding the experience and skills that you bring to the table.

During my professional career, I have had the opportunity to participate in the training and mentorship of graduate students, medical students, residents, and fellows from diverse ethnic backgrounds. I am a Professor of Oncology at the Roswell Park Comprehensive Cancer Center as well as Chief of Lymphoma, and I oversee the clinical lymphoma program. Aside from these positions, I am also a Clinical Associate Professor of Medicine at the Jacobs School of Medicine and Biomedical Sciences at the State University of New York University at Buffalo. I have been the director of large projects here at Roswell which has given me the ability to identify, organize, and direct strategic planning as well as experience in providing input on improving financial aspects of hospital trials. I carry multiple responsibilities including patient care, research, education, mentoring, and organizational management, and community development. I am prepared to leverage my professional and personal networks to support the growth of Primary Hall.

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).

Though I have recently joined the founding team, I am committed to joining the work of establishing a quality school for underserved students on the East Side and I look forward to lending my support to Primary Hall by serving as a board member. I have begun sharing with Ms. Peterson strategies on fund development and opportunities that we as the Founding Team should be pursuing and I am opening up several networks of support on behalf of our work.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

No additional information.

Francisco J. Hernandez-Ilizaliturri

Printed Name

Signature

5-02-2019

Date

### Background Information—Proposed Board of Trustees Only

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

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

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

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

This does not apply to me.  Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):  
Board Member, Development Committee

I will sit as a Board member for Primary Hall and serve on the Facilities Taskforce and Development Committee.

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

Growing up, I recognized the lack of educational options in the region for students of color. I have a passion for educating youth and young professionals to ensure they have the exposure and opportunities necessary to be successful in the careers of their choice. Joining the Board for Primary Hall will allow me to support the mission to provide quality education to students with similar backgrounds like myself.

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:

Mrs. Rochelle Brown previously worked in a bank office (10 years ago) where I do business.

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.

There is absolutely no room for self-dealing on the Board. The Board will sign a Conflict of Interest form each year which will allow us to disclose any potential or perceived conflicts on the Board. If a member is found to engage in self-dealing, I will report the Board member in question directly to the Board Chair who will then begin an investigation on the matter. The Board Chair will bring the matter to the full Board for a decision to remove the Board member who has engaged in self-dealing in accordance to our Bylaws. If the Board Chair is the member found to have engaged in self-dealing, I will bring the matter to the Vice Chair for review.

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.

Primary Hall exists to provide an excellent educational option to families on the Buffalo's East Side. This will be accomplished through individualized supports for students and a

focus on college preparation. We believe that college begins in Kindergarten, and every student should have access to a high-quality education in order to succeed in life.

24. Please explain your understanding of the educational program of the charter school. Primary Hall will offer students in K-5 tailored instruction to prepare them to attend a rigorous middle school and high school in preparation for college. Primary Hall will provide an extended school day and school year, and have a focus on literacy and mathematics.

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 employs, supports, and retains excellent teachers, manages finances well, closely monitors student performance, offers a low teacher to student ratio, and offers a balanced educational program (academics, character education, enrichment). The Board will need to be responsible for ensuring we meet the goals that we speak to in our charter application. First, we need to ensure there is adequate oversight over our finances, academic programs, and the school. The second is to support and evaluate our School Leader. Third, is to continue to support the growth of the school.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Francisco J. Hernandez-Ilizaliturri 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

5-02-2019  
\_\_\_\_\_  
Date



## Attachment 5b: By-Laws

### Primary Hall Preparatory Charter School Bylaws

#### ARTICLE I

##### Name, Location, Mission, and Objectives

Section 1: The name of the organization is Primary Hall 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 Buffalo community. We prepare our students for academic and personal success in middle school, high school, and college.

#### 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 seven (7) 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 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 the office of 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 a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## **ARTICLE 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 a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest (“interested Trustee(s)”). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be 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 Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. 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 construed to be adverse to the Corporation’s interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure 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: \_\_\_\_\_



## Attachment 5c: Code of Ethics

### Primary Hall Preparatory Charter School Code of Ethics Policy

The Board of Trustees (the “Board”) and senior staff of Primary Hall Preparatory Charter School (“Primary Hall”) 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 Primary Hall; and ensure that they do not receive improper personal benefit from their positions.

Accordingly, the Primary Hall Board has adopted the following procedures to govern Primary Hall decision-making processes. Moreover, Board members, experts, advisors, and Primary Hall 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 Primary Hall 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 Primary Hall is considering a transaction, and (b) any person who has a significant position in an entity with which Primary Hall is considering a transaction.

2. Primary Hall 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 Primary Hall 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 Primary Hall is considering a transaction, and (b) any person who has a significant position in an entity with which Primary Hall is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expense associated with Primary Hall-related travel, meals, or other professional activity from actual or potential suppliers of Primary Hall. 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 Primary Hall, except (a) gifts presented to Primary Hall where the recipient is representing Primary Hall and thereafter presents the gift to Primary Hall, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Primary Hall duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Primary Hall, 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, Primary Hall.
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 officially 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: If Applicable, CMO Information**

Not applicable.



**Attachment 6b: If Applicable, Proposed Management Contract or Term Sheet**

Not applicable.



**Attachment 6c: If Applicable, Management Organization Business Plan**

Not applicable.



**Attachment 6a: If Applicable, CMO Information**

Not applicable.





**Attachment 6b: If Applicable, Proposed Management Contract or Term Sheet**

Not applicable.



## Attachment 7: If Applicable, Partnership Information

Not applicable.



## Attachment 8a: Hiring and Personnel Policies and Procedures

### Hiring Practices

**Employment Checks.** Primary Hall Preparatory Charter School (“Primary Hall”) will conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment.

**Equal Opportunity Employment.** Primary Hall is an Equal Employment Opportunity (EEO) employer and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

**Employment Classifications.** All employees will be classified as either full-time or part-time, and either exempt or non-exempt. We may hire consultants and/or temporary employees. Full time employees are those scheduled to work the full- academic year and who work no fewer than 40 hours per week and are eligible to participate in the school’s benefits program. Part time employees are those who work fewer than 30 hours per week and are not eligible to participate in the school’s benefits program. Exempt: Primary Hall will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay. Primary Hall will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay. Consultants are independent contractors who work under a consultancy agreement, have no employee status and are not eligible for benefits. Temporary employees are those whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School’s benefits program.

**Employment at Will.** An employee’s relationship with Primary Hall is an employment “at will” and either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees (Board) to oversee school policies and operations. However, no person other than the Head of School has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

**Criminal Background Checks.** As condition of employment, Primary Hall requires all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subjects to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the building around students. In compliance with the New York State Charter School Act and federal and state laws and regulations, no employee will be exempt from criminal background checks or fingerprinting.

**Schedules and Compensation - Work Day.** Unless otherwise agree upon with the Head of School,



all staff must arrive at school at least twenty-five (25) minutes before the school doors open. Staff must remain at school until at least one hour (60 minutes) minutes after student dismissal at 4:00pm, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later. **Pay Schedule.** Employees will be paid bi-monthly, with paychecks issued every two weeks on Friday. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

**Holidays and Vacation Time.** Except for personal days, described below, and school holidays, teachers do not receive vacation time. Teachers begin employment on the first day of Staff Summer PD or August 1—whichever is first, and end on June 30. Administrators and staff work year-round and will receive two weeks of paid vacation during the summer. Primary Hall observes most Buffalo Public Schools paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Primary Hall Annual Calendar.

**School Closings.** Primary Hall follows the same school-closing policy as the Buffalo Public Schools. If the Department of Education makes an announcement regarding the delay of opening, closing, or early dismissal of students, Primary Hall will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Head of School.

**Performance Review and Evaluation.** Performance reviews and evaluations, informal and formal, will be an integral part of every staff member’s professional development. Performance evaluations will take place in a formal setting, scheduled in advance, and occur once during a contract year with a mid-year performance check in between December and January. Evaluations will be based on general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal and termination, or resolution of other contractually related terms and/or conditions. Performance evaluations will be delivered in written form and be prepared by the immediate supervisor. When appropriate, the Head of School will be involved in the preparation of performance evaluations. Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and Head of School will be scheduled within the next five business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. Once this meeting takes place, a written response will be prepared by the Head of School within five business days and will be immediately delivered to the employee and direct supervisor of the employee. If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Board Chair of the Primary Hall Preparatory Charter School Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case. The Board of Trustees, through the Board Chair, will hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this



case. All decisions of the Board of Trustees will be final.

**Benefits.** We offer a competitive benefits package. **Health Insurance.** We will provide a competitive health benefits package and reserve the right to amend or terminate this program or to increase employer premium contributions. **Dental Insurance.** The Head of School may select a dental insurance plan that the School may offer. **Life Insurance.** The Head of School may select a life insurance policy that the School may offer. **Disability Insurance.** Primary Hall carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Operations Manager with review by the Head of School. The employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies. **Retirement and 401K.** Primary Hall will offer a 5% match to any full-time staff member's 403(b) retirement plan. **Medicare.** All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate without notice. **Domestic Partner Policy.** Primary Hall offers domestic partner health coverage along with individual and family plans. The cost is the same as the family plan. **Workers' Compensation Policy.** All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries. **Unemployment Compensation.** Primary Hall contributes to the Unemployment Compensation Plan administered by New York State.

**Time Away from Work. Personal Time Off.** Every full-time employee is entitled to five paid sick/personal days per school year. If an employee would like to request a personal day off, they must provide written or electronic notice to the Head of School no less than one week prior to the requested day. If an employee is not able to report to work because of sickness, or sickness to someone dependent on them for care such as parent, spouse, partner, or child, it is expected that the employee will contact the Head of School with as much advance notice as possible, and by 6:00am on the day of the absence, allowing enough time for the Head of School to find a substitute teacher or temporary help. Sick/personal days will not roll over from year to year. **Jury Duty.** All employees will be granted jury duty leave when summoned. Employees summoned for jury duty should inform the Head of School immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 work days) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty. **Bereavement Policy.** Full-time employees are entitled to take up to three consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, nephew/niece, grandparent, or grandchild. **Military Leave.** The Unified Services Employment and Re-Employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five years (cumulatively) and honorably discharged at conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary. **Family Care, Maternity, and Adoption Leaves of Absence.** Primary Hall complies with the federal Family and Medical Leave Act (FMLA). Full-time employees who have completed at least ninety days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity, or adoption. An employee may

apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve weeks. An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: (1) disability leave of absence, (for employee's period of actual disability), and (2) family care leave of absence (for any additional period of time requested by employee to care for newborn child). Total leave time may be up to twelve weeks. If the employee is disabled due to pregnancy for longer than twelve weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve-month period following the date of the child's birth. An employee may apply for an adoption leave of absence for adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve weeks. The adoption leave of absence must be concluded within twelve months following date of the adoption or placement. If leave is for the birth or adoption of a child, Primary Hall will provide salary continuation according to the following schedule: For employees who have worked fewer than 24 months, three weeks of paid leave will be given to the primary caregiver and one week of paid leave to the non-primary caregiver. For employees who have worked a minimum of 24 months, six weeks of paid leave will be given to the primary caregiver and two weeks of paid leave to the non-primary caregiver. For employees who have worked a minimum of 60 months (5 years), nine weeks of paid leave will be given to the primary caregiver and three weeks of paid leave to the non-primary caregivers. Total parenting leave period (paid and unpaid, including FMLA if applicable) will not exceed 12 weeks. **Returns from Leave.** If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve weeks, s/he is entitled to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve-month period, the employee's job will be held for a total of ninety days which will include all leave time used in connections with all family care leave taken during the previous twelve months, not just the leave time used in connection with the current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

**Staff Conduct with Students** No staff member, or other adult, should be alone with any student, regardless of age or gender behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to move to an open location or seat him/herself and the student where they are completely visible to passersby. No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School. Staff members are not allowed to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair, or



police prior to transporting a student in a personal vehicle. Staff should not be on-line friends (or equivalent) with students at the school on social networking sites such as Facebook until the student has graduated from high school. Staff should have profiles that are kept private from current students to the extent possible. Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation or disability. Staff should not engage in any inappropriate or sustained physical contact with students. A staff member should not initiate any contact with a student, for example, a teacher should not initiate a hug with a student. Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police, and inappropriate behavior by parents. Violation of these policies regarding conduct with students could result in dismissal.

**Workplace Safety and Environment. Email and Internet.** The School's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communication are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transactions; users have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email messages is strictly prohibited. Employees may not use the Internet to send, access, display, download, or print pornographic or sexually explicit materials, derogatory, racial, or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination. **Telephone Policy.** Staff must return all phone calls within two business days of receiving them. Cell phones should never be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance. **Drug and Alcohol Policy.** Primary Hall prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. The only exception is when the use of a controlled substance is pursuant to a doctor's or other health care professional's order and the doctor or health care professional has advised the employee that the substance will not adversely affect the employee's ability to perform his or her job duties safely. In such situations, the employee must provide a doctor's note stating that the employee is able to safely perform his or her job duties. Any employee convicted under any criminal drug statute for a violation occurring while on the job, around students, on Primary Hall premises, or in any vehicle used for Primary Hall business must notify Primary Hall no later than five days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty. We recognize that employees suffering from alcohol or drug dependence can be treated. Consistent with its policy of equal opportunity, Primary Hall maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage you to seek assistance before substance or alcohol use renders you unable to perform essential job functions or jeopardizes your health and safety and/or that of others. **Violence-Free Workplace.** We provide a workplace that is safe and free from all threatening and intimidating conduct. Primary





Hall will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to Primary Hall employees, students, guests, vendors, and persons doing business with Primary Hall. It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy may result in disciplinary action. **Use of Tobacco.** Employees may not use any tobacco products on school grounds, anywhere off school grounds that is visible from school grounds, or anywhere that could be reasonably expected to encounter students during the school day. Any violations of this policy may result in disciplinary action. **Dress Code.** Professional attire is expected for all employees every day. Teachers should follow the student dress code requirements of skirt length being to the knee to maintain professionalism. **Moral and Ethical Expectations.** All employees of Primary Hall are expected to behave in a consistently moral and ethical manner. **Personal Property.** Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours. **Equipment and Facility Responsibilities.** Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom and the room's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Storage closets should never be left open. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters. During non-working hours, all facilities will be equipped with a burglar system and Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code. **Record Retention.** All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Head of School or Director of Operations. **Outside Employment.** Employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibility within the school. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time. **Family Educational Rights and Privacy Act.** The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation. **Change of Personal Data.** It is the responsibility of the employee to notify the Operations Manager or the Head of School of any change(s) in personal data that may have an impact on future employment verification. **Dispute Resolution.** It is the policy of Primary Hall to treat employees 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 the School. The School has established the administrative review system that follows, 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 employees and co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjects to discrimination or retaliation or be panelized in any way for their use of these procedures. Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees 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 employees 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 and Primary Hall. (1) In the event that an employee believes s/he 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 business days of receiving their supervisor's response. The employee must notify their supervisor of this action. (3) The Head of School will respond to both parties within two business days of receiving the complaint. (4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees which will review any complaint brought before it and will respond in writing to the parties concerned within fifteen days of receiving the complaint. The decisions of the Board are final. (5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure. (6) At their own expense, employees may seek outside guidance to articulate a complaint as clearly as possible.

**Harassment Policy.** Primary Hall expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state, or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes. Sexual harassment is considered to be: (1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where (a) submission to such conduct is made either explicitly or implicitly a term or condition of employment, (b) submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment. or (c) such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment; (2) Offensive comments, jokes, innuendoes, and other sexually oriented statements; and (3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons. The Head of School and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Employees are responsible for respecting the rights of coworkers. Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or Head of School. Complaints will be investigated promptly and kept confidential to the extent possible. If Primary Hall determines an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment. Primary Hall prohibits any form of retaliation against any employee for filing a complaint or for assisting in a complaint investigation.



**Non-Discrimination Statement.** Primary Hall admits students of any race, color, gender, religion, disability and national origin. Primary Hall does not discriminate on the basis of race, color, gender, religion, ability, sexual orientation, and national origin in administration of its policies and programs. **Non-Discrimination Policy.** Any grievance regarding discrimination shall be handled through the Head of School and in consultation with the Board when appropriate. The complainant should contact the EEOC Officer, who shall provide information and assistance on filing and pursuing the complaint. Specifically, no persons within Primary Hall shall intentionally commit any of the following acts for reasons prohibited by this policy: (a) Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment; (b) Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; and (c) Deny a person any service or other program benefits based on the individual's legally protected classification. A Primary Hall employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the management team. It is the policy of Primary Hall, its students, faculty, and volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay. **Immigration Law Compliance.** Primary Hall does not hire anyone that is not a citizen of the United States or is not a non-citizen authorized to work in the United States under the Immigration Reform and Control Act of 1986. As condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States. **Accommodations of Individuals with Disabilities.** Qualified individuals with a disability may request reasonable accommodation to the Head of School. On receipt of request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and potential reasonable accommodation that Primary Hall might make to help overcome those limitations. Primary Hall may request medical certification from the individual's doctor to verify the disability and precise nature of the limitation. **Workplace Searches.** To safeguard the safety and property of employees, students, and Primary Hall, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. There is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Primary Hall to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge. **Corrective Action.** All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge. Most performance problems will be addressed using progressive discipline, which may include oral warning, written warning, probation period, and then discharge. In cases of serious misconduct, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

**Conflict of Interest.** Is it Primary Hall's policy that employees and others acting on Primary Hall's behalf must be free from conflicts of interest that could adversely influence their judgement or



objectivity in conducting Primary Hall activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

**Gifts.** All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, suitability of the gift given position at Primary Hall, the impact of the gift on building positive business relations, and how gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity, and frequency, is within the bounds of good taste, and that the first can withstand public scrutiny without damaging Primary Hall's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift. With an understanding of this perspective on gift acceptance, employees may use their own judgement on accepting gifts with a value of \$50 or less. The acceptance of any gifts above \$50 must be approved by the Head of School. This policy applies to all employees. Employees should not offer a gift to any visiting elected official that exceeds \$50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Primary Hall has no party affiliation and is an apolitical organization.

**Purchasing and Contracts.** Primary Hall employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. Employees should refrain from these activities with any organization in which: (1) Board members, employees, or person related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or (2) Board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation. Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or Board Chair so that alternate arrangements can be made for the management of the transaction.

**Nepotism and Personal Relationships in the Workplace.** Primary Hall permits employment within the Primary Hall community of individuals of the same family/household or those who have a romantic relationship. A manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). To avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring,

promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisorial relationship will continue, Primary Hall may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited to: hiring, promotion, transfer or termination. Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

**Non-Solicitation and Non-Distribution Policy** Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, Primary Hall has established the following rules: (1) During periods of an employee's workday when he/she is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Primary Hall business. (2) During periods in another employee's workday when he/she is engaged in or required to be performing his/her work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Primary Hall business. (3) Distribution of literature of any kind unrelated to Primary Hall business may not be made in public areas of the school, classrooms or other working areas at any time. (4) Persons not employed by Primary Hall are not permitted to solicit or distribute literature on school premises.

### Hiring Process

Primary Hall employees will be hired through the following process: **1. Resume Screening** provides opportunity for candidates to communicate who they are and their qualifications for a vacant role. We review resumes for content, professional quality, grammar, spelling, and experience and relatable experience (urban education), community involvement, education, certifications, and measurable results in previous roles. **2. Response to Written Communication** allows insight to a candidate's thinking and possible mission alignment. We look for leadership potential, ability to work well with others and in a demanding, fast-paced environment. We look for high-quality writing and ability to clearly articulate ideas. We will use a rubric to score responses and determine if a candidate will advance to the next round. "Strong/Aligned Response (1-3 points), or Weak/Misaligned response (0 points) . Candidates must score an 11 out of 15 or the equivalent to advance to the next round. Candidates are allocated 2 days to respond. **Step 3: 15 minute Phone Screen** is also scored through a rubric, with the maximum points possible is 15. A candidate scoring 11 or higher should be considered for an in-person interview/demo lesson. A candidate scoring an 8 or below should receive a generic email declining their application. The goal of the phone screen is to determine if the candidate is truly a mission fit: (a) believes that all children can learn and that the school and teachers can make that happen, no matter what and (b) has a powerful, whatever it takes work ethic. If possible, we schedule phone screens over Skype, Zoom, or Google Hangout to watch body language. **Step 4: In-Person Interview** is 90 minutes, and an opportunity to learn more about the culture and

personality fit of the candidate, critical thinking, and discrete skills s/he brings to the role. This interview will consist of demo lesson, feedback cycle, and 1:1 questions. At least a week prior to the interview (unless there are schedule conflicts, or during initial hiring period in Spring 2020), candidates will receive a scripted lesson from our curriculum. Candidates will execute the lesson to a small group of students or adults as proxies. The purpose is to see how candidates approach the task, set academic and behavioral expectations for children, as well drive towards to overall objective of the lesson. Following the demo lesson, teachers will formally sit down with the Head of School. Candidates will have opportunity to highlight their own areas of strength and improvement. Following, the Head of School will give feedback around areas of strength and improvement. The Head of School will give the candidate 1 to 2 action steps and candidate will have opportunity to implement feedback. The purpose is to assess receptiveness to feedback and ability to implement feedback in the moment. Finally, there are 1:1 questions which continue to probe responses from written and phone screen process of interview with the aim to assess overall mission and school fit. **Job Offers.** Offers are made by the Head of School and, if accepted, the Director of Operations follows up within 48 hours to the new employee.

## Job Descriptions of School Employees

### Head of School

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#### Qualifications:

- Experience in leadership and management of both adults and students.
- Minimum of Master's or Advanced Degree preferred.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Experience in budgetary planning, accounting, and effective allocation of school resources.
- Strong organizational skills and ability to multi-task.

#### Responsibilities:

- Recruit and hire mission-aligned and results-oriented individuals to fill all positions.
- Create, monitor, and sustain culture of academic excellence through consistent implementation of systems and structures to maximize student learning.
- Train and evaluate the Director of Curriculum and Instruction (Y2) through observation and practice of curriculum and assessment development, teacher coaching and support, delivery of professional development, and lesson plan feedback and review.
- Lead development and adaption of rigorous curriculum and management of data-driven instruction designed to improve student achievement.
- Create clear and measurable internal standards aligned to the NYSLGLS.
- Manage and oversee Director of Operations as well as all other staff including representatives of all outsourced business functions.
- Lead staff development and administrative meetings.
- Manage and direct recruitment, hiring, training, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions as applicable.
- Observe all teachers weekly and twice-weekly for new teachers, as well as walkthroughs (supported by DCI beginning in Y2).



- Draft and provide evaluations of all staff members (working with DCI or Director of Operations when evaluating positions that also fall under their management).
- Implement all personnel policies.
- Serve as primary spokesperson for school to both internal and external constituents.
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
- Manage and allocate school resources, including financial resources, in alignment with values of school; work with Director of Operations to evaluate accuracy of all financial documents.
- Coordinate, manage, and ensure compliance with state-mandated instruction, assessment, and reporting, including requirements for English Learners.
- Hire and supervise personnel who provide contracted services (e.g. speech therapy).
- Supervise and direct culture of school by monitoring academic program and implementation of school's discipline code to ensure safe, and focused school environment/
- Develop and communicate strategic plan for the school.
- Serve as authorizer liaison.

#### **Director of Operations**

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##### *Qualifications*

- College degree preferred but may be substituted for relevant experience.
- Three or more years of customer service or administrative experience.
- Strong organizational abilities and detail-oriented.
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software.

##### *Responsibilities*

- Maintain accurate, complete, neat, and organized files for every student.
- Coordinate lottery, admissions, enrollment, and waitlist procedures for the school.
- Conduct community outreach and engagement.
- Collect, enter, and maintain school data in administrative database.
- Create purchase orders, track shipments, and follow-up on administrative needs with vendors, including ordering, receipt and maintenance of supplies.
- Work with Office Coordinator to maintain accurate attendance records and follow-up with families when students are not present at school.
- Coordinate all school mailings.
- Ensure strict confidentiality of personal student and staff records and data.
- Support Office Coordinator in operational duties, including lunch distribution, recess and inventory and distribution of supplies.
- Maintain enthusiastic greetings of all school stakeholders (in person, by phone, through email, and through mail) and provides information and directs communication thoughtfully.
- Communicate to all school stakeholders in thoughtful, calm, and knowledgeable way.
- Remain familiar with school policies, procedures, and operations.
- Draft, edit, and translate documents, as needed.



- Complete other responsibilities as requested by Head of School.

**Dean of Culture** \_\_\_\_\_*Qualifications*

- College degree preferred but may be substituted for relevant experience.
- Urban teaching experience.

*Requirements*

- Set and execute vision for school culture with the Head of School.
- Create system for tracking school culture and tracks, analyze and action plan based on data.
- Create system for and conduct school culture audits on a monthly basis.
- Action plan for any deficits in culture.
- Handle in-school disciplinary action and coordinate out of school actions, i.e. suspensions.
- Communicate with families around all cultural aspects of the school including field trips, school celebrations, parent-teacher conferences, and disciplinary issues and actions.
- Plan for, implement, and maintain every detail of every school system and procedure of the school, including HW, discipline, detention, transitions, entrance and exit, so that Primary Hall is structured and joyful with a focus on learning.
- Maintain positive relationships with families while holding consistently high behavioral expectations for students.

**Director of Curriculum and Instruction** \_\_\_\_\_*Qualifications*

- Minimum of three years working in urban education with history of significant gains in scholar performance and/or growth.
- Bachelor's Degree Required, Master's Degree preferred.
- Experience in leadership and management of both adults and students.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Strong knowledge of Common Core State Standards in all relevant grades and subjects.

*Responsibilities*

- Create scope and sequence for Math, ELA, SS, and Sci for every grade level a minimum of one year in advance.
- Coach designated teachers on lesson plan internalization, execution of lessons, implementation of data into instruction.
- Assist in teacher hiring with Head of School.
- Coordinate with Director of Student Supports on IEP process.
- Seek out most effective, research-based curriculum programs for school to draw upon and use, from computer-based to textbook-based.
- Create rigorous, standards-based, end-of-year and interim assessments for Reading Comprehension, Math, Science and SS and Writing for every grade as well system to evaluate the outcomes and respond to data.
- Coach teachers on executing daily, weekly, and interim assessments and analysis and highly responsive action plans that bring 100% of students to mastery of 100% of objectives. in instruction such that every single student masters every single standard.

**Director of Student Supports** \_\_\_\_\_*Qualifications*

- College Diploma.
- NY Special Education Certification.
- At least 3 years Special Education teaching experience.

#### *Requirements*

- Create and execute comprehensive school-wide systems for monitoring all student achievement and noting of any students falling behind adequate progress.
- Coordinate all special education testing and creation of IEPs and 504s plans.
- Train staff in school's special education systems and procedures, from identification to monitoring, to referral to providing of services.
- Ensure all students given appropriate services on daily, weekly, quarterly, and yearly basis.
- Coordinate scheduling of all special student support staff, including any contracted services.
- Ensure all students in need of special education testing are tested and given appropriate plans.
- Ensure school is in compliance with all state and federal special education laws.
- Ensure all qualified students are identified and are given appropriate special services.

#### **Special Education Teacher**\_\_\_\_\_

##### *Qualifications*

- College Diploma.
- NY Special education certification or work towards such certification.

##### *Responsibilities*

- Collaborate effectively with classroom teachers.
- Stay organized and effective despite a highly variable daily schedule.
- Communicate with both parents and staff regarding individual student needs.
- Ensure special needs students achieve high levels of growth.

#### **General Education Teacher**\_\_\_\_\_

##### *Qualifications*

- College Diploma.
- Teaching certification or working towards attaining.

##### *Responsibilities*

- Create engaging, rigorous daily lesson plans in subject area.
- Deliver lessons plans to students that are engaging, and effective per student data.
- Cultivate positive relationships with families and consistently communicate with families
- Assess and evaluate student growth; create and execute action plans at class-wide, group-wide and individual basis in response to student data.
- Create classroom culture that develops IMPACT values in students.
- Effectively and regularly communicate with parents to address individual student needs.
- Consistently model IMPACT Values.

#### **TeachingAssistant**\_\_\_\_\_

##### *Qualifications*

- At least a high school diploma or equivalent.

##### *Responsibilities*

- Support academic progress of students in assigned classroom.

- Support general education teachers in routines, procedures, and systems.
- Assist with students during all communal times including breakfast, lunch, entry and dismissal, community meetings, and transitions.

### Teaching Fellow

#### Qualifications

- Teaching certification or working towards certification.

#### Responsibilities

- Create engaging, rigorous small group lesson plans in given subject area.
- Coordinate and organize support of multiple groups of students and individual students.
- Steps in for any lead teachers or co-teachers when they absent.
- Supports teachers in assessing and remediating students in responsible grade level.

### Operations Fellow

#### Qualifications

- College enrollment or college diploma.

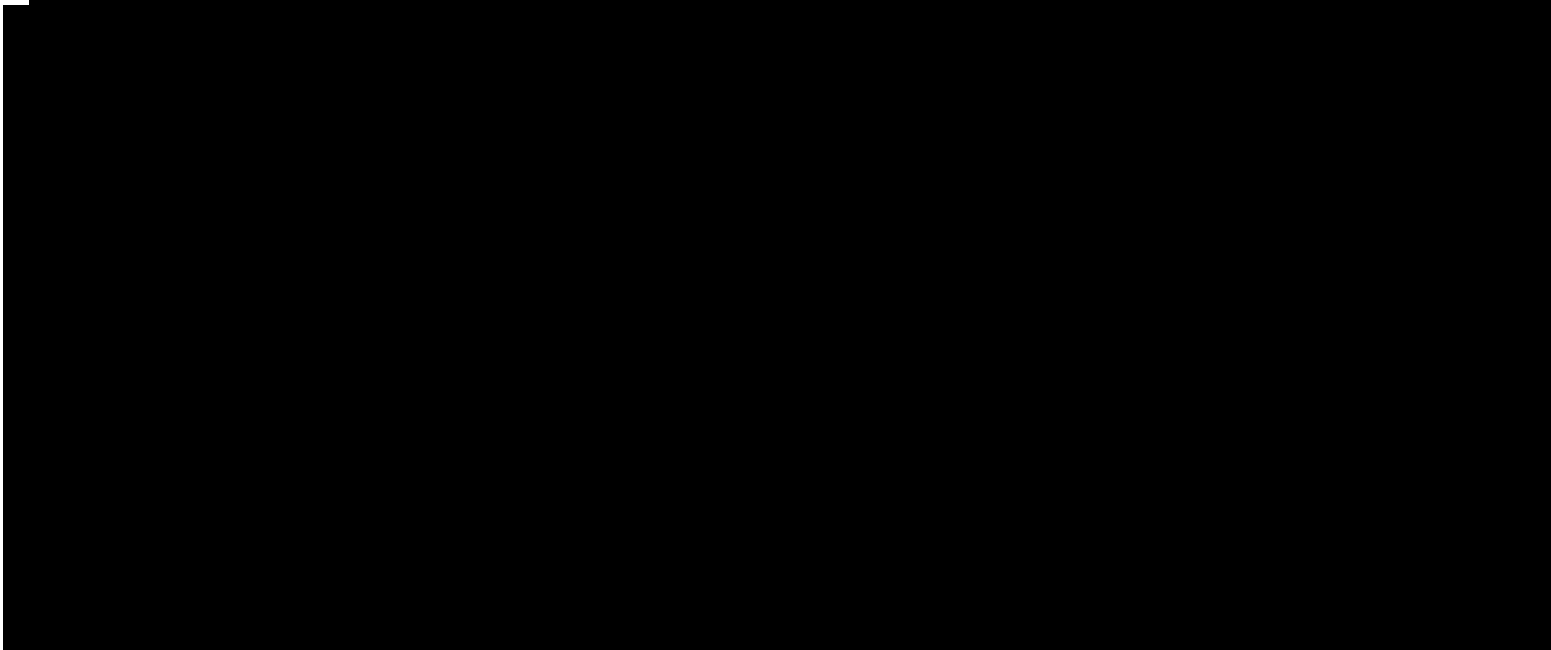
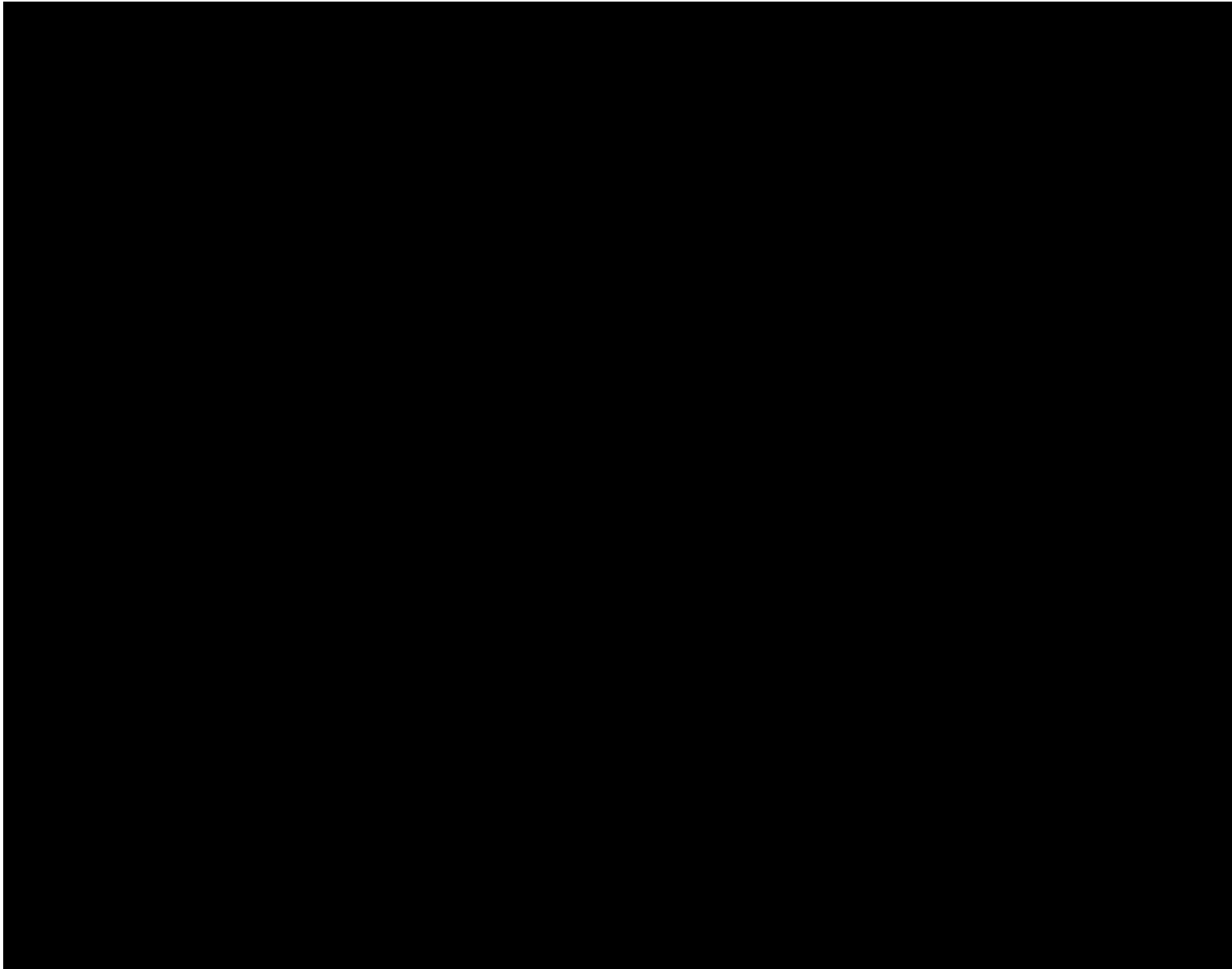
#### Responsibilities

- Assist Leadership Team and Teachers in administrative tasks.
- Assist with all aspects of recruitment and student enrollment.  
Assist Director of Operations in upkeep and execution of all operational systems and procedures of the school.
- Assist with breakfast, lunch, recess, arrival, and dismissal.

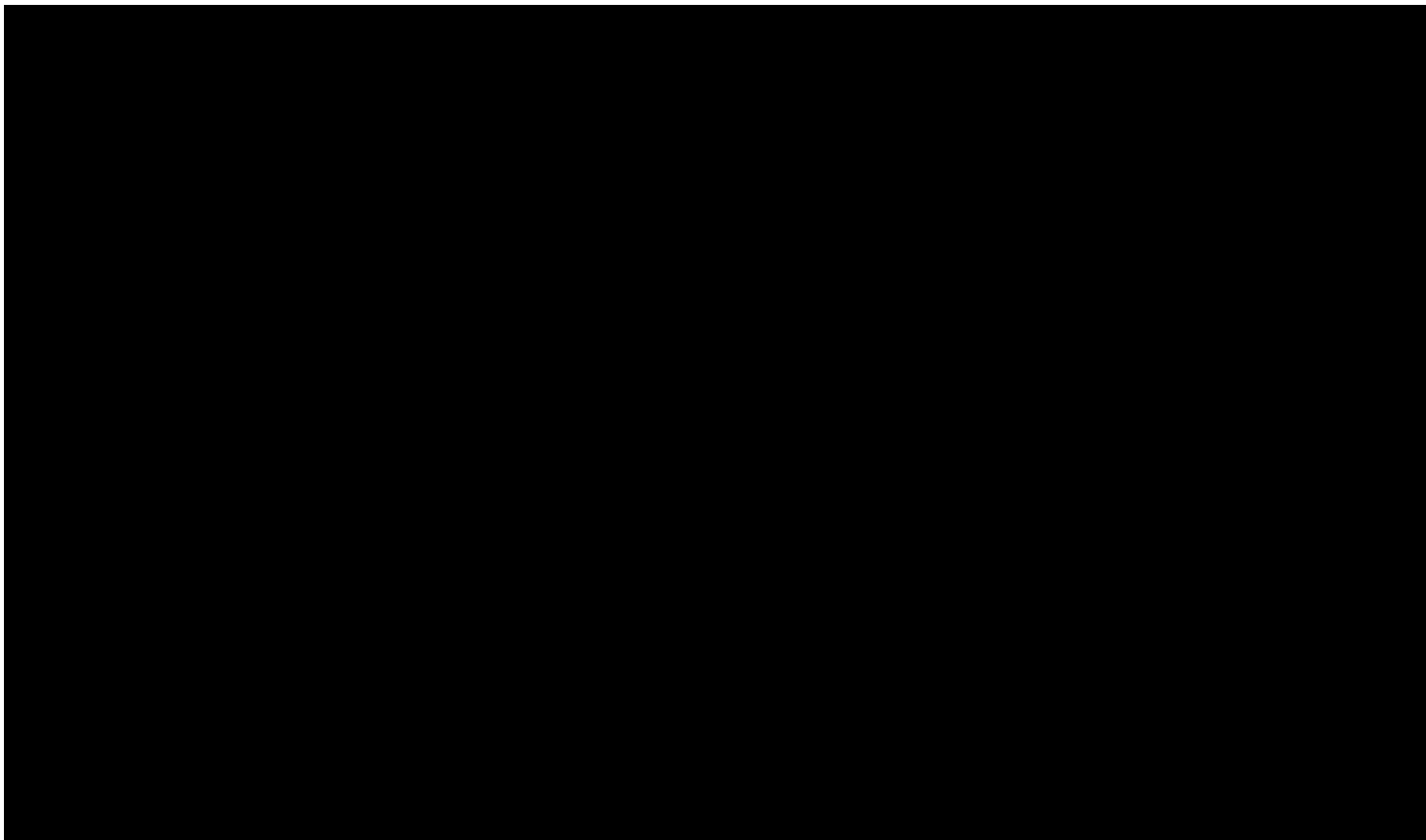
**Figure 8a.1: Proposed Staffing Chart**

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	\$95,000	1	1	1	1	1
Operations Manager	\$50,000	1	1	1	1	1
Director of Operations	\$60,000	0	1	1	1	1
Student Supports Coordinator	\$55,000	.5	0	0	0	0
Director of Student Supports	\$60,000	0	1	1	1	1
Director of Curriculum and Instruction	\$65,000	0	1	1	2	2
Dean of Culture	\$55,000	0	1	1	1	1
Social Worker	\$50,000	1	1	1	1	1
Nurse	\$50,000	1	1	1	1	1
General Education Teachers	\$50,000	8	12	16	20	24
Special Education Teachers	\$55,000	1.5	3	4	5	6
ENL Teacher	\$55,000	1	1	2	2	2
Specials Teacher	\$50,000	1	1	2	2	3
Teaching Fellow	\$35,000	1	1	1	1	1
Teacher Assistant	\$35,000	2	2	2	2	2
<b>Total</b>		<b>19</b>	<b>28</b>	<b>35</b>	<b>41</b>	<b>47</b>

**Attachment 8b: Resume for Proposed School Leader, if identified**



**Attachment 8b: Resume for Proposed School Leader, if identified**



# 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**

**Primary Hall Preparatory Charter School**

Contact Name: Arielle J. Peterson  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]  
District of Location: [REDACTED]

Pre-Opening Period November 2019 to June, 2020  
Operational Year ONE July, 2020 to June, 2021



**Primary Hall Preparatory Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
November 2019 to June, 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.**

<b>Total Revenue</b>	<b>770,000</b>
<b>Total Expenses</b>	<b>382,774</b>
<b>Net Income</b>	<b>387,226</b>
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

Assumes Cullen Foundation Start-Up Grant, CSP Grant, and Annual Board Giving; see Attachment 10 Evidence of Financial Support.  
Assumes all start-up costs including personnel and operations.

**START-UP  
PERIOD**

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CY Per Pupil Rate		
<b>The City of Buffalo</b>	13,495		Assumes \$13,495 per pupil .
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			
<b>TOTAL REVENUE FROM STATE SOURCES</b>			

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs			
Title I			
Title Funding - Other			
School Food Service (Free Lunch)			
Grants			
Charter School Program (CSP) Planning & Implementation		350,000	Assumes \$800k CSP grant with \$350K disbursed in Planning Year.
Other			
Other			
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>350,000</b>	

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising		420,000	Assumes Cullen Foundation commitment of \$400K and annual Board Fundraising of \$20K; see Attachment 10.
Erate Reimbursement			
Interest Income, Earnings on Investments,			
NYC-DYCD (Department of Youth and Community Developmt.)			
Food Service (Income from meals)			
Text Book			
OTHER			
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>420,000</b>	

<b>TOTAL REVENUE</b>	<b>770,000</b>
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions		<i>List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)</i>
Executive Management	0.83	78,850	Assumes Head of School salary of \$95K for 10 months Sept 2019-Jun 2020.

Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	32,500	Assumes Manager of Operations salary of \$60K for 6 months January 2020 - June 2020.
Administrative Staff	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1.33</b>	<b>111,350</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>1.33</b>	<b>111,350</b>	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes		9,215	Assumes SSI at 6.2%; Medicare at 1.45%; SUI at 4.1% of first \$8500.
Fringe / Employee Benefits		9,759	Assumes \$6,500 per FTE in Health Benefits & 1% Workers Comp Ins.
Retirement / Pension		5,568	Assumes school provides 5% match for 403B contributions.
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>24,541</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>1.33</b>	<b>135,891</b>	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit		1,000	Assumes \$1K Auditing Service.
Legal		10,000	Assumes \$10K Retainer as experienced by other charter schools during this time.
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		350	Assumes \$50 per month to process payroll for 7 months starting Dec 1, 2019.
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		15,000	Assumes curriculum development and consulting costs experienced by other charters during this timeline.
<b>TOTAL CONTRACTED SERVICES</b>		<b>26,350</b>	
<b>SCHOOL OPERATIONS</b>			
Board Expenses		1,050	Assumes \$150 per month for 7 months - Board Meetings, Board Retreats beginning in December 2019.
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		16,200	Assumes \$150 per student (pre order to ensure arrival well before school opening).
Supplies & Materials other		-	
Equipment / Furniture		44,200	Assumes Pre-Purchase to avoid delay; Assumes \$150 per student; \$6K per classroom and, 4K for the office/workroom.
Telephone		2,400	Assumes \$150 per month for Head of School; assumes \$150 per month for Manager of Operations.
Technology		1,300	Assumes 1 Laptop for Ops Staff and Software; assumes one printer at \$300
Student Testing & Assessment		40,000	Assumes Pre-Purchase to avoid delay; assumes \$10K purchase of MAP and STEP \$30K.
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		10,000	Assumes \$10K cost for paper, materials, and postage.
Staff Development		6,000	Assumes estimated \$6K for the purpose of Professional Development, School Study, School Residency

Staff Recruitment	18,000	Assumes \$1K per new hire for the purpose of travel to education fairs, lodging, job postings; does not include cost of recruiting pre-identified HOS.
Student Recruitment / Marketing	7,500	Assumes \$50 per available seat; assumes higher cost (more typical \$25-\$30 per student) based on our intent to build a healthy waitlist.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>146,650</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	3,003	Assumes D&O & and Liability Insurance per quote from FFB; see Section 3G.
Janitorial	-	
Building and Land Rent / Lease	32,400	Assumes 2 months rent at \$20/sqft and 90 sqft per student in preparation
Repairs & Maintenance	10,000	Assumes renovations costs in lease details; assumes \$10K for facility swag.
Equipment / Furniture	2,000	Assumes general office needs for start-up
Security	-	
Utilities	6,480	Assumes \$4 per sq ft for 90 sq ft per student for 3 months.
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>53,883</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>		
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>20,000</b>	Assumes \$20K set aside for dissolution as required.
<b>TOTAL EXPENSES</b>	<b>382,774</b>	
<b>NET INCOME</b>	<b>387,226</b>	

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

The City of Buffalo	
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
<b>TOTAL ENROLLMENT</b>	
<b>REVENUE PER PUPIL</b>	
<b>EXPENSES PER PUPIL</b>	-



**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

-	-	-	-	-	-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---	---	---	---	---	---

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	-	-	-	-	-	-	-	-

**TOTAL PERSONNEL SERVICE COSTS**

-	-	-	-	-	-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---	---	---	---	---	---

**CONTRACTED SERVICES**

Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	-	-	-	-	-	-	-	-	-

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	-	-	-	-	-	-	-	-

**FACILITY OPERATION & MAINTENANCE**







-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-

-	-	31,540	13,302	13,302	13,302	13,302	13,302	13,302	111,350
			(2.15)	(18,238)					

		2,304	1,152	1,152	1,152	1,152	1,152	1,152	9,215
		2,473	1,214	1,214	1,214	1,214	1,214	1,214	9,759
		1,577	665	665	665	665	665	665	5,567
-	-	6,354	3,031	3,031	3,031	3,031	3,031	3,031	24,541

-	-	37,894	16,333	16,333	16,333	16,333	16,333	16,333	135,891
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-	-	-	1,000	-	-	-	-	-	1,000
			10,000						10,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	50	50	50	50	50	50	50	350
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	15,000	-	-	-	-	15,000
-	-	50	11,050	15,050	50	50	50	50	26,350

	-	150	150	150	150	150	150	150	1,050
									-
									-
-	-	-	-	-	-	16,200	-	-	16,200
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	44,200	-	-	-	44,200
		600	300	300	300	300	300	300	2,400
			1,300						1,300
-	-	-	-	40,000	-	-	-	-	40,000
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	1,429	1,429	1,429	1,429	1,429	1,429	1,429	10,000
		-	-	3,000	3,000	-	-	-	6,000
		2,571	2,571	2,571	2,571	2,571	2,571	2,571	18,000
		1,071	1,071	1,071	1,071	1,071	1,071	1,071	7,500
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	5,821	6,821	48,521	52,721	21,721	5,521	5,521	146,650

										-
-	-	-	3,003	-	-	-	-	-	-	3,003
							16,200	16,200		32,400
							5,000	5,000		10,000
				400	400	400	400	400		2,000
							3,240	3,240		6,480
-	-	-	3,003	400	400	400	24,840	24,840		53,883
-	-	-	-	-	-	-	-	-		-
				20,000						20,000
-	-	43,766	37,207	100,304	69,504	38,504	46,744	46,744		382,774
-	-	706,234	(37,207)	(100,304)	(59,504)	(38,504)	(46,744)	(36,744)		387,226
-	-	-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-		-
-	-	-	-	-	-	-	-	-		-
-	-	706,234	(37,207)	(100,304)	(59,504)	(38,504)	(46,744)	(36,744)		387,226
-	-	-	-	-	-	-	-	-		-
-	-	706,234	669,027	568,723	509,219	470,714	423,970	387,226		387,226

**Primary Hall Preparatory Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

**July, 2020 to June, 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.

<b>Total Revenue</b>	1,897,135	21,321	-	20,000	-	2,145,838
<b>Total Expenses</b>	1,570,545	231,448	-	-	87,074	1,908,813
<b>Net Income</b>	326,590	(210,127)	-	20,000	(87,074)	237,025
<b>Actual Student Enrollment</b>	86	22				108
<b>Total Paid Student Enrollment</b>	82	21				103

PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

**The City of Buffalo**

13,495

School District 2 (Enter Name)  
School District 3 (Enter Name)  
School District 4 (Enter Name)  
School District 5 (Enter Name)

1,389,985		-	-	-	1,389,985
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1,389,985	-	-	-	-	1,389,985
	207,382	-	-	-	207,382
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1,389,985		-	-	-	1,597,367

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**

-	21,321	-	-	-	21,321
43,775		-	-	-	43,775
-	-	-	-	-	-
113,375	-	-	-	-	113,375
350,000	-	-	-	-	350,000
-	-	-	-	-	-
-	-	-	-	-	-
507,150	21,321	-	-	-	528,471

**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**

	-	-	20,000	-	20,000
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	20,000	-	20,000

**TOTAL REVENUE**

1,897,135	21,321	-	20,000	-	2,145,838
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

Executive Management	1.00	95,000	-	-	-	-	95,000
Instructional Management							-
Deans, Directors & Coordinators	0.50		30,000	-	-	-	30,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	50,000	-	-	-	-	50,000
Administrative Staff							-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>2.50</b>	<b>145,000</b>	<b>30,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>175,000</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	8.00	400,000	-	-	-	-	400,000
Teachers - SPED	1.50		82,500	-	-	-	82,500
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	1.00	35,000	-	-	-	-	35,000
Specialty Teachers	2.00	105,000	-	-	-	-	105,000
Aides	2.00		70,000	-	-	-	70,000
Therapists & Counselors	1.00	50,000	-	-	-	-	50,000
Other	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>15.50</b>	<b>590,000</b>	<b>152,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>742,500</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	1.00	50,000	-	-	-	-	50,000
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	<b>50,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>50,000</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>19.00</b>	<b>785,000</b>	<b>182,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>967,500</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		64,583	15,355	-	-	-	79,938
Fringe / Employee Benefits		104,000	19,500	-	-	-	123,500
Retirement / Pension		39,250	9,125	-	-	-	48,375
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>207,833</b>	<b>43,980</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>251,813</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>19.00</b>	<b>992,833</b>	<b>226,480</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,219,313</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		-	-	-	-	45,000	45,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	1,424	1,424
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>56,424</b>	<b>56,424</b>
<b>SCHOOL OPERATIONS</b>							
Board Expenses		-	-	-	-	1,800	1,800
Classroom / Teaching Supplies & Materials		16,200	-	-	-	-	16,200
Special Ed Supplies & Materials		-	4,968	-	-	-	4,968
Textbooks / Workbooks		21,600	-	-	-	-	21,600
Supplies & Materials other		27,000	-	-	-	-	27,000
Equipment / Furniture		-	-	-	-	14,500	14,500
Telephone		-	-	-	-	4,800	4,800

Technology	38,000	-	-	-	-	38,000
Student Testing & Assessment	40,000	-	-	-	-	40,000
Field Trips	6,000	-	-	-	-	6,000
Transportation (student)	-	-	-	-	3,000	3,000
Student Services - other	5,400	-	-	-	-	5,400
Office Expense	-	-	-	-	6,550	6,550
Staff Development	9,500	-	-	-	-	9,500
Staff Recruitment	1,600	-	-	-	-	1,600
Student Recruitment / Marketing	5,400	-	-	-	-	5,400
School Meals / Lunch	114,542	-	-	-	-	114,542
Travel (Staff)	4,750	-	-	-	-	4,750
Fundraising	5,000	-	-	-	-	5,000
Other	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>294,992</b>	<b>4,968</b>	<b>-</b>	<b>-</b>	<b>30,650</b>	<b>330,610</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	-	-	19,746	19,746
Janitorial	19,440	-	-	-	-	19,440
Building and Land Rent / Lease	194,400	-	-	-	-	194,400
Repairs & Maintenance	10,000	-	-	-	-	10,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	38,880	-	-	-	-	38,880
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>262,720</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>282,466</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>						
	20,000	-	-	-	-	20,000
<b>TOTAL EXPENSES</b>	<b>1,570,545</b>	<b>231,448</b>	<b>-</b>	<b>-</b>	<b>87,074</b>	<b>1,908,813</b>
<b>NET INCOME</b>	<b>326,590</b>	<b>(210,127)</b>	<b>-</b>	<b>20,000</b>	<b>(87,074)</b>	<b>237,025</b>

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>			
	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	
The City of Buffalo	86	22	108
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
<b>TOTAL ENROLLMENT</b>	<b>86</b>	<b>22</b>	<b>108</b>
<b>REVENUE PER PUPIL</b>	<b>13,350</b>	<b>969</b>	<b>19,869</b>
<b>EXPENSES PER PUPIL</b>	<b>18,262</b>	<b>10,520</b>	<b>17,674</b>

### **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 all Revenue from state, federal, and other sources.  
Assumes all Expenses, including personnel and operational costs.

Assumes enrollment of 108 with 23% SPED.  
Assumes 95% daily attendance.

Assumes Daily Attendance of 95%.

Assume 23% of population will be SPED, at rate of \$8,754 per pupil.

Assumes 23% SPED and \$900 per student.  
Assumes 85% FRL @ \$500 per student FRL.

Assumes 100% participation for breakfast, lunch, and snack; 95% ADA, 187 instructional days, breakfast @ \$1.68, lunch @ \$3.29, snack @ \$1.

Assumes \$350K dispursed in Y1.

Assumes \$20K Board Committed Fundraising.

**List exact titles included in the position category, if different from description, and staff FTE"s ( Full time equiilivalent)**

Assumes Head of School salary @ \$95K.

Assumes .5 Student Supports Coordinator (Dual Role shared w/ .5 teacher shown in J67 ) with salary of \$60K.

Assumes 1 FTE Operations Manager salary @ \$50K.

Assumes General Education teacher salary @ \$50K (2 teachers per classroom).

Assumes 1.5 FTE Special Education teacher salary @ \$55K .

Assumes 1FTE Teaching Fellow salary @ \$35K.

Assumes 1 FTE Specials Teacher salary @ \$50K and 1 FTE ENL Teacher salary @ \$55K.

Assumes 2 FTE Teaching Assistants @\$35K.

Assumes 1 FTE Social Worker @\$50K.

Assumes 1 FTE Nurse @ \$50K.

Assumes SSI at 6.2%; Medicare at 1.45%; SUI at 4.1% of first \$8500.

Assumes \$6,500 per FTE in Health Benefits & 1% Workers Comp Ins.

Assumes school provides 5% match for 403B contributions.

Assumes \$45K per year back office provider @ experienced by other charters in similar timeframe.

Assumes \$10K Retainer.

Assumes \$500 in reporting fees; \$50 for 18 employees per pay period (24), \$1 per pay period FTE (24).

Assumes \$150 per month.

Assumes \$150 per student.

Assumes \$200 per SpEd student.

Assumes \$200 per student.

Assumes \$200 per student.

Assumes \$1,000 for office and \$125 per student.

Assumes \$400 per month with Phone and Internet.



Assumes 1 Laptop Cart for each classroom @ \$500; \$300 per laptop (30 per class).  
Assumes \$10K cost for NWEA MAP and \$30K cost for STEP assessment as experienced by other charters in Y1; assumes \$20K in all future years for smaller new enrollment numbers.

Assumes \$50 per student, \$50 per adult (10:1 ratio).

Assumes \$300 per bus (2), per day for days outside of BPS calendar (~5).

Assumes \$50 per student for uniforms.

Assumes \$450 copier lease (2); \$50 per student copy cost, \$500 discretionary fund for the office.

Assumes \$500 per staff member.

Assumes \$400 per staff member recruited (4).

Assumes \$100 per new student recruited (65).

Assumes 100% participation expected for breakfast, lunch, and snack; 95% avg daily attendance, ~187 instructional days, breakfast @\$1.68, lunch@\$3.29, snack at \$1.

Assumes \$250 per FTE in Y1; \$400 per FTE in Y2-Y5.

Assumes \$5K in fundraising costs.

Assumes costs per FFB Insurance quote; see Section III.G.

Assumes janitorial services at \$2 per sq ft.

Assumes \$20 per sq ft/90 sq ft per student (assumes renovation costs within lease

Assumes Landlord Responsibility, \$10K set aside for discretionary needs.

Assumes \$4 per sq ft with 90 sq ft per 108 students.

Assumes \$20K set aside for dissolution as required.

**Primary Hall Preparatory Charter School**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
 July 1, 2020 to June 30, 2021

<b>Total Revenue</b>	619,876	13,955	280,183	13,955	280,183	23,955	301,504	13,955	280,183	13,955
<b>Total Expenses</b>	361,352	138,565	140,565	138,565	138,565	143,565	150,815	140,565	138,565	138,565
<b>Net Income</b>	258,524	(124,610)	139,618	(124,610)	141,618	(119,610)	150,689	(126,610)	141,618	(124,610)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	258,524	133,914	273,532	148,922	290,540	170,930	321,619	195,009	336,627
<b>Net Income</b>	258,524	133,914	273,532	148,922	290,540	170,930	321,619	195,009	336,627	212,017

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 N) on

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

<b>City of Buffalo</b>	13,495
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

231,664	-	231,664	-	231,664	-	231,664	-	231,664	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
231,664	-	231,664	-	231,664	-	231,664	-	231,664	-	-
34,564	-	34,564	-	34,564	-	34,564	-	34,564	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
266,228	-	266,228	-	266,228	-	266,228	-	266,228	-	-

**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

-	-	-	-	-	-	21,321	-	-	-	-
3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648	3,648
-	-	-	-	-	-	-	-	-	-	-
-	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307	10,307
350,000	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
353,648	13,955	13,955	13,955	13,955	13,955	35,276	13,955	13,955	13,955	13,955

**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

-	-	-	-	-	10,000	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	10,000	-	-	-	-	-

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

**TOTAL REVENUE**

619,876	13,955	280,183	13,955	280,183	23,955	301,504	13,955	280,183	13,955
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

1.00
-
0.50
-
1.00
-
2.50

7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917
-	-	-	-	-	-	-	-	-	-	-
2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
-	-	-	-	-	-	-	-	-	-	-
4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
-	-	-	-	-	-	-	-	-	-	-
14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583

**TOTAL ADMINISTRATIVE STAFF**

**INSTRUCTIONAL PERSONNEL COSTS**



Janitorial	1,620.00	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620
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	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>	<b>23,539</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>20,000</b>									
<b>TOTAL EXPENSES</b>	<b>361,352</b>	<b>138,565</b>	<b>140,565</b>	<b>138,565</b>	<b>138,565</b>	<b>143,565</b>	<b>150,815</b>	<b>140,565</b>	<b>138,565</b>	<b>138,565</b>
<b>NET INCOME</b>	<b>258,524</b>	<b>(124,610)</b>	<b>139,618</b>	<b>(124,610)</b>	<b>141,618</b>	<b>(119,610)</b>	<b>150,689</b>	<b>(126,610)</b>	<b>141,618</b>	<b>(124,610)</b>
<b>CASH FLOW ADJUSTMENTS</b>										
<b>OPERATING ACTIVITIES</b>										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>										
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>258,524</b>	<b>(124,610)</b>	<b>139,618</b>	<b>(124,610)</b>	<b>141,618</b>	<b>(119,610)</b>	<b>150,689</b>	<b>(126,610)</b>	<b>141,618</b>	<b>(124,610)</b>
<b>Beginning Cash Balance</b>	<b>-</b>	<b>258,524</b>	<b>133,914</b>	<b>273,532</b>	<b>148,922</b>	<b>290,540</b>	<b>170,930</b>	<b>321,619</b>	<b>195,009</b>	<b>336,627</b>
<b>ENDING CASH BALANCE</b>	<b>258,524</b>	<b>133,914</b>	<b>273,532</b>	<b>148,922</b>	<b>290,540</b>	<b>170,930</b>	<b>321,619</b>	<b>195,009</b>	<b>336,627</b>	<b>212,017</b>

280,183	23,955	2,145,838
140,565	138,565	1,908,813
139,618	(114,610)	237,025
-	-	-
212,017	351,635	-
351,635	237,025	237,025

May	June	TOTAL
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tab '4.) Year Budget & Assumptions'.

231,664	-	1,389,985
-	-	-
-	-	-
-	-	-
-	-	-
231,664	-	1,389,985
34,564	-	207,382
-	-	-
-	-	-
-	-	-
-	-	-
266,228	-	1,597,367

-	-	21,321
3,648	3,648	43,775
-	-	-
10,307	10,307	113,375
-	-	-
-	-	350,000
-	-	-
-	-	-
13,955	13,955	528,471

-	10,000	20,000
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	10,000	20,000

280,183	23,955	2,145,838
---------	--------	-----------

7,917	7,917	95,000
-	-	-
2,500	2,500	30,000
-	-	-
4,167	4,167	50,000
-	-	-
14,583	14,583	175,000

33,333	33,333	400,000
6,875	6,875	82,500
-	-	-
2,917	2,917	35,000
8,750	8,750	105,000
5,833	5,833	70,000
4,166.67	4,166.67	50,000
-	-	-
-	-	-
61,875	61,875	742,500

4,167	4,167	50,000
-	-	-
-	-	-
-	-	-
-	-	-
4,167	4,167	50,000

80,625	80,625	967,500
--------	--------	---------

6,662	6,662	79,938
10,292	10,292	123,500
4,031	4,031	48,375
20,984	20,984	251,813

101,609	101,609	1,219,313
---------	---------	-----------

-	-	45,000
-	-	10,000
-	-	-
-	-	-
-	-	-
119	119	1,424
-	-	-
-	-	-
-	-	-
119	119	56,424

150	150	1,800
-	-	16,200
414	414	4,968
-	-	21,600
-	-	27,000
-	-	14,500
400	400	4,800
-	-	38,000
-	-	40,000
2,000	-	6,000
-	-	3,000
-	-	5,400
546	546	6,550
792	792	9,500
133	133	1,600
450	450	5,400
10,412.87	10,412.87	114,542
-	-	4,750
-	-	5,000
-	-	-
15,298	13,298	330,610

1,646	1,646	19,746
-------	-------	--------

1,620	1,620	19,440
16,200	16,200	194,400
833.33	833.33	10,000
-	-	-
-	-	-
3,240	3,240	38,880
23,539	23,539	282,466
-	-	-
-	-	20,000
<b>140,565</b>	<b>138,565</b>	<b>1,908,813</b>
<b>139,618</b>	<b>(114,610)</b>	<b>237,025</b>
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
<b>139,618</b>	<b>(114,610)</b>	<b>237,025</b>
212,017	351,635	-
<b>351,635</b>	<b>237,025</b>	<b>237,025</b>



**Primary Hall 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.

<b>Total Revenue</b>	2,145,838	2,775,161	3,559,544	4,445,940	5,330,322
<b>Total Expenses</b>	1,908,813	2,740,632	3,436,305	4,120,562	4,741,840
<b>Net Income (Before Cash Flow Adjustments)</b>	237,025	34,529	123,239	325,377	588,482
<b>Actual Student Enrollment</b>	108	162	216	270	324
<b>Total Paid Student Enrollment</b>	103	154	205	257	308

	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025	
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
*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%	
Per Pupil Revenue	CY Per Pupil Rate					
City of Buffalo	13,495	1,389,985	2,076,881	2,769,174	3,461,468	4,153,761
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
	1,389,985	2,076,881	2,769,174	3,461,468	4,153,761	
Special Education Revenue	207,382	310,067	412,751	517,449	620,133	
Grants						
Stimulus	-	-	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>1,597,367</b>	<b>2,386,947</b>	<b>3,181,925</b>	<b>3,978,916</b>	<b>4,773,894</b>	
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	21,321	31,857	42,476	53,096	63,715	
Title I	43,775	65,408	87,210	109,013	130,815	
Title Funding - Other	-	-	-	-	-	
School Food Service (Free Lunch)	113,375	170,949	227,932	284,915	341,898	
Grants						
Charter School Program (CSP) Planning & Implementation	350,000	100,000	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>528,471</b>	<b>368,214</b>	<b>357,618</b>	<b>447,023</b>	<b>536,428</b>	
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations, Fundraising	20,000	20,000	20,000	20,000	20,000	
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	20,000	20,000	20,000	20,000	20,000
<b>TOTAL REVENUE</b>	<b>2,145,838</b>	<b>2,775,161</b>	<b>3,559,544</b>	<b>4,445,940</b>	<b>5,330,322</b>

<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	<b>No. of Positions</b>					
Executive Management	1	95,000	97,375	99,809	102,305	104,862
Instructional Management						
Deans, Directors & Coordinators	5.00	30,000	240,000	246,000	317,150	325,079
CFO / Director of Finance Operation / Business Manager	-	-	-	-	-	-
	1.00	50,000	50,000	51,250	52,531	53,845
Administrative Staff						
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>7.000</b>	<b>175,000</b>	<b>387,375</b>	<b>397,059</b>	<b>471,986</b>	<b>483,786</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
	<b>No. of Positions</b>					
Teachers - Regular	24	400,000	610,000	825,250	1,045,881	1,272,028
Teachers - SPED	6.00	82,500	166,375	224,125	280,500	336,875
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	1.00	35,000	35,875	36,772	37,691	38,633
Specialty Teachers	5.00	105,000	107,625	165,316	169,449	173,685
Aides	2.00	70,000	71,750	73,544	75,382	77,267
Therapists & Counselors	1.00	50,000	51,250	52,531	53,845	55,191
Other	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>39.000</b>	<b>742,500</b>	<b>1,042,875</b>	<b>1,377,538</b>	<b>1,662,748</b>	<b>1,953,679</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
	<b>No. of Positions</b>					
Nurse	1.00	50,000	51,750	53,561	55,436	57,376
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.000</b>	<b>50,000</b>	<b>51,750</b>	<b>53,561</b>	<b>55,436</b>	<b>57,376</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>47.000</b>	<b>967,500</b>	<b>1,482,000</b>	<b>1,828,158</b>	<b>2,190,170</b>	<b>2,494,841</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		79,938	123,131	152,052	182,882	207,235
Fringe / Employee Benefits		123,500	182,000	227,500	266,500	305,500
Retirement / Pension		48,375	74,100	91,408	109,508	124,742
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>251,813</b>	<b>379,231</b>	<b>470,960</b>	<b>558,890</b>	<b>637,477</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>47.000</b>	<b>1,219,313</b>	<b>1,861,231</b>	<b>2,299,118</b>	<b>2,749,060</b>	<b>3,132,318</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		45,000	46,125	47,278	48,460	49,672
Legal		10,000	13,000	16,000	19,000	22,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-

Payroll Services	1,424	1,900	2,250	2,550	2,850
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>56,424</b>	<b>61,025</b>	<b>65,528</b>	<b>70,010</b>	<b>74,522</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses	1,800	1,800	1,800	1,800	1,800
Classroom / Teaching Supplies & Materials	16,200	24,300	32,400	40,500	48,600
Special Ed Supplies & Materials	4,968	7,452	9,936	12,420	22,356
Textbooks / Workbooks	21,600	32,400	43,200	54,000	64,800
Supplies & Materials other	27,000	40,500	54,000	67,500	81,000
Equipment / Furniture	14,500	7,750	7,750	7,750	7,750
Telephone	4,800	4,800	4,800	4,800	4,800
Technology	38,000	19,000	19,000	19,000	19,000
Student Testing & Assessment	40,000	20,000	20,000	20,000	20,000
Field Trips	6,000	8,900	11,850	15,120	17,550
Transportation (student)	3,000	3,000	3,000	3,000	3,000
Student Services - other	5,400	8,100	24,850	30,250	35,650
Office Expense	6,550	9,500	12,200	14,900	17,600
Staff Development	9,500	17,400	22,200	26,400	29,400
Staff Recruitment	1,600	4,000	3,200	2,800	2,000
Student Recruitment / Marketing	5,400	6,500	6,500	6,500	6,500
School Meals / Lunch	114,542	171,812	229,083	286,354	343,625
Travel (Staff)	4,750	11,600	14,800	17,600	19,600
Fundraising	5,000	5,000	7,500	10,000	12,500
Other					
<b>TOTAL SCHOOL OPERATIONS</b>	<b>330,610</b>	<b>403,814</b>	<b>528,069</b>	<b>640,694</b>	<b>757,531</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	19,746	27,606	35,982	43,770	51,022
Janitorial	19,440	29,160	38,880	48,600	58,320
Building and Land Rent / Lease	194,400	291,600	388,800	486,000	583,200
Repairs & Maintenance	10,000	12,500	15,000	17,500	20,000
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	38,880	33,696.00	44,928.00	44,928.00	44,928.00
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>282,466</b>	<b>394,562</b>	<b>523,590</b>	<b>640,798</b>	<b>757,470</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>					
	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>
<b>TOTAL EXPENSES</b>	<b>1,908,813</b>	<b>2,740,632</b>	<b>3,436,305</b>	<b>4,120,562</b>	<b>4,741,840</b>
<b>NET INCOME</b>	<b>237,025</b>	<b>34,529</b>	<b>123,239</b>	<b>325,377</b>	<b>588,482</b>

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

City of 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)	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>108</b>	<b>162</b>	<b>216</b>	<b>270</b>	<b>324</b>
<b>REVENUE PER PUPIL</b>	<b>19,869</b>	<b>17,131</b>	<b>16,479</b>	<b>16,466</b>	<b>16,452</b>
<b>EXPENSES PER PUPIL</b>	<b>17,674</b>	<b>16,917</b>	<b>15,909</b>	<b>15,261</b>	<b>14,635</b>

**CASH FLOW ADJUSTMENTS**

<b>OPERATING ACTIVITIES</b>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-
<b>NET INCOME</b>	<b>237,025</b>	<b>34,529</b>	<b>123,239</b>	<b>325,377</b>	<b>588,482</b>
<b>Beginning Cash Balance</b>	-	237,025	271,554	394,793	720,170
<b>ENDING CASH BALANCE</b>	<b>237,025</b>	<b>271,554</b>	<b>394,793</b>	<b>720,170</b>	<b>1,308,652</b>

## **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 95% daily attendance.

Assumes no increase.

Assumes total paid student enrollment.

Assume 23% of population will be SPED, at rate of \$8,754 per pupil.

Assumes \$900 per SPED student (total paid student enrollment); 23% student population each year with increase of 54 students each year.  
Assumes 85% FRL and \$500 per student.

Assumes 100% participation expected for breakfast, lunch, and snack; 95% avg daily attendance, 187 instructional days, breakfast @\$1.68, lunch@\$3.29, snack at \$1.

Assumes \$350k in Y1 and \$100k in Y2

Assumes \$20K Board Contribution each year.

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 1 Head of School with 2.5% annual increase in all years.

Assumes 1 FTE Student Supports Coordinator in Y1; 1 FTE Director of Student Supports in Y2-Y5; 1 FTE DCI in Y2-Y3; assumes 1 FTE Dean of Culture in Y2-Y5; assumes 1 FTE Director of Operations in Y2-Y5; assumes 2 FTE DCIs Y4-Y5; assumes

Assumes 1 FTE Operations Manager in Y1-Y5; assumes Ops Manager from Y1 becomes Director of Ops in Y2 and 2nd Ops Manager position added @\$50K; assumes 2.5% annual increase in all years.

Assumes 2 FTE teachers per classroom in all years @\$50K with 2.5% annual COLA.  
Assumes 1.5 FTE SPED Teachers in Y1 @\$55K; assumes 3 FTE SPED Teachers in Y2 @\$55K; assumes 4 FTE SPED Teachers in Y3 @\$55K; Assumes 5 SPED FTE in Y4 @\$55K; assumes 6 SPED FTE in Y4 @\$55K; assumes 2.5% annual COLA.

Assumes 1 FTE Teaching Fellow @ \$35K; assumes annual 2.5% COLA.  
Assumes 1 FTE ENL Teacher in Y1-Y2 @\$55K and 1 FTE Specials teacher in Y1-2 @\$50K; Assumes 2 FTE ENL Teachers in Y3-5 @\$55K and 3 Specials teachers in Y3-5 @\$55K; Assumes 2 FTE Teaching Assistants in all Years with 2.5% annual COLA.  
Assumes 1 FTE School Social Worker starting in Y1; assumes 2.5% annual COLA.

Assumes 1 FTE Nurse starting in Y1 @ \$55K with 2.5% COLA.

Assumes SSI at 6.2%; Medicare at 1.45%; SUI at 4.1% of first \$8500.  
Assumes \$6,500 per FTE in Health Benefits & 1% Workers Comp Ins.  
Assumes school provides 5% match for 403B contributions.

Assumes \$45K per year back office provider @ experienced by other charters in similar timeframe.  
Assumes \$10K with \$3000 increase per year

Assumes \$500 in reporting fees; \$50 per employee per pay period (24), \$1 per pay period FTE (24)

Assumes \$150 per month.

Assumes \$150 per student enrolled in Y1-2; Assumes \$300 per student enrolled in Y3-5.

Assumes \$200 per student enrolled in SPED program in Y1-Y2; Assumes \$300 in Y3-Y5

Assumes \$200 per student enrolled.

Assumes \$200 per student.

Assumes 1,000 for office and \$125 per newly enrolled student.

Assumes \$400 per month with Phone and Internet.

Assumes 1 Laptop Cart for each classroom @ \$500; \$300 per laptop (30 per class).

Assumes \$10K cost for IT/ITL work and work cost for other assignments experienced by other charters in Y1; assumes \$20K in all future years for smaller new enrollment numbers.

Assumes \$50 per student, \$50 per adult (10:1 ratio).

Assumes \$300 per bus (2), per day for days outside of BPS calendar (~5).

Assumes \$50 per student uniform in Y1-Y2; \$50 per newly enrolled student uniform in Y3-Y5; Assumes \$100 per student for special events in Y3-Y5.

Assumes \$450 copier lease (2); \$50 per student copy cost, \$500 discretionary fund for the office.

Assumes \$500 per FTE in Y1; \$600 per FTE in Y2-Y5.

Assumes \$400 per FTE added

Assumes \$100 per new student recruited (65).

Assumes 100% participation expected for breakfast, lunch, and snack; 95% avg daily attendance, ~187 instructional days, breakfast @\$1.68, lunch@\$3.29, snack at \$1.

Assumes \$250 per FTE in Y1; \$400 per FTE in Y2-Y5.

Assumes \$5K for fundraising with a \$2500 increase in each year Y3-Y5.

Assumes costs per FFB Insurance quote; see Section III.G.

Assumes janitorial services at \$2 per sq ft.

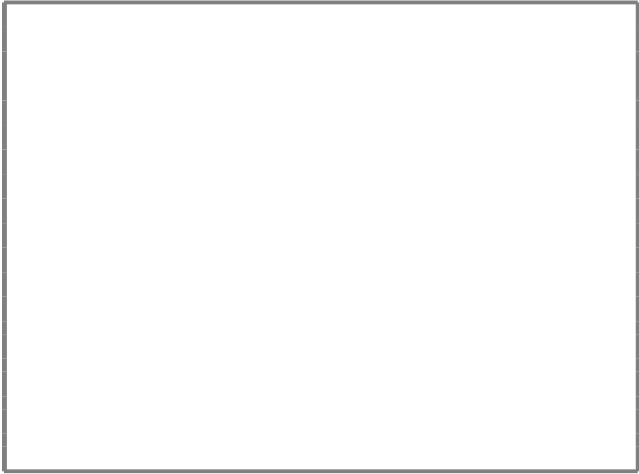
Assumes \$20 per sq ft/90 sq ft per student (assumes renovation costs within lease

Assumes Landlord responsibility with \$10K set aside for discretionary in Y1; and assumes a \$2.5K increase in Y2-Y5.

Assumes \$4 per sq ft with 90 sq ft per 108 students.

Assumes \$20K for Dissolution per year.





Attachment 10: Evidence of Financial Support



David Frank  
Executive Director, Charter School Office  
New York State Education Department  
May 3, 2019

Dear Mr. Frank,

Primary Hall'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 \$20,000 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 Primary Hall.

This commitment of \$20,000 by the Board of Trustees is memorialized by this letter.

Sincerely,

A handwritten signature in black ink, appearing to read "Rochelle N. Brown".

Rochelle N. Brown  
Proposed Board Chair  
Primary Hall Preparatory Charter School



March 19, 2019

Re: Commitment of Start-Up Funds to Primary Hall Preparatory Charter School

To Whom It May Concern:

We are pleased to inform you that the Cullen Foundation, in partnership with Building Excellent Schools and the BES Fellowship, will make available \$400,000 of start-up funds for the planning year (fiscal year 2019-2020) of Primary Hall Preparatory Charter School contingent upon its charter authorization. These funds will be characterized as a \$400,000 grant.

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/post info packet/flyer/website community	HOS	June 19 – Mar 20
Identify and work CBOs to help with generating interest	HOS	June 19 – Mar 20
Initiate recruiting/marketing campaign via ads in store/news	HOS	Oct 19 – Mar 20
Secure invitations to transition fairs at Pre-K's and Head Starts	HOS	Jul 19 – Dec 20
Enrollment Form		
Design, translate, and make student enrollment form	HOS	19-Jul
Make enrollment form available /post on website	HOS	19-Jul
Information Sessions		
Secure locations for ongoing family information sessions	HOS	June 20 – Jul 19
Recruit & train volunteers for community canvassing	HOS	Aug 19 – Feb 20
Host information sessions	HOS	Aug 19 – June 20
Conduct neighborhood canvassing	HOS	Nov 19 – June 20
Lottery and Enrollment		
Collect enrollment forms through final enrollment day: April 1	HOS	Nov 19 – April 20
Secure lottery location and announcer as needed	HOS	20-Mar
Post lottery date on website and on flyers in community	HOS	20-Mar
Practice lottery protocol	HOS	20-Mar
Conduct admission lottery	HOS	20-Apr
Notify families of admission status	HOS	20-Apr
Establish waitlist (or repeat lottery)	HOS	20-Apr
Confirm acceptances through phone calls & conduct home visits	HOS	May 20 – Aug 20
Request and receive student records	HOS	May 20 – Aug 20
Finalize all documents and assemble welcome packets	HOS	Mar 20 – April 20
Finalize all documents for and assemble orientation folders	HOS	April 20 – May 20
Facilities		
Search and review all private space options	HOS	June 19 – Jan 19
Obtain third party real estate expert to view and evaluate each site	HOS	June 19 – Jan 19
Negotiate, review, approve, and sign lease	BOTH	20-Jan
Secure Certificate of Occupancy	HOS	20-May
Establish renovations to be completed by landlord /school	HOS	Feb 20 – June 19
Obtain property insurance required by lease	HOS	20-Feb
Pass final inspection and receive occupancy certificate	HOS	20-Jun
Procurement		
Purchase supplies and materials for program	HOS	19-Apr
Secure janitorial services	HOS	19-Apr
Governance		
Board Expansion and Transition to Board of Trustees		
Recruit and nominate additional board members	Board	19-Nov
Develop and ratify by-laws	Board	19-Nov
Develop Governance Strategy		

Define role of Board members	Board	19-Nov
Define relationship of Board and Head of School	Board	19-Nov
Define communication methods/decision-making processes	Board	19-Nov
Arrange Board liability and draft policies	Board	19-Nov
Plan to move from Founding Board to Governing Body	Board	19-Nov
Develop and file articles of incorporation	Board	19-Nov
Apply for tax-exemption, 501c3	Board	19-Nov
Develop Board calendar	Board	19-Nov
<b>Board Structure</b>		
Approve by-laws	Board	19-Nov
Approve job descriptions for Board/committee/chairs	Board	19-Nov
Create/adopt policy defining relationship between HOS and Board	Board	19-Nov
Approve Code of Ethics policy	Board	19-Nov
Create board member handbook	Board	19-Nov
Send Trustee information to SED for each trustee	HOS	19-Nov
<b>Board Meetings</b>		
Set day/time to hold meetings in compliance with Open Mtg	HOS	19-Nov
Publish calendar of meetings on website (Open Mtg)	HOS	19-Nov
Create attendance system/tool for Board and committee meetings	Board	19-Nov
Develop Board calendar with list critical tasks for meetings	Board	19-Nov
Develop and file articles of incorporation.	HOS	19-Nov
Create binder to include all official Board policies	Board	19-Nov
Create comprehensive list of policies to approve prior to opening	BOTH	19-Nov
<b>School Leader</b>		
Finalize and approve job description for Head of School, hire HOS	Board	19-Nov
Determine performance benchmarks/process for HOS eval	Board	19-Nov
<b>Board Development</b>		
Create board development plan (to include orientation)	Board	Sept 19 – Oct 19
Hold Board Retreat	Board	19-Nov
<b>Fund Development/Fund Raising</b>		
Establish 501c3	Board	19-Nov
Identify potential individual donors and develop strategy	Board	June 19 – Nov 19
<b>Secure Public/Private Grant Money</b>		
Write need statement	Board	Sept 19 – Nov 19
Write/disseminate proposals to national/local government sources	Board	Dec 19 – Mar 20
Write/disseminate proposals to national/local foundations	Board	Dec 19 – Mar 20
<b>Secure Donations from Individuals</b>		
Create plan to cultivate and solicit potential donors	Board	June 19 – Dec 19
Develop Board cultivation guidelines and strategies	Board	June 19 – Oct 19
Plan and host series of events for securing donations	Board	Nov 19 – June 20

<b>Administrative</b>		
<b>Data Management</b>		
Create filing system and ensure database for all student records	HOS	Mar 20 – April 20
Develop dashboard system: attendance/ discipline/academics/ops	HOS	Mar 20 – April 20
<b>Family Outreach</b>		
Write, translate, and mail family letter for Family Orientation	HOS	20-Apr
Schedule Home Visits	HOS	Mar 20 – April 20
Complete Home Visits to enrolled families	HOS	May 20 – July 20
Call and use notification system to all families for Family Orientation	HOS	20-Apr
Prepare pre-opening Family Orientation materials	HOS	20-Jun
Host pre-opening Family Orientation	HOS	20-Jun
<b>Instructional Program</b>		
<b>Curriculum Development</b>		
Identify curriculum models for core subjects and enrichment	HOS	June 19 – Oct 19
Site visits/analyses of schools that exhibit best practices	HOS	June 19 – Oct 19
Create and finalize curriculum plans and timelines	HOS	Sept 19 – Dec 19
Create IAs aligned w/state standards/curriculum frameworks	HOS	June 19 – April 20
Create scope and sequence and vertical alignment documents	HOS	Oct 19 – April 20
Create organizational system for unit plans and lesson plans	HOS	Oct 19 – April 20
Develop curriculum	HOS	June 19 – April 20
<b>Procurement</b>		
Purchase materials for standardized testing	HOS	May 20 – Jul 20
Contract with NWEA MAP and STEP	HOS	Nov 19 – April 20
<b>Assessment</b>		
Finalize assessment strategy and assessment calendar	HOS	Oct 19 – April 20
Create dashboard for data analysis	HOS	Oct 19 – April 20
Develop common class configuration classroom model	HOS	19-Oct
<b>Special Education</b>		
Identify and secure specific texts and materials	HOS	Oct 19 – April 20
Consult with district administrator in charge of SPED services	HOS	Nov 19 –June 20
Identify populations of students with disabilities	HOS	20-May
Acquire student records	HOS	May 20 – Jul 20
Define service requirement for all SPED students	HOS	May 20 – Aug 20
Create PD for teachers SPED modifications/accommodations	HOS	June 20 – Aug 20
<b>School Culture and Climate</b>		
Finalize daily schedule, discipline policy, and school calendar	HOS	20-May
Codify classroom and school-wide rituals and routines	HOS	20-May
<b>Financial Management</b>		
Codify fiscal controls and financial policies	HOS	19-Nov
Identify who signs/writes checks/finalize signature policies	BOTH	19-Nov
Develop fiscal reporting templates (budget vs. actual) policy	HOS	19-Nov
Design purchase orders/expense forms and policy	HOS	19-Nov

Develop segregation of funds policy (public/private)	BOTH	19-Nov
Establish payroll	HOS	19-Nov
Develop schedule of Board financial reviews	BOTH	19-Nov
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	HOS	19-Nov
Establish bank accounts	HOS	19-Nov
Define investment/savings strategy	Board	19-Nov
Finalize cash flow plan	HOS	19-Nov
<b>Personnel</b>		
Finalize and approve organizational chart and all job descriptions	BOTH	19-Nov
Post job openings through partner organizations and website	HOS	19-Nov
Coordinate benefits enrollment	HOS	Nov 19 – Jul 20
Recruit and hire staff and teachers	HOS	Nov 19 – May 20
Negotiate and sign agreements for contracted services	HOS	Nov 19 – July 20
Finalize policies and procedures for evaluation of staff	HOS	Nov 19 – May 20
Develop professional development plans	HOS	April 20 – May 20
Perform background checks on employees	HOS	April 20 – May 20
Fill out forms to enroll teachers in payroll and benefits	HOS	Jul 20 – Aug 20
Plan and hold staff orientation	HOS	Jul 20 – Aug 20
All staff complete Employee information forms	HOS	Jul 20 – Aug 20
<b>Employee Handbook</b>		
Draft, edit, and translate handbook content	HOS	20-Jan
Secure legal review of handbook	HOS	20-Jan
Approve handbook	Board	20-Apr
Print and distribute final copies to staff members	HOS	Jul 20 – Aug 20
<b>Transportation Services</b>		
Determine transportation needs	HOS	June 19 – Feb 20
Contract for transportation services	HOS	Jan 20 – April 20
Develop transportation routes/schedules/emergency contacts	HOS	May 20 – Jul 20
<b>Food Service</b>		
Issue RFP for food vendor	HOS	20-Mar
Define requirement (# of students/any religious or individual needs) and identify students eligible for free/reduced price lunch	HOS	20-Apr
Determine food service arrangement	HOS	20-May
Select vendor; draft and sign contract	HOS	April 20 – Jul 20
Develop food service plan	HOS	April 20 – Jul 20
Complete FRL forms	HOS	April 20 – Jul 20
<b>Student and Staff Health and Safety</b>		
Identify doctor/nurse resources and first aid resources	HOS	Jan 20 – Mar 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	20-Jun



Contact Board of Health	HOS	20-Jun
Develop fire drill policy/schedule/route/School Safety Plan	HOS	20-Jun
<b>Community Partnerships</b>		
Identify community partnership opportunities; Establish MOUs	HOS	Ongoing
Create performance measures for each partnership	HOS	Ongoing
<b>Families</b>		
Draft, edit, and translate content of Parent/Family Handbook	HOS	June 19 – Sept 19
Secure legal review of handbook, Board approval of handbook	BOTH	20-Jan
Print/distribute final copies to families at Family Orientation	HOS	May 20 – Jul 20
<b>School Communications</b>		
Make user interface and design updates to school website	HOS	19-Nov
Set up nonprofit mailing status with Post Office	HOS	19-Nov
Set filing system for student academic/disciplinary/health records	HOS	June 19 – Sept 19
Codify procedure for visitors entering the building	HOS	June 19 – Sept 19
Develop forms to track and monitor visitor traffic	HOS	June 19 – Sept 19
Select provider for internet access	HOS	20-Apr
Set up intranet	HOS	20-Apr
Draft communication systems and structures playbook	HOS	20-Jun
Install phone systems and answering services	HOS	20-Dec
<b>Purchasing</b>		
Approve budget allocation for uniforms	Board	Nov 19 – Dec 19
Create comprehensive purchasing list through December 2020	HOS	Jan 20 – Feb 20
Purchase classroom and office equipment and furniture	HOS	April 20 – Jul 20
Purchase cleaning products and restroom supplies	HOS	April 20 – June 20
Purchase class materials and enrichment equipment	HOS	April 20 – June 20
Purchase classroom library materials	HOS	April 20 – June 20
Purchase classroom/office/medical supplies/furniture	HOS	April 20 – June 20
Purchase signage for building interior	HOS	20-Jun
Contract student uniforms	HOS	Mar 20 – April 20
Create uniform sizing sheet for families	HOS	20-Apr
Create Dress Code one pager to include with Family Handbook	HOS	20-Apr
<b>Contract Services &amp; Personnel</b>		
Hire janitorial services; identify electrician, plumber, handyman	HOS	May 20 – June 20
Contract related service providers	HOS	May 20 – June 20
<b>Technology</b>		
Issue RFP for technology	HOS	20-Jan
Finalize plans for purchasing technology	HOS	20-Jan
Devices and all software installation for students and teachers	HOS	May 20 – June 20
<b>Uniform</b>		
Contract student uniforms	HOS	Mar 20 – April 20
Create uniform sizing sheet for families	HOS	20-Apr
Create Dress Code one pager to include with Family Handbook	HOS	20-Apr

<b>Attachment 12: Dissolution Plan</b>	
Completion Date	Action Item
<b>Within 24 hours of SED vote to close to school</b>	<ol style="list-style-type: none"> <li>1. Establish Transition Team to ensure smooth transition of students and staff and to close down school's business.</li> <li>2. Transition Team will include: SED staff member, Board Chair, Head of School, Director of Operations, one teacher, and one parent from family advisory council.</li> <li>3. Board Chair will solicit assistance of external partners to fulfill all responsibilities associated with dissolution.</li> <li>4. SED staff member and Board Chair will distribute a press release that includes: (1) history of the school (2) SED closure policies (3) reason(s) for school closure (4) outline of support for students, parents, and staff (5) contact information for the SED and school media liaison.</li> </ol>
<b>Within 48 hours of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. Assign Transition Team action item responsibilities and set calendar for meetings and dates of completion for each closure action item. The Transition Team will develop a Student Transition Plan that focuses on enrolling students in a new, appropriate school, and will include clear deadlines for key activities and will not be considered complete until every student engaging in transitional services has been enrolled in a new school.</li> <li>2. School Closure Coordinator will be established so that families have access to a direct line of support that can provide guidance through the transition.</li> <li>3. SED staff member and Board chair will distribute an initial closure notification letter to faculty, staff, and parents that outlines the closure decision, the timeline for transition, and the help line and online information to address inquiries pertaining to records, enrollment, lottery procedures, names and locations of other charter schools.</li> <li>4. If school has planned to operate a Summer Program, the school must provide SED with evidence that the appropriate parties have been officially notified, and that the complete and proper financial management of the school is completed in a timely manner.</li> </ol>
<b>Within 72 hours of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. SED staff member and Board chair will send a closure letter to state and local agencies, including the school district will include: (1) Notification materials distributed to parents and faculty/staff (2) SED decision materials, resolution to close school (3) Copy of any termination agreement(s) (if applicable), (4) copy local public school districts.</li> <li>2. Create talking points for parents, faculty, community, and press. Focus on communicating plans for orderly transition of students and staff. Once completed, distribute to Transition Team.</li> <li>3. Secure student records by ensuring all records are organized, up to date, and maintained in a secure location.</li> <li>4. Secure financial records by ensuring all records are organized, up to date, and maintained in a secure location. A copy of all financial records should be given to SED prior to closure. Those records include, but are not limited to: (1) original bank statements for no less than one year, (2) vendor invoices and statements, (3) records of payments to vendors, (4) Payroll documentation</li> </ol>
<b>Within 1 week of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. Transition Team will create a parent contact list and faculty contact list, and provide copies of both to SED. The Transition Team will also convene a parent closure meeting as well as a faculty/staff meeting.</li> </ol>
<b>Ongoing activities after SED closure vote until end of</b>	<ol style="list-style-type: none"> <li>1. Continue Instruction: Head of School will ensure instruction continues at school.</li> </ol>

<b>classes as designated in SED resolution</b>	<ol style="list-style-type: none"> <li>2. Board Communication: Board Chair will provide advance copies of all meeting agendas, minutes, financials, and all other documents outlined in the SED Closing Procedures guide.</li> <li>4. Establish Use of Reserve Funds.</li> <li>5. Maintain Location and Communication: Throughout closing procedures, the school must remain in its current facility and maintain operational telephone service.</li> <li>6. Maintain insurance.</li> <li>7. Report of Financial Condition: The school will submit a current balance sheet, current income statement, grant reports, and month-to-month cash flow documents to SED.</li> </ol>
<b>Within 10 days of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. Board Chair will send a parent/guardian closure transition letter that provides detailed guidance regarding the transition plan, including but not limited to: (1) date of last day of instruction, (2) notification of mandatory enrollment under New York State law, (3) contact and enrollment information of other schools, and (4) information on obtaining student records pursuant to the New York State Freedom of Information Law.</li> </ol>
<b>Within 3 weeks of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. The Director of Operations will formulate a list of creditors, debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</li> <li>2. The Director of Operations will formulate a list of all contractors with contracts in effect and notify them of the school closure and cessation of operations.</li> </ol>
<b>Within 30 days of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. The Board shall engage, by a vote of the Board, an independent auditor to conduct a final close-out audit of the school. The Board Chair will take the necessary steps to maintain 501©(3) status with the IRS.</li> <li>2. The Board shall engage, by a vote of the board, an independent auditor to conduct a final close-out audit of the school. The Board Chair will take the necessary steps to maintain 501©(3) status with the IRS.</li> <li>3. The Director of Operations will also perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached. This activity will be provided to SED.</li> </ol>
<b>Within 45 days of SED vote to close the school</b>	<ol style="list-style-type: none"> <li>1. The Board Chair and Director of Operations will establish an employee termination date and notify all employees, benefit providers, payroll processor, and vendors of pending termination. These activities will be provided to SED.</li> <li>2. The Director of Operations will create a fixed asset list segregating New York State and federal dollars, note source codes for funds and price for each purchase, and establish a fair market value for all fixed assets. These materials will be provided to SED.</li> <li>3. The Director of Operations will develop a plan for the disposition of all assets, property, and inventory, including assets purchased with federal funds.</li> <li>4. The Board is required to petition the supreme court in the judicial district where the principal office of the corporation is located, directing the disposition of all property belonging to the school This petition will be sent to SED and the New York State Attorney General at least 10 days prior to submission. The Director of Operations and SED staff member will ensure that the school prioritizes a payment strategy considering New York State and local requirements and will provide SED with a copy of all materials associated with this action.</li> </ol>
<b>One week after the last day of instruction</b>	<ol style="list-style-type: none"> <li>1. The Head of School will ensure final report cards and student records are up to date and sent home to parents/guardians and provided to SED.</li> <li>2. The Head of School will transfer all testing materials in accordance with New York State regulations regarding disposition of New York State Assessment materials.</li> </ol>



<b>Within 30 days of the last day of instruction</b>	<ol style="list-style-type: none"><li>1. The Director of Operations will review, prepare, and make available itemized financial documents.</li><li>2. The Head of School will generate a list of all payroll reports including taxes and retirement or adjustments on employee contracts, as well as employment verification reports, and provide these to each employee, as well as to SED.</li><li>3. The Head of School and Transition Team will, in accordance with New York State statute, transfer all student records, including special education records, to the students' new school, new school district, and New York City Department of Education.</li><li>4. The Board Chair and Head of School will ensure that written documentation of the transfer of records accompanies the transfer of all student materials. These materials will be provided to SED.</li></ol>
<b>Within 45 days of the last day of instruction</b>	<ol style="list-style-type: none"><li>1. The Head of School will ensure that Federal Expenditure Reports and Annual Performance reports are completed and provided to SED.</li></ol>
<b>Within 60 days of the last day of instruction</b>	<ol style="list-style-type: none"><li>1. The Director of Operations will ensure the final distribution of assets.</li><li>2. The Board Chair will document the disposition and transfer of corporate records.</li></ol>
<b>Within 120 days of the last day of instruction</b>	<ol style="list-style-type: none"><li>1. The Board Chair and Director of Operations will submit a final closeout audit, which documents disposition of all liabilities.</li><li>2. A copy will be provided to SED.</li></ol>



## Attachment 13: MLL/ELL Plan<sup>1</sup>

Primary Hall is committed to providing the staffing, professional development, and resources needed to fulfill our mission by meeting the needs of all students, including our MLLs/ELLs. Anticipating that 15% of our student population will be MLLs/ELLs, we have designed our plan accordingly.

**Identification/Programs. Identification and Placement.** The Head of School will administer and oversee the supervision of MLL/ELL programs and faculty, with the support of the Director of Student Supports beginning in Year 2. Administration and oversight will include: staff supervision and training on best practices to support MLLs/ELLs; oversight and coordination of services; and oversight of administrative compliance. Beginning in Year 2, the Director of Operations will support through the collection and storing of student information and data. Primary Hall will support students learning English by identifying, screening, and placing students during our enrollment process, which includes a home visit. We will follow the following steps: (1) During the home visit, the Home Language Questionnaire will be completed by the parent and the questionnaire indicates that the student's primary or home language is something other than English. (2) An interview will be conducted with the student and parents by our certified ESOL teacher, with the support of our Head of School and Coordinator of Student Supports<sup>2</sup>, in both English and the family's preferred language.<sup>3</sup> (3) If it is determined that the student's home or preferred language is something other than English, then Primary Hall will administer the NYSITELL. If the student has an IEP, the Language Proficiency Team (LPT)<sup>4</sup> 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. (4) The student will be identified as an ELL if they demonstrate proficiency at Entering, Emerging, Transitioning, or Expanding on the NYSITELL. (5) Parents will be notified of the results within five school days and the school will meet with the family to review the English as a New Language (ENL) supports and services that will be provided, explaining why these supports will best meet the needs of the student. All information will be written in the family's preferred language and a translator will be made available to support. (6) Students are placed in the ENL program within ten school days of enrollment and parents receive written notification of the placement. At any point, a family may waive their right to MLL/ELL services. The Primary Hall Coordinator of Student Supports will oversee the MLL/ELL identification process. **Programs.** Primary Hall will provide an integrated English as a New Language (ENL) program with supports determined by the student's English language proficiency level (Entering, Emerging, Transitioning, Expanding). Our ESOL certified ENL teacher will push into literacy rotations each day to provide targeted support and ENL instruction, in addition to providing stand-alone ENL instruction for Entering and Emerging students. Our literacy rotations will be staggered to ensure that the ENL teacher is able to provide instruction during phonics and/or guided reading in each classroom. With an anticipated MLL/ELL population of approximately 15%, we will add an additional ENL teacher in Year 3 as well as prioritize hiring ESOL certified teachers with the goal of having at least one certified ESOL certified classroom

<sup>1</sup> This plan was directly informed by the training and with the support of Building Excellent Schools.

<sup>2</sup> In year 2 and beyond, the Director of Student Support will support the ENL teacher in conducting the interview.

<sup>3</sup> If a student is identified as a potential SIFE, the ESOL teacher will administer the SIFE questionnaire and diagnostic tool.

<sup>4</sup> Our LPT will consist of the Head of School, ENL teacher and Coordinator (or Director) of Student Supports.

teacher per grade level. **Students with Disabilities.** Students who are MLL/ELL and who may be differently abled/SWD or enter with an IEP are entitled to the same programs and services that are provided to students without disability. Primary Hall will follow all procedures for identification, evaluation, and placement for our ENL program with consideration for “the student’s need for special education programs and services to support the student’s participation and progress in English language arts instruction, [and] content area instruction in English, [as well as] ENL instruction.”<sup>5</sup>

**Quality of Instruction. Meet and exceed academic standards.** At Primary Hall we set high academic standards and believe that all students, including MLLs/ELLs, can meet them with the appropriate programming and support. It is our expectation that all Primary Hall teachers are teachers of MLLs/ELLs who will contribute to a school culture that is inclusive and respectful and delivers on its mission for high quality instruction for all students. Our curriculum will align to the next Generation Learning Standards and our professional development model will ensure teachers are equipped to teach challenging, grade-level content to every student, including MLLs/ELLs. All students regardless of classification, or ability will be held to the metrics set in our goals.<sup>6</sup> **Instructional models, materials and differentiation.** Primary Hall will deliver research-based, rigorous curriculum that is has been successful at high performing charter schools with similar populations<sup>7</sup> and we are committed to continually seeking out new knowledge for how to best educate our MLL/ELL population. We intentionally built a two-teacher classroom model with our MLLs/ELLs in mind. Our focus on small group instruction provides MLLs/ELLs with differentiated, data-driven instruction throughout the day, and most critically, during literacy instruction and intervention programming. Literacy rotations will included “The Daily Five”<sup>8</sup> in which students independently strengthen literacy skills through word work, listening to reading, reading to self, writing, and engaging in blended learning using programs like Lexia.<sup>9</sup> All classrooms will be print-rich, and our walls will be intentionally filled with visuals and diagrams, as well as graphic organizers, sentences stems, and word walls to support MLLs/ELLs as they are acquiring English.<sup>10</sup> ENL teachers, with support from our Coordinator of Student Supports, will support teachers in adapting and modifying material and instruction based on student language proficiency and all teachers will be trained on how to scaffold in order to meet the needs of MLLs/ELLs. **Language domains.** Having multiple opportunities to engage in literacy-based tasks and assignments addresses the language domains of reading, writing, listening, and speaking. We will utilize engaging text with rich content and ideas, build conversational and academic language and knowledge through purposeful discussions and our focus on Habits of Discussion, write daily to build language and knowledge, and intentionally build vocabulary.<sup>11</sup> **Culturally appropriate materials and leveraging home language.** Each night students are asked to read or be read to for at least 20 minutes and we encourage parents to use texts in the student’s home language.

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<sup>5</sup> [http://www.nysed.gov/common/nysed/files/154-3-guidance\\_final\\_2\\_16\\_18.pd-a.pdf](http://www.nysed.gov/common/nysed/files/154-3-guidance_final_2_16_18.pd-a.pdf).

<sup>6</sup> See **Section 1A**.

<sup>7</sup> Primary Hall curriculum has been adopted from high performing schools including Achievement First Network, Uncommon Schools, and Nashville Classical (Nashville, TN). See Letter of Support from Nashville Classical in **Attachment 2c**.

<sup>8</sup> <https://www.thedailycafe.com/daily-5>.

<sup>9</sup> <https://www.lexialearning.com/>.

<sup>10</sup> <https://www.tolerance.org/sites/default/files/2017-11/TT-ELL-Best-Practices-Guide-WEB-v2-Nov2017.pdf>.

<sup>11</sup> 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](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf).



Texts selected for instruction and in our classroom libraries will be selected to reflect diverse authors, characters, perspectives, and views. Where possible we will have bilingual texts in students' home languages available in our classroom libraries and allow students to read books in home languages during DEAR and other independent reading times.

**Support. Translated Materials and Family Engagement.** Primary Hall will utilize the International Institute of Buffalo for translated materials and interpretation services for parents of MLLs/ELLs who request them. We will translate recruitment in the top three languages in Buffalo (Spanish, Arabic, Karen).<sup>12</sup> NYSED Parent Notification Letters and Forms will be used to provide families with written documentation of assessment results and language development progress. We will provide families with resources from NYSED's English Language Learner/Multilingual Learn Parent Resources and will continue to build relationships with immigrant community organizations such as the Buffalo Immigrant Leadership Team. Families will receive weekly trackers which include information on assignments and conduct which will be translated as requested by families. We will provide translation services for all quarterly parent-teacher conferences and ENL teachers will prepare language development progress reports with the same frequency. **Support Services and Intervention.** All students, including MLLs/ELLs will receive at least 30 minutes of daily tailored intervention in addition to our small group instructional model. ESOL teachers will push into literacy rotations and intervention blocks to ensure that student receive the support needed in all domains and instruction and interventions will be provided in the home language as needed. **Social Emotional Supports.** The social-emotional needs of our MLLs/ELLs will be met throughout the school day through our focus on mindfulness and character development. Due to our commitment to supporting all students' social emotional needs, we will have a social worker on staff in all years. The social worker will provide supports for all students including Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, and Former ELLs. **Professional Development/Teacher Certification.** Primary Hall's ENL teachers will have the opportunity to join the NYS ESOL organization and attend professional development each year. Primary Hall will also leverage ESOL programs and experts at local universities such as Canisius College, Niagara University, SUNY Erie, University at Buffalo, and Buffalo State University to inform our staff training and retain quality pedagogues. We will leverage these relationships, as well as our relationship with Teacher for America Buffalo to scout, attract, and retain quality ESOL certified teachers. **Communication.** Each week teachers receive at least 75 minutes of duty-free planning per day with 120 planning minutes on alternate days. This planning time will be used for co-teacher and ENL teacher collaboration and communication and will be supported by the Coordinator of Student Supports and Head of School. Additionally, one grade level meetings per week will be dedicated to sharing student information and need across the grade. ENL teachers will attend these meetings and will lead the sharing of pertinent information for MLLs/ELLs.

### Data/Assessment

As noted in the Blueprint for English Language Learner/Multilingual Learner Success guide, Primary Hall 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

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<sup>12</sup> [https://ppgbuffalo.org/files/documents/immigration\\_buffalo\\_brief\\_final.pdf](https://ppgbuffalo.org/files/documents/immigration_buffalo_brief_final.pdf).





instructional practices. Specifically, we will: use NYS assessments in conjunction with our formative assessments; use language proficiency data from 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 MLLs/ELLs are along the continuum of language development and how we can provide appropriate scaffolds for them according to their proficiency level; administering assessments that require sophisticated uses of language embedded in authentic and rich content; utilizing appropriate tools to assess the needs and progress of differently-abled ELLs/MLLs; and utilizing analytical rubrics that provide feedback on content knowledge and language development.<sup>13</sup> In addition, we will administer regular assessments - exit tickets, weekly quizzes, interim assessments, STEP and MAP assessments, and interim assessments - as well as the NY State Assessment and our routine data cycles will allow us to analyze data and track progress on an on-going basis. STEP, MAP and NY State assessments will allow us to analyze disaggregated student performance data and can plan accordingly on how to best support all students, including MLLs/ELLs.

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<sup>13</sup> 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>.

**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.

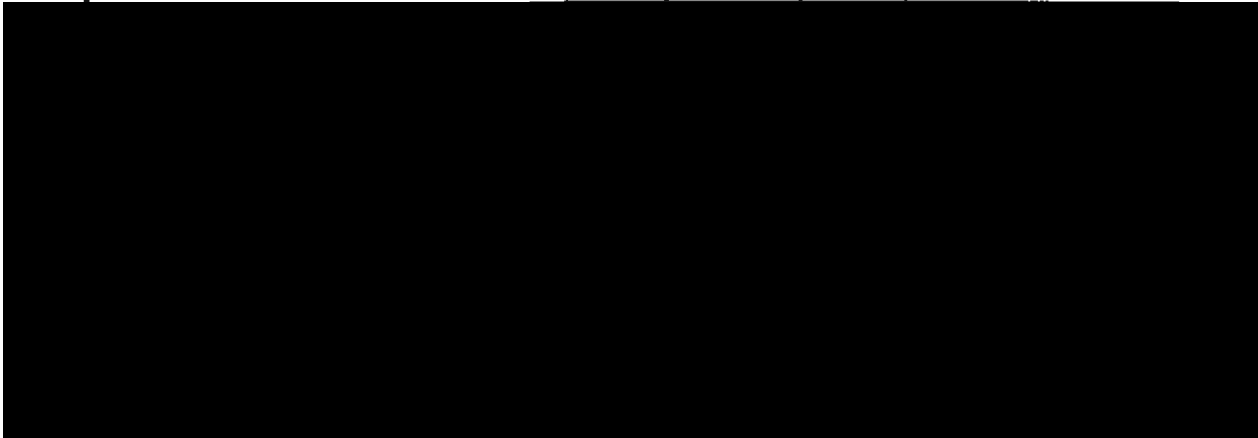
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the 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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:**     Arielle Peterson    

**Proposed Charter School Name:**     Primary Hall Preparatory Charter School    



*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 Building Excellent Schools (“BES”) Fellowship in August of 2018 and have been supported by its leadership team in the earliest design stages of envisioning Primary Hall. I had heard of the BES Fellowship from colleagues, and when the opportunity presented itself to work with them on behalf of the families in Buffalo, NY, I made the decision to apply, as Buffalo represents many of the layers of my own family’s journey in the Northeast and would allow me to honor that history.

Comprehensively, my professional career has been devoted to providing equitable education to students of color in poor, urban communities, and I had become dissatisfied with the rate of change that I was seeing within the district environment in my most recent positions. At the time of considering and then taking on the BES Fellowship, I was transitioning into an educational administration role for the following school year but knew that I could make much more significant impact by designing, founding, and leading a charter school based upon strong practice and with the autonomies to build a mission-driven team and make the academic and operational decisions that put student achievement and students’ interests first.

I was accepted into the BES Fellowship, started prework in the spring of 2018, and earnestly began building the Founding Team in the fall of 2018.

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.

Education has been the vehicle that has transformed my life, and the lives of many members of my family. I specifically know the critical need for strong early elementary education and the difference having such access can make and the opportunities such early education can provide in later grades and throughout someone's life. I have made it my life's work to do everything that I can to ensure quality education is available to as many students as possible.

I began my career in education working for a Head Start program in East Orange, NJ before transitioning to Newark Public Schools ("NPS") as a Teach For America corps member. After my corps commitment, I continued to work for NPS, teaching first grade and first grade inclusion at a community turn-around school before joining the staff within the Special Education and Early Childhood Department. During this time I became a certified Elementary Teacher and earned a Master of Arts in Education Administration with a Principal endorsement from Caldwell University. During the 2017-2018 school year, I served as a Principal Intern for a P-4 school with an Autism program in Newark, NJ. During that experience I gained valuable skills in developing a culture of achievement through data, coaching teachers, conducting frequent formal and informal observations, and co-leading staff recruitment and development.

As a BES Fellow I have been afforded the opportunity to further develop my leadership skills through the study of high-performing charter schools and their leadership across the nation. As a Fellow, I have expanded my skillset in systems operation, fiscal oversight, board governance, curriculum and assessments, instructional pedagogy, and teacher development. Additionally, I have completed leadership residency at Laureate Academy in Jefferson Parish, Louisiana, a third-year BES school outpacing the performance the local district and the State of Louisiana on the ELA and Mathematics LEAP assessments within their first year of testing and where I supported a variety of school initiatives.

My educational background, including my experience as teacher, leader, and now Fellow with Building Excellent Schools positions me with the Founding Team and the support of our community to successfully establish Primary Hall Preparatory Charter School and deliver measurable results for our students in grades K-5.

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).

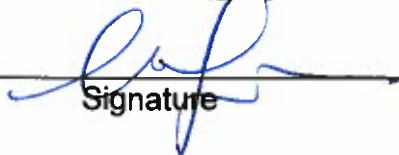
As Primary Hall's Lead Founder, I have worked closely with Building Excellent Schools to design a program that will both challenge and equip our students to succeed in elementary school and to ensure the elementary foundation that will allow them to thrive in rigorous college preparatory environments after fifth grade. Our charter application is informed by the best practices implemented by high-performing charter school in urban areas, with similar demographics to those in Buffalo, as well as input from members of our community. I have organized multiple community engagement events, held numerous meetings with community organizations, consistently engaged our faith-based communities, met with hundreds of families to garner support and gain insight on what they believe is necessary for a game-changing school on Buffalo's East Side, and led the Founding Team throughout these initiatives. I am the lead writer for the charter application, using input from our community and working closely with the Founding Team to review, inform, and provide final preparation of the proposed school design and all of its academic, operational, and business details.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

My commitment to the success of a variety of learners, including most particularly those with disabilities, and my commitment to the power of early literacy is evident in my professional background. My network of support locally, regionally, and nationally is strong, as none of us can do this work alone, and we must surround ourselves with a deep layer of friends, supporters, advocates, and coaches to position ourselves for success. I have done that, and the Founding Team has done that as well, and we continue to deepen that bench of support through our listening to and networking with others on behalf of successfully addressing the academic need on Buffalo's East Side. On behalf of Primary Hall's Founding Team, we respectfully submit this proposal, as are honored to present our plan for a high-performing quality charter school that will ensure our students are prepared for academic and personal success.

Arielle Peterson

Printed Name



Signature

4/3/19

Date



**NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE**

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**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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Rochelle N. Brown

**Proposed Charter School Name:** Primary Hall Preparatory Charter School

**E-Mail Address:**

**Home Telephone:**

**Home Address:**

**Business Telephone:**

**Business Address:**

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**Background Information – All Applicant Group Members**

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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.

A colleague introduced me to Ms. Arielle Peterson. Ms. Peterson shared the vision of Primary Hall Preparatory Charter School, and it resonated with me deeply. We discussed the needs of the school to accomplish this vision. We discussed Board membership and how my skill and expertise would help to support the Founding Team pre-authorization and the role that I would play post-authorization. I am excited to join the team and support the work moving forward.

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 come to the Board as both a professional and mother, living in the City of Buffalo, NY. During my 30 years in the banking industry, I have had the opportunity to participate in creating and developing new departments, new positions, and new procedures. My professional background includes loss mitigation for mortgages, investment and insurance planning, branch management, sales coaching, training and financial literacy. In addition, I have been a Board Member and Committee Chairperson for the National Association of Urban Bankers (NAUB). My volunteer endeavors include working with the Buffalo Urban League, Community Action Organization, United Way, American Heart Association, American Cancer Society, and numerous employer-sponsored events.

As a parent of three, I have witnessed the decline in performance of our Buffalo Public Schools. My daughter attended a public high school, which at the time was rated as one of the top four public schools in Buffalo. She went on to attend college; however, she was not fully prepared for the rigors of college. Having experienced the failure of the public school system to prepare my daughter adequately for the next stage of her education, I decided to enroll my sons into a charter school. My oldest son graduated and went on to graduate from college. My youngest son, currently enrolled in a charter school, is on track to graduate with an Advanced Regents diploma. My children's success is a testament to the benefits of a well-run charter school. For this reason, I believe I bring an informative, parental perspective to the Board.

- 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).**

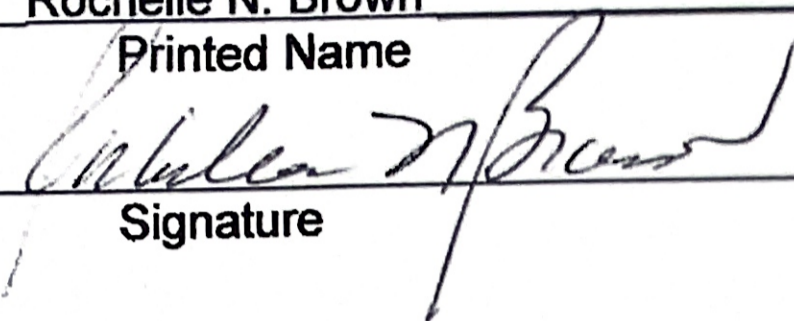
My role as Founding Board Chair is to provide leadership to the Board regarding policies and operational decisions affecting the proposed charter school. I am also responsible for maintaining a cohesive and productive Board, ensuring all Board Members (and prospective Board Members) are informed and effective when measuring the performance of the school against the criteria set for successful charter schools. Other responsibilities include: fostering and maintaining a working relationship between the Board and our community; evaluating our School Leader's performance; and assessing the capacity of our Board Members to remain focused and committed to the mission of the charter school. Regarding my service as a Member of the Finance Committee, I will work with my fellow Board Members and the School Leader to create and sustain a healthy financial position for the charter school. Reviewing, revising, and recommending our annual budget along with completing annual audits and submitting reports to our Board are additional tasks I have pledged to perform.



7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Rochelle N. Brown

Printed Name



Signature

3/25/19

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.):

Proposed Board Chair, Chair of Governance Committee, Member of Finance Committee



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

I believe all children have a right to receive an excellent education, regardless of their life circumstances. There is a definite need to rebuild Buffalo's educational system. I want to be an active participant in the restoration of our children's education, preparing them to become productive and well-rounded adults, contributing to the growth and prosperity of our world. Primary Hall Preparatory Charter School is purposeful to that end.

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.

My first task would be to gather evidence, supporting "why" I believe he/she/they have a conflict of interest. Once complete, I would request an emergency meeting of the Board to specifically discuss my concerns. During the meeting, I would present my business and governance concern, along with any supporting documentation I had gathered. Information would be presented in an "inquisitive" manner rather than an accusatory one. The addressed Board Member would then be asked to respond to the Board, presenting any supporting documentation he/she/they may have to support. Once both positions have presented their information, it would be up to the Board to discuss, review, and recommend the next course of action, by consensus, whether it be dismissal of the inquiry or removal of the Board Member. If there was self-dealing of any kind, I would expect the Board to remove that



Board Member in alignment with our bylaws. If removal is the decision, the Board would communicate this, along with the reasons why removal was the decision, to the School Leader. We, as a Board, would then have to select and appoint a replacement.

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.)

Primary Hall Preparatory Charter School's mission is focused on Academics, Access, and Impact. Specifically stated: "Through rigorous curriculum, individualized supports, and positive character development, Primary Hall Preparatory Charter School ensures that all students in Kindergarten through fifth grade are prepared for academic and personal success in middle school, high school, and college." Ultimately, Primary Hall will educate our children for academic and personal success. We will focus on the individual child as a unique expression of greatness, and through a structured and rigorous curriculum, our teachers will prepare our children not only for success in the classroom, but also in life.

24. Please explain your understanding of the educational program of the charter school.)

Primary Hall Preparatory Charter School will have an extended school day and year. We believe that every moment counts. Each day will begin the same, with breakfast and a mindfulness period, stilling our children so that they are mentally and emotionally prepared to receive the day's teachings. The curriculum will consist of literacy building, math fluency, science, and social studies. Midday provides opportunities for our children to eat, play, relax and socialize, reinforcing life skills needed to navigate challenges inside and outside of the classroom.

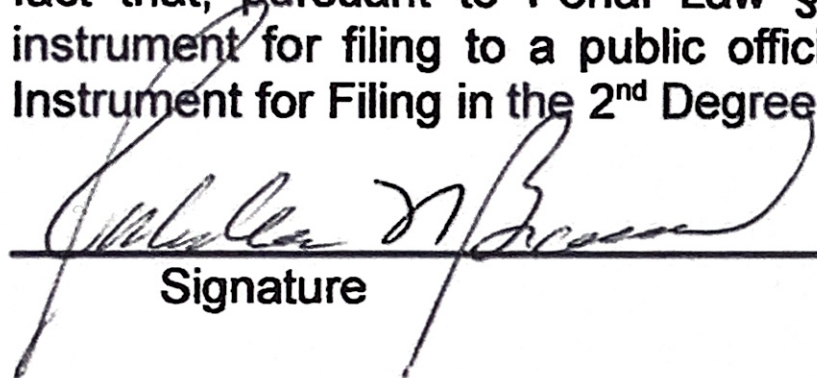
25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school will meet or exceed the standards of performance set by the Board of Regents. Our goals are: (1) Students will demonstrate proficiency in Literacy; (2) Students will demonstrate proficiency in Mathematics; (3) Students will demonstrate proficiency in Science; (4) Students will demonstrate proficiency in Social Studies; (4) The Board will demonstrate fiduciary and financial responsibility; (5) The Board will provide effective school governance; and (6) Primary Hall will be fully enrolled and maintain high levels of attendance and retention.

For Primary Hall to meet these set goals, the Board must be diligent with holding our School Leader accountable. Measurement of success will be based on the school meeting its benchmarks in alignment with the core values and mission of Primary Hall. The Board must demonstrate organizational soundness through continual review and revision of the financial health of the charter school, along with providing exemplary oversight and governance with matters concerning the financial welfare of the school. To attain this level of oversight, the Board must hold regular and frequent committee meetings, as well as general Board meetings. All Board Members are expected to honor and uphold the mission of the school and the laws governing the management of the school. The Board must also be willing to modify, improve, and/or remove any person(s) or circumstances that may jeopardize the integrity of the school, our leader, our teachers, and most importantly, our children.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Rochelle N. Brown (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

3/25/19  
\_\_\_\_\_  
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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Madeleine Fierstein

**Proposed Charter School Name:** Primary Hall Preparatory Charter School

**E-Mail Ad**

**Home Tel**

**Home Ad**

**Business**

**Business**



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

### **Background Information – 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 had a conversation with Ms. Arielle Peterson during which time she explained her extensive background in education as well as her passion for providing an excellent education for the students of Buffalo. Additionally, I was aware of the success that Building Excellent Schools has had in supporting School Leaders in creating excellent schools. My confidence in Ms. Peterson as well as BES led me to confidently join the applicant group.

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

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

**Statement of Intent—All Applicant Group Members**

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

For the past seven years, I have worked in education within a variety of charter schools both as a teacher and as school administrator. I have experience in elementary, middle, and high schools as well as experiences in Texas and multiple schools in Buffalo. With my experiences, I have witnessed what it takes to effectively run an excellent school. An excellent school is one that is mission-driven and constantly seeks to improve for the students and families in the community. As a current school administrator, I am confident that I can help prevent common pitfalls such as financial mismanagement and choosing or not effectively overseeing a less than high capacity School Leader to support our students, teachers, and staff. Additionally, I bring an educator's perspective to the Board that will not only support the Board but also the School Leader while remaining mindful of the distinct roles of governance and management.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I am the proposed Secretary for the proposed Board of Trustees. I have supported with community engagement efforts through tabling which involved providing the community with information about Primary Hall Preparatory Charter School and gaining community interest. I have built relationships with community members that have led to various letters of support for the proposed school. I have actively participated in meetings with our Founding Team as we collaborated to create a robust vision for the school. As a proposed member of the Academic and Development Committees, I have spent time discussing curriculum and benchmark testing as well as potential partnerships within our city.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Madeleine Fierstein

\_\_\_\_\_  
Printed Name

*Madeleine Fierstein*  
\_\_\_\_\_  
Signature

*3/26/19*  
\_\_\_\_\_  
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 serve as the proposed Secretary and sit on the Academic and Development Committees.

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

I wish to serve on the Board because I believe that all students deserve an excellent education, and I would like to support by providing guidance and oversight. Additionally, I think that my background in education, particularly my training as a School Leader, would allow me to lend my expertise to support the work. We will provide oversight and ensure adequate resources, review student data, and provide insight into how data will inform student achievement.

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 does not/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.

We do not tolerate any self-dealing on the Board. If there is real or perceived conflict, I will bring it to the attention of our Board Chair to further investigate. We are guided by our Conflict of Interest Policy which clearly outlines that there is no room for self-dealing on the Board. Should the member be found involved in self-dealing, they will be removed from the Board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

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

Primary Hall's mission is to provide the students of the East Side of Buffalo with a competitive education that consists of rigorous curriculum, character development, and individualized supports. Primary Hall will make sure that all of its students are receiving the supports that they need so that they are able to read on grade level and fully express themselves verbally and in writing. This will set students up for success in middle, high school, and college.

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

The educational program of Primary Hall will focus primarily on ensuring that all students are on grade level in reading and math. We will focus on ensuring all students are able to express their unique thoughts both verbally and in writing. Students will be assessed regularly in order to ensure that they are receiving the individual supports that they need. Students will also receive positive character development that will support their growth in school and in life. With rigorous academics and character development, students will be able to meet their full potential.

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

A successful charter school is both academically and financially successful while remaining true to its mission and vision. It is accountable to its students and families and always looking to improve. In order for the Board to ensure the success of Primary Hall, the Board will need to conduct academic and financial oversight and assess if the school remains true to the terms of the charter. The Board will do this by reviewing monthly dashboards that include information on staffing, budget, and the academic results of our students on a number of assessment tools. The Board will also do this by supporting the School Leader to effectively manage the school, while not engaging in any management decisions or responsibilities itself. The Board will also ensure the school's success as guided by our Bylaws and other policies. Lastly, the Board will use all of its Board members' strengths to work as a unified body and push one another to ensure the success of the school.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Madeleine Fierstein (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Madeleine Fierstein  
Signature

3/26/19  
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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Kerisha Hawthorne-Greer

**Proposed Charter School Name:** Primary Hall 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.

In September 2018, I received an email from a respected member of the legal community introducing Ms. Arielle Peterson and the vision for Primary Hall Preparatory Charter School. The email also indicated that Ms. Peterson was looking for members to be a part of the Founding Team. I have always had a passion for supporting organization with a focus on education, and I could not pass up an opportunity to support in designing a school that will have a great impact on the Buffalo community. I replied to the email expressing my interest in hearing more about Primary Hall, and a few days later, Ms. Peterson reached out to me to schedule a phone call to introduce the proposed model. We discussed my interest and background in education; I shared with Ms. Peterson that I come from a long line of teachers, and that I believe a rigorous educational program is the key to success. I fully agree with laying the foundation for success because college begins as early as the elementary level. After several discussions, Ms. Peterson and I met with a member of Building Excellent Schools to discuss the responsibilities of being a Board Member, answer questions related to the Governing Board, and discuss next steps with joining 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 an asset to the Primary Hall Charter School Founding Team with my legal expertise, experience working with students, and my diverse personal and professional background. As a practicing attorney, I specifically bring my legal expertise and will support the team to ensure that we remain in compliance with all federal, state, and local laws and regulations that apply to the operation of a public charter school in Buffalo. With the Team, I will ensure that we fulfill our accountability to the governing laws for charter schools and to the goals we will set out in the charter itself, and with the Team I will ensure that we are meeting all of our legal and fiduciary duties. Along with my legal background, I have been working with students since 2012. I have experience in student support services, career, and academic counseling. I served as a career and academic counselor, and I am currently an Adjunct Faculty Professor at a local community college in the Paralegal Department. With these experiences, I know how critical literacy and math foundations are to later educational options, and I will ensure that we are delivering on our mission to provide rigorous academics and individualized support so that every student has that foundation.

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 Team member, I have supported our work through community outreach, obtaining letters of support, and being a liaison with key supporters in the Buffalo community, as well as reviewing all key elements of our school design. Post-authorization, I will continue to support in community outreach to ensure we meet our enrollment goals. I will assist in fundraising and development initiatives. As a member of the Board of Trustees, I will continue to support the Head of the School and work with the Board to ensure the school's success through establishing policies and especially by conducting strong academic and fiscal oversight for the school.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

As a person of color who grew up in a single-family home, I understand the importance of having a free, high-quality school in an urban neighborhood that has predominantly families of color. All students are entitled access to a school that will prepare them for success in middle

school, high school, and college. I am committed to bringing this type of school to the East Side of Buffalo.

Kerishya Hawthorne-Greer

Printed Name

K. Hawthorne-Greer

Signature

03/25/19

Date

### Background Information—Proposed Board of Trustees Only

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

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

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

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

This does not apply to me.  Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member; Finance Committee Member

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

I grew up in a family of educators. I was always taught that education was the key to success. Education was the tool I needed to elevate myself out of poverty, to lay a foundation for my future family, and to have impact in my community. My mother sacrificed everything she had to ensure that my brother and I attended the best private schools because she did not have trust in the local public school. I was lucky to have a parent who could make those sacrifices. Most single parent and low-income families do not have that luxury as I experienced, and I believe every student regardless of their socioeconomic status should have access to a high-quality school that will challenge them and prepare them for success. I also believe that with the right tools and support, every student can be successful. When I spoke to Ms. Peterson and heard about the vision of creating a game-changing school that will prepare students to succeed through all levels of schooling by emphasizing academics, literacy, individualized support, and character development at an early age, I could not pass up on that opportunity.

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.

As mentioned above, I am a practicing attorney. Therefore, I understand my duties and obligations on behalf of the Board but also the ethical responsibilities associated with a law license. One of the first policies that our Board will be establishing, among others, is a Conflicts of Interest Policy. This will require disclosure of all possible conflicts. If I believed or was made aware that there was a conflict or dealings for pecuniary gains, I would be required to disclose this to the Board Chair for further investigation. The Board would then



proceed to address the individual with the conflict per our Bylaws, which could include removal of the individual from the board should a conflict be determined.

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.

Primary Hall's mission is to ensure that our students are prepared for academic and personal success in middle school, high school, and college. We believe that all students should have access to a high quality education that provides rigorous academics, individualized supports, and positive character development in order to succeed after graduating high school and have a positive impact on their community. We are especially focused on ensuring that our high quality education is accessible to students from diverse backgrounds and low socioeconomic status. Lastly, our motto is *education is primary*. With a structured and quality education at the elementary level, we are laying the foundation for life-time success.

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

Primary Hall's educational program is focused on literacy, mindfulness, individualized support, and character development. We believe that reading is fundamental and that all students should be able to read on or above grade level. If a student does not know how to read, he or she cannot be successful in any other subject matter. With extended school days, we can ensure that our students are getting enough time in the classroom. We understand that an urban school also needs to employ strategies to address trauma and because we will incorporate mindfulness into our daily schedule, it will allow our students to center themselves at school and focus on the task at hand. Finally, we will provide individualized supports and character development to ensure that all of our students regardless of their abilities make progress towards measurable goals and have the tools to be a positive impact on the community.

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.

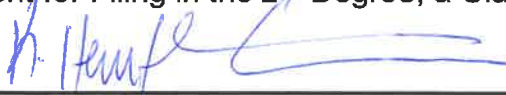
In my opinion, a successful charter school requires strong partnerships with the community stakeholders and families to ensure trust and maintain student enrollment and retention. As Board Members it is our responsibility to leverage our networks to create goodwill around our



school. A successful charter school also has leadership that is accountable, committed, and financially responsible. Both the Board Members and Head of School need to be held accountable to the goals we set forth in the charter application and the overall vision of the school. This involves reviewing the monthly dashboard to ensure that we are meeting our goals and analyzing areas that need to be addressed. The work will not be easy, but I am committed to the students, community, and the school. Finally, a successful charter school needs to be financially responsible and in compliance. It is our responsibility as a Board to review our finances and legal requirements and to ensure that the school is in compliance and operating efficiently.

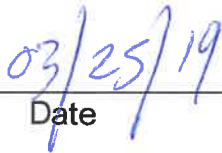
**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Kerisha Hawthorne-Greer (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



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Signature



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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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Christopher Hayes

**Proposed Charter School Name:** Primary Hall 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.

Ms. Arielle Peterson approached me with a vision for a high-quality charter for the students and families on the East Side of Buffalo. This is particularly important to me because I understand that access is necessary to help youth in need of an educational opportunity. Ms. Peterson and I have connected on several occasions to discuss how I can support the school; after several discussions I was invited and accepted joining 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 grew up in Buffalo and am familiar with Buffalo, its neighborhoods, challenges, and educational system. I have had opportunities to speak and tutor at various schools during my time as an attorney and I have also tutored throughout college. I understand the difficulties with learning at various levels. As an attorney, my job is to solve complex problems, ensure that we are making decisions in full accordance with any applicable laws, and I expect to apply such skills and experiences to assisting with advancing the mission of Primary Hall.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been working alongside fellow Founding Team members throughout the mid-fall, winter and now into early spring to ensure that we are engaging with the community in a meaningful way. During our time collaborating as a Founding Team, I have provided input on Primary Hall's vision, supporting our mission for the school through strategic planning and have been an active member as together we continue to discuss and review various details of the school proposal and participate in wide community outreach.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Christopher Hayes

Printed Name

Signature

Date

### Background Information—Proposed Board of Trustees Only

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

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

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

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

This does not apply to me.  Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member

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

This is an opportunity to assist youth in need and improve the city in which I live.

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.

One of the very first policies that the Board with approve will be the Conflict of Interest Policy that explains all Members must or will disclose if they have a Conflict of Interest while serving as a Board Member for Primary Hall. We have zero tolerance for self-dealing, and the Conflict of Interest Policy will ensure that we comply with all federal, state, and local laws as it is our moral and ethical duty as an institution of public trust. If self-dealing is found by any Member, it would be reported to the Board Chair for further review. If the Member is found to have participated in self-dealing, that Board Member will be removed from the Board as written by 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.

The mission of Primary Hall is to prepare students for academic and personal success in middle school, high school, and college through rigorous curriculum and high-quality instruction, character development exercises, providing structure while focusing on educational enjoyment, and ensuring that there are individualized supports in place every day geared towards academic and personal success. We will have a longer school day and use most of our time to focus on reading and math, and we will also have a strong sense of community.

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

Primary Hall will ensure that students are on a path to college by having a focus on literacy and mathematics. Our students need foundational skills to access rigorous middle schools and high schools. In addition, Primary Hall will offer character development because we want our students to be well-rounded and have a balanced education.



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

A successful charter school has students learning at high levels and uses public dollars ethically and responsibly. A successful charter school requires oversight over its finances, academic program, and the overall success of the organization. Oversight requires that the full Board works cohesively to oversee the success of our academic and organizational goals as we will outline in our charter application. Additionally, during monthly Board meetings, the Board will also be responsible for establishing and overseeing policy for the school as well as making sound decisions in accordance to our mission, values, and beliefs on behalf of the school.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Christopher Hayes (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Signature

Date

**NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

**Note:** Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. *The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.*

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Breanna Penque

**Proposed Charter School Name:** Primary Hall 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 approached by Ms. Arielle Peterson. After discussing the early vision for the proposed charter school, I was excited to join the Founding Team in providing a high-quality school in Buffalo. The Buffalo area is currently experiencing wonderful growth; however, this is not shared across all communities in the area. I believe education is crucial in making sure everyone has access to opportunities. Primary Hall Preparatory Charter School will provide K-5 students with the foundational skills to be successful throughout their lives.**

- 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 over 10 years of experience in leading financial operations, including budgeting, financial reporting, and internal controls in a wide range of industries. I also have extensive experience developing systems and processes to increase operational efficiencies and establishing key metrics to measure the success of organizations. This experience will allow me to successfully provide financial oversight and guidance for Primary Hall.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I am honored to be part of the Founding Team and proposed Governing Board and have fully supported the design of the vision for the school and the application. I strongly believe in the mission of the school and look forward to utilizing my financial expertise to act as Treasurer of the Board and help guide the Finance Committee in execution of its financial oversight responsibilities. My finance background will allow me to take on these responsibilities, including recommending financial policies to the full Board and providing guidance on the development, approval, and oversight of our annual budget.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Breanna Penque

Printed Name

B. Penque

Signature

3/26/19

Date

**Background Information—Proposed Board of Trustees Only**

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

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

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

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

This does not apply to me.  Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member and Treasurer, Chair of Finance Committee

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

I strongly believe that all students deserve an excellent education. Strong literacy skills prepare students for success throughout their life. I am excited about the mission of Primary Hall and look forward to being able to help the school become a success.

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.

Primary Hall will have a zero-tolerance policy for self-dealing and will review and approve the Conflict of Interest Policy upon authorization to ensure we are complying with all federal, state, and local laws as it is our moral and ethical duty as an institution of public trust. If there was anyone on the Board that broke that trust and that policy, I would work with the Board to have that person removed.

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.

Primary Hall's mission is to ensure all students are prepared to succeed in middle school and beyond by providing a rigorous curriculum, individualized supports, and character education. The instructional focus will be on literacy and math foundational skills.

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



Primary Hall will provide a rigorous curriculum and high-quality instruction so that students are able to read on grade level and are able to articulate their thoughts verbally and in writing. Each day will be structured so that students know what to expect every single day. We do not believe in wasting valuable instructional time. Individualized supports will lead to academic and personal success. Character development will equip students with crucial skills needed throughout life.

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 will achieve its academic and financial targets. The Board will need to create a culture of accountability with the school's management to ensure the goals and objectives are achieved. This will include developing dashboards to review enrollment, academic performance, and financial metrics. The Board will be responsible for providing guidance and oversight.

### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Breanna Penque (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

3/26/19  
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.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Desmond Rudd

**Proposed Charter School Name:** Primary Hall Preparatory Charter School

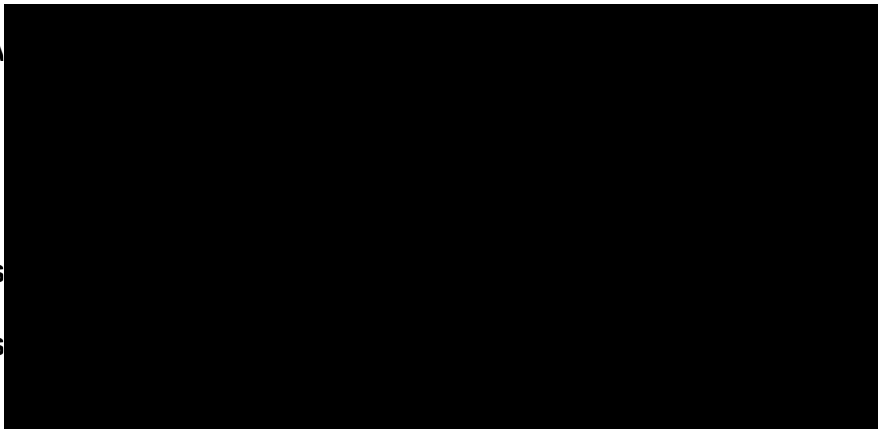
**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**Business Telephone:** \_\_\_\_\_



*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 approached by Lead Founder Ms. Arielle Peterson who discussed the mission and the vision of the proposed charter school. Ms. Peterson expressed how Primary Hall will serve as a quality choice to families and the community and is committed to providing an equitable education on the East Side of Buffalo, New York.

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

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

## Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As an educator and activist for urban schools in Buffalo's communities, my experience and knowledge gathered by working in schools privies me to clearly articulate the needs of our students. I have witnessed students who are unable to read be pushed through a dysfunctional education system that hinders our students from future opportunities post K-12 schooling.

My experience and expertise in management, development, and communications for an educational nonprofit will assist in developing strategy around fundraising and community outreach for Primary Hall. My knowledge, experience, and skill sets are an asset to the Board, and I am passionate about and committed to the East Side community of Buffalo.

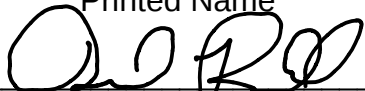
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a Founding Team member, my responsibilities to the development and preparation of the application and operation of the charter school include (1) having clear understanding of a board's oversight responsibilities and then implementing academic, fiscal, and organizational oversight post-authorization, (2) understanding the difference between Governance and Management and then practicing clear Governance and Management when making decisions on behalf of the school post-authorization, and (3) playing an active role with developing the charter for Primary Hall and engaging with the community with Ms. Peterson and all members of the Founding Team.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Desmond Rudd

Printed Name



Signature

3/26/2019

Date

### Background Information—Proposed Board of Trustees Only

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

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

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

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

This does not apply to me.  Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Academic Committee

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

I am excited to be a member of the Primary Hall Board because of the social justice the school will ensure by providing a quality education and ensuring all students access to greater opportunities. Currently in Buffalo there is a disparity between the allocation of resources provided across schools. These inequitable systems and practices perpetuate inequality in students' and families' access to equitable education—*which is their right*.

I seek to serve on the Board as we continue to advocate for the importance of providing educational equity and access for all students. While teaching, I realized the potential that exists in our city, and the disparity in expectations, supports, and then the school and life outcomes between our students and those in more affluent districts.

I am passionate about the communities in Buffalo, and I am most excited about Primary Hall being proposed for the East Side of Buffalo where African-Americans make up a large percentage of the population. Unfortunately, students on the East Side have to be bussed miles away from their own neighborhood to receive a quality education. Providing a school with a focus on academics, access, and impact will help to propel the East Side into a more sustainable community.

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.

All Board members are responsible for the success and welfare of the organization. The Board will be guided by its many policies and procedures to achieve the mission of Primary Hall. One of the very first policies that we will review and approve will be the Conflict of Interest Policy that details how we should handle any issue of conflict or self-dealing. If I am made aware of a conflict or self-dealing by a Board member, it is my duty to report this information to the Board Chair who will then follow up with the Board member in question about the issue. The Board Chair would bring this to the attention of the full Board, and the full Board will remove the Board member in question if self-dealing has been proven.

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.

Primary Hall holds the belief that all students can and will find academic and personal success and should receive individualized supports tailored to their learning needs. This can be accomplished through focusing on the development of strong foundational skills in literacy and math for every student and providing a balanced approach of rigorous academics and character development.

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

Primary Hall's educational programming has a focus on rigorous curriculum and high quality instruction in math, reading, and character development which will lead to academic success. Each classroom will have two teachers to assist with meeting the needs of all students. For students who need additional support, a special education and English as a Second Language specialist will be included.

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

The characteristics of a successful charter school include having a clear mission, instructional planning that is student focused, a high level of engagement from parents and the community, as well as holding high expectations for all persons involved within the school. To ensure Primary Hall Preparatory Charter School is and remains successful will require the Board supporting, overseeing, and holding accountable the school's management, providing strong governance by overseeing outcomes, and overall ensuring successful execution of strategy developed for the school's start and growth each year. Each member on the Board must be invested in the mission and be actively involved to ensure Primary Hall is providing an equitable education for all students who attend and is closing the gap between students on the East Side and those in more affluent communities, and each member must work to ensure that we are inclusive of families and community partners in the work.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Desmond Rudd (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



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Signature

3/26/2019

Date